USING THE ROLE-PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF GRADE XI STUDENTS OF SMAN 1 PANGGANG IN THE ACADEMIC YEAR OF

2014/2015

Presented as a Partial Fulfilment of the Requirements for the Attainment of

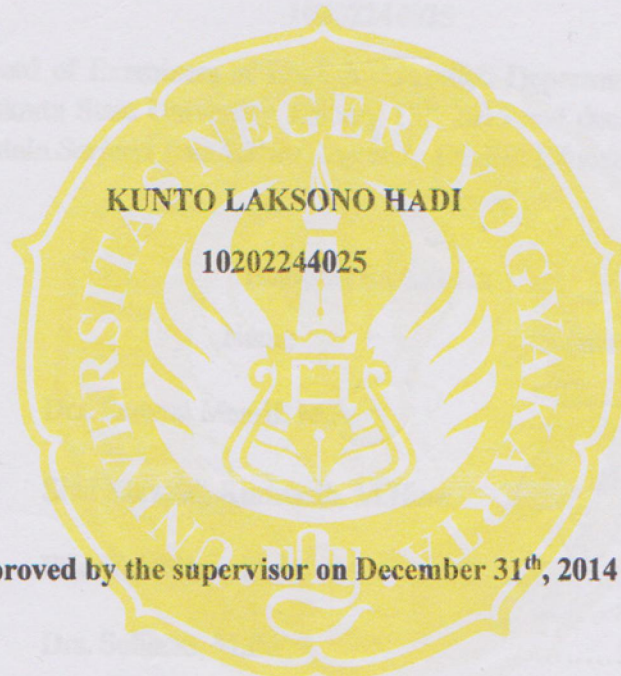a *Sarjana Pendidikan* Degree in English Language Education

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FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2015

APPROVAL

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SKILLS OF GRADE XI STUDENTS OF SMAN 1 PANGGANG

IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

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RATIFICATION

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Accepted by Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University January 15th 2015 and declared to have fulfilled the requirement to attain *Sarjana Pendidikan* Degree in English Education.

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Penulis,

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DEDICATIONS

I dedicate this thesis to:

My beloved Parents Sumbiyono and Paryati

Captain Jack Sparrow

Tony Stark

all who supports me

MOTTOS

بسم الله الرّحمن الرّحيم

Take what you can. Give nothing back

(Captain Jack Sparrow)

ACKNOWLEDGEMENTS

Yogyakarta, December 2014

The writer

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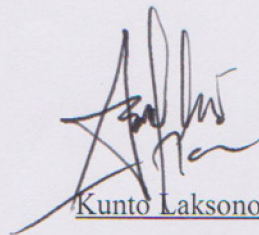
USING THE ROLE-PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF GRADE XI STUDENTS OF SMAN 1 PANGGANG IN THE ACADEMIC YEAR OF 2014/2015

By:

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ABSTRACT

This research was aimed at improving grade XI IIS students' speaking skills at SMA N 1 Panggang by implementing the role-play technique. It was carried out based on the procedure that had been planned before.

The study was action research. It was conducted in two cycles with two meetings in each cycle. The subjects of this research were 30 students of class XI IIS 2 at SMAN 1 Panggang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The data were transformed into field notes and interview transcripts. Meanwhile, the quantitative data were gained from the speaking tests that were administered before the action implementation and at the end of every cycle. There were five validity principles applied in this research; they were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Furthermore, to assess the trustworthiness, three triangulation principles were implemented: time triangulation, space triangulation, and investigator triangulation. The actions implemented in this research were implementing the role-play technique, preparing the worksheet for the students, providing activities that enabled the students to enrich their vocabulary by encouraging the students to open the dictionary, using various medias during the teaching and learning, giving more explanation about the use of modal verbs, providing activities to improve the students pronunciation, and implementing pair work to make them have more opportunity to practice to speak.

The results of the research showed that the implementation of the role-play technique in the English teaching and learning process was effective to improve the students' speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasm in English learning also improved. Furthermore, there was an increase from 12.9 to 19.3 from the pretest to the posttest. The improvement significant ($p<0.05$). It means that the use of the role-play technique could improve the students' speaking skills.

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is one of the foreign languages that Indonesian students learn. In the global era in which competitions among countries in the world will be hard, English plays an important role in assisting Indonesian human resources. As one of the most important international languages, English is a minimum requirement in facing the global era. In Indonesia, English is one of the subjects that have to be taught in formal schools in certain levels, and the students are expected to be able to master it. Thus, English must be taught in senior high schools in order to prepare the human resources to face the globalization era.

In Indonesia, English teaching is divided into four major skills. The skills are listening, speaking, reading, and writing. Speaking is an important skills that a learner should acquire. On the latest curriculum, the curriculum 2013 mentions that the students are expected to have good ability in speaking. Thus, speaking must be taught in the class appropriately. Furthermore, speaking is essential for senior high school students in their future. They need to acquire a good speaking skills in order to make them communicate using English.

However, after doing interviews with the students of grade XI IIS 2 at SMAN 1 Panggang and the English teacher, as well as observing the teaching and learning process and the speaking class, the researcher found that the students' speaking skills were still relatively low. They seemed to be discourage during the speaking class, and could not perform speaking in an appropriate way. It was still difficult for them to generate and deliver ideas through speaking. Moreover, they often faced problems dealing with fluency especially in vocabulary and pronunciation.

Considering the benefits of being fluent in speaking for an English language learner, the researcher thought that there must be some efforts. One way that can improve the speaking skills is doing regular practices. From here, the researcher would apply the role-play technique.

B. Identification of the Problem

The researcher conducted several observations and interviews with the English teacher and the students to identify the problems influencing the students' low speaking skills in grade XI IIS 2 of SMAN 1 Panggang. Based on the interviews and the observations, the researcher found several problems related to the teaching and learning process. There were problems which appear in the teaching and learning process of speaking. The problems appearing in the classroom were the learning materials, the teaching methods and techniques used by the teacher, the teaching media, the teacher and the students.

