THE USE OF ROLE PLAYS TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS GRADE XI IN SMK N 1 DEPOK IN THE ACADEMIC YEAR OF 2013/2014

A THESIS



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APPROVAL SHEET

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 15 Desember 2014

Dewi Nurul Lailatun Mubarokah

DEDICATIONS

This thesis is fully dedicated to my awesome parents

Warsun Rasyid & Sri Yuniati (Alm)

and my lovely sisters and my handsome brother.

MOTTOS

"Remember Me, I will remember you."

(Q.S. Al-Baqarah: 152)

"No amount of guilt can change your past, and no amount of anxiety can change your future."

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ABSTRACT

The objective of this study was to improve the speaking skills of Accounting Program students grade XI in SMK N 1 Depok, in the academic year of 2013/2014 through the use of role plays.

The research was classified as action research. It was conducted in two cycles, which was held for three meetings in the first cycle and two meetings in the second cycle. The research procedure consisted of reconnaissance, planning, action and observation, and reflection. The participants of the study were 32 students of class XI AK 3 and the English teacher. The study was conducted in SMK N 1 Depok. The data obtained during the research include qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were gained from tests. The qualitative data was analyzed by assembling, coding, comparing the data, building interpretations and reporting the outcome. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data used was democratic, outcome, process, catalytic, and dialogic validity. The reliability used was time, investigator, and theoretical triangulation.

The results of the study showed that the use of role plays successfully improved the students' speaking skills. They became more active in the teaching and learning process. They actively joined the lesson and enthusiastically did the tasks. The students showed improvement in some aspects such as pronunciation, vocabulary mastery and confidence. Furthermore, they spoke English without much encouragement and without being afraid of making mistakes. This implied that implementing role plays in the teaching and learning process of English could improve the students' speaking skills.

Keywords: improvement, role plays, speaking skills

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English for vocational high school students tends to be different compared to that for high school students. In the first, the students are motivated to prepare themselves for a specific occupation in the future career. Therefore; the English lesson in vocational high schools should provide the students communication skills which are closely related to their future career.

In the case of Indonesian vocational high schools, the range of English teaching in Vocational High School is divided into three levels: novice, elementary and intermediate level. Based on *Peraturan Menteri Pendidikan Nasional (Permendiknas) 2006 No.23*, there are four goals of learning English in all those levels which cover four language skills; listening, speaking, reading and writing (*Permendiknas 2006 No.23*).

It is clearly stated in the brief explanation above that vocational high schools students are required to master English skills to help them in the future career. Students are expected to have a number of opportunities in improving all language skills. Therefore; teachers of English have to teach all the English skills equally. However, what happened practically seems to be different from what the theory stated. In reality, still there are cases where the chances to practice productive skills; especially speaking skills, are barely adequate. Furthermore, there are a number of English teachers who ignore speaking since it is not

included in the national examination. Whereas speaking skill should not be neglected, particularly for students of vocational high school who will need it in their future career. Hence, there must be a way to help students of vocational high schools to enhance their speaking skills.

Based on the observation and questionnaires conducted to grade XI Accounting Program students of SMK N 1 Depok, it was revealed that there were some problems identified regarding the English teaching and learning. The materials used were merely from the text book which focused more on teaching grammar though the results of the questionnaires showed that the students had difficulties in speaking. They found it difficult to express their ideas orally as they were not confident to speak English. They also did not know how to pronounce certain English words which made them afraid of making mistakes.

Beside pronunciation, vocabulary mastery was also important to be able to speak. Conversely, most students lacked vocabulary mastery and it made them difficult to build sentences in English. Hence, they preferred to be silent than actively participate in the classroom activities. Furthermore, based on the class observation, it could be seen that the activities done in the classroom were monotonous and less motivating. The activities could not encourage students to speak English. Moreover, the activities conducted in the classroom did not promote group work although many students said that they preferred working together than doing tasks individually.

Regarding to the problems mentioned above, I decided to conduct action research to solve them. After discussing the existing problems with the English

teacher and the collaborator it was settled that the research focused on improving students' speaking skills through role play. Role play was seen as a good method to help students improving their speaking skills. Furthermore, since students preferred to work in groups, by using role play, they could enjoy working in groups as they preferred.

B. The Identification of the Problem

It has been mentioned earlier that the speaking skills of grade XI Accounting Program students of SMK N 1 Depok were relatively low. There were some factors such as the students, the media and the teaching and learning process that caused the problem.

The first factor was the students. The students were reluctant to speak English as they thought it was difficult. They lacked self-esteem to speak in English as they were afraid of making mistakes. Difficulties in pronouncing certain words also made them hesitated in expressing their ideas in English. In addition to pronunciation, the vocabulary mastery was also important. Further, the students still lacked vocabulary mastery and that prevented them to be able to speak in English.

The second problem was related to the media. Media which can be used to attract students' attention were not present. The lack of media made the teaching and learning process less interesting. Furthermore, the appropriate speaking materials were also not present. The materials used in the classroom were only

materials from textbook which were less various. The exercises in the textbook did not provide the students with speaking activities.

Last but not least, the next factor was related to the teaching and learning process. The classroom activities were monotonous. The activities did not give many opportunities to students to improve their speaking skills. There were not interactive activities which engage students to speak up and take part in classroom interaction. In other words, the activities were less communicative. Furthermore, during the interview, the teacher also mentioned that unlike other majors, productive skills class for students of Accounting Program concerned writing more than speaking. As the consequences, limited speaking activities and practices made them lacked speaking skills.

To conclude, all aspects related to the students, the media and the teaching and learning process in grade XI Accounting Program students of SMK N 1 Depok need to be improved. The improvements are needed to support students' development in mastering speaking English skills which can be reached by implementing role play in the teaching and learning process.

C. The Limitation of the Problem

In this research, the approach of action research was employed. This study focused on how to improve students' speaking skills of grade XI Accounting Program class AK 2 students of SMK N 1 Depok in the academic year of 2013/2014 by the use of role play. The research was conducted during the even semester; from February until March 2014. Role play was used because it was

expected to solve the problems and help the students to improve their speaking skills. Since it provides students with opportunities to practice speaking, it is hoped that it could engage the students to actively involve in the teaching and learning process. It is also expected that the students will enjoy speaking through the use of role plays in the classroom.

D. The Formulation of the Problem

The formulation of the problem in this research is formulated as follows: "How can the use of role play improve the speaking skills of Accounting Program students grade XI in SMK N 1 Depok?"

E. The Objective of the Study

The objective of this research is to improve speaking skills of Accounting Program students grade XI in SMK N 1 Depok in the academic year of 2013/2014 through the use of role play.

F. The Significances of the Study

- 1. Theoretical significance
 - a. Other researchers can use the result of this study as a useful reference related to the topic of improving speaking skills through role play.
 - b. English students of Yogyakarta State University, who need a reference in writing their thesis or a reading material to improve their knowledge

in teaching English, especially teaching speaking, can consider this research as a beneficial source.

2. Practical significance

- a. To the English teachers of Vocational High Schools, especially those who are dealing with Accounting Program students, the result of this study hopefully can be used to help them in creating interactive activities to improve students' speaking skills.
- b. To the students of Accounting Program Grade XI in SMK N 1 Depok, this research study is expected to be a beneficial source to improve their speaking skills.
- c. To the course developers, the result of this research is expected to be a useful resource in developing a language course.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Nature of Speaking

a. The Definitions of Speaking

There are a number of definitions of the term speaking. Various definitions of speaking are stated by some experts in language teaching. One of them is proposed by Cameron who describes speaking as the use of language actively to convey meanings in order to make people build sense of them (Cameron: 2001). Based on the definition stated by Cameron, speaking can be meant as using language to communicate, so when someone speaks, he or she manages to carry out what is on his or her mind so that other people or the listener will understand the message he or she wants to express.

Another description of speaking is stated by Spratt. Spratt (2005: 34) states "Speaking is a productive skill, like writing. It involves using speech to express meanings to other people."

The definition of speaking given by Spratt supports the statement stated by Huebner (1960). He states that language is basically speech which is mainly communication by sounds (Huebner in Rahimy, 2012: 4). Based on the description mentioned before, speaking can be meant as a skill used by people to communicate with one another. Speaking is useful to make it possible for people

to communicate each other to express their ideas and/or opinions. Being able to express their ideas, people will also be able to convey meanings.

To conclude, speaking is a primary use of language to communicate with others and to express ideas so that other people will understand the message carried out by the speaker.

b. Aspects of Speaking Skills

There are a number of essential aspects that have important roles in speaking English. Accuracy and fluency are two aspects which English teachers concern most when dealing with speaking activities. In creating speaking activities in the class, teachers need to decide whether the activity focuses on either accuracy or fluency.

Accuracy concerns more the correct use of grammar and vocabulary choice in speaking. Gower (1995) also mentions that accuracy involves not only the correct use of grammar and vocabulary but also the correct pronunciation. While accuracy focuses on those aspects, fluency deals with the ability of someone to keep the conversation going on naturally. The ability to speak fluently also means the use of natural-sounding and native-like use of pausing, intonation, stress and rhythm.

Besides considering the importance of fluency and accuracy in speaking, teachers also have to pay attention to the language features which are necessary for spoken production. Harmer (2001) suggests four language features as follow.

The first language feature is the use of connected speech. Effective speakers of English have to be able to use fluent connected speeches. In connected

speech, sounds are modified, omitted, added or weakened. Since dealing with connected speech is such a complex thing, teachers should provide students with activities which are expected to help them be familiar with speech connecting.

The second feature is the use of expressive devices. Native speakers of English use expressive devices when they communicate. They change the pitch and the stress of certain parts of utterances, vary the volume and the speed, and use the facial expressions. By doing so, they are able to express their emotion and intensity in expressing ideas. Therefore; students are expected to use those devices in order to be effective communicators.

The third language feature is the use of lexis and grammar. The use of lexical and grammatical features are usually found in a spontaneous speech in the performance of particular language functions, such as agreeing or disagreeing, requesting, inviting and so forth.

The last language feature proposed by Harmer is the use of negotiation language. Usually speakers use negotiation language to seek for clarification. For students, the use of negotiation language is important. They need to ask for clarification when they are listening to someone else. The use of negotiation language is also used to show the structure of what speakers are saying. In this case, students need to use certain phrases if they want to be understood by the listeners.

c. Basic Types of Classroom Speaking Performance

Based on Brown (2004), there are five types of oral productions. Those are imitative, intensive, responsive, interactive, and extensive or monologue. The range depends on the complexity of learning to speak in the target language.

The imitative speaking performance deals with imitating words and/or sentences. This kind of performances focuses on how well the students pronounce words and gives no focus on how students understand and express ideas in conversations. Brown (2001) states that when learners perform an intonation contour or try to identify a particular vowel sound, the aim is not for the purpose of the meaningful interaction but for concerning on some particular elements of language forms.

The second type of speaking performances is called intensive performance. Intensive performances focus on building up students' mastery in phonological and/or grammatical aspect of language.

Another type of speaking performances is called responsive performance. It requires students to be more active in classroom talk. This type of speaking performance involves students to take part in a very short conversation or an interaction such as standard greeting, small talk, simple requests, comments, and many other similar interactions.

The fourth type of speaking performances that has a higher complexion than the three types mentioned before is interactive speaking. Similar to responsive speaking, this kind of speaking performances also invites students to actively involve in the interactions and/or conversations. The differences between

those two speaking performances are the length and the complexity of the interaction in which students take part.

The last type of speaking performances, which is the most complex one, is extensive performance. The examples of extensive speaking tasks are speeches, oral presentations, and story telling. In these tasks, the register is more formal and deliberative. In addition, these speaking performances can be either planned or impromptu.

d. Micro- and Macroskills of Speaking

Similar to other skills of language, speaking also has its own microskills and macroskills. These skills are important for teachers to set criterion of speaking assessment. The microskills are designed for easier speaking tasks while the macroskills are designed for higher level of speaking performances. The microand macroskills of speaking are listed below based on Brown (2004: 142-143):

Microskills

- 1. Produce differences among English phonemes and allophonic variants.
- 2. Produce chunks of language of different lengths.
- 3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4. Produce reduced forms of words and phrases.
- 5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- 6. Produce fluent speech at different rates of delivery.
- 7. Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
- 8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- 10. Express a particular meaning in different grammatical forms.
- 11. Use cohesive devices in spoken discourse.

Macroskills

- 12. Appropriately accomplish communicative functions according to situations, participants, and goals.
- 13. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- 14. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- 15. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Teachers surely will face difficulty to cover all of the skills mentioned above. That is why; teachers need to focus on skills which are appropriate based on the type of speaking performance being designated.

e. The Characteristics of Spoken Language

There are a number of characteristics of spoken language which must be taken into account in producing oral production. These characteristics can make speaking performances easy as well as difficult in some cases. The following eight characteristics are adapted from Brown (2001).

a. Clustering

Clustering can be meant as "come together" which means that fluent speech is phrasal, not word by word.

b. Redundancy

A speaker has a chance to make meaning clearer through the redundancy of language.

c. Reduced forms

In teaching speaking English, reduced forms such as contractions, elisions, reduced vowels and et cetera can create problems. If students do not learn colloquial contractions, they can speak too formal in a casual context and vice versa. It can make their speaking sound unnatural.

d. Performance variables

Thinking time is one of advantages of spoken language when speakers can use a particular number of performance hesitations, pauses, backtrackings and corrections. In English, during the thinking time, speakers can insert fillers such as *uh*, *um*, *well*, and so on. Students can be taught how to use them to make their speaking sound natural.

e. Colloquial language

Colloquial language deals with words, idioms, and phrases which are conversational or used everyday by native speakers of English. Students should be familiar with those of colloquial language and it will be better if they practice to produce these forms.

f. Rate of delivery

Rate of delivery is one of important characteristics of fluency.

Teachers have to help students accomplishing an acceptable speech along with other attributes of fluency.

g. Stress, rhythm, and intonation

Stress, rhythm and intonation are important characteristics of English pronunciation. Those features play a big role in communicating the messages which speakers want to convey.

h. Interaction

Having no interlocutor will steal the speaking skills components; one of them is the creativity of conversational negotiation.

2. Teaching Speaking

a. Principles for Designing Speaking Techniques

Principles for designing speaking techniques are useful to assist teachers in conducting a speaking class. Brown (2001) suggests some principles for designing speaking techniques as follow:

 Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.

Teachers should design tasks which are formulated to help students to understand and use the building blocks of language. In addition, teachers should make any drilling as meaningful as possible instead of making students bored with repetitious drilling.

2. Providing intrinsically motivating techniques.

Sometimes students do not know why they should do certain activities.

Therefore; teachers should help them to see how those activities will benefit them.

3. Encouraging the use of authentic language in meaningful contexts.

Though it takes energy as well as creativity to design authentic contexts and meaningful interactions, but with the help of storehouse of teacher resource materials, it is possible to do so. Even drills can be designed to present a sense of authenticity.

4. Providing appropriate feedback and correction.

It is important for teachers to insert kinds of corrective feedbacks that are appropriate for the moment.

5. Capitalizing on the natural link between speaking and listening.

As people know, speaking and listening can strengthen each other. Many teaching techniques involving speaking will also contain listening. That is why; teachers have to maximize the opportunities to integrate these two skills.

6. Giving students opportunities to initiate oral communication.

Part of the oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation and to change the subject. In designing speaking techniques, teachers should design a technique which gives students opportunities to begin an oral communication.

7. Encouraging the development of speaking strategies.

Since some students are not aware of developing their own strategies for carrying out oral communication, teachers have to help them. Teachers can create a classroom environment where students get opportunities to practice strategic competence such as asking for clarification, asking someone to repeat something, using filters, using conversation maintenance cues, getting someone's attention, and so forth.

b. Approaches to the Teaching Speaking

For many years, there are a number of researches conducted to find a suitable way to teach English language. Numerous methods have been found to smooth the progress of teaching and learning process of English.

According to Brown (2007), many experts of language teaching in the twentieth century are being captured by an approach called Communicative Language Teaching. The following four characteristics are offered by Brown (2007) to simplify the definition of Communicative Language Teaching.

- Classroom goals are focused on the communicative competence and not limited to grammatical or linguistic competence.
- 2. Language techniques are designed to engage learners in the functional use of language for meaningful purposes. The central focus is not the organizational language forms but aspects of language that help learners to accomplish those meaningful purposes.

- 3. Fluency and accuracy are seen as complementary principles as the fundamental of communicative techniques. Fluency sometimes have to take on more importance rather than accuracy in order to keep learners meaningfully engaged in the language use.
- 4. In the communicative classroom, students have to use the language actively and receptively, in unrehearsed contexts.

Based on the characteristics proposed by Brown mentioned above, it can be seen that the focus of Communicative Language Teaching is on improving students' abilities to communicate meaningfully in the target language. Along with those characteristics, Harmer (2001) mentions that activities in CLT commonly involve students in real or realistic communication where the achievement of the communicative task is more important than the accuracy they use.

The other approaches in teaching speaking are a task-based approach and a text-based or genre-based approach which are suggested by Thornbury (2005). Thornbury (2005) mentions that a task-based approach was originally motivated by the belief that a language is best learned by using it. A task-based syllabus for teaching speaking will be based around a series of integrated tasks. Speaking will not be necessarily exclusive, but the tasks are expected to reflect the real world uses of language. Willis in Harmer (2001) proposes three basic stages of a task-based activity. Those are pre-task which includes an introduction to the topic and the task; task cycle covering task, planning and report; and language focus involving analysis and practice.

Differ from the task-based approach which focuses on the processes of using language, a text-based or a genre-based approach is an approach which deals more with the product. A text-based approach emphasizes on the learners' ability to use their knowledge of different genres in order to achieve their own purposes. A text-based syllabus is designed to reflect learners' practical needs as they integrate into the target culture.

According to Feez and Joyce (1998), genre-based approach consists of five stages of the teaching and learning cycle. Each stage has a different purpose. The procedure of teaching-learning implemented can be explained as follows.

1. Building knowledge of the field

In this stage, the teacher introduces the topic and the context being studied. The teacher can ask the students some questions related to the topic and show pictures which shown the context being studied.

2. Modeling of the text

The students are required to investigate the structural pattern and language features of the text. In this stage, the teacher can provide some expressions related to the topic for the students to learn. Moreover, the students are taught how to pronounce the expressions correctly.

3. Joint construction of the text

In joint construction of the text, the students begin to work in groups to construct the text. On the other hand, the teacher reduces her

contribution. The students practice implementing the expressions based on the issues given by the teacher.

4. Independent construction of the text

This stage requires students to make a dialogue and perform it in front of the class. They work on the tasks without the teacher's help.

5. Linking to related text

In the last stage, the students are asked to link the text that they have learnt with other texts in the similar contexts. The teacher can ask the students to compare spoken and written models of the same text-type.

To conclude, it is important for the teachers to select the appropriate approach that might work well in the teaching and learning process. I implemented the genre-based approach. Even though this approach consists of five stages, I only implement four of them. Those are building knowledge of the field, modeling of the text, joint construction of the text and independent construction of the text.

c. Teaching Speaking for Vocational High School Students

The type of teaching English in vocational high schools is similar to teaching English for Specific Purposes. Students of vocational high schools learn in one major program which leads them to a specific career. Harmer (2001) mentions that students of English for Specific Purposes may possibly have an identified goal for learning compared to students of general English. Therefore; students of vocational high schools tend to need more specific English lesson rather than general English which is commonly taught in high schools.

Based on *Permendiknas 2006 No.23*, teaching English in Vocational High Schools is divided into three levels. Those are Novice level for the tenth grade, Elementary level for the eleventh grade and Intermediate level for the twelfth grade. The Education Ministry of Indonesia has also set a number of standard graduates competencies of Vocational High Schools which is stated in *Permendiknas 2006 No.23*. The table below shows the standard graduates competencies of English for the eleventh grade students of Vocational High Schools.

Table 1: The Eleventh Grade Students' Standard Graduates Competencies

Skills	Graduates Competencies		
Listening	Understanding meaning both interpersonal and		
	transactional oral expressions, either formal or		
	informal, in listening requests and commands		
	related to jobs.		
Speaking	Expressing meaning orally both interpersonal and		
	transactional expressions, either formal or		
	informal, in delivering requests and commands		
	related to jobs.		
Reading	Understanding meaning both interpersonal and		
	transactional written expressions, either formal or		
	informal, in reading requests and commands		
	related to jobs.		
Writing	Expressing meaning both interpersonal and		
	transactional expressions, either formal or		
	informal, in delivering requests and commands		
	related to jobs in written form.		

In order to reach the graduates competencies mentioned above, there are standard competence and basic competence set by the Education Ministry for the eleventh grade students of Vocational High Schools.

Table 2: The Standard of Competence and Basic Competencies of the Eleventh Grade Students of Vocational High School

Standard of Competence	Basic Competencies		
Communicating in English in	2.1. Understanding daily conversations		
Elementary Level	in professional and personal setting		
	with non-native speakers.		
	2.2. Writing simple messages both in		
	direct and indirect interactions.		
	2.3. Describing jobs and educational		
	background both oral and written.		
	2.4. Telling jobs in the past and the		
	future jobs.		
	2.5. Expressing feelings.		
	2.6. Understanding simple instructions.		
	2.7. Making short messages, directions		
	and lists using appropriate words and		
	correct spelling.		

Finally, it is decided that this study is set to focus more on teaching English to prepare the students for the communication tasks. The tasks are based on the students' needs that they will have to carry out in the job situations when they have finished their academic course.

d. Teacher's Roles during Speaking Lesson

Effective teachers are expected to know their roles in a classroom within one activity to another. The role of a teacher in the classroom should not be too dominating which might cause too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time).

Harmer (2001) suggests eight roles of a teacher in a classroom. Those are a controller, an organizer, an assessor, a prompter, a participant, a resource, a tutor

and an observer. All roles intend to facilitate students to learn and to help students improve their language skills.

Similarly, in teaching speaking, teachers have to be able to play a number of different roles. Harmer (2001) proposes three roles of a teacher which is appropriate during speaking class. Those three roles are explained below:

1. Prompter

Sometimes, in the middle of carrying on a speaking task, for example role play, students get lost and can not think of what they are going to say next. In this case, teachers can play a role as a prompter. It means that teachers can help them by offering careful and supportive suggestions. As long as it can be done without disrupting the activity, it will make the activity to progress easier and at the same time, it will stop the students from being anxious that students might feel when they suddenly can not express their ideas.