The first problem was related to the use of media. Media could be the special part of teaching and learning process. The use of media could make the students more enthusiastic to learn. The media would take the control. In fact, the students of XII IIS 2 used few media. The teacher tended to use LKS (Lembar Kerja Siswa). Then, it makes students bored. It was due to the rare use of teaching media such as pictures, LCD projector, and so on in order to help the students in speaking. Moreover, the use of worksheet in the speaking class, students needed to use the guided activity in order to make sure they could understand what to speak, and how to speak. The lack of learning resources for them to personalize such as modules, LKS, or worksheet in XII IIS 2 made them difficult to spread their thought.

The second problem was related to the teacher. According to the English teacher of grade XI IIS 2 of SMAN 1 Panggang, when he had an interview with the researcher,

he said that as the teacher he could not make the students more enthusiastic in learning English. He argued that English is a difficult subject to understand. English was not a favorite subject for the students. From this, the teacher did not give the students enough activities in speaking. He tended to teach other skills such as reading and writing. The teacher was worried about giving speaking tasks to the students because he assumed that it would not be measured in the national exam. As a result, there were not enough speaking practices provided to improve their speaking skills. Those reasons made the students had only few opportunities to apply speaking skills they had learned in the class. Dealing with teaching speaking as a productive skill, the aim of learning speaking gives the students a chance to practice the language. In this case, the teachers should give more opportunities to all the students to use the language. According to Harmer (2004: 249), when students write or speak, they have a chance to rehearse language production, experimenting language in different genres that will be used in some future occasion away from classroom. It means that the students need to know how to speak appropriately to meet their needs in the future.

The third problem was related to the students. The problem related to them could be from several aspects. The lack of the students' enthusiasm during the teaching and learning process of speaking could be the first aspect that influenced their low speaking skill. The students seemed encourage when entering the English class. As the teacher mention in the interview, students thought that English was very hard. Then, it was quite really uncomfortable for them in joining the English class. The problems also came from the lack of their participation in asking questions and giving ideas during the teaching and learning process. Due to their thought that English was very difficult, it made their participation in the class quite low. It could be seen when the teacher asked question they just kept silent.

The fourth problem was related to the teaching and learning process of speaking. The students' low speaking skills also influenced by the lack of classroom interaction among the students in such a learning manner for example peer work or group work. Since they rarely learnt speaking, they needed to interact with their partner. Thus, in the class, besides doing some discussions, they could also learn to speak from their friends. Moreover, the speaking skills was rarely taught in the class due to it would not be measured in the national Exam. It led the monotonous activities which were less encouraging for the students to learn speaking.

The fifth problem was related to the students' speaking comprehension. Due to the limited practices, their speaking tended to be low. They still found difficulties to generate ideas when they were dealing with speaking activity, and they seemed to be confused to formulate sentences to convey what they intended to say. Furthermore, dealing with grammatical rules, they still made several mistakes and errors such as deciding the tenses to use and harmonizing the grammatical agreements including the subject-verb agreements. For example they still said *"I am is a student"*.

In addition, since they had poor vocabulary mastery they often chose incorrect words to represent their ideas. It was due to the infrequently use of a dictionary by the students in the classroom. Moreover, when they speak, they needed to combine all the elements of speaking. This is in order to deliver the message fluently, accurately. Harmer (2001:269) states that in speaking, students have to know both the language feature and the ability to process information and language automatically. The language features consist of connected speech, expressive device, lexis and grammar, negotiation language. Language features will give guidance to speak like the native speaker. However, Indonesian and English is totally different, which means that they have to know all the elements of speaking to make their speaking run well.

However, in order to be successful speakers, the students need to have knowledge about the language. They should be armed by micro-skills of speaking, language function, discourse, etc. Brown (2001: 267) states that they should carry on a conversation reasonably competently to demonstrate the ability to make a conversation based on the situations that occur. Moreover, a lot of practices will influence the self-confidence to use their knowledge. Actually, a good speaking comes from a good speaking habit. Consequently, students need to develop their habit in speaking to improve their speaking ability. In reality, many of the students are being rarely speak outside the classroom using English. In conclusion, to make the students improve their speaking ability, teachers need to give them opportunity to speak. Thus, the researcher applied the role-play technique to overcome the problem that appear in the teaching and learning process.

C. Limitation of the Problem

From the discussion in the background of the study and the identification of the problem, this study is limited to the use of the role-play technique to improve the students' speaking skills of grade XI of SMAN 1 Panggang. This study can provide the students more opportunity to use English in the classroom using the role-play technique.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem was formulated as follows "How can the students' speaking skills be improved through the use of the role play technique?"

E. Objective of the Study

The objectives of this study is to improve the speaking skills of grade XI students of SMAN 1 Panggang through the use of the role-play technique.

F. Significance

This research aimed at giving theoretical and practical contributions to some parties.

1. To the English Department of Yogyakarta State University, the researcher expects that the result of this research study can be a reference related to the topic of speaking ability and the use of the role-play.

2. To future researchers who wish to discuss the topic of speaking ability and the role-play, the result of this research study can be a beneficial reference.

3. To English educators or instructors especially those in SMAN 1 Panggang, the result of this research study is expected to help them in develop students' speaking ability.

4. To the students of Grade XI in SMAN 1 Panggang, this study is expected to improve their speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Descriptions

1. The Teaching Speaking

a. The Nature of Speaking

Speaking is one of the most important skills to acquire. This is the real language aspect that implies the language as a means of communication. In order to communicate, students are asked to have good speaking skills. Speaking does not only producing words but also needs a complex thought. It is because in speaking students need to be aware of the purpose of their speaking. Speaking is considered to be inseparable to something called communication. Communication is the way of showing the feelings, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order to each other. As stated by Chaney in Jondaya (2011:28), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in variety of context.