2. Participant

Back then, the role of teachers during student discussions or role plays is someone who does not participate in the activity and let students get on with it before giving feedback at the end. On the other hand, there are also times when teachers want to be participants in an activity. Taking part as a participant, teachers can ensure continuing a student engagement and maintain a creative atmosphere. However, teachers should be careful in doing so that they do not participate too much, hence dominating the activity.

3. Feedback provider

To decide how and when to give feedback; teachers should consider some points. When students are in the middle of speaking activity, it might be disrupting to give feedback once they make mistakes. However, helpful and gentle corrections may help students out of difficulties and hesitations. So, when playing a role as a feedback provider, teachers should look at the situations whether or not it is appropriate to give feedback.

e. Feedback in Speaking

It is important for teachers to know how and when to give feedback since most students expect to get feedback from their teachers on their performances. Decisions about how to deal with it depend on some things such as the stage of the lesson, the activity, the type of mistakes made and the particular student who makes that mistake.

Julian Edge (1989) in Harmer (2001) proposes three board categories of mistakes. The first one is slips that can be meant as mistakes which students can correct themselves. The second category is errors, i.e. mistakes which the students can not correct themselves. The third one is attempts; mistakes when a student tries to say something but does not yet know the correct way of saying it.

Since there are mistakes in which students can not correct themselves, teachers have to be helpful in giving feedback. There are a number of possible ways to treat errors. Kathleen Bailey (1985) in Brown (2001) suggests basic

options and possible feedback that can be considered by teachers. Here are the options:

Basic options:

- 1. To treat or to ignore
- 2. To treat immediately or to delay
- 3. To transfer treatment or not
- 4. To transfer to another individual, a subgroup, or the whole class
- 5. To return, or not, to the original error maker after treatment
- 6. To permit other learners to initiate treatment
- 7. To test for the efficacy of the treatment

Possible feedback

- 1. Fact of error indicated
- 2. Location indicated
- 3. Opportunity for new attempt given
- 4. Model provided
- 5. Error type indicated
- 6. Remedy indicated
- 7. Improvement indicated
- 8. Praise indicated

Harmer (2001) also proposes some issues related to feedback on oral work. He puts on the importance of giving feedback for both accuracy and fluency work. During the accuracy work, here are several ways to give feedback to students.

- Repeating: teachers ask the students to repeat the errors and/or mistakes made.
- 2. Echoing: teachers repeat what students said to emphasis what was wrong.
- 3. Statement and question: teachers can make a statement or a question to indicate that something has not quite worked.

- 4. Expressions: teachers use gestures or simple expressions to point out that something does not quite work.
- 5. Hinting: teachers give a quite hint to help students correct themselves.
- 6. Reformulation: teachers repeat what students have said and reformulate the sentence.

During the fluency work, feedback is also needed. In the activities which focus more on fluency, the tolerance of error will be much greater than it is in accuracy work. Harmer (2001) recommends some ways to give feedback during the fluency work. The first one is what he calls as gentle correction. A gentle correction is given when the communication breaks down the fluency activity. If students can not think of what to say, teachers may offer help by reformulating and/or prompting students to move forward. Yet, in giving a gentle correction, teachers should be careful not to intruding too much and getting in the way of the conversation.

The second option to give feedback during fluency work is by recording students' performances. One of the problems in giving feedback after the event is that teachers might forget what the students have said. By recording their performances, it will help teachers to remember how well the students have performed.

The third way to give feedback is by writing down the mistakes and errors students made while observing the performances. Teachers can use the notes to give feedback to the class. By doing so, they can focus more on some mistakes which were made by more than one student.

f. Assessing Speaking

It becomes such a challenge when it comes to assessing speaking. Brown (2004) mentions that assessing speaking confronts by several aspects like deciding the scoring procedures and designing the elicitation techniques. Along with the statement from Brown, Thornbury (2005) also states that deciding and applying satisfactory criteria for speaking assessment is challenging since different testers have different criteria.

In assessing speaking, Thornbury (2005) proposes two main ways. Those are holistic scoring and analytic scoring. Holistic scoring gives a single score on the basis of an overall impression. It takes lesser time and is probably acceptable to informal testing of progress. Yet, it will be better if there is more than one scorer who can discuss and join the result of the assessment. On the other hand, analytic scoring gives a separate score for different aspects of the task. It is good to use analytic scoring since there are various factors which are taken into account. Even though it takes longer but it is possibly fairer and more reliable. Conversely, there is a disadvantage in using analytic scoring. The scorer may be distracted by all the categories included. Therefore; four or five categories seem to be fine to be dealt with in one time.

In addition, Thornbury (2005) also suggests four categories to be taken into account in assessing speaking. The categories are based on CELS Test of Speaking. The first is grammar and vocabulary. On this scale, the test takers are assessed in their ability in using appropriate and accurate grammar and the choice of vocabulary in completing the task. The second category is discourse

management which is related to the test taker's skill in expressing ideas and opinions in coherent, connected speech. The third is pronunciation which refers to test taker's capability to produce comprehensible utterances. It is closely related to the production of individual sounds, the appropriate linking of words and the use of stress and intonation. Last but not least, the fourth category is interactive communication. It includes the test taker's ability to use functional languages and strategies to maintain interaction.

Similar to what Thornbury suggested as the categories in assessing speaking, Brown (2004) also proposes elements of assessing speaking. Those aspects are grammar, vocabulary, comprehension, fluency, pronunciation and task.

3. Role Play Activities

a. The Definitions of Role Play

Thinking about the importance of creating enjoyable and effective activities in the classroom, a teacher of English should be able to develop his/her teaching technique. Among a number of techniques in teaching language, one of them is what people called as role play.

Richards and Schmidt (2002) state that role plays can be meant as dramalike classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. From this definition, one may say that role plays are activities in which students carry out a task to act to be someone else in the real world situation that is brought into the classroom.

The definition mentioned above is relevant to the definition of role play proposed by Ladouse (1987) who states that students play a part in a specific situation in which they are experimenting their knowledge of the real world. Furthermore, several types of role play activities are proposed by Ladouse (1987) which are explained below.

- The first type of role play activities is a role play in which students
 play roles corresponding to a real need in students' lives. A doctor
 dealing with patients is the example of it.
- 2. The second type of role play activities is a role play in which students play themselves in various situations, for example a passenger asking for information. They may or may not have direct experience with the situations. Most of this type of role plays is highly motivating, especially when the situation is relevant.
- 3. The third type is a role play which some students will ever experience directly. Being a TV journalist is an example of this type of role play.
- 4. The fourth type is fantasy roles. Some students may feel this kind of role play activities are not so interesting since it has nothing to do with real life. On the other hand, once they understand what they are trying to do in role, this fantasy role play can be an enriching and a useful linguistic experience.

b. Advantages of Role Play

By participating in role plays in the classroom, there are a number of advantages for both students and teachers. For the students, it can be used to achieve effective language learning situations. For the teachers, role plays can encourage them to develop their own materials to be used in the role play.

This theory has been supported by Klippel (1984) who states that a role play can be used to achieve effective language learning because it can be enacted around everyday situations and can encourage teachers to develop their own materials.

Role play involves at least two points; those are 1) role play gives a role to one or more members of a group, and 2) role play dispenses participants a purpose that must be carried out (Brown, 2001). Furthermore, Brown also avows that role play gives students opportunities to be creative and permits them to have a rehearsal time which has effect of lowering their anxieties (Brown, 2004).

Based on the explanation above, some scholars show that role play activities give students opportunities to achieve better improvement in speaking English. In conclusion, role plays are very beneficial because they can improve the students' oral performance generally.

c. Steps in Designing Role Play

In designing a role play, there are several steps that should be done. In making a good one, based on Cherif & Somervill (1998), the steps can be divided into four stages.

1. Preparation and explanation of the activity by the teacher

First of all, it is a must to do the preparation before doing a role play in a classroom. The teacher gives a brief explanation about what a role play is and how to do so. In this first step of implementing role plays, the teacher is allowed to give a model or an example of a role play. This aims to make the students have a better understanding of what role play is.

2. Student preparation of the activity

After given an explanation about role play, students begin to work on a small group to prepare their role plays. This activity includes several points. Beginning with brainstorming ideas, students try to find a certain situation in which they will do the role play based on the situation. The situation also can be decided by the teacher based on the topic they have in the class.

After that, students are expected to make the script. It will help them in practicing the role play. In practicing it, it is expected that students are working together as a team so that they can evaluate their friends and give feedback to one another.

3. The role-playing

The next step in implementing role plays as a classroom activity is doing the role play. After done preparing the script and practicing, students are expected to perform their role plays in front of the class.

4. The discussion or debriefing after the role-play activity

The discussion after the role play activity is the last stage in implementing role plays. After all students have performed their role plays, the teacher gives feedback to every performance. The feedback can also come from the other students who give comments and/or suggestion about how others were doing.

B. Relevant Studies

Ramin Rahimy and Samaneh Safarpour conducted some research about the effect of using role play on Iranian EFL learners' speaking ability. The result of the study shows that the use of role playing provides the learners with an enjoyable and a comfortable environment to learn English. Furthermore, in role play activities, students will be able to take a new role and learn to use a foreign language (English) for every day conversation.

Furthermore, Irene Y. Huang in a journal entitled Role Play for ESL/EFL Children in the English Classroom also proves that by using role play as an activity in the classroom, students have the opportunities not only to act and interact with their partners, but also to improve English speaking and listening skills. Role play also lightens up the atmosphere in the classroom so that it brings liveliness in the class. Moreover, students can learn to use the language in a more realistic and a more practical way. Hence, role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the classrooms.

C. Conceptual Framework

As stated in the previous chapter, the students of grade XI class AK 3 were reluctant to speak in the English class. It became the main problem in the teaching and learning process since it influenced the students' speaking skills. They could improve their speaking English if they were not reluctant in speaking and got engaged in the teaching and learning process.

In this research, the use of role play was implemented to overcome the problem related to the lack of confidence of the students to speak in English class. The action was carried out in the second semester of the academic year of 2013/2014. The use of role play was chosen since it provided opportunities for the students to get involved in speaking English. It helped to gain the students' self-esteem so that they were not reluctant to speak in the English class. Furthermore, since role play could be done in groups, they felt more comfortable and confident in speaking since they are working together with their friends. They were not afraid of making mistakes and getting advice from their classmates to improve their speaking skills.

The conceptual framework of the study is described as follows:

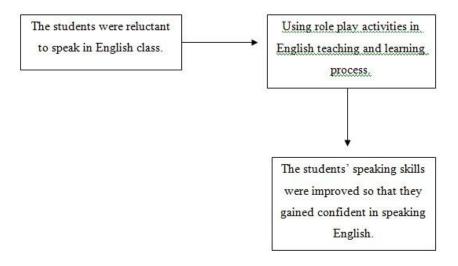


Figure 1: The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research study was action research, also known as problem-based research. This action research aimed to find a way to solve a problem related to the improvement of speaking skills of eleventh grade students of Accounting Program in SMK N 1 Depok.

Several definitions of action research have been proposed by some experts. Nunan (1992) in McKay (2006) states that action research has three major characteristics; those are action research is carried out by practitioners, is collaborative, and is aimed at changing things. Another definition of action research comes from Carr and Kemmis. Carr and Kemmis (1986) in Burns (2010) describe action research as a self-reflective analysis done by the participants aimed to improve the rationality and justice of their own educational practices, their understanding of these practices and the situations where these practices are performed.

The statement given by Carr and Kemis is supported by Burns. According to Burns (2010), by conducting action research, a teacher can gain more understanding about him or herself, the students, as well as the situation of the classroom. Furthermore, an action research encourages teachers to find solutions for their classroom issues.

B. Research Setting

1. Time

The research study was conducted at the second semester of the academic year 2013/2014. The observations were done on 12th and 28th September 2014. The research was carried out from 8th February to 1st March 2014. The actions were conducted on every Tuesday at 09.15-10.50 a.m. and on Saturday at 7.15-08.45 a.m. The total of the meetings to complete the actions were 5 meetings.

2. Place

The research study was conducted in SMK N 1 Depok, Yogyakarta. The school is located in Ring Road street, Depok, Sleman, Yogyakarta. This school has 9 classes of first grade, 9 classes of second grade and 9 classes of third grade; there are total 27 classes.

SMK N 1 Depok provides four majors to choose from. Those are accounting, office administration, marketing and boutique. There are some facilities in this school, such as a mosque, a library, parking areas for teachers and students, canteens, and a basketball court. In addition, there are also a hall and laboratories to support students' learning process.

Each classroom in the school is quite well-equipped. Each classroom has a whiteboard, a LCD, an attendance board, 32 chairs, 16 tables, an organization chart of the class and the class's learning schedule. All of these equipments are expected to support the teaching learning process in the classroom.

3. Subjects of the Research

The subjects of the research were 32 female students who belong to class AK 3 of eleventh grade of Accounting Program. They were chosen as the subjects of the research based on the concern that they will use English more frequently. Furthermore, based on the interview with the teacher, the students had problems related to their speaking skills. Therefore, I chose them as the subjects of the research.

C. Data Collection Instruments

To collect the data, several instruments were used in the research. They were observation checklists, interview guidelines, speaking rubrics and questionnaires. Furthermore, a camera and a recorder were also used to document the teaching and learning process and to record the interviews.

D. Data Collection Techniques

In this study, the data were collected using some data collection techniques such as observation, questionnaires, tests, interviews, and documentations.

1. Observation

Class observation was used at the first step of the research that was preliminary study to find out what the real problem existing in the classroom teaching and learning process was. Observation checklists were used to gather the data.

2. Questionnaires

I used this technique at the first step, i.e., preliminary study, and at the last step of Cycle II, that is the reflection step. At the preliminary study, this technique was used to gather the information about the students' opinions about their interest in English, the teaching and learning process of English, the media used in the classroom of English and their abilities in speaking English.

At the last step of cycle II, the questionnaire was distributed to gain data about students' opinions after the implementation of role play in the teaching and learning process of English.

3. Tests

Two tests were conducted in this research study; pre-test and post-test. The tests were done to collect data regarding the students' speaking skills before and after the implementation of role play in teaching and learning process of English. The tests were also used to see whether or not there were improvements on the students' speaking skills after the actions.

4. Interviews

The interviews were performed to gain the information about the teaching and learning process of English. In planning the action, I interviewed the English teacher and we discussed what kind of activity that suited the students well. The interviews with the students were also done after each meeting in both Cycle I and Cycle II. This helped to find out what students thought of the running of the teaching and learning process. Furthermore, the interviews were also done with the collaborator in the reflection phase to obtain the opinions and the suggestions.

5. Documentations

In this research study, documentations were also used to collect the data.

The data was in the form of photographs which showed how the teaching and learning process ran and the recordings of interviews.

E. Data Analysis Techniques

There were two types of data used in the research; those are qualitative data and quantitative data. To analyze the qualitative data, several steps proposed by Burns (1999) were used as follows.

1. Assembling the data

This was the first step in analyzing the data. At this stage, I assembled the data from vignettes and questionnaires.

2. Coding the data

After assembling the data, simplifying the data by giving codes was next. This step was used to reduce the boarder data which were collected during the assembling data phase.

3. Comparing the data

Once the data had been coded in more manageable categories, comparisons between different sets of data like the interviews with the questionnaire were conducted to identify their relationships. The aim of comparing the data was to display data rather than to explain them.

4. Building interpretations

Building interpretations required the researcher to move beyond assembling, coding and comparing the data. At this step, I interpreted the data

to make sense of the meaning of the data. Discussing the data with the collaborator was done in this stage to discover new interpretations.

5. Reporting the outcomes

As the final stage, reporting the outcomes included the way how the data will be presented to others.

Meanwhile, to analyze the quantitative data, the students' scores in pre-test and post-test were compared using Excel program. By comparing the students' score in both tests, I could see the improvements of students' speaking skills.

F. Research Validity and Reliability

According to Anderson *et al.* (1994) in Burns (1999), there are five types of validity to evaluate the quality and the acceptability of the research. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

The democratic validity was fulfilled by having discussions with the collaborator. The collaborator was free to give opinions, thoughts and ideas regarding the research. The discussions were held at the end of Cycle I to evaluate the actions that had been implemented and to plan the next cycle. Moreover, the students were also involved in some interviews after each meeting. This was done to see their opinions and suggestions for the next actions.

2. Outcome validity

Outcome validity is referred to the successful results of the actions within the research context. This validity was fulfilled by formulating some indicators that show the improvement of the students' speaking skills.

3. Process validity

To accomplish the process validity, both the collaborator and I collected data by observing and taking notes during the research.

4. Catalytic validity

This validity is related to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and their capability to make change within it. This research allowed me as the teacher to learn more about the realities in the teaching and learning process of English. Furthermore, this research also allowed the collaborator to do so by monitoring the process.

5. Dialogic validity

To fulfill the dialogic validity, I did some discussions regarding the research findings with the collaborator and some students of English Education Department of Yogyakarta State University.

In enhancing the trustworthiness of this research, several triangulation techniques were applied. They were time triangulation, investigator triangulation and theoretical triangulation. Time triangulation was used to see the factors that were involved in the change process. Then, the investigator triangulation was used to avoid the subjectivity by employing some investigators to collect the data. In

addition, this research also applied theoretical triangulation that analyzed the data from more than one perspective.

To ensure the reliability of the data, some genuine data were provided in the forms of the vignettes, the interview transcripts, the photographs and the students' speaking scores.

G. Research Procedure

In conducting the study, I used several steps proposed by Madya (2006: 67). Those steps were reconnaissance, planning the action, acting out the plan, observing the results of the plan, and reflecting the result. The details of each step were presented below.

1. Reconnaissance

In this step, I tried to find out the real problems happened in the process of teaching and learning of English in SMK N 1 Depok by conducting a classroom observation. Besides, the interview with the English teacher was also carried out to gain the information about the students' speaking skills.

2. Plan

After doing observation in the reconnaissance phase, the second step to be done was planning the action. In this step, the English teacher and I discussed the implementation of role play to solve the problems related to the students' speaking skills. Then, the course grid and the lesson plans were created to be implemented in the actions.

3. Action

In this stage, role play technique was implemented in the teaching and learning process of English. The actions of Cycle I were conducted in three meetings.

4. Observation

Observation was done as I taught the students. The collaborator observed and documented the teaching and learning process. Observation checklists were used in this step. The data gained from this step were in the form of vignettes.

5. Reflection

After all actions of Cycle I were conducted, I made a reflection on the implementation of the actions. The students and the collaborator were interviewed to find whether there were improvements or not as well as obstacles during Cycle I. Based on the result of the observation and the interviews, Cycle II was decided to be conducted to make significant improvements. The successful actions were reapplied and the unsuccessful actions were improved in Cycle II.

6. Revised plan

Based on the result of Cycle I, I revised the plan to be implemented in Cycle II. The course grid, the lesson plans and the handouts for the Cycle II were made. To encourage students to actively participate in the teaching and learning process, I planned to give rewards for those who actively involved in the learning process. Furthermore, I also planned using games to create more fun atmosphere in the classroom.

7. Action

The actions of Cycle II were done in two meetings. Role play was implemented in the teaching and learning process of English to improve the students' speaking skills.

8. Observation

Similar to Cycle I, the observation in Cycle II was also done by observing and documenting the process of teaching and learning of English in the classroom. Observation checklists were used to gain the data which were then written into vignettes.

9. Reflection

The reflection stage was also conducted after all actions in Cycle II were done. The reflection was conducted by interviewing the students to know their opinions toward the actions. The students then were asked to do a questionnaire. The result showed that significant improvements on the students' speaking skills were gained. Therefore, the research was considered to be successful. In this way, I ended the research.

CHAPTER IV

RESEARCH FINDINGS

A. Reconnaissance

In this stage, some activities were carried out to find out the field problems. First, a classroom observation was conducted to gather the information about the teaching and learning process in Class XI AK 3. Second, the distribution of questionnaires was done to collect data about the students' perspective on the English class. To find out the weaknesses as well as the suggestions related to the English teaching and learning process, I also managed to do an interview with the English teacher.

After conducting the actions mentioned above, I conducted a pre-test to strengthen the findings of the general problems. The pre-test was carried out to find out more regarding the students' speaking skills; pronunciation, fluency, grammar, vocabulary and interactive communication skills. The result of the pre-test showed that the students still lacked speaking skills.

During the pre-test, most students were still shy to perform their dialogue. Furthermore, most of them relied on their notes so it seemed that they were not performing but reading aloud the dialogue. From the pre-test, it was also seen that they were afraid of making mistakes, especially in pronouncing some words. They hesitated in doing so since they were not sure how to pronounce them correctly. Lack of vocabulary also became a problem which prevents them from expressing what they intended to say.

1. Identification of the Field Problem

The identification of the problems was based on the class observation, questionnaires, interview and pre-test. The class observation was conducted on September 12, 2014. Here is the vignette of the observation.

.......The teacher began the lesson by asking students about the last week's lesson. "Well, last meeting we have learned about guest handling, right?" Some students answered "Yes, sir." While some other chattered in Bahasa and in English. Then the teacher asked "Do you still have any difficulties about guest handling? Masih ada yang susah gak?" Almost all students answered "No." "Okay. Jadi hari ini kita belajar yang lain ya. So, now we will learn about expressions of making and receiving a call" said the teacher.

Next, the teacher played a recording containing a conversation about making and receiving a call. The teacher asked the students to write down what they heard from the recording. The teacher played the recording twice. While listening to the conversation, some students were complaining because they could not hear the conversation clearly. Then, the teacher played the recording one more time and turned the volume up a bit.

After listening to the conversation, the teacher discussed the conversation line by line. "What did the man in the recording say?" asked the teacher. Some students answered with one or two words that they heard from the conversation while there were some students who still took notes and peeked on their friends' answer. After a while, the teacher wrote down the expressions used in the conversation on the board.

The students took notes of what the teacher wrote down on the board. After making sure that all students had written down the expressions, the teacher asked the students to open their textbook and asked them to do a task. The task required them to arrange a jumbled dialogue. They worked in a group of four.

After approximately 10 minutes, the teacher discussed the task together with the students. Each group got their turn to answer the task. Some students got the right answer while some got it wrong. Since some groups could not arrange the jumble paragraphs correctly, the teacher discussed the answers in whole-class setting so that all students could check their answers.

Vignette I – Appendix A

From the vignette above, it could be seen that there were less opportunities for the students to practice their speaking skills. Their involvement in the teaching

and learning process was also low. Since data could not be obtained only by doing the observation, therefore to support the data from the vignette, an interview with the English teacher was also conducted. She admitted that she got difficulties in developing her own materials; hence she kept using the textbook. Furthermore, she also realized that the tasks from the textbook did not provide the students with sufficient speaking tasks.