In line with Chaney, Brown (2001: 267) states that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

In education context, especially in a foreign language speaking is a very demanding activity for all ages of students. In order to share understanding with others, they need to pay attention to precise details of the language. It is also important to organize the content of speaking so that the partner understands what the speaker say (Cameroon:2001). Moreover, Thornbury (2001) states that speaking

requires the ability to co-operate in the management of speaking. It typically takes place in real time with a little time for planning. In this circumstance, spoken language needs a lot of memorized lexical expression. Then, the study grammar may not become the most important since it is not the most efficient preparation for speaking. The form and meaning are dependent on the context in which the speaking occurs. In fact, people generally use speaking as a means of communication in daily interaction. Thus, the presence of speaker and listener is a must to build up a mutual communication in speaking activity. As stated by Brown (2001:267) , speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In speaking, students have to understand that there are interactive language functions. It occurs when students speak. Sometimes, people need to act following what they speak.

Furthermore, Harmer (2001:246-247) states that students need to follow the sociocultural rule and turn-taking rule. Sociocultural rule deals with the differences of the sociocultural background. Sometimes students have to understand the partner of the conversation. They have to know the partner's habit. Moreover, when they are speaking, they have to consider the rule of turn-taking which deals with the timing when to speak. Here, the speakers should know their chance to speak.

In conclusion, speaking is the most important form of language. It is used by the society in order to have relation. Here, speaking can be said as a means of communication. Speaking is the two ways process of building and sharing message. To make the communication run well, students should acquire the speaking skill. This productive skill will help the students to deliver their message through the knowledge of grammar, knowledge of vocabulary, knowledge of the rule of

speaking. It is in order to make the students know what to say and how to say. Thus, the students can communicate well.

b.   Micro-skills of speaking

In teaching speaking, the teachers should lead the students not only to speak, but also to learn the pieces of language right down to the small parts. Here, the small part of language is called micro-skills. Brown (2001: 271) states that in teaching oral communication, both the forms of language and the functions of the language are important. Students have to understand all of the micro-skills in order to help them to speak like the native speaker. In micro-skills, students are introduced to the rule of speaking so they can be aware how to speak.

Moreover, Richards (2008:23-28) also classifies the micro-skills of speaking according to the functions of speaking. The micro-skills involved in using talk as interaction are the abilities to open and close the conversation, to choose topics, to interrupt, etc. The micro-skills involved in using talk as transactions are the abilities to explain a need, describe something, make suggestions, etc. Meanwhile, the micro-skills, involved in using talk as performance, are the abilities to use an appropriate format, present information in an appropriate sequence, maintain audience engagement, use correct pronunciation, etc.

In conclusion, to speak a language is not only about producing a word, but also speak appropriately in order to convey the intended meaning. The micro- and macro-skills of speaking are needed to be taken into account.

c.   Criteria of Good Speaking Skills

In teaching speaking, teachers need guidance to make sure that their teaching can be measured. It is important due to the assessment of speaking. As the spoken language, speaking has several aspects that should be followed by the students.

Brown (2001: 268) proposes four aspects in speaking that students should understand. Those are fluently, accuracy, pronunciation, and vocabulary.

The first aspect is accuracy and fluency. In order to achieve the perfect communication, students need to be trained to speak accurately and fluently. According to Brown (2001:284) both fluency and accuracy are important goal to pursue in communicative language teaching. While fluency deals with the ability to speak without having to stop and to think, accuracy is defined as speaking without grammar errors. Both of fluency and accuracy are needed by the students in order to speak like a native speaker. In brief, fluency become the initial goal in language teaching which means that fluency is needed to be the symbol of automaticity in learning language. The accuracy is achieved to some extends by allowing students to focus on the element of phonology, grammar, discourse, in their spoken output. Accuracy and fluency have to be acquired by the students. When students speak in fluent and accurate way, it can be said that students have understood the language.

In line with Brown, Richards (2006: 14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence. There are some different activities for fluency and accuracy. The activities on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, unpredictable language production, and seek to link language use to context. Meanwhile, the activities in accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, and control choice of language.

Nunan (1999) also states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. Fluency means the students are able to get the message across with whatever resources and abilities they have got regardless of grammatical and other mistake. Fluency will improve if the teachers create the activity which requires the students to negotiate meaning, use communication strategies, and correct misunderstanding. In fluency activities, the students should not be corrected. However, in feedback afterwards, the teacher can give comment and any strategies for students used to increase their fluency.

It can be concluded that the language learners need to master the aspect of speaking mentioned before. So, the learners are able to master the target language and deliver the intended message effectively. There are many activities that can be done to help the learners master both of the aspects.

The second aspect is pronunciation. In fact, pronunciation is very important for the students. To speak English, actually, students need to be trained how to speak like the native speaker. It is important to make the purpose of communication achieved. As stated by Brown (2001: 284), the learners feel that their ultimate goal in pronunciation should be accent free speech that is indistinguishable from that of native speaker. Such a goal is unattainable every adult learner, but in a multilingual, multicultural world, accents are quite well. It is because the accent is just another symbol of heritage. The goal of English pronunciation should focus on clear and comprehensible pronunciation. In fact, there are several factors that influence the learners' pronunciation. Native language, actually, is the most influenced factor that affects a learner's pronunciation. It is because they have familiar to their native language. For example if the learners are Javanese, they will find a difficulty to speak. The students can train the pronunciation by making a habit getting language.

It concern on how often they use the language. For example if they live in English speaking country, it will give them high exposure that will impact their pronunciation.

From the explanation above, it implies that speaking is not simply expressing something orally. There are some aspects that need to be acquired by the students to have good speaking skills. The aspects will help the students achieve the goal of learning language.

d.   Problems of Speaking

In speaking, students need to consider that English is different from Indonesian. English has its own rules. The aim of learning speaking gives the student a chance to practice and use the language. According to Harmer (2004: 249), when students write or speak they have a chance to rehearse language production safety, experimenting with the different language in different genres that they will use on some future occasion away from classroom. It means that they need to know how to speak appropriately to meet their needs in the future. To avoid doing mistakes, students need to know the factors that make speaking difficult. Brown (2001:270) outlines some aspect of spoken language that makes speaking sometimes difficult. The aspects are clustering, word redundant, reduce form, performance variables, colloquial language, rate of delivery, and interaction. The six factors should be understood by the students, so the students can avoid the mistakes.