Based on the data collected from the class observation, questionnaires, interview and pre-test, there were some problems identified in the teaching and learning process. The findings are presented below.

Table 3: Field Problems in the English Teaching and Learning Process of XI

AK 3 Class at SMK N 1 Depok

No.	Field Problems		
1.	Most students were not confident to speak English.	S	
2.	Most students were afraid of making mistakes when they spoke	S	
	English.		
3.	The students were passive and silent; most of the time, they	S	
	simply listened to the teacher.		
4.	Only few students understood when the teacher explained the	S	
	materials in English.		
5.	The activities were not engaging.	Act	
6.	The media were not present.	Md	
7.	The students lacked vocabulary.	S	
8.	Only few students brought dictionaries to the class.	S	
9.	The students had difficulties in pronouncing English words	S	
	correctly.		
10.	The activities were less encouraging to work in groups.	Act	
11.	The activities were monotonous.	Act	
12.	The students did not get enough opportunities to practice	S	
	speaking English.		
13.	The students had difficulties with grammar.	S	
14.	The materials used from the textbook were less various.	Md	
15.	The activities less likely engaged students to speak up.	Act	
16.	The students were less motivated to actively involve in the	S	
	activities.		

17.	There were less speaking	g activities in the class.		Act
	S: Students	Act: Activities	Md: Media	

2. The Selected Problems to Solve

As mentioned in the commencement of this study, the collaborators and I focused on improving students' speaking skills by the use of role play. Therefore, the problems selected to be solved were based on the feasibility and the urgency level. Based on the identified field problems, the selected problems to solve are presented as follows.

Table 4: The Field Problems to Solve

No.	Field Problems		
1.	Most students were not confident to speak English.	S	
2.	Most students were afraid of making mistakes when they spoke	S	
	English.		
3.	The students were passive and silent; most of the time, they		
	simply listened to the teacher.		
4.	Only few students brought dictionary to the class.	S	
5.	The media were not present.	Md	
6.	The students lacked vocabulary.	S	
7.	The students had difficulties in pronouncing English words	S	
	correctly.		
8.	The activities were less encouraging to work in groups.	Act	
9.	The activities were monotonous.	Act	
10.	The materials used from the textbook were less various.	Md	
11.	The students were less motivated to actively involve in the	S	
	activities.		
12.	There were less speaking activities in the class.	Act	

S: Students Act: Activities Md: Media

After deciding the field problems to solve, I analyzed the field problems and the main causes. Regarding the selected field problems, there were three factors which affected the problems. Those were the students, the media and the teaching and learning process.

The first cause was the students. The students were reluctant to speak English since they thought it was difficult. The students were less confident in expressing their ideas. It was because they lacked vocabulary and had difficulties in pronouncing English words correctly. They often mispronounced some words. There were also just few students who brought dictionaries to the class. Some of them preferred to ask directly to the teacher when they did not know the meanings of some English words. In addition, the students were less motivated in participating in the classroom activities. Therefore, they tended to be passive in the teaching and learning process.

The second factor was related to the media. Media which can be used to attract students' attention was absent. This made the teaching and learning process less interesting. Furthermore, the materials used were only from textbook, which were less various. It made the students get bored easily since the materials and/or the exercises in the textbook did not provide speaking activities.

Last but not least, the third factor was related to the activities in teaching and learning process. Based on the classroom observation, most students preferred to work in groups, however, the activities in the teaching and learning process were less encouraging to work in groups. Since most of the activities were taken from the textbook, they were likely to be individual tasks. The activities also focused more on writing and reading tasks. Hence, the students' opportunities to practice their speaking skills were rare.

B. The Implementation of Cycle I

1. Planning

In this phase, the English teacher and I had a discussion to decide what actions to be implemented in Cycle I. The attempts focused on improving the students' speaking skills. During the planning session, the course grid, lesson plans and the materials to teach were prepared based on the topics which were decided by the English teacher. There were three meetings in Cycle I. The role play activities were included in each meeting as the main action. The main action and its supporting actions were presented below.

 a. The main action: Implementing role play as an activity in the teaching and learning process

The first plan was implementing role play in the teaching and learning process. The use of role play was aimed to provide fun activities for the students to improve their speaking skills. The students were also expected to be more encouraged to speak English in the class. Based on the observation, the students tended to work in pairs or groups. By implementing role play, the students had opportunities to work in pairs or groups instead of working individually.

Before doing the role play as the main activity, to begin with, there were some questions to activate the background knowledge of the students about the topic. It could also help to attract the students' interest about the topic. After that, they were given an example of dialogue containing the expressions that they needed to learn. In this phase, they began to practice how to do a role play.

In the next step of the teaching and learning process, the students could either work in groups or pairs to make a dialogue. They practice the dialogue before delivering it in front of the class. As the last activity, they worked in pairs and were given a situation in which they had to make a role play based on a situation. Furthermore, to support the role play, there were media like cue cards to help the students in arranging the dialogue for the role play.

b. Supporting Actions

b.1. Using classroom English during the teaching and learning process

To make the students familiar with English, acting as a teacher, I planned to use the classroom English during the teaching and learning process. I planned to use English instead of Bahasa Indonesia for several functions. Those were greetings students at the beginning of the lesson, explaining the materials, giving the instructions of the activities or the tasks, giving feedback, and ending the lesson. However, I still used Indonesian in some aspects such as explaining the materials and giving instructions of the activities in order to make the students understand.

b.2. Giving feedback on the students' performances

During all meetings in Cycle I, I gave feedback on the students' performances. The focus of the feedback covered several aspects of speaking such as pronunciation and grammar. Instead of merely telling them what their mistakes were, I also pointed out the positive aspects of their performances to improve their confidence and to reduce their fear of making mistakes.

b.3. Giving daily handouts

The next plan I implied was giving daily handouts. The handouts were consisting of materials and some tasks to be completed. Giving daily handouts was expected to help the students to understand the materials.

b.4. Asking the students to always have dictionaries with them

This plan was aimed to help the students to cope with difficult words they might find during the learning process. Furthermore, this action was expected to make them not merely dependant on the teacher's help.

The details of the plan in implementing role play were described in the course grid. It consisted of several aspects. Those aspects could be seen from the following table.

Standard	Basic	Indicators	Language	Teaching	Time	Role	Teaching
of	Compete		Function	Activities		Play	Media
Compete	nce						
nce							

As could be derived from the table above, the course grid showed the plan of implementing role play in the classroom along with several other aspects. It was attached in the appendix C for further details of the course grid. Along with it, the lesson plans were also attached in the appendix D.

2. Actions and Observations

The actions were conducted three times on February 8th, 11th, and 22nd 2014. While I implemented the actions as the teacher, the English teacher and the collaborator observed the teaching and learning process. The English teacher took notes at the back of the class while the collaborator took pictures of the running of the teaching and learning process. The complete description of Cycle I were presented below.

 a. The main action: Implementing role play as an activity in the teaching and learning process

Meeting I

In the first meeting, the topic was about bargaining. At first, the students practiced a dialogue using the expressions of bargaining. I asked some students to voluntarily read the dialogue aloud. At first, the students hesitated to be volunteers, so I pointed some students to read the dialogue. Next, the next task required them to practice more about the expressions of bargaining. They were asked to rearrange a jumbled dialogue. Then, once they had rearranged the dialogue into the correct order, they had to practice the dialogue with a partner. In this task, the

students practiced the role play in pairs; in which one of them became a shopkeeper and the other one as a customer.

To get all the students involved actively in the teaching and learning process, a game was introduced. It was a bargaining game in which the students were required to use the expressions of bargaining to win the game. I explained the rules of the game and explained them how to win the game. The students were excited to participate in the game. They prepared some stuffs to be used in the game such as books, dictionaries, stationeries and so on. The running of the game could be seen in the following vignette.

..... "Well, so now we're going to play a bargaining game." The students were excited to participate in the game. After I explained the rules of the game, the students got ready to play the game. The game ran so well, even though it made the class noisy, but the students seemed enjoy doing it. After 10 minutes, I gave rewards to two students who finished the mission the fastest. Then the two students had to perform the bargaining game in front of the class...... (Vignette II – Appendix A)

The game was successful to get the students actively involved in the teaching and learning process. It helped them learning in a fun way. The following interview transcript showed their feeling toward the lesson.

R : Gimana tadi pelajarannya? (How was the lesson?)

S1 : Menyenangkan, seru, apalagi tadi ada game nya. Yang jadi masalah tu peraturan gak ketat pas game. Kaya tadi yang menang kan kayanya belum sesuai dengan apa yang dimauin Miss Dee. (It was fun, more fun since we played a game, but the rules were not so clear so it seemed like the winners did not do as you told.)

S2 : Menurut aku sama si, menarik, menyenangkan juga. Kalo

guru bahasa Inggris yang lain kan ya cuma gitu2 aja, nerangin.,klo miss lebih asyik, ceria. (In my opinion, it was interesting, fun as well. Usually the other English teacher was only explaining materials; Miss Dee was more fun, cheerful.)

(Interview Transcript II – Appendix B)

The use of role play was also implemented in the last task. The students worked in pairs and made a dialogue using the expressions of bargaining. I distributed clue cards and asked each pair to take one card. They made a dialogue using the expressions of bargaining based on the clue card they picked. As they worked on the task, I moved around the class to check their work; in case some of them had difficulties in doing the task. After that, I asked those who had done making the dialogue to practice it with their partner.

After all of them had finished making the dialogue, I asked for volunteers to perform the dialogue. Unfortunately, none of them raised their hands. They only looked at each other and waited for their classmates to volunteer. They were not confident enough to be a volunteer. They seemed too shy to perform in front of the class. Since it took much time to wait for them to volunteer, I called some names randomly to do the role play in front of the class. After the students had performed their dialogue, I gave general feedback about the performance. I noted some mispronounced words and grammar mistakes. I asked other students about their classmates' performances as well.

Furthermore, I also motivated them not to be afraid and to be brave to volunteer in the next meeting. I told them that it was okay to make mistakes while performing. Since they got feedback after performing, they knew what their mistakes were and they could do better in the next meeting. By this, I expected that they gradually showed their confidence to volunteer.

Meeting II

The use of role play was also implemented during the second meeting of Cycle I. The topic was asking and giving opinions. In the beginning of the lesson, the students listened to a recording containing a dialogue about asking and giving opinions and identified the expressions used in the dialogue. Then, the students practiced the useful expressions of asking and giving opinions in pairs. It helped them to watch each other's pronunciation so that they could learn from each other.

After practicing the expressions, the students worked on the next task. They worked in a group of four and discussed a certain topic. I provided some current issues and asked them to give their opinions about the issues. They had to pick only one of them and discussed it with their group members. After that, I asked them to share their opinions with the other groups. One representative of each group shared their opinions about a certain topic and members of the other groups responded.

The class went well as all of the students actively participated in the discussion. When one student presented the result of the discussion, the rest of the class listened attentively. Then, the members of other groups responded to or gave comment on it. They seemed to enjoy the activity since they were free to give their opinion. This action could be derived from the vignette below.

.....After several minutes, I asked one representative of each group to share their topic and opinions. As one student presented the result of her group's discussion, the rest of the class listened to her attentively. After she had done presenting the result, other students gave comments on it. Some students who had different opinion toward the issue also shared their opinion. They shared their different opinion. Even though some students were still shy since their English was not so good, they still tried to involve in the discussion......

(Vignette III – Appendix A)

Like in the first meeting, the implementation of role play was also done in the last task. The students worked in pairs and picked one clue card. They had to make a dialogue using the expressions of asking and giving opinions. I asked those who have finished making the dialogue to practice it with their partner. After that, I asked some students to voluntarily perform their dialogues. Just like in the first meeting, they seemed reluctant to voluntarily perform the task. Fortunately, as I asked for the second time, a student raised her hand. Then, she and her partner delivered their dialogue in front of the class. It was a progress as they could be a good example for other students. While a pair was performing a dialogue, other students were watching and giving comments at the end of the performance.

Meeting III

In the third meeting, the first task was practicing a dialogue containing the expressions of giving arguments. The students worked in pairs to practice the dialogue and to identify the expressions of giving arguments used in the dialogue. To check their pronunciation, I asked some students to read aloud the dialogue. Unlike the two previous meetings, some students began to gain confidence and were brave enough to voluntarily read the dialogue. I corrected some mispronunciations after they have read the dialogue.

After a few minutes practicing more expressions of giving arguments, the students moved on to the next task which was about rearranging a jumbled dialogue. Then, I asked some of them to read their answers while others checked their own. After the right arrangement was set, I asked two students to read the dialogue and I corrected them for the incorrect pronunciation.

After rearranging a dialogue, the students worked in a group of four for the next activity. I asked them to give their arguments about a particular issue. What they had to do was giving their arguments and shared them with the other group members. The students accessed dictionaries as they worked on it. After a few minutes, we discussed the issue altogether. The students shared their thoughts about it. The discussion ran well since all students actively involved.

As for the last activity, they had to do a role play. The students were supposed to work in pairs. Each pair chose one clue card provided. After I explained what they had to do, they started working on it. The activity was making a dialogue using the expressions of giving arguments. I asked them to access their dictionaries to help them making the dialogue. Sometimes they asked their classmates when they found something difficult while working on the task.

As some pairs finished faster than the other, I asked them to practice the dialogue. Once they had done, I asked for volunteers to perform the dialogue they had made. Unlike the previous meeting, some students voluntarily presented their dialogue. More than two students raised their hands as I asked for volunteers. It was definitely better than previous meetings. They seemed to gain confidence as they had used to it. This action could be derived from the vignette below.

The students worked in pairs and made a dialogue using the expression of giving arguments. Some students opened the dictionary while working. It took more or less 10 minutes for students to finish making their dialogue. Once they have done, I asked some students to perform their dialogue voluntarily. Unlike the previous meetings, some students seemed to have more confidence that they willingly volunteer.

(Vignette IV – Appendix A)

In addition to it, the students also seemed to enjoy doing the role play in the classroom. The following interview transcript showed that the students enjoyed learning through the use of role play.

R : Oya, tadi juga ada latihan speaking ya? (There was speaking practice, right?)

S1: Iya, bikin dialog terus praktek. (Yes, we made a dialogue then we practiced it).

R : Kalo role play seperti itu, menurut kamu gimana? (What do you think of the role play?)

S1 : Asyik, lebih menyenangkan daripada cuma ngerjain soal. (It was fun, more fun rather than simply answering questions.)

(Interview IV – Appendix B)

b. Supporting Actions

b.1. Using classroom English during the teaching and learning process

In order to make the students familiar with English expressions, I used classroom English during the teaching and learning process. In the first meeting of Cycle I, only some students responded in English as I asked them some questions. They seemed to hesitate since they did not know how to respond to the questions correctly. Therefore, I still used Indonesian in some difficult expressions to make the students understand. The vignette below showed the implementation of the action.

"So, I want to ask you some questions first. Who likes shopping? Siapa yang suka belanja disini?" I asked. "Saya, Miss." "Me me me," some students answer. "What do you usually buy?" I asked again. They looked enthusiastic answering the questions and the class got a little bit noisy. "Okay. So I guess everybody likes shopping. Jadi banyak yang suka belanja ya?" "Iya, Miss." "Well, me too." I cracked a joke and it made them laugh. "Nah, kalo belanja, do you bargain or not?" "Iya, Miss. Biar murah," answered a student. "Oh, really? What you say when you bargain?"

(Vignette II – Appendix A)

In every beginning of each meeting, I greeted the students in English. Then, I asked a student to lead the prayer using English at the beginning and at the end of the meeting. To make them more familiar with English, I also used English expressions and instructions in the teaching and learning process, such as "Silent, please", "May I have your attention, please", "Sit down, please". Day by day, the students became familiar with those expressions and they could respond appropriately.

Not only in greeting the students, I also used English in explaining the materials and giving instructions of the task. However, I still translated them to Bahasa so that the students could understand what they had to do. This action could be seen in the following vignette.

After some warming up questions about bargaining, I distributed the handout. "Has everyone got the paper? *Sudah dapat semua handout-nya*?" "Yes, Miss." "Okay. Have a look at the first task. *Coba liat task yang pertama*." The students then had a look at the task 1 which was a dialogue about bargaining. (Vignette II – Appendix A)

During the interview, some students said that sometimes they still got difficulties in understanding what I said in English without the Indonesian translation. It could be showed in the interview transcript below.

R: Tentang cara mengajar Miss Dee gimana? Kelebihannya mungkin? (How about Miss Dee's way in teaching? Any plus points?)

S2 : Seru, asyik, bisa diajak bercanda. (It is fun, sometimes

we tell jokes.)

R : Kekurangannya? (Minus points?)

S1 : Banyak ngomong bahasa inggrisnya. (She talks a lot in English)

R: Tapi paham enggak klo Miss Dee ngomong bahasa Inggris? (Do you understand as Miss Dee is speaking in English?)

S2: Paham sih, asal jangan panjang-panjang ngomongnya. Terus sekali kali kan di bahasa Indonesia-in, jadi lebih paham. (Ya, I understand, as long as the sentences are not too long. Then once in a while she still translates it in Bahasa, so I can understand better.)

(Interview transcript III – Appendix B)

b.2. Giving feedback on the students' performances

Giving feedback on the students' performances was done during the teaching and learning process. I gave feedback in some aspects such as pronunciation, grammar and vocabulary choices. After the students performed in front of the class, I gave feedback in several ways such as repeating the errors and mistakes made and stating confirmation like "Is it right?", "Is that the correct way to say it?".

I did not only give feedback as the students performed in front of the class, I also gave it individually or in groups. It was done while I moved around the class to check the students' works. By doing so, the students gained self-confidence so that they were brave enough to perform in front of the class.

b.3. Giving daily handouts

The next action I applied during Cycle I was giving daily handouts. It aimed to help the students in learning the materials. As I explained the materials, the students did not need to write down all the explanation since the materials were already provided in the handout. Hence, they could focus more on my explanation and were not busy taking notes. The following transcript showed what the students thought about using the handout during the teaching and learning process.

R: Untuk pemakaian handouts dalam belajar, menurut kamu gimana? (What do you think of using the handout during the teaching and learning process?)

S: Lebih enak sih daripada pakai buku cetak. Lebih simple. (It's easier than the textbook, it's simpler.) (Interview I – Appendix B)

Furthermore, the handouts did not only provide the students with complete materials but also with speaking exercises featured with comprehensive instructions.

b.4. Asking students to always have dictionaries with them

I asked the students to bring a dictionary; realizing that a dictionary was important in helping them in the teaching and learning process. At the first meeting, only few students accessed dictionaries as they worked on the tasks. Then, I asked them to always have dictionaries with them for the next meeting. During the Cycle I, the students' motivation to bring

the dictionary was not too strong. They still preferred to share their dictionaries with their classmates. While some of them seemed to prefer ask me directly when they had difficulties in finding the correct meaning of certain words. The action could be seen from the vignette below.

The students worked in pairs and discussed the topic together. Some students checked their dictionaries if they found difficult words. However, some of them also asked me since they did not bring dictionaries. "Why do not you bring your dictionary?" "Lupa, Miss." "Alright, besok bawa ya." "Iya, Miss."

Vignette III – Appendix A)

3. Reflection

After all actions had been implemented in Cycle I, my collaborators and I had a discussion to evaluate the actions in Cycle I. As mentioned in Chapter III, the discussion was conducted to fulfill the democratic validity and dialogic validity.

Based on the observation and the interviews, everyone was free to express their opinions and suggestions to the actions done during the meetings in Cycle I. The results of the reflection of Cycle I were presented below.

a. The main action: Implementing role play as an activity in the teaching and learning process

During the Cycle I, I implemented role play as one of the activities done in the class. It seemed that the use of role play could attract the students' interests in learning English. The students seemed to be more active in participating in the teaching and learning process.

Though some of them still hesitated to use English, most of them seemed to gain more confidence to speak English.

However, some problems occurred during the implementation of role play in the teaching and learning process. The first problem was related to the time management. Since on Tuesdays we had a break time in the middle of the lesson, sometimes the practice had to be cut and continued after the break. Hence, I had to manage the time better for the next meetings.

The second problem was related to the teacher's control during the teaching and learning process. It happened on the first meeting as I asked the students to play a game about bargaining. The game required them to do a conversation with their classmates in English. Nevertheless, some students were cheating by using Bahasa during the game. The class also went noisy as they played the game. Therefore, I had to pay more attention in monitoring the running of the game.

b. Supporting Actions

b.1. Using classroom English during the teaching and learning process

The plan to use classroom English during the teaching and learning process was done in all three meetings of Cycle I. Classroom English was continuously used in the teaching and learning process. It was implemented in the opening and the closing when I greeted the students and the main activity as I explained the materials and the tasks. The aim of using classroom

English was to make the students familiar with English. As I spoke in English, it also motivated them to use English as well. The students began to be familiar with more English expressions.

The use of classroom English also increased the opportunities for the students to use English during the teaching and learning process. During the Cycle I, it seemed that this action was quite successful since the students answered in English when I asked questions in English, even though sometimes they only used chunks. However, at times some students still hesitated before answering my questions. They were shy to speak. In case they did not understand my questions in one go, I at times repeated my questions so that the students understood what I was saying. However, I tried to use English as much as possible.

b.2. Giving feedback on the students' performances

The next action I have done during Cycle I was giving feedback on the students' performances. In general, this action was successful in improving their pronunciations. Besides pronunciations, giving feedback was also focused on the students' grammar and vocabulary choices.

The feedback was given both personally and in groups. As I observed the students while they were working in groups, some students asked me to check their works and I gave them some feedback. The feedback was also given as the students practice

their dialogue. Usually, the ones who asked me to check their works willingly came forward to perform the dialogue. It showed that giving feedback was helpful to reduce the students' anxiety and fear of making mistakes. It also was believed to help them improve their confidence.

Besides giving feedback privately, I also gave it to the whole class. As the students performed their dialogues in front of the class, I wrote down their mistakes. I gave the feedback after they finished the activity since it might distract their concentration if I gave the feedback directly when they made mistakes.

b.3. Giving daily handouts

I provided handouts in every meeting of Cycle I. The action had helped the students to learn the materials easier. The students could focus on my explanation instead of being busy taking notes since all the materials were already provided in the handouts.

b.4. Asking students to always have dictionaries with them

During Cycle I, I make the students accustomed to always have their dictionaries with them. It aimed to help them as they worked on the tasks during the teaching and learning process. Some students began to bring their dictionaries as I asked. However, there are some students who were still lazy to bring their dictionaries. They preferred to borrow others' dictionaries than to

bring their own. In addition, some of them also preferred to ask me directly if they found some difficult words.

C. The Implementation of Cycle II

1. Planning

After all actions had been implemented in Cycle I, I had a discussion with the collaborators to determine what actions to be applied in Cycle II. The actions applied in Cycle I were continued in Cycle II with some improvements. The improvements were created to cover some weaknesses which appeared during the Cycle I. By adding them, it was expected that the students gained more interest in the teaching and learning process so that it could help them in improving their speaking skills.

Based on the discussion, we decided to conduct Cycle II in two meetings. They were on February 25 and March 1, 2014. Similar to Cycle I, I also made a course grid for the Cycle II. It could be seen in the course grid the activities which were applied during Cycle II. Furthermore, the complete course grid and lesson plans were attached in Appendix C and D. The plans of Cycle II were briefly presented below.

a. The main action: Implementing role play as an activity in the teaching and learning process

In Cycle I, the use of role play as an activity in the teaching and learning was quite successful. However, some technical problems arose during the implementation of role play in the teaching and learning process. The first problem was related to time management. So that in Cycle II, I had to be better in managing the time. Another problem was related to my role as a controller. In Cycle II, I maximized my role as a controller during the role play practice activity and during the game; if there were any. Hence, the students did not make too much noise while they were working.

In the first meeting of Cycle II, the topic was describing a process. A game called mix and mingle was used to engage the students into the teaching and learning process. Then, they had to make a dialogue about how to make something or how to do something. In this activity, the students were required to use the expressions of describing a process and performed it in front of the class.

In the second meeting of Cycle II, the plan was to get the students practice the expressions of stating necessity and obligation and expressions of persuading and convincing. Since the materials for this meeting were quite a lot, I focused more on giving the students opportunities to practice the expressions orally. At the last phase of the teaching and learning process, they were required to perform a dialogue containing the expressions they had learned.

b. Supporting Actions

b.1. Using classroom English during the teaching and learning process

Similar to the second action in Cycle I, I also planned on using classroom English during the teaching and learning process in Cycle II. The classroom English was used in some stages such as in opening the lesson, greeting the students, explaining the materials, explaining the tasks and closing the lesson. As the students were familiar with some expressions which were usually used in Cycle I, I did not translate those expressions. In addition, I used least Indonesian.

b.2. Giving feedback on the students' performances

As the action of giving feedback on the students' performances was effective to help the students in improving their speaking skills, I continued the action in Cycle II. Since some students seemed to still have difficulties in grammar, the action was expected to be a good way in solving the problem. Furthermore, I also complimented them in doing a good job. By showing appreciation toward their performances, it was hoped to motivate the students to do even better.

b.3. Giving daily handouts

The next action was giving daily handouts. During Cycle I, this action received good responds from the students. The handouts were helpful in helping them to learn the materials. Therefore, I planned to keep providing handouts during the second cycle.

b.4. Asking the students to always have dictionaries with them

During Cycle I, I have asked the students to bring their dictionaries since it could help them as they worked on the tasks. However, some of them were still not aware of it. I planned to keep asking them to bring their dictionaries. There should be at least one dictionary in every desk.

b.5. Giving rewards to active students

The last action I planned to do during Cycle II was giving rewards for active students. It was aimed to motivate the students to be involved actively in the classroom activities.

2. Actions and Observations

Cycle II consisted of two meetings. The actions were conducted on February 25th and March 1st 2014. As done in Cycle I, the collaborators helped observing the teaching and learning process.

a. The main action: Implementing role play as an activity in the teaching and learning process

Meeting I

The topic of the first meeting in Cycle II was describing processes. To get the students into the new topic, I showed them a picture and asked them several questions about the picture. As the students caught what the topic was about, I moved into the next tasks which were listening and identifying expressions. Then, the students

were asked to rearrange jumbled instructions based on the recording. Once they had rearranged the instructions, I asked some of them to read it aloud. I asked a couple of students to read it voluntarily. Some of them seemed to gain their confidence to speak since I did not need to ask twice to get volunteers to read the task.

After that, the students practiced other expressions used in describing a process. I provided a dialogue on the handout to show them how to use the expressions appropriately. To check their understanding, I asked a couple of students to read aloud the dialogue and identify the expressions of describing a process used in it. I also asked them to practice the dialogue in pairs so that they could watch each other's pronunciation.

After practicing the expressions, I tried to lift up the mood with a game so that the students did not get bored in the class. The game was called "mix and mingle" game. It required the player to ask another player about steps in doing something. The students participated actively in the game. It could be derived from the vignette below.

After practicing the expressions, the students played a game called mix and mingle. I explained the rules and told them that I would give rewards to two fastest players to finish the game. The students got excited to play the games. As they played the game, the atmosphere was good. All students actively involved in the activity that made the class a bit noisy.

Vignette V – Appendix A

As the last task, the students had to do a role play. They worked in pairs to make a dialogue using the expressions of describing a process. Some of them worked while checking their dictionaries and some others asked me when they found difficult words. Then, they practiced the dialogue with their partners. I checked some of them and corrected their pronunciation and vocabulary choices.

Similar to previous meetings, I asked some students to perform in front of the class. They seemed to get better in speaking English in terms of pronunciation. Furthermore, they were not so shy anymore to perform in front of the class. I did not need to ask them twice to voluntarily perform the dialogue. They seemed to enjoy doing the role play. It could be derived from the interview transcript below as the students felt that doing a role play was a fun way of learning English.

R : Terus tadi kan ada role play juga, menurut kamu gimana? (What do you think about the role play?)

S : Role play? Bagus. Membantu lebih belajar Speaking. (Role play? It was good, helpful in learning Speaking.)

R : Was it fun?

S : Yes, fun. Sangat menyenangkan. (Yes, fun. So fun.) Interview Transcript IX – Appendix B

Meeting II

The topics for meeting II were expressions used in stating necessity and obligation and expressions used in persuading and convincing. The materials for this meeting were quite a lot. Therefore, I focused more on having the students practicing the expressions orally. The class begun with the first task in which the students read a dialogue

and identified the expressions of stating necessity and obligation used in the dialogue. After that, I explained the materials and some grammar rules in stating necessity and obligation. Then, the students did the next task which required them to work in a group of four. I made a situation in which they had to make some rules using modal verbs of necessity and obligation. As the students worked on the task, I moved around the class to check their works. Once they had done with the task, I asked a representative of each group to share their work.

After learning about stating necessity and obligation, the students were given a dialogue to practice which was about persuading and convincing. They worked in pairs and practiced the dialogue. I asked a couple of students to read the dialogue aloud so that we could identify the expressions altogether. As I asked volunteers to read the dialogue, it seemed that some of them had gained more confidence to speak as it was not so hard to have them read the dialogue voluntarily. This action could be derived from the vignette below.

......I asked two students to read the dialogue in front of the class. Unlike the previous meetings, it was not so hard to ask one or two volunteers. Then, the students practiced more expressions of persuading and convincing. As some students still made some mistakes in pronouncing some words, I showed them how the words should be pronounced......

Vignette VI – Appendix A

In the last activity, the students were required to make a dialogue based on a situation provided in the handouts. I explained a bit on what they had to do. I also told them to access dictionaries as

they worked on it. After a few minutes, some students started to get the work done so that I asked them to practice the dialogue. Once they had done, I asked them to perform the dialogue in front of the class. They seemed to enjoy doing the role play as if it was real. What the students thought about the class could be seen from the interview transcript below. Furthermore, this interview transcript also showed how the class had helped the students to improve their speaking skills.

R : Asyik enggak tadi pelajarannya? (How was the lesson?)

S1 : Asyik, bikin dialog-dialog. (It was fun, we made dialogues.)

S2 : Iya, asyik. (Yes, it was fun.)

R : Selama pembelajaran sama Miss Dee, ada peningkatan kemampuan speaking bahasa Inggris? (Is there any improvements in your speaking skills during the class?)

S1: Iya iya iya, banyak sih yang meningkat. Mungkin kan biasanya kan susah nyusun kata, nah kalo sekarang sudah lebih mengerti. (Yes, it improved a lot. It used to be hard to arrange words, now it is easier.)

S2: Iya, sekarang lebih pede. Jadi kalo pronunciation lebih tahu soalnya kalo ngomong banyak bahasa Inggris kan, kalo orang jawa kan medok, sekarang jadi lebih baik. (Yes, I became more confident. I knew more about pronunciation. It gets better.)

Interview Transcript XI – Appendix B

b. Supporting Actions

b.1. Using classroom English during the teaching and learning process

The use of classroom English had significantly improved the students' speaking skills as well as their confidence to speak English. I continued the habit of using classroom English which had already been formed in Cycle I. The students became familiar with the expressions that were usually used in the class.

Furthermore, the students had been able to answer the classroom English appropriately. This action could be derived from the vignette below.

"Good morning everyone. How are you?" "Good morning Miss. I'm fine. How are you?" the students answered altogether. Then I called the roll by using the same expression that I usually used in the previous meeting, "Who is absent today?". "No one, Miss," answered the students. They have already been familiar with the expression so that they could answer appropriately.

Vignette V – Appendix A

In Cycle II, it was shown that the students gained confidence in speaking English. They became more active in the teaching and learning process. Even though they still made mistakes as they spoke in English, most of them could respond appropriately to the questions in English. The response for this action was also positive. They were happy when I used English in the class because it could make them became familiar with English. It could be seen from the interview transcript below.

R : Kalo Miss Dee ngomong bahasa Inggris, paham enggak? (Did you understand when Miss Dee spoke in English?)

S : Ya kadang paham kadang enggak Miss. (Yes, sometimes I did.)

R : Tapi seneng enggak kalo Miss Dee banyak ngomong pake Bahasa Inggris? (Do you like it when Miss Dee spoke in English?)

S : Seneng kok Miss, jadi bisa niruin gitu trus lama-lama jadi bisa ngomong bahasa Inggris juga. (Yes, sure, so I could imitate her and I could speak English as well then.)

Interview VIII - Appendix B

b.2. Giving feedback on students' performances

Similar to Cycle I, giving feedback on the students' performances was always given in every meeting in Cycle II. It successfully helped the students in improving their speaking skills. The feedback given was not merely related to pronunciation but also other aspects of English.

In Cycle II, the students seemed to be more comfortable in asking questions about the materials they did not know. As I moved around the class while they were doing tasks, there seemed no big gap between the students and I so that they did not feel shy to ask me as they found difficulties in doing the task. This good relationship between the students and I was also helpful to reduce the feeling of anxiety among the students. Hence, most students participated actively in the class.

b.3. Giving daily handouts

Since the existence of handout helped the students to learn the materials, this action was also applied in every meeting in Cycle II. As what had been found in Cycle I, it helped the students to give more attention to my explanation since the materials were already on the handout. Hence they only needed to take a note if there was additional explanation

which was not covered in the handout. The interview transcript below showed a student's opinion regarding the action.

R : Kalo untuk pemakaian materi dari handouts? (What do you think of the use of the handouts?)

S : Lebih enak pake handouts karena kalo misalnya dari buku susah dimengerti. (I think it is better to use handouts because it was difficult to understand the materials from the textbook.)

(Interview Transcript VIII – Appendix B)

b.4. Asking students to always have dictionaries with them

Realizing that some student still did not bring dictionaries during Cycle I, I implemented this action in Cycle II. As more and more students became aware of the importance of a dictionary, they started to bring their own dictionaries. Even though this action did not improve so significantly, it was still a success.

The class became more conducive since there was no much noise from those who borrowed a dictionary from their friends. This vignette below showed how this action worked.

So I asked the students to work in pairs and made a dialogue about describing a process of making something or doing something. While making the dialogue, some students checked the vocabularies on the dictionary. The atmosphere was good since more students brought their dictionaries to the class. It was helpful since the students did not make any noise as when they borrowed dictionaries from their friends.

Vignette V – Appendix A

b.5. Giving rewards to active students

This action of giving rewards to active students was done in the first meeting in Cycle II. The rewards were given to the students who did best in the mix and mingle game. First I explained the rule of the game and told them about the rewards. The students got excited as they heard about it. They worked hard to finish the mission and got the rewards. This action could be inferred in the following vignette.

I explained the rules and told them that I would give rewards to two fastest players to finish the game. The students got excited to play the games. As they played the game, the atmosphere was good. All students actively involved in the activity that made the class a bit noisy. To report the result of the mix and mingle game, I told them to group in four and share their game result to their group members.

Vignette V – Appendix A

Giving rewards was also helpful to get the students involved in the teaching and learning process. It could help in making them participating actively in the class. The interview transcript below described the students' feeling toward the action.

- R: Apa yang menarik dari pelajaran hari ini dibanding hari-hari sebelumnya? (What is more interesting in today's meeting compared to previous ones?)
- S : Permainannya. Ya di game nya seru. (The game. It was fun.)
- R: Why? (Why)
- S : Game nya itu kan harus bertanya sama tiga orang dan jawabannya bisa benar atau enggak, lucu aja sih. (The game required us to ask three friends and the answer

could be right or wrong. It is just fun.)

R : Lebih menantang ya? (Is it more challenging?)

S : Iya, apalagi ada hadiahnya, jadi lebih semangat tadi. (Yes, it is, moreover there were rewards so we were more energetic.)

Interview Transcript X – Appendix B

3. Reflection

As all plans of Cycle II had been implemented, the collaborators and I had a discussion. It aimed to evaluate the actions based on the observation, interviews and questionnaires. The results of the reflection of Cycle II were presented below.

a. The main action: Implementing role play as an activity in the teaching and learning process

The use of role play as an activity in the teaching and learning process was successful in improving the students' confidence to speak English. Day by day, they were able to deliver a good dialogue with appropriate expressions and intonation. As they worked together with their friends in making and practicing the dialogue, they helped each other to improve their speaking skills. In addition, the role play also provided the students with a fun way of learning English. It was helpful to attract them to participate in the classroom activities. Hence, their participation in the teaching and learning process improved significantly. What the students thought about this action could be derived from the interview transcript below.

R : Asyik enggak tadi pelajarannya? (How was the lesson?)

S1 : Asyik, bikin dialog-dialog. (It was fun, we made dialogues.)

S2 : Iya, asyik. (Yes, it was fun.)

R : Selama pembelajaran sama Miss Dee, ada peningkatan

kemampuan speaking bahasa Inggris? (Is there any improvements in your speaking skills during the class?)

S1: Iya iya iya, banyak sih yang meningkat. Mungkin kan biasanya kan susah nyusun kata, nah kalo sekarang sudah lebih mengerti. (Yes, it improved a lot. It used to be hard to arrange words, now it is easier.)

Interview Transcript XI – Appendix B

b. Supporting Actions

b.1. Using Classroom English during the teaching and learning process

The use of classroom English during the teaching and learning process was done during Cycle II. I used English in several parts of my teaching. Those are at the beginning of the lesson as I greeted my students, at the main activity as I explained the materials as well as the tasks and at the closing.

The action was successfully implemented in Cycle II. It could be seen as the students began to answer my questions in English, even though sometimes they used it less appropriately. It gave them opportunities to speak English. Besides, it also familiarized them with English words. In some cases, as they were already familiar with the English words, I did not need to translate the words into Indonesian. The implementation of this action could be inferred from the vignette below.

"Okay, for the next task, I want you to make a group of four." I asked them to work in a group of four and told them to discuss the assignment. The students were busy discussing the task. "If you have questions, you can ask me." I went to all desks to make sure the discussion ran well.

Vignette V – Appendix A

b.2. Giving feedback on the students' performances

I found that giving feedback on the students' performances could help the students to improve their skills in the aspects of pronunciation, grammar and vocabulary. I capitalized on giving feedback in small scale or in a personal discussion since it could help the students in improving their English skills even more. They became more confident to speak or perform in front of the class as their mistakes were reduced. It showed that giving feedback could solve the problems related to students' worries about making mistakes in terms of grammar, pronunciation and difficulty in expressing ideas.

b.3. Giving daily handouts

As done in Cycle I, I also implemented the action in Cycle II. It was helpful as the handout contains materials as well as exercises the students need to learn. It also helped them to focus more on my explanation as they did not need to take any notes during the class.

b.4. Asking the students to always have dictionaries with them

In Cycle II, most students became more aware of the importance of using a dictionary to help them working on the tasks. By accessing dictionaries, the students were helped in finding meanings of difficult words. Furthermore, the class became more conducive as the noise was reduced since the students were not

busy borrowing their friends' dictionaries. This action could be inferred from the vignette below.

....While making the dialogue, some students checked the vocabularies on the dictionary. The atmosphere was good since more students brought their dictionaries to the class. It was helpful since the students did not make any noise as when they borrowed dictionaries from their friends.

Vignette V – Appendix A

b.5. Giving rewards to active students

The rewards were given to the students who won the game in the first meeting of Cycle II. The action was effective to motivate the students to be active during the classroom activities. Furthermore, it was also helpful to make the students felt appreciated.

Based on the reflections of Cycle II, all actions were successful in improving the teaching and learning process of speaking. As the aim of the research was achieved, the collaborators and I agreed to end the research in this cycle.

D. Research Findings

The research findings could be inferred from the qualitative and the quantitative data gathered during the research. The qualitative data were gathered from the observation of teaching and learning process and the interview with the students, while the quantitative data were derived from the students' speaking scores of pre-test and post-test.

This study was aimed to improve the speaking skills of Accounting Program students grade XI in SMK N 1 Depok through the use of role plays. The

actions had been conducted in two cycles. Regarding the results of the actions in both cycles, the research team decided to end the research up to the Cycle II since the research's objective had been reached. The following table presented the change results of teaching and learning process during Cycle I and Cycle II.

Table 5: The Change Results of the Actions

No.	Actions	Cycle I	Cycle II			
	,	The Main Action				
1.	Implementing role play	The use of role play	As the students			
	as an activity in the	as an activity in the	enjoyed learning			
	teaching and learning	classroom helped the	through the use of role			
	process.	students in learning	play, they were			
		the materials.	motivated to actively			
		Furthermore, it could	participate in the			
		also attract the	teaching and learning			
		students' interest to	process. Most students			
		actively participate in	became more			
		the teaching and	confident in			
		learning process.	performing the task			
			since some aspects of			
			their speaking skills			
	0		were improved.			
		upporting Actions				
1.	Using classroom	The implementation	Most students were			
	English during the	of classroom English	more familiar with			
	teaching and learning	was quite successful	English. I also			
	process.	in Cycle I. Some	decreased the amount			
		students began to	of translation so that it			
		answer my questions	trained the students to			
		in English. However, I still gave much	respond in English.			
		translation as I				
		explained the				
		materials and the				
		tasks so that the				
		Lastis so that the				

		students could	
		understand.	
2.	Giving feedback on the	The action was	Like in Cycle I, the
	students' performances.	effective in helping	action of giving
	F	the students to	feedback was given
		improve some aspects	both personally and in
		of speaking skills	groups. Realizing that
		such as pronunciation	giving feedback
		and vocabulary.	personally was
		However, during the	*
		Cycle I, some of	
		them still had	their works; I
		difficulties in	maximized the chance
		pronouncing some	to give the feedback
		words and in	personally. This action
		constructing	also made the students
		grammatically correct	became more
		sentences.	confident to speak
			English as their
			mistakes were reduced.
3.	Giving daily handouts.	The action was	It helped the students
		helpful in facilitating	to learn the materials.
		the students'	The handout also
		learning. The	provided them with
		students also found it	speaking exercises.
		more useful than the	
		textbook. Moreover,	
		the use of handout	
		made the students	
		more focus on my	
		explanation since	
		they did not need to	
		take notes during the	
		teaching and learning	
		process.	
4.	Asking students to	· ·	Compared to Cycle I,
	always have	students were not	more students became
	dictionaries with them.	aware of the	aware of the
		importance of	importance of
		dictionary in helping	accessing a dictionary

			them doing the tasks.	in working on the		
			Only a few students	tasks. By the help of		
			who brought their	dictionaries, fewer		
			dictionaries to the	students relied on my		
			class. Some of them	help related to		
			preferred to directly	vocabulary.		
			ask me when they got	-		
			any difficulties.			
5.	Giving rewards	to	-	In Cycle II, the action		
	active students.			of giving rewards was		
				effective in motivating		
				the students to actively		
				participate in the		
				teaching and learning		
				process.		

In this study, the students' speaking skills were also scored in pre-test and post-test. The scoring activities were done by the English teacher and me as the researcher. The tests were aimed to support the findings. The pre-test was done on February 4th 2014; before the actions. The students created a dialogue about past stories and performed it in front of the class. While the post-test was conducted on March 4th 2014; after the actions had been implemented. The following tables showed the mean scores of the students. The scores obtained were from the accumulation of the total scores from the English teacher and me. To get the mean, the total scores of each student were divided by two. Table 6 and table 7 below presented the improvement of the students' speaking skills.