To avoid the mistakes, students should train themselves to resolve the difficulty of speaking by knowing the speaking strategies. As stated by Harmer (2001:249), students need to know the strategies of speaking to help them resolve the problem. The strategies can help the students to avoid making mistakes. The strategies also help them to train the fluency of speaking.

By knowing the characteristics of speaking, especially what makes speaking difficult, students are hoped to understand what to do. Indeed, it implies that the teachers have to guide them to avoid making mistakes. Here, the teacher can help them by providing good speaking strategies for the students. Therefore, the teachers will have a chance to make their students acquire the language appropriately.

e. Principles for Designing Speaking Technique

In the speaking class, the teachers have to follow some principles to make the teaching speaking run well. It is important due to the nature of speaking. The teachers, naturally, have to bring the real situation to the class. By setting the class as natural as possible, the students will have good inputs. For example, the class should use the authentic material. Then, the students will acquire the language appropriately. Brown (2001:269) cites some principles for designing speaking technique.

The first is that the teacher should use technique related to the learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. This means that the teacher should know the characteristics of the students. Moreover, the teacher should know the students' needs. By knowing the needs, the teacher can know the appropriate technique and the material that are appropriate for the students.

The second, they have to provide intrinsically motivating techniques by giving reward and punishment. It is important to make the student still confidents to speak in the class.

The third is that the teacher should encourage the use of authentic language in meaningful contexts. The teacher should give the situation that relates to the reality. For example, the teacher may set situation that happens in the daily life, such as exchange, interpersonal, and transactional. It is important to give the students exposure to use the exchange.

The next is that the teacher should provide appropriate feedback and correction. It is due to the role of teacher in teaching speaking. The teachers should give appropriate feedback. This can make the students still motivating during the lesson. The last is that the teacher should give students opportunities to initiate oral communication. It is very important due to the nature of teaching speaking is to lead the students to speak. From the practices, the teacher can encourage the development of speaking strategies.

f. The Teacher's Role In Teaching Speaking

The teachers are responsible to make the teaching learning process run well. In the class, they have to set all the components of teaching-learning process. In teaching speaking, the English teacher's own role is crucial. Harmer (2001:275) points out three different roles that the teacher needs to play to get students speak fluently. The first is prompter. Sometimes, when students are involved in a role-play activity, for example, they lose the thread of what is going on, or they forget for words. They may not be quite sure how to proceed. In the situation, it is natural that the teacher wants to help the students. However, as the teacher is very keen to encourage the students to think creatively rather than have them hang on the teacher's every word, he or she does not want to take charge. Thus a teacher occasionally offers words or phrases suggesting what might come next. In this situation, students prefer to use mother-tongue. But the teacher has to prompt him or

her in monolingual groups to speak in English. When the teacher prompts, she or he needs to do it sensitively and encouragingly. Then the student will able to overcome their nervousness.

The second is participant. When the students present a speech through group-discussion or role-play, the teacher traditionally listens to them carefully. At the end of the activity, the teacher gives feedback. But at times a teacher also participates in these activities. Harmer (2001:267) mentions that by participating in the activity, the teachers can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. Here, a teacher should not participate too much as he or she might dominate the speaking and the whole class might give full concentration to what the teacher is speaking.

The last is feedback provider. The teacher should give feedback in his students' speaking activities. In this regard, the teacher must avoid over-correction. A helpful and gentle correction can make the students confident and it may get the students out of difficult misunderstanding and hesitations (Harmer, 1997: 276). The teacher as a feedback provider should know how and when feedback is given. When the teachers get involved, not only to correct but also to supply alternative modes of expression to help them, they remove the need to negotiate meaning, and thus they may deny students' learning opportunity.

By applying the teacher's role in the teaching learning process, the teachers can help the students to master the language. Besides that, the students will feel comfortable in the teaching learning process. In the end, the aim of teaching-learning process will be achieved.

2. **Teaching Speaking**

a.   Teaching Speaking in Senior High School

According to peraturan menteri pendidikan dan kebudayaan Nomor 69 tahun 2013 for SMA in Indonesia, teaching and learning process is set in order to balance between spiritual, social, knowledge competences. The competences are stated into core competences which is detailed in forms of basic competences. In speaking, to communicate is to understand and to express the information, the mind, the feeling, and the development of science and technology, and culture by using English. The goal of the teaching speaking is making the students able to express the meaning in transactional and interpersonal situation formally and informally in the daily life context. The expected speaking competences of grade XI students of senior high school in the second semester are displayed in the table below:

Core Competence	KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Basic Competence	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya.
	3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pendapat dan pikiran, sesuai dengan konteks penggunaannya.
	4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
	4.2 Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Table 1. Standard competency and Basic competency of English

Senior high school students can be categorized as teenagers. In the teaching and learning process, teenagers actually have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. Related to this, Harmer (1998: 39) states that the most important thing for teenagers is the search for individual identity, because this search provides the key challenge for this age group. Identity has to be forged among classmates and friends. The students in senior high school are teenagers among 15-18 years old. Therefore, the teachers should consider that facing the students at the age of puberty will bring some problems. The students in this age tend to be naughty. The will do everything

to show who they are. They at this age have a high motivation to learn, they want to know everything. Based on this, teachers may exploit their motivation to give them a good exposure.

According to Brown (2001:92), students at this age are in the phase of transition, confusion, self-consciousness, growing, and changing bodies and minds. It is the challenge for the teacher. The teacher should understand that the students in the age are between childhood and adulthood, therefore they need a very special set of consideration applied to teach them.

Thus, in teaching speaking, the teacher needs to use relevant and engaging material, to increase students' self-esteem and to make them conscious of their need for identity. As mentioned earlier, many techniques, activities, and media can be used to develop the speaking ability of senior high school students. One of them is applying the role-play technique in the teaching and learning process.

b. Scientific Method

The Scientific Method, according to Hope K. *et al.* (2013), is a process for asking and answering questions using a specific set of procedures. This process can be used as a guide to create comprehensive and meaningful experiences for young learner. Engaging students in scientific inquiry using all steps of the scientific method supports them to construct conceptually-related knowledge because at each step they use a variety of skills to discover new information about the concept of study.