Table 6: The Students' Speaking Scores in the Pre-Test

S		Teac	her's	Score		TTS	Researcher's Score					TRS	Mean
	P	F	G	V	IC		P	F	G	V	IC		
1.	2	2	2	3	3	12	2	2	2	2	3	11	11.5
2.	3	3	2	2	3	13	3	2	2	2	3	12	12.5
3.	3	2	2	2	2	11	2	2	2	2	3	11	11

4.	3	3	2	3	3	14	3	3	2	2	3	13	13.5
5.	3	3	2	2	3	13	3	2	2	2	2	11	12
6.	3	3	2	3	3	14	3	2	2	3	3	13	13.5
7.	3	3	2	2	3	13	2	2	2	3	3	12	12.5
8.	3	3	2	2	2	12	2	3	2	2	2	11	11.5
9.	3	2	2	2	3	12	2	2	2	3	3	12	12
10.	3	3	2	2	3	13	3	3	3	2	3	14	13.5
11.	3	3	3	2	3	14	3	3	2	3	2	13	13.5
12.	3	3	3	3	3	15	3	3	3	3	3	15	15.5
13.	3	3	2	2	3	13	2	2	2	2	3	11	12
14.	3	3	3	2	3	14	3	3	2	3	3	14	14
15.	3	3	2	2	3	13	3	2	2	2	3	12	12.5
16.	2	2	2	2	2	10	2	2	2	2	3	11	10.5
17.	3	3	2	2	3	13	2	3	2	2	3	12	12.5
18.	4	4	3	3	3	17	3	3	3	3	4	16	16.5
19.	3	2	2	3	3	13	3	3	2	2	3	13	13
20.	2	3	2	2	2	11	2	3	2	2	2	11	11
21.	3	2	2	2	3	12	3	3	2	2	3	13	12.5
22.	3	2	2	2	3	12	3	3	3	2	3	14	13
23.	3	2	2	2	3	12	2	2	2	3	3	12	12
24.	3	3	2	2	2	12	2	2	2	2	2	10	11
25.	3	3	3	2	3	14	3	2	2	2	3	12	13
26.	2	2	2	3	3	12	3	3	2	2	3	13	12.5
27.	2	2	2	3	3	12	2	2	2	3	3	12	12
28.	3	3	2	2	2	12	3	2	2	2	3	12	12
29.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
30.	3	3	3	2	2	13	3	3	3	2	2	13	13
31.	3	3	2	2	2	12	3	3	2	2	2	12	12
32.	2	2	3	2	3	12	2	2	2	3	2	11	11.5

Table 7: The Students' Speaking Scores in the Post-Test

S		Teac	her's	Score		TTS	Researcher's Score					TRS	Mean
	P	F	G	V	IC		P	F	G	V	IC		
1.	3	3	2	3	3	14	3	3	2	2	3	13	13.5
2.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
3.	3	3	2	2	3	13	3	3	2	3	3	14	13.5
4.	3	3	3	3	4	16	3	3	3	3	3	15	15.5
5.	3	3	3	3	3	15	3	3	2	3	3	14	14.5

6.	3	3	3	3	4	16	3	2	2	3	4	14	15
7.	3	3	3	3	3	15	3	3	3	3	3	15	15
8.	3	3	3	2	3	14	3	3	2	3	3	14	14
9.	3	3	3	3	3	15	3	3	2	3	3	14	14.5
10.	4	3	3	3	4	17	3	3	3	3	3	15	16
11.	3	3	3	3	3	15	3	3	3	3	3	15	15
12.	4	3	3	3	4	17	4	3	3	3	3	16	16.5
13.	3	3	3	2	2	13	3	3	2	3	2	13	13
14.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
15.	3	3	3	3	2	14	3	3	3	2	3	14	14
16.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
17.	3	3	2	3	3	14	3	3	2	2	3	13	13.5
18.	4	4	4	4	3	19	4	4	4	4	3	19	19
19.	3	3	3	3	3	15	3	3	3	2	3	14	14.5
20.	3	3	2	2	3	13	3	3	3	2	2	13	13
21.	3	3	3	3	3	15	3	3	2	3	3	14	14.5
22.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
23.	3	3	3	3	2	14	3	3	3	3	2	14	14
24.	3	3	3	3	3	15	3	3	3	3	3	15	15
25.	3	3	3	3	3	15	3	3	3	3	2	14	14.5
26.	4	4	3	3	3	17	4	3	3	3	4	17	17
27.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
28.	3	3	3	2	3	14	3	3	3	2	3	14	14
29.	3	3	3	3	3	15	3	3	3	3	3	15	15
30.	4	4	3	3	3	17	3	3	3	3	4	16	16.5
31.	3	3	3	3	3	15	3	3	3	2	3	14	14.5
32.	3	3	3	3	3	15	3	3	3	3	3	15	15

P : Pronunciation

F : Fluency

G: Grammar

V : Vocabulary

IC : Interactive Communication

TTS: Total Teacher's Score

TRS: Total Researcher's Score

Based on the comparison between each student's mean in both tests, there was an improvement on the students' speaking skills. Most of the students got higher scores in the post-test. The result of the test strengthened the data derived from the qualitative data which showed that the use of role play could help the students to improve their speaking skills.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The research was aimed to improve speaking skills through the use of role plays. Based on the findings on Chapter IV, it can be seen that there was improvement in the students' speaking skills after the implementation of the actions. The conclusions of the research can be concluded as follows.

- 1. The students had better speaking skills after having role plays as one of the activities in the class. By using role play as an activity in the teaching and learning process, the students had more opportunities to practice speaking.
- 2. Role play was helpful to attract the students' interest to actively participate in the English class. The students tend to get bored easily if the activities in the teaching and learning process were monotonous. Role play provided fun and enjoyable activities in the classroom that were helpful to attract students' interest in taking an active part in the class. The activity used daily situations in which they related to their daily lives. It made them like having a real conversation which was in fact they were learning English in the classroom.
- 3. Various activities could be implemented in the teaching and learning process of English. Listening to the teacher's explanation and answering questions in written form were not the only activities which could be done in the teaching and learning process. A host of activities could be implemented in the classroom as long as they were appropriate and effective. As the speaking

activities, role plays could be implemented to give the students opportunities to practice their speaking skills.

B. Implications

There were some implications due to the result of the research which are described as follows.

- 1. The use of role play can improve the students' speaking skills. In this issue, it provides the students opportunities to practice their speaking skills by interacting with others in the classroom. Furthermore, it can be used to engage the students into the teaching and learning process since it also provides an enjoyable activity in the classroom.
- 2. The students tend to be interested in participating in the classroom when a fun way of learning is present. They easily get bored if the classroom activities were monotonous. By creating a fun activity, it can motivate them to actively participate in the teaching and learning process. It implies that the teacher has to be more creative in finding or creating activities to motivate the students to enjoy the lesson without getting bored easily.

C. Suggestions

Based on the findings, conclusions and implications of the use of role play to improve the students' speaking skills, I want to suggest some points to some parties. The suggestions are presented as follows.

1. To the English teachers of Vocational High Schools

The use of role play in the teaching and learning process of English can provide the students an enjoyable activity in the class. It motivates the students to participate more in the classroom. Therefore, it is suggested to the English teachers to use role play as an activity in the classroom. Fun activities like role play will help them to engage the students to the teaching and learning process. A teacher of English needs to enrich himself with the knowledge of how to select the effective resources which can create interesting activities so that the students can enjoy the lesson. A variety of speaking practices which are fun can help the students to improve their speaking skills; not only in the aspect of their pronunciation, but also their fluency and vocabulary mastery.

2. To practitioners of speaking material development

It is advisable that the results of this study can be used as on of the references to develop materials; especially related to the development of speaking materials.

3. To the other researchers of related studies

It is suggested to use the result of this study as a reference. It is also advisable to conduct further research on this matter since this research is still far from perfect.

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APPENDICES

APPENDIX A VIGNETTES

Vignette I (Observation)

Day/date : Thursday, September 12 2013

Time : $(6^{th}-7^{th} lesson)$

Place : XI AK 3 of SMK N 1 Depok

The bell rang as the time for the 6th lesson was about to begin. All students entered the classroom, yet some still had their meals outside the class. When the teacher came, all students got in to the classroom. The class started at 10.50. The teacher went into his desk and put his books and laptop on the desk. Then, he greeted the students. "Good morning, how are you?" All students replied "I'm fine, and you?" "I'm fine too," said the teacher.

After greeting the students, the teacher checked students' attendance by calling their names one by one. There should be 32 female students in the class, but one of them was absent because she had to join a championship's preparation.

The teacher began the lesson by asking students about the last week's lesson. "Well, last meeting we have learned about guest handling, right?" Some students answered "Yes, sir." While some other chattered in Bahasa and in English. Then the teacher asked "Do you still have any difficulties about guest handling? Masih ada yang susah gak?" Almost all students answered "No." "Okay. Jadi hari ini kita belajar yang lain ya. So, now we will learn about expressions of making and receiving a call" said the teacher.

Next, the teacher played a recording containing a conversation about making and receiving a call. The teacher asked the students to write down what they heard from the recording. The teacher played the recording twice. While listening to the conversation, some students were complaining because they could not hear the conversation clearly. Then, the teacher played the recording one more time and turned the volume up a bit.

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After listening to the conversation, the teacher discussed the conversation

line by line. "What did the man in the recording say?" asked the teacher. Some

students answered with one or two words that they heard from the conversation

while there were some students who still took notes and peeked on their friends'

answer. After a while, the teacher wrote down the expressions used in the

conversation on the board.

The students took notes of what the teacher wrote down on the board.

After making sure that all students had written down the expressions, the teacher

asked the students to open their textbook and asked them to do a task. The task

required them to arrange a jumbled dialogue. They worked in a group of four.

After approximately 10 minutes, the teacher discussed the task together

with the students. Each group got their turn to answer the task. Some students got

the right answer while some got it wrong. Since some groups could not arrange

the jumble paragraphs correctly, the teacher discussed the answers in whole-class

setting so that all students could check their answers.

"Okay. Masih ada pertanyaan untuk expressions of making and receiving a call?

Any questions?" asked the teacher. "No," answered the students. Before the bell

rang, the teacher reminded the students to bring their dictionary for the next

meeting so that they could check difficult words on the dictionary. The class was

over at 12.25. The teacher left the classroom after greeting.

Vignette II - First meeting of Cycle I

Day/date

: Saturday, February 08 2014.

Time

: 07.15 - 08.45

The students were a bit noisy when I came in. "Good morning everyone."

"Good morning, Miss." All students replied. "How are you?" "I'm fine, thank you

and you?" "I'm great, thank you. Is there anyone who is absent today?" "No," the students answered. "Masuk semua, Miss." "Alright, then."

"So, I want to ask you some questions first. Who likes shopping? Siapa yang suka belanja disini?" I asked. "Saya, Miss." "Me me me," some students answer. "What do you usually buy?" I asked again. They looked enthusiastic answering the questions and the class got a little bit noisy. "Okay. So I guess everybody likes shopping. Jadi banyak yang suka belanja ya?" "Iya, Miss." "Well, me too." I cracked a joke and it made them laugh. "Nah, kalo belanja, do you bargain or not?" "Iya, Miss. Biar murah," answered a student. "Oh, really? What you say when you bargain?" Some students answer in Bahasa. Then, I provided a picture which was related to bargaining and the students said their opinions about the picture.

After some warming up questions about bargaining, I distributed the handout. "Has everyone got the paper? *Sudah dapat semua handout-nya*?" "Yes, Miss." "Okay. Have a look at the first task. *Coba liat task yang pertama*." The students then had a look at the task 1 which was a dialogue about bargaining. The students practiced the dialogue with their partner and identified the expressions of bargaining used in the dialogue. After practicing the dialogue, the students study other expressions used in bargaining.

"Okay, any questions regarding the expressions used in the bargaining?" I asked the students after we have finished discussing the task about arranging a jumble dialogue. "No," the students answered together. "Well, so now we're going to play a bargaining game." The students were excited to participate in the game. After I explained the rules of the game, the students got ready to play the game. The game ran so well, even though it made the class noisy, but the students seemed to enjoy doing it. After 10 minutes, I gave rewards to two students who finished the mission the fastest. Then the two students had to perform the bargaining game in front of the class.

"Now, have a look at the last task please. Ya, sudah dibaca instructions nya?" "Sudah" "Yes Miss". After doing the game, the students did the last task that was making a dialogue. The students worked in pairs to make a dialogue about bargaining. I asked for volunteers to perform the dialogue. Since the students did not want to volunteer, I called randomly some names to perform the dialogue they made. After some pairs have performed their dialogue, I gave general feedback about the performance. The class ended at 08.45. "So, that's all for today. See you." "See you Miss."

Vignette III - Second meeting of Cycle I

Day/date : Tuesday, February 11 2014

Time : 09.15 - 10.50

The class began a little bit late. After greeting the students, I started the class by asking some questions that lead the students recalling their background knowledge about asking and giving opinions. Then I showed a picture of a bunch of people having a meeting and asked them what they think about it. After talking about the picture, we discussed what the expressions used to ask and give opinions. After several minutes, I distributed the handouts. "As we talked before, we are going to learn how to ask and give opinions." I asked the students to read the instruction of the task 1. "Okay so I'm going to play the recording and what you have to do is identifying the expressions." I checked the speaker and played the recording. The students seemed serious listening to the recording. "Okay, so what have you got from the recording?" "Hmm, *ulangi* Miss," asked some students. Then I played the recording once more. After the second time I played the recording, some students started to get the expressions used in the dialogue.

After dealing with the listening task, the students practiced the expressions of asking and giving opinions. "Now have a look at the next task. Have you read it? *Sudah dibaca instruksinya*?" "Yes, *sudah* Miss," students answered altogether.

I gave them some topics to discuss. They worked in group of four and picked one issue. The students wrote their opinions and shared them with their classmates. After several minutes, I asked one representative of each group to share their topic and opinions. As one student presented the result of her group's discussion, the rest of the class listened to her attentively. After she had done presenting the result, other students gave comments on it. Some students who had different opinion toward the issue also shared their opinion. They shared their different opinion. Even though some students were still shy since their English was not so good, they still tried to involve in the discussion. Over all, the class went well as students actively involved in the discussion.

The students prepared for the last task which is making a dialogue. I made sure that nobody had questions regarding how to use the expressions of asking and giving opinions. I asked the students to make a dialogue using the expressions of asking and giving opinions. The students worked in pairs and discussed the topic together. Some students checked their dictionaries if they found difficult words. However, some of them also asked me since they did not bring dictionaries. "Why do not you bring your dictionary?" "Lupa, Miss." "Alright, besok bawa ya." "Iya, Miss." It took more or less fifteen minutes for them to make and practice their dialogue. Once the students have done making it, I asked some pairs to perform their dialogues in front of the class. Other students were watching and gave feedback at the end of the performance.

After some pairs have performed their dialogue, I gave feedback on the overall performance and that day's meeting in general. Before ending the class, I gave them homework to submit in the next meeting. "Okay, see you soon everyone." "See you, Miss. Thank you."

Vignette IV - Third meeting of Cycle I

Day/date : Saturday, February 22 2014

Time : 07.15 - 08.45

I greeted the students and asked their condition. I repeated the last meeting materials and asked them whether or not they still had difficulties in the previous lesson. "I gave you a homework last meeting, right? *Sudah dikerjakan? Susah enggak?*" Some students have finished the homework. However, there were some who have not done the homework, so I asked them to submit it due to next meeting. Before introducing the new topic, I asked students some questions related to the topic we were about to discuss.

I distributed a handout and asked the students to practice the dialogue on the task 1. Then students identified the expressions of giving arguments used in the dialogue. Once students have done practicing the dialogue, they learned other expressions used for giving arguments. I lead the students to pronounce the expressions. After making sure that the students understood the materials, I asked them to do the task about rearranging a jumble dialogue. After arranging the jumble dialogue, I asked some students to read the dialogue loudly while other students match their answer.

"Okay, now I want you to work in four. Sekarang berkelompok ya, empat orang satu kelompok." The students worked in a group of four to do the next task. Students were to discuss the provided issue about studying in Vocational High School and in Senior High School. Students seemed to enjoy the activity since the issue relates to their situation. Some students asked me when they found some difficulties. After a few minutes, each group presented the results of their discussions. They expressed their agreements and disagreements toward the issue. The discussion ran for some minutes. The students more actively involved in the discussion compared to the last meetings. Then, after all groups have presented their opinions, I summed up the results why they agreed or disagreed toward the issue.

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For the last task, I distributed some cards for students to pick. "Now I want

you to work in pairs and make a dialogue based on the situation card you pick.

Okay? Any questions? Ada yang mau ditanyakan?" "No Miss," students answered

altogether. The students worked in pairs and made a dialogue using the expression

of giving arguments. Some students opened the dictionary while working. It took

more or less 10 minutes for students to finish making their dialogue. Once they

have done, I asked some students to perform their dialogue voluntarily. Unlike the

previous meetings, some students seemed to have more confidence that they

willingly volunteer.

"Okay, so today we have learned about giving arguments. Gampang kan? Masih

ada yang bingung?" After making sure that the students did not have any

questions regarding the materials, I ended the class.

Vignette V - First meeting of Cycle II

Day/date

: Tuesday, February 25 2014

Time

: 09.15 - 10.50

The class started at 09.15. "Good morning everyone. How are you?"

"Good morning Miss. I'm fine. How are you?" the students answered altogether.

Before proceeding to the teaching process, the class leader led the prayer. To

begin with, I showed a picture and asked students several questions regarding the

picture. The students answered enthusiastically, even though some of them still

used *Bahasa* in answering my questions.

"Now, I am going to play a recording and figure out what the recording is

all about." While listening to the recording, the students tried to write down the

expressions used in the recording. After a few minutes discussing the content of

the recording, I distributed the handout and asked them to read the instruction of

task 1. They had to listen to the recording and arranged the process of making an

omelet based on the recording. I played the recording twice and discussed the task

with the students. Most students got the answer right since they found it easier to listen while checking on the script; even though it was in jumble steps.

Then I asked the students to practice the expressions used in describing a process. After practicing the expressions, the students played a game called mix and mingle. I explained the rules and told them that I would give rewards to two fastest players to finish the game. The students got excited to play the games. As they played the game, the atmosphere was good. All students actively involved in the activity that made the class a bit noisy. To report the result of the mix and mingle game, I told them to group in four and share their game result to their group members.

"How was it? Gimana tadi game-nya?" "Seru Miss." "Fun Miss." Before proceeding to the last task, I asked whether or not they had questions about the use of expressions of describing a process. After making sure that they did not have difficulties towards the topic, I continued to the next task which was role play. So I asked the students to work in pairs and made a dialogue about describing a process of making something or doing something. While making the dialogue, some students checked the vocabularies on the dictionary. After a few minutes, I asked them to practice the dialogue with their partner before performing the dialogue in front of the class. The class continued as some pairs presented their dialogue in front of the class.

I ended the class by giving summarize of the materials and feedback on students' performances. "Okay, that is all for today. See you." "See you Miss. Thank you."

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Vignette VI – Second meeting of Cycle II

Day/date : Saturday, March 01 2014

Time : 07.15 - 08.45

"Good morning everyone." "Good morning Miss." I started the class by previewing last meeting's materials and checked whether or not the students remembered what the topic was. After that, I distributed the handout and we began discussing the new materials. The students read a dialogue and learned some expressions of necessity and obligation. I also explained a bit about the grammar rules being used.

"Okay, for the next task, I want you to make a group of four." I asked them to work in a group of four and told them to discuss the assignment. The students were busy discussing the task. "If you have questions, you can ask me." I went to all desks to make sure the discussion ran well. Once all groups have finished the task, we discussed it altogether. The representative of each group presented the result of the discussion. The presentation went well as all students actively participated. After all groups have presented their answers, I gave conclusions and feedback regarding the result of the discussion.

The students did the next task which was about comprehending a dialogue. The dialogue related to the use of expressions of persuading and convincing. I asked two students to read the dialogue in front of the class. Unlike the previous meetings, it was not so hard to ask one or two volunteers. Then, the students practiced more expressions of persuading and convincing. As some students still made some mistakes in pronouncing some words, I showed them how the words should be pronounced.

"Now, have a look at the last exercise." The students worked on the last task which required them to do a role play. The students worked in pairs and made a dialogue using the expressions of persuading and convincing. I went around the class to check whether they had difficulties or not. It took around fifteen minutes

for them to finish the task. After giving enough time to learn the dialogue, I asked some students to perform voluntarily. As a pair performing the dialogue, the rest listened; some of them laughed at the wrong pronunciation or funny gestures. After that, they gave feedback and/or comments to the performers.

At the end of the meeting, I gave comments on overall performances. I checked the students' understanding about the materials by asking what they have learnt today. I also informed them that the next meeting would be a post-test. I explained the rules of the post-test and told the criteria that would be assessed during the performance so that they could prepare themselves in advance.

APPENDIX B INTERVIEW TRANSCRIPTS

R: Researcher

S : Student

Interview I

R : Tadi pelajarannya menurut kamu gimana dek? Enak enggak?

S : Enak, asyik. Apalagi tadi kan ada game jadi asyik, cuma instruksinya aja tadi kurang jelas.

R : Oh, gitu. Kalo dari gurunya, enak ngajarnya?

S : Enak sih, Miss Dee asyik ngajarnya.

R : Kalo lagi ngejelasin materinya gimana?

S : Kalo lagi ngomong bahasa Inggris, kadang kecepetan mb, tapi dikit-dikit masih nangkep sih.

R : Untuk pemakaian handouts dalam belajar, menurut kamu gimana?

S : Lebih enak sih daripada pakai buku cetak. Lebih simple.

Interview II

R : Gimana tadi pelajarannya?

S1 : Menyenangkan, seru, apalagi tadi ada game nya. Yang jadi masalah tu peraturan gak ketat pas game. Kaya tadi yang menang kan kayanya belum sesuai dengan apa yang dimauin Miss Dee.

S2 : Menurut aku sama si, menarik, menyenangkan juga. Kalo guru bahasa Inggris yang lain kan ya cuma gitu2 aja, nerangin.,klo miss lebih asyik, ceria.

R : Untuk pemakaian handout menurut kalian gimana? Paham?

S1 : Paham, soalnya lebih jelas, simple tapi lebih bisa dimengerti, gak banyak tulisan jadi gak belibet lah istilahnya.

S2 : Iya, kalo guru kan ngajarnya cuma dari buku ini. Lebih enak pake handouts.

R : Jadi, secara keseluruhan pelajaran hari ini gimana?

S1 : Luar biasa, keren.

Interview III

R : Kalo materinya gimana menurut kamu?

S1 : Materinya mudah. Saya sendiri nangkep apa yang diajarkan.

R : Kalau diminta practice ngomong gitu?

S2 : Suka sih, jadi sering latihan ngomong pake bahasa Inggris.

R : Tentang cara mengajar Miss Dee gimana? Kelebihannya mungkin?

S2 : Seru, asyik, bisa diajak bercanda.

R : Kekurangannya?

S1 : Ehm, banyak ngomong bahasa inggrisnya.

R : Tapi paham enggak klo Miss Dee ngomong bahasa Inggris?

S2 : Paham sih, asal jangan panjang-panjang ngomongnya. Terus sekali kali kan di bahasa Indonesia-in, jadi lebih paham.

R : Nah, Miss Dee kan mengajarnya pake handout ya? Menurut kamu gimana?

S1 : Biasanya kalau sama guru yang asli kan cuma dari buku paket ya. Jadi lebih membantu kalo pake handout, soalnya lebih simple daripada di buku cetak.

Interview IV

R : Tadi belajar materi apa ya?

S1 : Giving opinions.

R : Pelajarannya gimana tadi?

S1 : Asyik, enak, gak bikin ngantuk, materinya gampang masuk juga.

R : Nah, ngomongin masalah materi, Miss Dee kan pake handout, menurut kamu gimana?