According to Permendikbud No. 65 th 2013 about Standard Process. There are 6 steps in teaching the students. The first is *Mengamati* (Observation) The first step in the scientific method is observation. This is an opportunity for students to

observe the world around them, to find things that intrigue them, and to explore phenomena. The students use their senses to explore and describe a variety of materials combined with adult guidance to scaffold this process and develop questions about what they see helps them to become better observers.

The second is *Menaya* (Generating Question) In this step, the students make some questions related to the problem which is found. Hope. K *et al* (2013) states that to continue scientific inquiry, a question needs to be asked. The question should come from the students' interests and what they previously observed. Teachers can help students generate testable questions and refine their questions so all children understand. The students need to develop skills for recognizing and asking questions, asking and responding to questions supports language development. Indeed, this is an important step, when the student should know what to learn during the teaching and learning process.

The third is *mencoba* (Experimenting). In this step, the students start to have experimenting the material. In the speaking context, they would started to learn how to use exchange, chit-chat, with the partner. The aim of this stage is to make them try to work with the materials

The fourth is *menalar* (Assosiating). In this step, the students are asked to make predictions. They should make an analysis of the materials. It is aimed at enabling students to construct the materials. In this case the teacher and the students may discuss together. The discussion will show the student's knowledge and understanding resulting from the materials analysis which was carried out.

The fifth is *menyaji (Presenting).* In this stage, the students started to make something related to the material. According to Harlan and Rivkin in Hope. K *et al.* (2013), teachers help children pull together all of their findings from their

experimentation. Teachers scaffold the students in representing data visually by listing, charting, graphing, and sorting all of the findings. It is important to assist them in summarizing their findings and/or in making a few general assumptions that answer their initial question. These activities help students to draw conclusions about scientific phenomena and develop concepts.

The sixth is *mencipta* (Discovering). In this step, the students create something. In speaking context, they make dialogue based on the role-card given by the teacher and or presenting their findings based on the experiment stage.

The scientific method a set of guidelines for exploring language. Through the six steps of the scientific method, the teachers and the students engage in activities that allow them to think about scientific concepts, ask questions and participate in a process of discovering answers to questions that students have about the world that they live in.

c.   **Assessing speaking**

In teaching speaking in the senior high school, the teachers need to consider the importance of focusing on both the form of language and function of language. In teaching oral communication, according to Brown (2001:271), teachers do not limit the students' attention to the material. The teacher also helps the students to see the small part of language. Moreover, Brown (2001:271) suggests the types of classroom speaking performance. The first is imitative. Imitative is an effort to imitate what they hear. For example, students repeat the recorder. They are learning to imitate the way the speakers speak. This makes them more aware of the use of language. This activity can also be listening monologue and they practice the monologue. This is for focusing on some particular element of language form. The second is intensive. The Intensive speaking is one step beyond imitative to include

any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are going over certain forms of language.

The third is Responsive. In this case, students will be trained to have an authentic speaking to interact each other. Then, the other they need to response it. This activity can be in the form of exchange. So they can get the lesson to make their speaking skill works.

The fourth is transactional. This type leads the students to have an exchange that is related to the transactional situation. It can be in the market or the others situation. Transactional dialogue is often used in the daily life.

The fifth is interpersonal. It is to maintain the social relationship. It can be used in the daily life frequently in order to make the relationship works. The interpersonal dialogue will give the students' knowledge to use several functions related to interpersonal message.

The last is Extensive. Here, the students are given an opportunity to speak in advance level. They can give a monologue such a speech in formal situations. Here, the register is more formal and deliberative. Then, they can be planned or impromptu monologue.

On the other hand, Louma (2004) pints out that a rating scale is important in assessing students' speaking ability. The criteria or aspects of the assessment can be the same as Brown's criteria, such as grammar, vocabulary, fluency, and pronunciation. Meanwhile, the rating scale can be used in each criterion so that

assessment criterion become more detail by combining the analytic scoring and rating scale technique, the process of assessing will be more detail and easier.

Regarding the way in assessing the students' speaking ability, the researcher propose the rating scale which can be used in each criterion so that assessment criterion become more detail by combining the analytic scoring and rating scale technique, the process of assessing will be more detail and easier.

3. **The Concept of Role Play Technique**

a. **The Definition of the Role-Play Technique**

In language teaching, there are various strategies on teaching speaking. The one of the most famous strategies is role play technique. Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly. Role-play is established as a teaching technique for organizing controlled, pre-communicative language practice. The role-play will give opportunity to learn language as natural as possible (Littlewood : 1981).

The role-play will help the students to achieve the fluency. Harmer (2007) claims that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. For example, the students in vocational school are drilled to practice several function to book a hotel's room.

Moreover, according to Ladousse (2009:5), role play is an enjoyable activity and does not threaten the students. This activity leads the students to play such a drama. The student will playing role to be another person in certain situation. It is important to train the students to be aware to speak in a certain situation. Of course

when people speak they have to know the setting or where the conversation happens and what situation it is.

Dealing with the context of speaking, Hymes (1975) in Wardhaugh (2006) says that there are some aspects that should be fulfilled when people speak. The context called SPEAKING. The acronym of SPEAKING stands for setting, participants, ends, act sequence, key, instruments, norm, and genre. Setting deals with the background where the conversation takes place. Participant deals with the partner of the conversation. Ends deals with the outcomes from the dialogue. Act sequence deals with what to be said. Key deals with the manner whether it is serious or not. Instrument deals with choice of channel. Norm deals with the behavior. Genre deals with types of utterance. That aspects can be trained using role play.

The role-play will build up self-confident by giving more opportunity to explore their thought rather than damage it. Role play actually can be quite simple and brief technique to organize (Ladousse:2009). It is also highly flexible leaving much scope for the exercise of individual variation, initiative and imagination. Moreover Harmer (1998:92), the role-play activity is that where students are asked to imagine that they are in different situations and act accordingly. This make the student will practice directly. They can practice to understand situations such as being guest at a party, travel agents answering customer's questions or participant in a public meeting about a road-building.