S2 : Biasa nya kan pake buku, kalo pake handouts lebih mudah paham, lebih asyik lagi kalau kita bisa diajar guru yang masih muda jadi kita lebih tertarik.

R : Oya, tadi juga ada latihan speaking ya?

S1 : Iya, bikin dialog terus praktek.

R : Kalo role play seperti itu, menurut kamu gimana?

S1 : Asyik, lebih menyenangkan daripada cuma ngerjain soal.

Interview V

R : Tadi aktivitasnya ngapain aja?

S : Diskusi sama teman, role play juga.

R : Asyik enggak?

S : Asyik sih, suka.

R : Membantu belajar bahasa Inggris enggak? Speaking terutama.

S : Iya, lebih termotivasi dan lebih terbantu juga karena ada diskusi.

Interview VI

R : Gimana tadi pelajarannya?

S1 : Seru, karena materi nya kan beda2 jadi bisa saling tau satu sama lain. Gimana ya , biasanya kan satu pelajaran tema nya cuma satu tapi kalo ini dalam satu materi bisa bermacam2 temanya.

R : Nah, tadi kan ada listening ya, menurut kamu gimana?

S2 : Susah menurut saya. Tapi bagus karena nantikan di ujian ada listening nya jadi mau gak mau kita harus pelajari ya meskipun susah tadi.

R : Kalo untuk role play tadi gimana?

S1 : Role play nya asyik. Banyak speakingnya itu asyik soalnya kebanyakan bisa ngomong bahasa inggris tapi gak tau bener atau salah gitu lho.

R : Ada handout setiap kali Miss Dee ngajar, suka enggak?

S2 : Suasana baru si. Soalnya biasanya kalo dari buku kan udah pernah dibuka-buka kalo dari handouts kan fresh.

R : Ada saran untuk next meeting?

S2 : Planning waktu lebih diatur karena kita kan kepotong istirahat jadi waktunya lebih di planning lagi.

Interview VII

R : Tadi gimana pelajarannya?

S : Seru menyenangkan karena ada game nya, seru gak membosankan.

R : Tadi listeningnya gimana?

S : Suka meskipun susah.

R : Kalo untuk role play nya?

S : Suka role play nya, menyenangkan.

R : Kalo untuk belajar, lebih suka dari buku cetak atau handout kaya gini?

S: Lebih suka dari handouts.

R : Saran untuk next meeting?

S : Pertahankan. Semangat lanjutkan.

Interview VIII

R : Tadi gimana pelajarannya?

S : Mudah dimengerti, simple tapi banyak manfaatnya. Terus menarik juga.

R : Cara ngajarnya miss Dee?

S : Menarik dan mudah dimengerti.

R : Kalo Miss Dee ngomong bahasa Inggris, paham enggak?

S : Ya kadang paham kadang enggak Miss.

R : Tapi seneng enggak kalo Miss Dee banyak ngomong pake Bahasa Inggris?

S : Seneng sih Miss, jadi bisa niruin trus lama-lama jadi bisa ngomong bahasa Inggris juga.

Interview IX

R : Menurut kamu gimana untuk pemakaian materi dari handouts?

S : Lebih enak pake handouts sih karena kalo misalnya dari buku susah dimengerti.

R : Terus tadi kan ada role play juga, menurut kamu gimana?

S : Role play? Bagus. Membantu lebih belajar Speaking.

R : Was it fun?

S : Yes, fun. Sangat menyenangkan.

Interview X

R : Apa yang menarik dari pelajaran hari ini dibanding hari-hari sebelumnya?

S : Permainannya. Ya di game nya seru.

R: Why?

S : Game nya itu kan harus bertanya sama tiga orang dan jawabannya bisa benar atau enggak, lucu aja sih.

R : Lebih menantang ya?

S : Iya, apalagi ada hadiahnya, jadi lebih semangat tadi.

R : Kekurangan Miss Dee dalam mengajar apa?

S: Ya, kadang kalo ngomong terlalu cepet.

R : Tapi kalian ngerti apa yang diomongin?

S : Ya ngerti-ngerti aja sih.

R : Ada saran buat Miss Dee?

S : Mungkin ngomongnya rada dipelanin, intonasinya, jangan kecepetan.

Terus kalo ngajar pake game lagi juga boleh.

Interview XI

R : Materi hari ini paham enggak?

S1+2 : Hmm, paham sih.

R : Asyik enggak tadi pelajarannya?

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S1 : Asyik, bikin dialog-dialog.

S2 : Iya, asyik.

R : Selama pembelajaran sama Miss Dee, ada peningkatan kemampuan speaking bahasa Inggris?

S1 : Iya iya iya, banyak sih yang meningkat. Mungkin kan biasanya kan susah

nyusun kata, nah kalo sekarang sudah lebih mengerti.

S2 : Iya, sekarang lebih pede. Jadi kalo pronunciation lebih tahu soalnya kalo ngomong banyak bahasa Inggris kan, kalo orang jawa kan medok, sekarang jadi lebih baik.

Interview XII

R : Researcher

C : Collaborator

R : Pelajaran tadi menurut kamu gimana?

C : Materinya bagus, maksudnya semua sudah tersampaikan. Siswanya banyak yang mengikuti dan banyak yang kooperatif, walaupun ada beberapa yang enggak. Pake handouts juga bagus kan biasanya anak kan pake buku atau enggak nulis sendiri tapi kalau pake handouts kan lebih praktis.

R : Kalau dari cara ngajarnya?

C : I find it, kan kamu itu tadi ada presentation practice and then production, menurutku udah bagus cuma teacher talking nya lebih mendominasi dan mereka Cuma dengerin jadi next time make it short dan jangan terlalu, ya detail tapi jangan kebanyakan presentasi.

R : Suggestion? C : Ya itu tadi teacher talking nya dikurangin. Jadi mereka kayanya lebih prefer listening ke native speaker dan banyakin practice ngomongnya. Oya, tadi siswanya juga lebih aktif dari pada kemarin2, much more active.

APPENDIX C COURSE GRID

COURSE GRID FOR ELEVENTH GRADE STUDENTS OF ACCOUNTING PROGRAM AT SMK N 1 DEPOK

Standard of Competence: Communicating in English in Elementary Level

Basic	Indicators				Learning	Role Play		
Competence	indicators	Text	Function	Pronunciation	Grammar	Vocabulary	Activities	Role Play
2.5. Expressing	Identifying	Let's	Bargaining:	Bargain:	Bargaining:	Bargain,	Building	
feelings	the expressions	bargain!	• Can you	/'ba:.gin/	Can you + V1?	percent, credit	Knowledge of	
	of bargaining		make it	Percent:	How about ?	cards, cash,	Field	
	something.		twenty-five			price, cost	- Students are	
	 Identifying 		thousand	/pə¹sent/	Asking the		shown a	
	the expressions		rupiahs?	Credit:	price:		picture and	
	of responding		• Can you	/'kred.it/	How much +		answer several	
	to a		make it fifty		V1?		questions	
	bargaining.		percent off	Card: /ka:rd/			about the	
	• Using the		Responding to	Cash: /kæʃ/	Telling the		picture.	
	expressions of		bargaining:	Price: /prais/	price:		- Students are	
	bargaining		• Alright then.	Cost: /ka:st/	S + V1.		given a simple	
	something.		• Sorry, we				dialogue about	
	• Using the		can't give it to				bargaining.	
	expressions of		you. It's a				- Students	
	responding to a		cotton one.				identify the	
	bargaining.						expressions	
			Asking about				used in the	
			the size:				dialogue.	ļ
			• Do you have					ļ
			a large one?				Modeling of	
			Asking about				the Text	
			the material:				- Students	

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	• What is it			discuss and	
	made of?			practice the	
				expressions	
	Asking the			used in	
	payment			bargaining.	
	method:			- Students, in	
	 Do you take 			group of four,	
	credit card?			arrange the	
	• Can I pay for			jumble	
	it in cash?			dialogue about	
				bargaining.	
				Join	
				Construction	
				of the Text	Let's bargain!
				- Students	Roles
				work in pairs	assigned:
				and complete	1. The buyer
				the incomplete	2. The seller
				dialogues	
				about	
				bargaining.	
				- Students	
				check the	
				answer with	
				the teacher.	
				- Students play	
				a game about	
				-	
				bargaining.	

• Identifyi the expres of asking opinions correctly. • Identifyi the expres giving opinions correctly. • Using the expression asking opinions correctly. • Using the expression	opinions! ng sions s of	Asking opinions: • What do you think of current TV programs? • What do you think about this issue? Giving opinions: • I think intelligence is more important that popularity.	Opinion: /ə'pɪn.jən/ Concern: /kən'sɜːn/ Humble: /'hʌm.bl ˌ / Honest: /'ɒn.ɪst/ Guess: /ges/	Asking opinions: • What do you think of? • Do you think that? • What about? Giving opinions: • I think • In my opinion	Opinion, concern, humble, honest, guess	Independent Construction of the Text - Students work in pairs Students are given a clue card and are asked to make a dialogue using the expressions of bargaining. Building Knowledge of the Field - Students are shown a picture and then give their opinion about the picture orally Students listen to a recording about asking and giving opinion and take notes of	
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giving	• In my		any words they	
opinions	opinion a		manage to	
correctly.	friend is		hear.	
	someone who			
	is good fun to		Modeling of	
	be with.		the Text	
			- Students	
			discuss what	
			the recording	
			is about and	
			identify what	
			the expressions	
			used in the	
			recording.	
			- Students are	
			given a list of	
			expressions of	
			asking and	
			giving	
			opinions.	
			Students	
			practice the	
			expressions of	
			asking and	
			giving	
			opinions led	
			by the teacher.	
			Joint	
			Construction	

						of the Text	
						- Students	
						work in groups	
						of four. Each	
						group	
						expresses their	
						opinion about	
						a current issue.	
						Independent	
						Construction	Tell me your
						of the Text	opinions!
						- Students	Roles
						work in pairs	assigned:
						and make a	1. Reporter
						dialogue using	2. Informant
						the expressions	
						of asking and	
						giving	
						opinions.	
 Identifying 	Give me	Giving	Argument:	Giving	Argument, idea,	Building	
the expressions	your	arguments:	/ˈɑːg.jʊ.mənt/	arguments:	believe, mean,	Knowledge of	
of giving	reasons!	• I know what		• I believe that	consider,	the Field	
arguments		you mean, but	Idea: /aɪˈdɪə/		remember	-Students	
appropriately.		I hope this	Believe:	• I know what		answer orally	
 Using the 		new regulation	/bɪˈliːv/	you mean, but.		the teacher's	
expressions of		can motivate				questions	
giving		them to quit	Mean: /mi:n/	• That's a good		related to the	
arguments		smoking.	Consider:	idea but		topic they are	
appropriately.				That may be		going to	

		/kənˈsɪd.ə r / Remember: /rɪˈmem.bə r /	so but • Yes, but don't forget	discuss Students study a dialogue about expressing arguments Students identify the expressions of argument used in the dialogue Students practice the dialogue.	
				Modeling of the Text - Students practice the expressions of giving arguments lead by the teacher Students arrange a jumble dialogue about giving arguments.	

			Join	
			Construction	
			of the Text	
			- Students	
			work in a	
			group of four	
			and discuss an	
			issue given by	
			the teacher.	
			- Students	
			present their	
			arguments	
			toward the	
			issue in front	
			of the class	
			and compare	
			their ideas	
			with their	
			classmates.	
			Independent	
			Construction	Give me your
			of the Text	reasons!
			- Students	Roles
			make a	assigned:
			dialogue about	1. Debaters
			giving	2. Reporters
			arguments	3. Experts
			based on the	

	• Identifying the expressions of describing processes appropriately. • Using the expressions of describing processes appropriately.	That's how you do it!	Describing a process: Beginning: • First, you have to press the button. Continuing: • And then slide the film in this way around. Ending: • Yes, now finally it is ready to use.	Process: /'prəʊ.ses/ Push: /pʊʃ/ Next: /nekst/ Heat: /hiːt/ Instruction: /ɪn'strʌk.ʃ ə n/ Press: /pres/	Describing a process: Beginning: • First • First thing you have to do is Continuing: • Next • And then • Once you have done this Ending: • Finally • Lastly	Process, push, next, heat, instruction, press	situation card given by the teacher Students perform their dialogue in front of the class. Building Knowledge of the Field - Students are given a picture. They have to answer several questions about the picture Students listen to a recording and identify the expressions used in the recording Students rearrange jumbled steps based on the	
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			recording.	
			Modeling of	
			the Text	
			- Students are	
			given a simple	
			dialogue about	
			describing a	
			process.	
			- Students	
			practice the	
			dialogue with	
			their partner.	
			- Students	
			practice the	
			expressions	
			used in	
			describing a	
			process.	
			Join	
			Construction	
			of the Text	
			- Students play	
			a game called	
			"mix and	
			mingle" where	
			they have to	
			use	
			expressions of	
			describing a	

appropriately.	• You'd better	learn an
• Using the	go to sleep	extract
expressions of	now.	consisting the
persuading and		expressions
convincing	Convincing:	used in stating
appropriately.	• I believe you	necessity and
	can do the job	obligation.
	well.	- Students
	• I assure you,	work in four
	I will finish it	and discuss an
	in no time.	issue.
	• I ensure you	- Students
	to believe me.	share what
		they get from
		the discussion.
		Join
		Construction
		of the Text
		- Students
		practice a
		dialogue about
		persuading and
		convincing.
		- Some
		students are
		asked to
		perform in
		front of the
		class.

			- Students learn the expressions of persuading and convincing.	
			Independent Construction of the Text - Students work in pairs and make a dialogue using the expressions of persuading and convincing Students perform the dialogue in front of the class.	I believe you can do it! Roles assigned: 1. Consultant 2. Client

APPENDIX D LESSON PLANS

LESSON PLAN I

(Cycle I – Meeting I)

School : SMK N 1 Depok, Sleman, Yogyakarta

Subject : English

Grade/ Semester : XI/Even

Time Allocation : 2 x @45 minutes

A. Standard of Competence

Students are able to communicate in English in Elementary Level

B. Basic Competence

2.5. Expressing feelings.

C. Indicators

At the end of the course, students are able to:

- 1. Identify the expressions of bargaining something.
- 2. Identify the expressions of responding to a bargaining.
- 3. Use the expressions of bargaining something.
- 4. Use the expressions of responding to a bargaining

D. Learning Objectives

- 1. Expressions of bargaining something are stated correctly by the students.
- 2. Expressions of responding to a bargaining are stated correctly by the students.

E. Learning Materials

- Dialogue

Rio : Do you have T-shirts?

Shopkeeper : Sure. How about these?

Rio : How much are they?

Shopkeeper : Ninety five thousand rupiahs each.

Rio : Wow! That's expensive. Can you make it seventy

thousand rupiahs?

Shopkeeper : Sorry, it's a high-quality T-shirt. If you agree, I'll

sell it to you eighty five thousand rupiahs.

Rio : Okay, I'll take it.

- Expressions

Bargaining	Responding
- How about fifty thousand	- Alright then.
rupiahs?	- Sorry, that's too low.
- Can you make it twenty-five	- Sorry, we can't give it to you.
thousand rupiahs?	It's a cotton one.
- Can you make it fifty percent	
off?	
Other Useful Expressions	
Asking	Responding
- Do you have a large one?	- Yes, here they are.
- Can I get the small one?	- Here is the small one.
- What is it made of?	- It's made of leather.
- Do you take a credit card?	- Yes, we take credit cards.
- Can I pay it in cash?	- Yes, sure.

Grammar

Asking the price	Telling the price
Singular	
How much is this ring?	It is Rp 55.000,00
How much does this ring cost?	It costs Rp 55.000,00
Plural	·
How much are the books?	They are Rp 90.000,00

How much do they cost?	They cost Rp 90.000,00

F. Teaching Procedure

- 1. Building Knowledge of the Field
- 2. Modeling and Deconstruction of the Text
- 3. Joint Construction of the Text
- 4. Independent Construction of the Text

G. References

- Effective Communication: An Integrated Course of English for Vocational High School
- 2. New Interchange 1 Student Book
- 3. Get Along with English for Vocational High School Grade XI Elementary Level

H. Teaching and Learning Activities

- 1. Opening
- The teacher greets the students.
- The teacher asks a student to lead the prayer.
- The teacher checks students' attendance.

2. Main Activities

Building Knowledge of the Field

- Students are shown some pictures of shopping places like bookstore, boutique and electronic store.
- Students are asked orally about what they think about the pictures.
- Students are asked orally the following questions:
 - 1. Have you ever bargained for something you want to buy?
 - 2. What kind of expressions do you use?
 - 3. Do you know any other expressions useful for daily life?
- Students are given a simple dialogue about bargaining.
- Students identify the expressions used in the dialogue.

Modeling and Deconstruction of the Text

- Students discuss and practice the expressions used in bargaining.
- Students practice the expressions with teacher guidance. Then they are asked to practice in pairs and correct their partner's mistake.
- Students, in group of four, arrange the jumble dialogue about bargaining.
- Some students then are asked to perform the dialogue.

Joint Construction of the Text

- Students work in pairs and complete the incomplete dialogues about bargaining.
- Students check the answer with the teacher.
- Students play a game about bargaining.

Independent Construction of the Text

- Students work in pairs.
- Students are given a clue card and are asked to make a dialogue using the expressions of bargaining.
- Students perform their dialogue in front of the class.

3. Closing

- The teacher gives feedback to students' performance.
- The teacher summarizes and/or gives conclusion about the materials.

I. Assessment

Speaking scoring rubric (oral test)

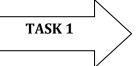
	Assessment aspects					
Name	Pronunciation	Fluency	Grammar	Vocabulary	Interactive	Score
					communication	

Yogyakarta, February 2014
Prepared by,

Approved by, English teacher

Siti Murtiningrum, S.Pd, M.Hum NIP. 19751122 200604 2 009 <u>Dewi Nurul L.M.</u> NIM. 09202241036

STUDENTS' WORKSHEET



Study the following dialogue and identify the expressions of bargaining used in the dialogue.

Rio : Do you have T-shirts?
Shopkeeper : Sure. How about these?
Rio : How much are they?

Shopkeeper : Ninety five thousand rupiahs each.

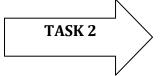
Rio : Wow! That's expensive. Can you make it seventy

thousand rupiahs?

Shopkeeper : Sorry, it's a high-quality T-shirt. If you agree, I'll sell it

to you eighty five thousand rupiahs.

Rio : Okay, I'll take it.



Study the following expressions of bargaining.

Bargaining		Responding	
-	How about fifty	-	Alright then.
	thousand rupiahs?	-	Sorry, that's too low.
-	Can you make it twenty-	-	Sorry, we can't give it to
	five thousand rupiahs?		you. It's a cotton one.
-	Can you make it fifty		
	percent off?		
	Other Useful	Expressions	
Asking		Responding	
_	Do you have a large	-	Yes, here they are.
	one?	-	Here is the small one.
-	Can I get the small one?		
-	What is it made of?	-	It's made of leather.

-	Do you take a credit	- Yes, we take credit
	card?	cards.
-	Can I pay it in cash?	- Yes, sure.

Grammar	Corner

Asking the price	Telling the price
Singular	1
How much is this ring?	It is Rp 55.000,00
How much does this ring cost?	It costs Rp 55.000,00
Plural	
How much are the books?	They are Rp 90.000,00
How much do they cost?	They cost Rp 90.000,00

TASK 3

Work in pairs and complete these incomplete dialogues using the expressions of bargaining.

Rima	: this T-shirt?
Tia	: It is ninety thousand rupiahs, Miss.
Rima	: That's expensive?
Tia	: I'm sorry, that's too low. It's a high-quality T-shirt.
Rima	:?
Tia	: It's made of cotton, therefore it's expensive.
Rima	: Alright then. Do?
Tia	: Here is the large one.
Rima	: Okay, I'll take it. Can I pay it by credit card?
Tia	:

LESSON PLAN II

(Cycle I – Meeting II)

School : SMK N 1 Depok, Sleman, Yogyakarta

Subject : English

Grade/ Semester : XI/Even

Time Allocation : 2 x @40 minutes

A. Standard of Competence

Students are able to communicate in English in Elementary Level

B. Basic Competence

2.5. Expressing feelings.

C. Indicators

At the end of the course, students are able to:

- 1. Identify the expressions of asking opinions correctly.
- 2. Identify the expressions giving opinions correctly.
- 3. Use the expressions of asking opinions correctly.
- 4. Use the expressions of giving opinions correctly.

D. Learning Objectives

- 1. Expressions of asking opinions are stated correctly by the students.
- 2. Expressions of giving opinions are stated correctly by the students.

E. Learning Materials



Listening Script:

- A: So Dave, what do you think makes a good friend?
- B: Well for me, a friend is someone who is good fun to be with.
- A: Hm...fun to be with? Can you give me an example?
- B: I like friends who like to go out and have fun together go down town, go to the beach, see a movie, something like that.
- A: So....does that mean a friend has to like the same things as you do?
- B: No...not really, just that they have a fun personality. You know, fun to be with whatever we do.

Asking for opinion	Giving opinion			
• What do you think of?	I think			
• Do you think that?	In my opinion			
• What do you think?	• As far as I'm			

• What about?					con	cerned			
•	What's	your	opinion	of	•	In	my	humble	opinion
		?							
•	What wo	uld you	say about .	?	•	To	be hon	est	••••
					•	I su	ppose		
					•	I gu	iess		

F. Teaching Procedure

- 1. Building Knowledge of the Field
- 2. Modeling and Deconstruction of the Text
- 3. Joint Construction of the Text
- 4. Independent Construction of the Text

G. References

- Effective Communication: An Integrated Course of English for Vocational High School
- 2. Function in English
- 3. New Interchange 1 Student Book

H. Teaching and Learning Activities

- 1. Opening
 - The teacher greets the students.
 - The teacher asks a student to lead the prayer.
 - The teacher checks students' attendance.

2. Main Activities

Building Knowledge of the Field

- Students are shown a picture and then they give their opinion about the picture orally.
- Students listen to a recording about asking and giving opinion and take notes of any words they manage to hear.

Modeling and Deconstruction of the Text

- Students discuss what the recording is about and identify what the expressions used in the recording.
- Students are given a list of expressions of asking and giving opinions.
- Students practice the expressions of asking and giving opinions led by the teacher.

Joint Construction of the Text

- Students work in groups of four. Each group expresses their opinion about a current issue (based on the cue card provided).
- Some students are asked to perform and share their opinion with their classmates.