Using the role-play technique can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using the role-play technique. It gives a very high variety of experiences which can be brought into the classroom. The range of functions and structure, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation,

communications games, or humanistic exercise. Through the role-play technique, the teachers can train the students in speaking skill in any situation. This explanation makes us understand that the role-play technique is very flexible. The teacher can set the material beyond the students and they can learn from the material given. Blatner (2009) states that the role-play technique is a method for exploring issues involved in complex social relation. They have very little small talk, and in consequence often appear unnecessary brusque and abrupt. It is possible to build up these social skills from a very low level through the role-play technique.

Moreover, the role-play technique gives them an opportunity to learn English. It is very useful dress rehearsal for real life. It enables them nit to just acquire set phrases, but to learn how interaction might take place in a variety of situations. For example, the students who wants to be a receptionist in a hotel. It is helpful for them to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.

The role-play can also improve the students' self-confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. So that, they will no longer feel that their personality is implicated. As the result, students will understand what is expected from them.

Ladousse (2009:9) states that the role-play technique belongs to the category of language learning techniques sometimes referred to as low input - high input. This means the approach of this technique is students centered approach. Here the teacher-centered presentation phase is very short. The teacher only gives a little presentation. After that, the students plunge into an activity in which accomplishing the task is more important than using the exact word, in which fluency predominates over accuracy.

The role-play technique, in fact, has two points of view in looking at language work. The students can manage their self a free and uncontrolled way, with the language they know or they just practice the structure and function that have been presented to them at an earlier stage of the lesson or the course.

b.   Implementation of the Role-Play technique to Improve Speaking Skill

Learning language is not only learning about its structure or functions. It should involve the four aspects of language or four skills. In teaching learning of English, those skills should be proportioned in balance. English teacher should not neglect certain skill because they were not required in the final examination. Then, from the theory elaborated above, the researcher is going to talk about the plan of doing research.

Nowadays, the role-play technique has become the famous technique to teach speaking. Moreover, Harmer (2007) claims that role play can be used to encourage general oral fluency or to train student for specific situation, especially where they are studying for specific purpose. For example, the students in vocational school are drilled to practice several function to book a hotel's room. Role play allows students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. The result will be improving student's ability to produce the target language, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. Role play can lead the students to be creative and to make them to be another person.

In teaching speaking, the role-play will lead the students to directly use the language. Here, the students will be trained to be aware in deciding what to say and how to say. It is related to the linguistic competence and performance. By using the technique, students is hoped to implement the concept of speaking.

From the discussion above, the purpose of teaching and learning process of English in senior High school is to develop communicative competence. It is due to the needs of getting information when they are going to continue to the next level of educations. As speaking has become the problem for the students, the ability of senior high school students in speaking is still low because their speaking habit is also poor. It is relatively disappointing due to the importance of speaking. In the class, speaking is taught rarely. It is because the teachers think that speaking will not be measured in the National Examination. Then, it makes students have no chance to improve their speaking skills.

Based on the problem, the teachers need to enhance competence of their students. To improve the students' speaking skills, they have to give the opportunities for them to learn and practice. Indeed, the role-play technique is suitable to be conducted in speaking class to improve their speaking ability. It is due to the character of the role-play technique that can give the students opportunities to language directly. Moreover, by using the role-play technique, the teachers can set the situation, so that the students can learn what to say and how to say appropriately. The effort to be made can be an action research. The researcher and the participants need to work together to aim he success of the research.

B.   Relevant Research Study

Panuntun (2012) find out that the implementation of the role-play technique and accompanying with the other actions in the teaching learning process will provide the students an opportunity to practice speaking. Moreover, he found that by using the technique, the students will be more enthusiastic.

Moreover Huang (2008) claimed that Role play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more

opportunities to "act" and "interact" with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in a more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed a useful teaching technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

C.   Conceptual Framework

Communication is an important thing for human being. One of the ways to communicate with other people is by speaking. As stated in previous chapter, speaking is important for language learner because speaking is the first form of communication. The students are expected to be able to speak English formal and informal accurately, fluently, and acceptably in the daily life content.

However, there are some problems related to the students' speaking ability. The pronunciation and the accuracy of grammar are used by the students. The students are reluctant to speak in speaking class. They also afraid of making mistake when they feel unconfident. Consequently, the students have no enough time to practice, whereas the opportunity for the students to practice speaking is just in the class during the teaching learning process.

Based on the problems, the researcher wanted to improve the problems used the role-play technique. From the role-play technique, the student would learn what and how to speak in appropriate ways. They could practice the language in real world context. In addition this technique was fun, motivated and had lower anxiety, so the student would learn speak without worry so they could naturally improve their ability in speaking. The students also had many opportunities to speak because all of them have the same

opportunity to speak with their friend. They won't be afraid to speak because they practice speaking with their friend in their group. Hopefully this technique also motivated them to be brave to speak up and not to be afraid of making mistake since they have just speak in their group. It is expected that there will be some positive changes in the speaking teaching and learning process after applying this technique.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research belongs to action research. This research was aimed to improve the student's speaking skills. As stated by Bassey in Koshy (2005:8) Action research, actually, is a process of research that conduct in such a place and the aim is to understand, to evaluate, and to change, in order to improve the educational practice. In the other hand, action research can be defined as a way to reflect on what the teacher, students, and stakeholder do in school. It is related to Carr and Kemmis in Koshy (2005:3), that action research is a form of self-reflective enquiry done by participant in social situation (e.g. teachers, students, school principal in educational situation) for improving their own social and educational practices, and the situations in which these practices are carried out. In this study, the researcher is directly involved on the research.

This action research had two cycles. Each cycle has different purposes. The first was planning, observing, and reflecting. Then, the second revised the first cycle. This is stated by Kemmis and McTaggart in Koshy (2005:4) that there is, at least, two cycles in Action Research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. Planning is the step of creating plan to observe and record the classroom activity. Action is the step of implementing the plan. Observation is the steps of recording the classroom activities. And then, reflection is revising a classroom activity from what the researcher plan first.
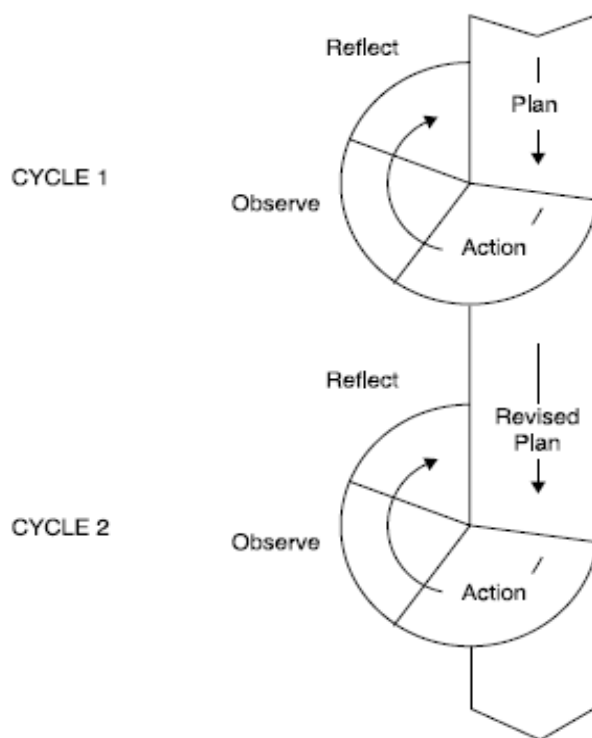
Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

As can be seen in this illustration, action research in this approach also consists of more than one cycle. From the figure, each cycle is only focused in solving one of the problems found in the class. Then, if the result of the implementation is successful in solving a problem in an aspect, the researcher moves to the next cycle with the next problem. However, the previous aspect is still monitored on the next cycle.

This research design consists of four steps, namely thematic concern-reconnaissance, plan of action, action, and reflection. The plan based on the problem(s) identified was implemented in Action. Then, the implementation was observed and reflected. The plan was then revised and re-implemented until the use of the role-play technique could be granted as successful.

This research study was implemented in two cycles. The explanation of these cycles can be seen as follows:

1. Cycle I

The first cycle in this study focused on helping students to generate ideas. In this cycle, the researcher used the role-play technique. The implementation of action in this cycle were done in two meetings.

In the cycle, the students was given the material using scientific method. The material given was asking and giving opinion. In the class they were asked to work in pair to have speaking. There was a practical reason for doing the role play. This activity was used to prepare them to understand the concept of the activity which related to the psychological reason, if two persons communicate face to face, they will feel more comfortable. As it was guided activity, the researcher gave some situation to be played by the students to avoid their confusion in starting the speaking. Moreover, the researcher also provided some scripted dialogue, so they could have an inspiration about what they would speak. Then, they made a dialogue based on the situation given by the researcher. After they made the dialogue they have to practice it.

To train the students' critical thinking, the activity was a short activity until they understood the activity. It was in order to make sure they could get values to be learnt in the activity. In the end, they practiced the dialogue in front of the class. When they practiced the dialogue, they used scripted activity which allowed them to bring some notes. In this case, the researcher told them to speak about a situation. It led to gather ideas related to the topic provided. The researcher guided the topic, avoiding their confusion in starting the speaking. The teacher made sure that the fluency of the students were achieved.

2. Cycle 2

In the second cycle, after analyzing the weakness and the strength of the first cycle, the researcher used the role-play to another material to teach. He

implemented this cycle to train the students' accuracy. He only gave a little presentation. After that, the students plunged into an activity in which accomplishing the task was more important, which mean the students trained their fluency. It implied that the students could manage their self a free and uncontrolled way, with the language they know or they just practice the structure and function that had been presented to them at an earlier stage of the lesson or the course.

In this cycle, the teacher measured the students' achievement. Here, after finishing guided task, they were asked to have speaking in front of the class in pairs. They had to choose the role card randomly. It was in order to show their achievement. From this activity, the researcher took the valid data of their speaking ability.

B. Research Setting

1. Place

The research was carried out in SMA N 1 Panggang which is located in Pudak, Giriwungu, Panggang, Gunungkidul, Yogyakarta. The school has adequate facilities including classrooms, offices, a library, laboratories, a mosque, a canteen, and a school yard. Moreover, most of the classes were not facilitated with LCD.

2. Time

The research was carried out in the second semester of academic year 2014/2015 from September 18th until Oktober 8th, 2014. It followed the school calendar and the schedule in which the English subject was taught.

3. Participants

The main subjects of this research were the students of class XI IIS 2 in SMA N 1 Panggang. There were 30 students in this class with 9 males and 21 females. In addition, the English teacher was also involved in this study. He acted

as a collaborator who helped the researcher implement every step of the research procedures. His main responsibility was observing the action implementation and reflecting the results together with the researcher.

C. Procedure of the Research

There were five steps in the procedure of this research, namely thematic concern-reconnaissance, plan of action, action, evaluation, and reflection. Each step is elaborated as follows:

a) Reconnaissance

In the beginning of this research study, the researcher did the reconnaissance steps by doing an observation about the speaking teaching and learning process in SMA N 1 Panggang. This step aimed to identify crucial factors and problems. After the observation, the researcher gave students interview related to some difficulties they face in the learning process. Later on, the researcher formulated the problems that occurred in the speaking teaching and learning process based on the data of the observation and interview. The problems were selected by the researcher's opinion, obstacles, and weakness. The urgency and importance of the problems were also considered to formulate them.

Moreover, in this step, the researcher implemented a pre-test. The Pretest was implemented to know how far the students' speaking ability. To measure their speaking ability, the researcher had employed free-speaking activity related to the material that given before. By implementing the pretest, it was hoped that the researcher could know how far the speaking ability. The pretest also used to know the type of the students' performance. In this step, he also included the pretest activity.

b) Plan of Action

Based on the problem selected from the reconnaissance, the researcher made a plan of action to solve the problem about the lack of speaking ability for the students of SMA N 1Panggang. This step was aimed to find out strategic plan to solve problems. In this case, he used the role-play to overcome the problem mentioned. There were also some aspects to indicate the success of the use of the role-play in improving the students' speaking ability.