Independent Construction of the Text

- Students work in pairs and make a dialogue using the expressions of asking and giving opinions.
- Students perform their works in front of the class.

3. Closing

- The teacher gives feedback to students' performance.
- The teacher summarizes and/or gives conclusion about the materials.

I. Assessment

Speaking scoring rubric (oral test)

		Assessment aspects				
Name	Pronunciation	Fluency	Grammar	Vocabulary	Interactive	Score
					communication	

Yogyakarta, February 2014

Approved by, English teacher Prepared by,

Siti Murtiningrum, S.Pd, M.Hum NIP. 19751122 200604 2 009 <u>Dewi Nurul L.M.</u> NIM. 09202241036

STUDENT WORKSHEET

TASK 1

Listen to the recording and identify the expressions of asking and giving opinions used in the dialogue.

- A: So Dave, what do you think makes a good friend?
- B: Well for me, a friend is someone who is good fun to be with.
- A: Hm...fun to be with? Can you give me an example?
- B: I like friends who like to go out and have fun together go down town, go to the beach, see a movie, something like that.
- A: So....does that mean a friend has to like the same things as you do?
- B: No...not really, just that they have a fun personality.

You know, fun to be with whatever we do.

TASK 2

Study the following expressions of asking and giving opinions and practice with your partner.

Asking for opinion	Giving opinion
• What do you think of?	• I think
• Do you think that?	In my opinion
• What's your opinion about?	As far as I'm concerned
• What would you say about?	• In my humble opinion
• What do you think?	To be honest
• What about ?	• I suppose
	• I guess

TASK 3

Work in pairs. Take turn to give your opinions on the following subjects. Number 1 has been done as the example.

1.	Tukul or Aming?
	A: Which one is your favourite comedian, Tukul or Aming?
	B: I think I prefer Tukul to Aming.
	A: Why?
	B: In my opinion, he seems to be low-profile and the jokes that he has
	are original.
2.	Doraemon or Spongebob Squarepants?
3.	High school or vocational school?
4.	Popularity or intelligence?
5.	White lie or honesty?

TASK 4

Work in pairs and pick one of the following issues. Make a dialogue and give your opinion about the issue.

What do you think of current TV programs such as YKS and Fesbukers? Do you think those TV programs are good?

What do you think makes a best friend? State your criteria of what a best friend is.

Nowadays, there are many celebrities who run for politic. What do you think about this issue?

There are many singing contests in TV. What would you say about this?

LESSON PLAN III

(Cycle I – Meeting III)

School : SMK N 1 Depok, Sleman, Yogyakarta

Subject : English

Grade/ Semester : XI/3

Time Allocation : 2 x @45 minutes

A. Standard of Competence

Students are able to communicate in English in Elementary Level

B. Basic Competence

2.5. Expressing feelings

C. Indicators

At the end of the course, students are able to:

- 1. Identify the expressions of giving arguments appropriately.
- 2. Use the expressions of giving arguments appropriately.

D. Learning Objectives

Expressions of giving arguments are stated correctly by the students.

E. Learning Materials

Tommy and Tina discuss whether to rent a big room or smaller room for a party. They don't know how many people will attend.

Tina : I believe that we should rent a big room because

it's better to have too much space than not enough.

Tommy : You're right, but it's important to remember that

we will have to spend a lot of money for space we

don't need.

Tina : I know what you mean, but if a lot of people

come, we will need the space.

Tommy : Surely, the most important is to lessen costs

where we can.

Tina : That's right. In addition, if the room too small,

our customer will leave and that's bad!



ARGUE (V): to disagree or to give the reasons for your opinion, idea, belief, etc.

ARGUMENT (N): a disagreement, a reason or reasons why you support or oppose an idea or suggestion, or the process of

Expressions of giving arguments:

- ✓ I believe that
- ✓ I know what you mean, but
- ✓ That's a good idea but
- \checkmark That may be so but
- ✓ Yes, but don't forget
- ✓ It is a fact that
- ✓ The first thing we have to consider is
- ✓ Another reason why is
- ✓ It is important to remember
- ✓ Furthermore

F. Teaching Procedure

- 1. Building Knowledge of the Field
- 2. Modeling and Deconstruction of the Text
- 3. Joint Construction of the Text
- 4. Independent Construction of the Text

G. References

1. Function in English

H. Teaching and Learning Activities

- 1. Opening
 - The teacher greets the students.
 - The teacher asks a student to lead the prayer.
 - The teacher checks students' attendance.

2. Main Activities

Building Knowledge of the Field

- Students answer orally the teacher's questions related to the topic they are going to discuss.
- Students study a dialogue about expressing arguments.
- Students identify the expressions of argument used in the dialogue.
- Students practice the dialogue.

Modeling and Deconstruction of the Text

- Students practice the expressions of giving arguments lead by the teacher.
- Students arrange a jumble dialogue about giving arguments.

Joint Construction of the Text

- Students work in a group of four and discuss an issue given by the teacher.
- Students present their arguments toward the issue in front of the class and compare their ideas with their classmates.

Independent Construction of the Text

- Students make a dialogue about giving arguments based on the situation card given by the teacher.
- Students perform their dialogue in front of the class.

3. Closing

- The teacher gives feedback to students' performance.
- The teacher summarizes and/or gives conclusion about the materials.

I. Assessment

Speaking scoring rubric (oral test)

	Assessment aspects					
Name	Pronunciation	Fluency	Grammar	Vocabulary	Interactive	Score
					communication	

Yogyakarta, February 2014

Approved by, English teacher Prepared by,

Siti Murtiningrum, S.Pd, M.Hum NIP. 19751122 200604 2 009

<u>Dewi Nurul L.M.</u> NIM. 09202241036

STUDENTS WORKSHEET

Name :

Class :

St. Number:

TASK 1

Read the dialogue and identify the expressions of giving arguments used in the dialogue.

Tommy and Tina discuss whether to rent a big room or smaller room for a party. They don't know how many people will attend.

Tina : I believe that we should rent a big room because it's better to

have too much space than not enough.

Tommy : You're right, but it's important to remember that we will have to

spend a lot of money for space we don't need.

Tina : I know what you mean, but if a lot of people come, we will need

the space.

Tommy : Surely, the most important is to lessen costs where we can.

Tina : That's right. In addition, if the room too small, our customer will

leave and that's bad!

TASK 2

GETTING TO KNOW: What is the picture all about?



ARGUE (V): to disagree or to give the reasons for your opinion, idea, belief, etc.

ARGUMENT (N): a disagreement, a reason or reasons why you support or oppose an idea or suggestion, or the process of explaining them.

Expressions of giving arguments:

- ✓ I believe that
- ✓ I know what you mean, but
- ✓ That's a good idea but
- ✓ That may be so but
- ✓ Yes, but don't forget
- ✓ It is a fact that
- ✓ The first thing we have to consider is
- ✓ Another reason why is
- ✓ It is important to remember
- ✓ Furthermore

TASK 3

FIX ME: Rearrange the jumbled dialogue about giving arguments below into the correct order.

Tiara	: Hmm, what do you think about it, Rina?		
Rina	: Hi Tiara. Let me show you something. I just found an		
	article about smoking prohibition in Jogjakarta.		
Tiara	: Well, that's right, but it's important to remember that		
	some people just can not quit smoking easily.		
Rina	: The article tells that there will be a prohibition on smoking		
	in Umbulharjo village.		
Tiara	: Sounds interesting! What is it all about?		
Rina	: I know what you mean, but I hope this new regulation can		
	motivate them to quit smoking. At least it makes not to		
	smoke in public places and disturb others.		
Tiara	: Hi Rina, what are you doing?		
Rina	: I think it is a good idea. It can reduce the air pollution.		
Tiara	: Yes, you are right. I hope so.		

TASK 4

Work in a group of four. Make an arguments based on the following sentence. Give reasons whether you support or oppose the statement.

Do you think that studying in Senior High School has more benefits in entering higher education than studying in Vocational High School?

STATE YOUR ARGUMENTS HERE:

TASK 5

Work in pairs. Pick one of the following situations and make a dialogue about giving arguments.

With a friend, you discuss whether or not there is a possibility that computers can have emotions in

With your friend, you discuss the following question:

Do you think that western movies

the future.	are generally better than Indonesian movies?
With a friend, you discuss whether junk food is good or not. Both of you agree that junk food is basically delicious.	Together with your friend, you discuss home schooling. Do you think it's good or vice versa?
A friend of you asks your opinion about social media. Both of you end up with a discussion about the plus and minus points of social media for high school students.	Do you think History is an important subject in school? DO you think there should be History subject in school or not? Discuss with your partner.

LESSON PLAN IV

(Cycle II – Meeting I)

School : SMK N 1 Depok, Sleman, Yogyakarta

Subject : English

Grade/ Semester : XI/3

Time Allocation : 2 x @40 minutes

A. Standard of Competence

Students are able to communicate in English in Elementary Level

B. Basic Competence

2.6. Understanding simple instructions.

C. Indicators

At the end of the course, students are able to:

- 1. Identify the expressions of describing processes appropriately.
- 2. Use the expressions of describing processes appropriately

D. Learning Objectives

Expressions of describing processes are stated correctly by the students.

E. Learning Materials

- Listening
 - 1. Turn the heat down and then use your fork to just run the back of the fork across the pan, all the way across the pan, just to create some layers. You're letting the partly cooked omelette, pushing it to one side and letting the raw egg fall into those spaces, and you'll find you'll create an omelette which is quite set underneath and quite soft on the top.
 - 2. and then pour that into the hot pan, all of it.
 - 3. For a great savoury omelette, the freshest eggs that you can buy,

- 4. and then turn that out onto a plate and eat it with some lovely fresh bread.
- 5. and then put just one tablespoon of water, not milk, in with the egg and just mix the eggs up, just lightly beat them with a fork
- 6. and just heat the oil, not too much heat, just heat it,
- 7. use a minimum of four eggs per omelette. You need a little bit of oil in the bottom of a non-stick omelette pan,
- 8. And then just put a palette knife underneath and flip the omelette over so what you have is a hardly browned side and quite a soft beautiful velvety texture.

- Expressions of describing a process

Tere is on holiday with her friend, Pete, who has bought a new camera but doesn't know how to put the film in.

Pete : I can't use this. Do you know how to put

the film in?

Tere : Sure. **First**, you have to press that button.

Pete : Alright. Then?

Tere : **And then** slide the film in this way round.

Once you've done this, just push it in.

Pete : Is that all?

Tere : Yes, now **finally** it's ready to use.

Pete : That's great. Thanks Tere.

Other expressions used in describing a process:

Beginning:

- The first thing to do is
- First,

Continuing:

- And
- Then
- After this
- When this done,

Ending: - Finally - Lastly

F. Teaching Procedure

- 1. Building Knowledge of the Field
- 2. Modeling and Deconstruction of the Text
- 3. Joint Construction of the Text
- 4. Independent Construction of the Text

G. References

- Effective Communication: An Integrated Course of English for Vocational High School
- 2. www.bbclearningenglish.com

H. Teaching and Learning Activities

- 1. Opening
 - The teacher greets the students.
 - The teacher asks a student to lead the prayer.
 - The teacher checks students' attendance.

2. Main Activities

Building Knowledge of the Field

- Students are given a picture. They have to answer several questions about the picture.
- Students listen to a recording and identify the expressions used in the recording.
- In the group of four, students are asked to arrange jumble steps based on the recording of the previous task.
- Students match their answer with other groups.

Modeling and Deconstruction of the Text

- Students are given a simple dialogue about describing a process.
- Students practice the dialogue with their partner.

- Students practice the expressions used in describing a process.

Joint Construction of the Text

- Students play a game called "mix and mingle" where they have to use expressions of describing a process.
- Students report their result of the game in front of the class.

Independent Construction of the Text

- Students work in pairs and make a dialogue about describing a process based on the cue card given by the teacher.
- Students perform their dialogue in front of the class.

3. Closing

- The teacher gives feedback to students' performance.
- The teacher summarizes and/or gives conclusion about the materials.

I. Assessment

Speaking scoring rubric (oral test)

	Assessment aspects					
Name	Pronunciation	Fluency	Grammar	Vocabulary	Interactive	Score
					communication	

Approved by, English teacher Yogyakarta, February 2014 Prepared by,

Siti Murtiningrum, S.Pd, M.Hum NIP. 19751122 200604 2 009

<u>Dewi Nurul L.M.</u> NIM. 09202241036

STUDENT WORKSHEET

Name :

Class :

St. Number :



Put the following sentences from Anita Cormac's instructions for making the perfect omelet in the correct

- 1. Turn the heat down and then use your fork to just run the back of the fork across the pan, all the way across the pan, just to create some layers. You're letting the partly cooked omelette, pushing it to one side and letting the raw egg fall into those spaces, and you'll find you'll create an omelette which is quite set underneath and quite soft on the top.
- 2. and then pour that into the hot pan, all of it.
- 3. For a great savoury omelette, the freshest eggs that you can buy,
- 4. and then turn that out onto a plate and eat it with some lovely fresh bread.
- 5. and then put just one tablespoon of water, not milk, in with the egg and just mix the eggs up, just lightly beat them with a fork
- 6. and just heat the oil, not too much heat, just heat it,
- 7. use a minimum of four eggs per omelette. You need a little bit of oil in the bottom of a non-stick omelette pan,
- 8. And then just put a palette knife underneath and flip the omelette over so what you have is a hardly browned side and quite a soft beautiful velvety texture



Pay attention to the expressions of describing a process used in the dialogue below. Read the dialogue and practice with your partner.

Tere is on holiday with her friend, Pete, who has bought a new camera but doesn't know how to put the film in.

Pete : I can't use this. Do you know how to put the film in?

Tere : Sure. **First**, you have to press that button.

Pete : Alright. Then?

Tere : And then slide the film in this way round. Once you've

done this, just push it in.

Pete : Is that all?

Tere : Yes, now **finally** it's ready to use.

Pete : That's great. Thanks Tere.

Other expressions used in describing a process:

Beginning:

- The first thing to do is

- First,

Continuing:

- **And....**

- Then

- After this

- When this done,

Ending:

- Finally

- Lastly

TASK 3

MIX n' MINGLE GAME

Read the game rules below carefully!

Step #1 : Take a slip of paper prepared by your teacher.
Step #2 : Ask your friend the first step and write down the answer. You may use these expressions:
- I want to learn how to What should I do first?
- Do you know the first step in making?
Step #3 : The student goes to another person for the second step. They use one of these phrases:
 After I, what should I do? What's the next step after I? What should I do after I? What do I need to do aftering?
(But they do not tell what the process is. (This makes it funny).
Step #4 : Go to a third friend for the third step. Again, you just ask for the next step. Continue until you have at least three steps.
Step #5 : Share them together in small groups or as a class.

TASK 4

Work in pairs and complete the dialogue below about how to make a cup of instant coffee. Look at the picture to know the steps.

Rima	: Hi Dina. Can you show me how to make a cup of instant coffee?
Dina	. Hove you made it before?
Dina	: Have you made it before?
Rima	: No, that's why I ask you.
	, , , , , , , , , , , , , , , , , , , ,
Dina	: Alright. First, (1)
Rima	: What's the next step?
ъ.	(2.5)
Dina	: (2-5)
Rima	: Sounds easy. Thank you Dina. I'll make it.



TASK 5

Work in pairs. Make a dialogue about how to make something or how to do something. Use the figure below to help you build your

Student A	Student B		
Greet student B	Greet student A		
Ask student B a process of making or	Tell student A what to do first		
doing something			
Ask student B the next step	Describe the process to student A		
Thanking student B	Responding to student A		

LESSON PLAN V

(Cycle II – Meeting II)

School : SMK N 1 Depok, Sleman, Yogyakarta

Subject : English

Grade/ Semester : XI/Even

Time Allocation : 2 x @45 minutes

A. Standard of Competence

Students are able to communicate in English in Elementary Level

B. Basic Competence

2.6. Understanding simple instructions.

C. Indicators

At the end of the course, students are able to:

- 1. Identify the expressions of stating necessity and obligation appropriately.
- 2. Identify the expressions of persuading and convincing appropriately.
- 3. Use the expressions of stating necessity and obligation appropriately.
- 4. Use the expressions of persuading and convincing appropriately.

D. Learning Objectives

- 1. Expressions used in stating necessity and obligation are stated correctly by the students.
- 2. Expressions used in persuading and convincing are stated correctly by the students.

E. Learning Materials

- Expressions of stating necessity and obligation

Some expressions commonly used to express obligation:

- ✓ I must try it again.
- ✓ Do you need to go now?
- ✓ You have to come on time.
- ✓ It is necessary for us to be there.

But if you think it is not necessary thing, you can say:

- ✓ You don't have to go now.
- ✓ He doesn't have to do it.
- ✓ It is not necessary for us to go there.

- Grammar

a. Positive obligation

S + must + V1	S + have/has to + V1	Must is stronger	
		than have/has to	
You must get the	He has to meet his		
permit letter by	supervisor this week.		
tomorrow morning.			

b. Negative obligation (prohibition)

S + must not + V1	You must not smoke here.

c. No obligation

S + don't have to + V1	You don't have to bring your ID card	
	to enter the museum.	

- Expressions of persuading and convincing

Expressions of Persuading	Expressions of		
	Convincing		
✓ If I were you, I would just	✓ I believe you can do the		
stay at home.	job well.		
✓ You'd better go to sleep now.	✓ I assure you, I will finish		
✓ I think you have to buy some	it in no time.		
new clothes.	✓ I ensure you to believe		
✓ You should invite your boss, I	me.		
think.	✓ I'm sure you will win.		
✓ Don't you think you should	✓ Go on, you can do it!		
write the letter now?			

F. Teaching Procedure

- 1. Building Knowledge of the Field
- 2. Modeling and Deconstruction of the Text
- 3. Joint Construction of the Text
- 4. Independent Construction of the Text

G. References

- Effective Communication: An Integrated Course of English for Vocational High School
- 2. Function in English

H. Teaching and Learning Activities

- 1. Opening
 - The teacher greets the students.
 - The teacher asks a student to lead the prayer.
 - The teacher checks students' attendance.

2. Main Activities

Building Knowledge of the Field

- Teachers ask orally some questions regarding the topic they are going to discuss.

- Students read a dialogue and identify the expressions used in the dialogue.
- Students practice the dialogue with a classmate.

Modeling and Deconstruction of the Text

- Students learn an extract consisting the expressions used in stating necessity and obligation.
- Students work in four and discuss an issue.
- Students share what they get from the discussion.

Joint Construction of the Text

- Students practice a dialogue about persuading and convincing.
- Some students are asked to perform in front of the class.
- Students learn the expressions of persuading and convincing.

Independent Construction of the Text

- Students work in pairs and make a dialogue using the expressions of persuading and convincing.
- Students perform in front of the class.

3. Closing

- The teacher gives feedback to students' performance.
- The teacher summarizes and/or gives conclusion about the materials.

I. Assessment

Speaking scoring rubric (oral test)

	Assessment aspects					
Name	Pronunciation	Fluency	Grammar	Vocabulary	Interactive	Score
					communication	

Yogyakarta, February 2014
Prepared by,

Approved by, English teacher

Siti Murtiningrum, S.Pd, M.Hum NIP. 19751122 200604 2 009 <u>Dewi Nurul L.M.</u> NIM. 09202241036

STUDENTS WORKSHEET

Name :

Class :

St. Number :



Read the dialogue and identify the expressions of stating necessity & obligation used in the dialogue.

Mia : Are you going to Singapore tomorrow?

Nita : Yes, but I haven't packed my luggage yet.

Mia : You have to do it soon I guess.

Nita : You're right. What should I bring, then?

Mia : Anything necessary like clothes, shoes, and cosmetics.

Nita : Cosmetics? Do I have to? What for? Mia : Yes, you have to. Just in case, haha.

Nita : Ah, I think I have to bring jackets instead of cosmetics; it's going

to be cold there.

Mia : I think so; you must bring your jackets.



Study the following extracts about expressing necessity and obligation.

Some expressions commonly used to express obligation:

- ✓ I must try it again.
- ✓ Do you need to go now?
- ✓ You have to come on time.
- ✓ It is necessary for us to be there.

But if you think it is not necessary thing, you can say:

- ✓ You don't have to go now.
- ✓ He doesn't have to do it.
- ✓ It is not necessary for us to go there.

Grammar Corner

a. Positive obligation

S + must + V1	S + have/has to + V1	Must is stronger than
You must get the permit	He has to meet his	have/has to
letter by tomorrow	supervisor this week.	
morning.		

b. Negative obligation (prohibition)

S + must not + V1 You must	t not smoke here.
----------------------------	-------------------

c. No obligation

S + don't have to + V1	You don't have to bring your ID card	
	to enter the museum.	

TASK 3

Work in four: Let's decide the rules!

Suppose the four of you have just taken over the management of a hotel. You have to make rules for guests and staff in the hotel using modal verbs of necessity and obligation. Your group has to decide what the rules are going to be in your hotel. Write down the rules and share them with other groups. Good luck!

TASK 4

Study the dialogue below and practice with your partner.

Ani : We're going to have Pensi next week. Do you want to join any

competition?

Dian : I want to join the singing contest, but I'm afraid I will not perform

well.

Ani : If I were you, I would surely join it.

Dian : Why do you think so?

Ani : Because I believe you will sing well, you have a nice voice.

Dian : You're right, but what if I fail?

Ani : You never know if you never try. I ensure you to believe me. You

will do well.

Dian : Alright then, I will join the contest.

TASK 5

Study the expressions of persuading and convincing below and practice them with your partner.

Expressions of Persuading	Expressions of Convincing
✓ If I were you, I would just stay at	✓ I believe you can do the job well.
home.	✓ I assure you, I will finish it in no
✓ You'd better go to sleep now.	time.
✓ I think you have to buy some	✓ I ensure you to believe me.
new clothes.	✓ I'm sure you will win.
✓ You should invite your boss, I	✓ Go on, you can do it!
think.	
✓ Don't you think you should write	
the letter now?	

TASK 6

Work in pairs. Make a dialogue about persuading and convincing based on the situation below. Then, act it out with your partner.

Your friend wants to apply for a job as an accountant. But she is not confidence enough to do so. You try to persuade and convince her to try applying for the job.

APPENDIX E PRE-TEST AND POST-TEST

Pre-Test

Speaking

Have you ever had a perfect holiday? Work in pairs. Make a dialogue about telling your own trip. You may use the following questions to help you tell your story.

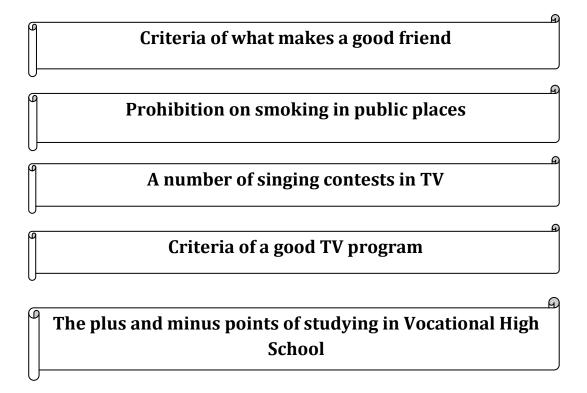
- 1. Where did you go?
- 2. Whom did you go with?
- 3. How was the weather?
- 4. How long were you there?
- 5. What did you do there?



Post-Test

Speaking Test

- 1. Work in pairs,
- 2. Pick one of the following options,
- 3. Make a dialogue based on the situation you picked,
- 4. Take turns to ask and give opinions towards the issue,
- 5. Perform in front of the class.



APPENDIX F STUDENTS' SCORES

The Students' Speaking Scores in the Pre-Test

S		Teac	her's S	Score		TTS	F	Resear	cher's	s Scoi	æ	TRS	Mean
	P	F	G	V	IC		P	F	G	V	IC		
33.	2	2	2	3	3	12	2	2	2	2	3	11	11.5
34.	3	3	2	2	3	13	3	2	2	2	3	12	12.5
35.	3	2	2	2	2	11	2	2	2	2	3	11	11
36.	3	3	2	3	3	14	3	3	2	2	3	13	13.5
37.	3	3	2	2	3	13	3	2	2	2	2	11	12
38.	3	3	2	3	3	14	3	2	2	3	3	13	13.5
39.	3	3	2	2	3	13	2	2	2	3	3	12	12.5
40.	3	3	2	2	2	12	2	3	2	2	2	11	11.5
41.	3	2	2	2	3	12	2	2	2	3	3	12	12
42.	3	3	2	2	3	13	3	3	3	2	3	14	13.5
43.	3	3	3	2	3	14	3	3	2	3	2	13	13.5
44.	3	3	3	3	3	15	3	3	3	3	3	15	15
45.	3	3	2	2	3	13	2	2	2	2	3	11	12
46.	3	3	3	2	3	14	3	3	2	3	3	14	14
47.	3	3	2	2	3	13	3	2	2	2	3	12	12.5
48.	2	2	2	2	2	10	2	2	2	2	3	11	10.5
49.	3	3	2	2	3	13	2	3	2	2	3	12	12.5

50.	4	4	3	3	3	17	3	3	3	3	4	16	16.5
51.	3	2	2	3	3	13	3	3	2	2	3	13	13
52.	2	3	2	2	2	11	2	3	2	2	2	11	11
53.	3	2	2	2	3	12	3	3	2	2	3	13	12.5
54.	3	2	2	2	3	12	3	3	3	2	3	14	13
55.	3	2	2	2	3	12	2	2	2	3	3	12	12
56.	3	3	2	2	2	12	2	2	2	2	2	10	11
57.	3	3	3	2	3	14	3	2	2	2	3	12	13
58.	2	2	2	3	3	12	3	3	2	2	3	13	12.5
59.	2	2	2	3	3	12	2	2	2	3	3	12	12
60.	3	3	2	2	2	12	3	2	2	2	3	12	12
61.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
62.	3	3	3	2	2	13	3	3	3	2	2	13	13
63.	3	3	2	2	2	12	3	3	2	2	2	12	12
64.	2	2	3	2	3	12	2	2	2	3	2	11	11.5

The Students' Speaking Scores in the Post-Test

S		Teac	her's S	Score		TTS	R	Resear	cher's	s Scoi	re	TRS	Mean
	P	F	G	V	IC		P	F	G	V	IC		
1.	3	3	2	3	3	14	3	3	2	2	3	13	13.5
2.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
3.	3	3	2	2	3	13	3	3	2	3	3	14	13.5
4.	3	3	3	3	4	16	3	3	3	3	3	15	15.5
5.	3	3	3	3	3	15	3	3	2	3	3	14	14.5
6.	3	3	3	3	4	16	3	2	2	3	4	14	15
7.	3	3	3	3	3	15	3	3	3	3	3	15	15
8.	3	3	3	2	3	14	3	3	2	3	3	14	14
9.	3	3	3	3	3	15	3	3	2	3	3	14	14.5
10.	4	3	3	3	4	17	3	3	3	3	3	15	16
11.	3	3	3	3	3	15	3	3	3	3	3	15	15
12.	4	3	3	3	4	17	4	3	3	3	3	16	16.5
13.	3	3	3	2	2	13	3	3	2	3	2	13	13
14.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
15.	3	3	3	3	2	14	3	3	3	2	3	14	14
16.	3	3	3	2	3	14	3	3	2	2	3	13	13.5
17.	3	3	2	3	3	14	3	3	2	2	3	13	13.5

18.	4	4	4	4	3	19	4	4	4	4	3	19	19
19.	3	3	3	3	3	15	3	3	3	2	3	14	14.5
20.	3	3	2	2	3	13	3	3	3	2	2	13	13
21.	3	3	3	3	3	15	3	3	2	3	3	14	14.5
22.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
23.	3	3	3	3	2	14	3	3	3	3	2	14	14
24.	3	3	3	3	3	15	3	3	3	3	3	15	15
25.	3	3	3	3	3	15	3	3	3	3	2	14	14.5
26.	4	4	3	3	3	17	4	3	3	3	4	17	17
27.	3	3	3	3	3	15	4	3	3	3	3	16	15.5
28.	3	3	3	2	3	14	3	3	3	2	3	14	14
29.	3	3	3	3	3	15	3	3	3	3	3	15	15
30.	4	4	3	3	3	17	3	3	3	3	4	16	16.5
31.	3	3	3	3	3	15	3	3	3	2	3	14	14.5
32.	3	3	3	3	3	15	3	3	3	3	3	15	15

APPENDIX G OBSERVATION CHECKLIST

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

No	Itama				Meeti	ngs			
No.	Items	1	2	3	4	5	6	7	8
1.	Pre-teaching								
	- The teacher greets the								
	students								
	- The teacher asks the								
	students' condition								
	- The teacher reviews a								
	little bit the last								
	materials								
	- The teacher asks								
	whether there are any								
	questions about the								
	last materials								
	- The teacher explains								
	the goal of teaching								
	- The teacher gives the								
	Outline of the								
	materials								
2.	Whilst Teaching								
	- The students are ready								
	to learn								
	- The students identify								
	the language								
	functions, texts and								
	vocabulary								
	- The teacher gives the								
	explanation								
	- The teacher gives a								
	chance to the students								
	to ask questions or								
	give opinions								
	- The teacher checks the								
	students'								
	understanding								
	- The teacher divides								
	the students into some								
	groups								
	- The teacher explains								
	the task given								
	- The students discuss								
	the task given with								

	their friends				
	- The students try to				
	speak English at the				
	class				
	- The students become a				
	volunteer at the class				
3.	Post-Teaching				
	- The teacher				
	summarizes the				
	materials given				
	- The teacher gives a				
	homework				
	- The teacher gives				
	reflection towards the				
	teaching and learning				
	process				
4.	Class situation				
	- The students				
	enthusiasm/motivation				
	at the class				
	- The students'				
	involvement at the				
	class				
	- Time allocation used				
	by the teacher				
	- Media				
	- The teacher's				
	instructions				
	- The students' response				
	toward the techniques				
	and activities used by				
	the teacher				
	- The students'				
	understanding about				
	the materials				

APPENDIX H THE STUDENTS' ATTENDANCE LIST

DAFTAR ABSENSI SISWA TAHUN AJARAN 2013/2014

KELAS : XI AK 3

JUMLAH PESERTA DIDIK : 32 Siswa

	No	Nama	L/P				
Urut	Induk	Nama	L/P				
1.		Aidha Mariza					
	127973	Rakhmat Afiah	P				
2.		Ambar Wahyu					
	127974	Sejati	P				
3.		Anggi Oktaviana					
	127975	Widiastuti	P				
4.	127976	Ayu Dwi Astuti	P				
5.	127977	Erinawati	P				
6.	127978	Fara Rizki Amalia	P				
7.	127979	Febriana Sri					
		Hardita Nur					
		Hidayah	P				
8.		Febriana Pipit Eka					
	127980	Safitri	P				
9.	127981	Indri Lestari	P				
10.	127982	Isti Nuraningsih	P				
11.		Kharina Dwi					
	127983	Utami	P				
12.		Lisata Triasmara					
	127984	Hati	P				
13.	127985	Luluk Fadiyah	P				
14.		Maming Eryani					
	127986	Nurandini	P				
15.	127987	Marisa Diah Untari	P				
16.	127988	Marisatin Akhidah	P				
17.		Marlina Yosi					
	127989	Pratiwi	P				
18.	127990	Nandya Oktaviani	P				
19.	127991	Novia Dwi Astuti	P				
20.		Pratiwi Yuni					
	127992	Lesatari	P				
21.	127993	Rifka Annisa	P				
22.	127994	Riska Aprilia	P				
23.		Rizka Kusuma					
	127995	Dewi	P				
24.		Rizky Ayu					
	127996	Destiana	P				

25.		Safriyani Yuli					
	127997	Astuti	P				
26.		Siti Arum Nur					
	127998	Azizah	P				
27.	127999	Syela Ernawati	P				
28.		Tantri Dewi					
	128000	Endriyanti	P				
29.	128001	Titis Susilorini	P				
30.	128002	Tri Utami	P				
31.	128003	Weni Ratnaningsih	P				
32.		Yulia Sinta					
	128004	Indriani	P				

APPENDIX I PHOTOGRAPHS



The students work in groups to arrange a jumbled dialogue.



The students join the bargaining game.



The students do a role play in front of the class.



The students practice the dialogue for the role play.



The students get prizes for doing a good job in the task.

APPENDIX J ANALYTIC SCALE FOR ASSESSING SPEAKING

Analytic Scale for Assessing Speaking

Aspects	Score	Indicator
Pronunciation	1. Poor	Frequent pronunciation errors with a heavy non-native accent. Many phonemic errors that make understanding difficult.
	2. Fair	Identifiable deviations in pronunciation with some phonemic errors. Non-native accent requires careful listening, and mispronunciations lead to occasional misunderstanding.
	3. Good	Some identifiable deviations in pronunciation, but with no phonemic errors. Non-native accent evident with occasional mispronunciations that do not interfere with understanding.
	4. Excellent	No consistent or conspicuous mispronunciation; approaches native-like pronunciation with good intonation and juncture.
Fluency	1. Poor	Speech is very slow and exceedingly halting, strained, and stumbling except for short or memorized expressions. Difficult for a listener to perceive continuity in utterances and speaker may not be able to continue.
	2. Fair	Speech is slow and often hesitant and jerky. Sentences may be left uncompleted, but speaker is able to continue, however haltingly.
	3. Good	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.
	4. Excellent	Speech is effortless and smooth with speed that approaches that of a native speaker.
Grammar	1. Poor	Any accuracy is limited to set or memorized expressions; limited control of even basic syntactic patterns. Frequent errors impede comprehension.
	2. Fair	Fair control of most basic syntactic patterns. Speaker always conveys meaning in simple sentences. Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension.
	3. Good	Good command of grammatical structures but with imperfect control of some patterns. Less evidence of complex patterns and

		idioms. Limited number of errors that are not serious and do not impede comprehension.
	4. Excellent	Very strong command of grammatical structure and some evidence of difficult, complex patterns and idioms. Makes infrequent errors that do not impede comprehension.
Vocabulary	1. Poor	Limited range of vocabulary. Lack of repertoire and frequent errors in word choice often impede comprehension. Speaker shows no attempt at circumlocution when lacking a particular word.
	2. Fair	Adequate range of vocabulary with no evidence of sophistication. Some distinctly non-native expressions or errors in word choice may impede comprehension. No evidence of idiomatic expressions. Speaker has difficulty with circumlocution when lacking a particular word.
	3. Good	Good range of vocabulary with limited evidence of sophistication. Some expressions distinctly non-native but always comprehensible. Limited evidence of idiomatic expressions. Speaker is comfortable with circumlocution when lacking a particular word.
	4. Excellent	Very good range of vocabulary with evidence of sophistication and native-like expression. Strong command of idiomatic expressions. Infrequent use of circumlocution because particular words are rarely lacking.
Interactive communication	1. Poor	Interaction is ineffective because it is too passive (talks only if required), it lacks coherence or it is monologue only. May show some (verbal or non-verbal) attempts to ask for repetition or paraphrasing, which are frequently unsuccessful.
	2. Fair	Communicates adequately in most everyday contexts, but could be rather passive with responding and commenting. Asks for clarification (repetition, paraphrasing) verbally or non-verbally, although occasionally it may be unsuccessful. Not effective enough to contribute to develop the interaction.

3. Good	Communicates effectively by appropriately participating in turn-taking. Responds, comments (e.g. agree/disagree), asks questions, negotiates meanings verbally and nonverbally and develops the interaction in some but not all the occasions.
4. Excellent	Almost wholly effective at communicating both actively and receptively in everyday contexts. Fully sensitive to turn-taking system. Contributes to collaborative topic development and maintenance by asking others to express/expand their opinions and by negotiating meanings both verbally and non-verbally (e.g. ask for clarification, indicate understanding, establish common ground, correct others' utterance and respond to requests for clarification).

APPENDIX K QUESTIONNAIRE

KUISIONER OBSERVASI

PETUNJUK:

- 1. Jawaban kamu pada kuisioner ini tidak akan mempengaruhi nilai dalam pelajaran Bahasa Inggris.
- Jawablah pertanyaan di bawah ini sesuai dengan pendapat dan pengalaman kamu selama belajar Bahasa Inggris.
- 3. Kuesioner ini dimaksudkan untuk mendapatkan informasi tentang pembelajaran Bahasa Inggris yang nantinya akan digunakan sebagai bahan penulisan tugas akhir peneliti. Oleh karena itu, jawaban kamu sangat berharga sebagai penunjang penulisan tugas akhir peneliti.
- 4. Jawablah pertanyaan dibawah ini dengan cara menyilang salah satu jawaban yang tersedia.

PERTANYAAN:

- 1. Apakah kamu menyukai pelajaran Bahasa Inggris?
 - a. Iya
 - b. Biasa saja
 - c. Tidak
- 2. Menurut kamu, keterampilan Bahasa Inggris apa yang paling penting?
 - a. Writing (menulis)
 - b. Reading (membaca)
 - c. Listening (mendengarkan)
 - d. Speaking (berbicara)
- 3. Dari beberapa cara belajar berikut ini, mana yang paling kamu sukai?
 - a. Individu
 - b. Berpasangan
 - c. Berkelompok
- 4. Apa pendapat kamu tentang buku pelajaran bahasa Inggris yang kamu pakai saat ini?
 - a. Membantu

- b. Kurang membantu
- c. Tidak membantu
- 5. Bagaimana suasana dalam pelajaran Bahasa Inggris di kelas kamu?
 - a. Menyenangkan
 - b. Biasa saja
 - c. Membosankan
- 6. Apa yang kamu lakukan ketika kamu kesulitan menemukan arti kata Bahasa Inggris?
 - a. Bertanya pada teman
 - b. Bertanya pada guru
 - c. Membuka kamus
 - d. Guessing (menebak arti)
- 7. Apakah guru Bahasa Inggris kamu sering menggunakan media teknologi seperti video, LCD dan audio saat mengajar?
 - a. Sering
 - b. Kadang
 - c. Tidak pernah
- 8. Bagaimana kemampuan berbicara Bahasa Inggris kamu?
 - a. Sangat baik
 - b. Baik
 - c. Kurang baik
 - d. Tidak baik
- 9. Apakah kamu merasa takut saat berbicara menggunakan Bahasa Inggris?
 - a. Iya
 - b. Tidak
- 10. Jika iya , kenapa?
 - a. Kurang percaya diri.
 - b. Takut jika grammar nya tidak benar.
 - c. Hanya sedikit menguasai kosa kata bahasa Inggris.
 - d. Takut salah dalam pengucapan.

- 11. Apakah pembelajaran Bahasa Inggris dikelas mu memberi kamu banyak kesempatan untuk belajar berbicara Bahasa Inggris?
 - a. Iya
 - b. Tidak
- 12. Selama pelajaran Bahasa Inggris, apakah kamu sering berbicara dalam Bahasa Inggris?
 - a. Iya
 - b. Kadang-kadang
 - c. Tidak

KUESIONER

PETUNJUK:

- Jawaban kamu pada kuisioner ini tidak akan mempengaruhi nilai dalam pelajaran Bahasa Inggris.
- 2. Jawablah pertanyaan di bawah ini sesuai dengan pendapat dan pengalaman kamu selama belajar Bahasa Inggris dengan Miss Dee.
- Jawablah pertanyaan dibawah ini dengan cara menyilang salah satu jawaban yang tersedia.
- 1. Seberapa jauh pemahaman kamu terhadap materi pembelajaran yang selama ini diajarkan di kelas oleh Miss Dee?
 - a. 90 %
- b. 75 %
- c. 50 %
- d. < 50 %
- 2. Bagaimana kemampuan speaking (berbicara) kamu setelah pembelajaran dengan Miss Dee?
 - a. meningkat banyak
 - b. meningkat sedikit
 - c. tidak meningkat
- 3. Bagaimana dengan keaktifan kamu di kelas setelah pembelajaran dengan Miss Dee?
 - a. meningkat banyak
 - b. meningkat sedikit
 - c. tidak meningkat
- 4. Setelah pembelajaran dengan Miss Dee, apakah rasa percaya diri kamu untuk berbicara bahasa Inggris meningkat?
 - a. meningkat banyak
 - b. meningkat sedikit
 - c. tidak meningkat

- 5. Selama pembejaran, apakah Miss Dee mendorong kamu untuk berlatih speaking (berbicara bahasa Inggris)?
 - a. iya
 - b. kadang
 - c. tidak
- 6. Apakah kegiatan (activities) selama pembelajaran dengan Miss Dee membantu kamu memahami materi pelajaran?
 - a. iya, banyak membantu
 - b. iya, lumayan membantu
 - c. tidak membantu sama sekali
- 7. Apakah kegiatan (activities) selama pembelajaran dengan Miss Dee membantu kamu dalam berlatih speaking (berbicara)?
 - a. iya, banyak membantu
 - b. iya, lumayan membantu
 - c. tidak sama sekali
- 8. Tuliskan kegiatan apa saja yang kamu sukai saat pembelajaran di kelas dengan Miss Dee.

9. Tuliskan saran atau kritik untuk Miss Dee sehubungan dengan pembelajaran selama ini.

Terima Kasih ©

APPENDIX L PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA FAKTIY TAC RAHACA DAN CENI

Alamat: Karangmalang, Yogyakarta 55281 🕿 (0274) 550843, 548207 Fax. (0274) 548207 http://www.fbs.uny.ac.id//

FRM/FBS/33-01 10 Jan 2011

Nomor

: 0104/UN.34.12/DT/I/2014

Lampiran

: 1 Berkas Proposal

Hal

: Permohonan Izin Penelitian

22 Januari 2014

Kepada Yth. Bupati Sleman c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE USE OF RULE PLAY TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS GRADE XI IN SMK NEGERI I DEPOK IN THE ACADEMIC YEAR 2003/2014

Mahasiswa dimaksud adalah:

Nama

: DEWI NURUL LAILATUN M.

NIM

: 09202241036

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

: Januari - Maret 2014

Lokasi Penelitian

: SMK Negeri I Depok

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan

Kasubbag Pelididikan FBS,

Indun Probo Utami, S.E. NIP 19670704 199312 2 001

Tembusan:

1. Kepala SMK Negeri I Depok



PEMERINTAH KABUPATEN SLEMAN BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511 Telepon (0274) 868800, Faksimilie (0274) 868800 Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor: 070 / Bappeda / 230 / 2014

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

: Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,

Dan Izin Praktik Kerja Lapangan.

Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman

Nomor: 070/Kesbang/223/2014 Tanggal: 23 januari 2014

Hal : Rekomendasi Penelitian

MENGIZINKAN:

Kepada

Dasar

Nama : DEWI NURUL LAILATUN M

No.Mhs/NIM/NIP/NIK : 09202241036

Program/Tingkat : S1

Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta Alamat instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta

Alamat Rumah : Parakan Canggah RT 02/II Banjarnegara Jateng

No. Telp / HP : 089661758654

Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul

THE OF USE ROLE PLAY TO IMPROVE SPEAKING SKILLS OF ACCOUNTING PROGRAM STUDENTS GRADE XI IN SMK NEGERI 1

DEPOK IN THE ACADEMIC YEAR OF 2013/2014

Lokasi : SMK Negeri 1 Depok Sleman

Waktu : Selama 3 bulan mulai tanggal: 23 Januari 2014 s/d 23 April 2014

Dengan ketentuan sebagai berikut:

- 1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
- 2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
- 3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
- 4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
- 5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 23 Januari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

4. Camat Depok

Tembusan:

5. Ka. SMK Negeri 1 Depok Sleman

1. Bupati Sleman (sebagai laporan)

Kepala Dinas Dikpora Kab. Sleman
 Kabid. Sosial Budaya Bappeda Kab. Sleman

- 6. Dekan Fak. Bahasa & Seni-UNY
- 7. Yang Bersangkutan

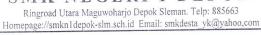
Dra. SUCI IRIANI SINURAYA, M.Si, MM Pembina, IV/a

NIP 19630112 198903 2 003



PEMERINTAH KABUPATEN SLEMAN DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA

SMK NEGERI 1 DEPOK





SURAT KETERANGAN

Nomor: 074/170/2014

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 1 Depok menerangkan bahwa mahasiswa di bawah ini:

Nama

: Dewi Nurul Lailatun .M.

Status

: Mahasiswa S1

Fakultas Bahasa dan Seni

Universitas Negeri Yogyakarta

NIM

: 09202241036

Telah melaksanakan penelitian tugas akhir skripsi dengan judul "The Use of Role Play to Improve Speaking Skills of Accounting Program Students Grade XI of SMK N 1 Depok in the Academic Year of 2013/2014"

Demikian surat keterangan ini, untuk dapat dipergunakan sebagaimana mestinya.

Depok, 29 Maret 2014

AH Kuppala Sekolah,

Æka Setiadi

M 19591208 198403 1 008