In this research study, there were two cycles to solve the problem mentioned previously. Each cycle consisted of two meetings. A lesson plan used in each cycle. In the first cycle, the researcher used Lesson Plan I which is intended to improve the students' motivation and ability in generating ideas and fluency. In this case, free-speaking activities was used to achieve that aim. Lesson Plan II were applied in the second cycle. In this cycle, the researcher implemented the role-play technique. Lastly, the second cycle was aimed to develop the students' ability in using the role play technique.

c) Action

In this step, the researcher implemented the plans of action. As mentioned earlier, the action of this research study has done in two meetings in each cycle. During the cycles, Qualitative data was obtained in the form of observation, documentation, and interview. Meanwhile, the quantitative data were obtained in the form of pretest and posttest.

d) Reflection

After the action implemented, the researcher wrote a reflection in order to find the way to improve the use of the role-play technique in improving the students' speaking ability. The data were taken from the interview, documentation, and field note. This

step actually described the significances, defined the result of the cycle, and revised or continued the next cycle.

D. Data collection techniques

1. Data Type

The data on this research were in the form of qualitative and quantitative. The qualitative data was collected through observation and interview. Meanwhile, the quantitative data was collected by using pretest and posttest. The comparison of pretest and posttest score were used to know the improvement of the students.

2. Data collection technique

The qualitative data obtained in this research were in the form of field notes, interview transcripts, and photographs. Those data were obtained through observation and interview techniques. Furthermore, from various kinds of speaking tests implemented in this research, the quantitative data were collected.

The processes of collecting qualitative data were explained as follows:

a. Observation

The observations consisted of a school observation and a class observation that were conducted in the reconnaissance stage, and ongoing observations that were conducted during the research. Field notes were used to keep valuable information obtained during the observation processes, such as the teacher's teaching performances, the students' attitude in the classes, and the changes or the improvement found when the research was going on. Moreover, the important moments happened during the observation were captured and transformed into photographs to encourage the trustworthiness of the study.

b. Interview

There were several interviews that had been conducted in this study. In the beginning of the research, an interview with the English teacher was conducted to gain the information about the English teaching and learning situation including the problems that the teacher faced and the students' attitude from her point of view. Furthermore, the students were also interviewed in order to know their feeling during the teaching and learning process, their reflection towards the process, the difficulties they find during the process, as well as their confirmation related to the issues. Therefore, interviews with the teacher and the students were conducted when the research was going on until the end to know their feeling and opinions towards the writing journal technique implementation. Those interviews were recorded, and then transformed into interview transcripts.

Meanwhile, the process of quantitative data collecting was conducted as follows:

a. **Speaking test**

The speaking tests were managed to gain the data about the students' improvement in their speaking skill as the effects of the role-play technique. There were two kinds of tests: a pre-test, a test conducted to know the students' speaking mastery level before the action implementation, and a post-test, a test conducted at the end of every cycle. The data were gained by applying inter-rater. Both of the researcher and the teacher scored the students' performance by implementing an analytical scoring rubric. Next, the aspects in each test were compared to each other, and then analyzed to draw the conclusion.

3. **Instruments**

a. Interview guidelines

Interview guidelines led the researcher to conduct the interviews well. Using interview guidelines enabled the researcher to complete the interviews in a right

and sequenced order. In addition, interview guidelines helped to make sure that the needed information has already been elicited.

b. Observation sheets

Observation sheets helped the researcher record the data collected during the research. Moreover, through the notes, the researcher was able to see the progress of the students' writing mastery.

c. Writing tests

Writing tests were implemented when the researcher needs to examine the students' achievement and progress. To gain the scores, the researcher made use of an analytic scoring rubric and the number of written word counting

d. A sound recorder

A recorder was used every time the researcher conducted the interviews. Next, the conversations were transformed into scripts and then attached in the final report.

e. Camera

The researcher used a camera to capture important moments happening during the research. The pictures were able to describe the general sequences of the research.

E. Data Analysis

The data showed the opinions, obstacles, and expectation of the action implemented from the research members. To analyze the data obtained, the researcher used two techniques. In order to know the significance of the process, mainly in the implementation of the action, the researcher used documentation. Furthermore, the researcher tried to interpret the data. Here, the researcher analyze the data both

qualitatively and quantitatively. The data were analyzed by adapting the process of analyzing data by Burns (1999:157).

1. Assembling the data

     This step was to assemble the data that would be collected during the research including journal entries, questionnaires and other.

2. Coding the data

     This process was removing the larger number of data that was collected to more manageable of concepts, themes or types.

3. Comparing the data

     The main purpose of this step was to describe and show the data rather than to interpret or explain them.

4. Building interpretation

     In this step, the researcher was supposed to be more creative since this steps is concerned with articulating underlying concepts and developing theories about why particular pattern of behavior, interactions or attitude come out.

5. Reporting the Outcomes

     This was a stage where the account of the research presented. The main point here was making sure the finding and outcomes were well supported with examples from the data.

F. Validity and Reliability

As stated by Anderson et al. in Burns (1999: 162), there are five criteria to fulfill the validity of a research, namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. In this study, all of them were used to indicate the validity of this study. The explanations of them are given below:

1. Democratic validity

It related to the extent to which researcher was truly collaborative. This study tried to fulfill the criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved. In order to get democratic validity, the researcher interviewed the stakeholders of SMA N 1 Panggang (head master, teachers, students, and administrators). In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced, whereas the focus is to look for the solution of the problems.

2. Outcome validity

It related to the notion of action leading to outcomes that are successful within the research context. This research expected to be able to solve more than one problems in teaching-learning process, for example ones which related with speaking skills, motivation and involvement.

3. Process validity

It related to the extent which raises questions about the process of conducting the research. Observing classroom activities, interviewing students and the teacher, and having discussion with the school principal in the scheduled time were initiated the process of this study.

4. Catalytic Validity

It related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they could make changes within it.

5. Dialogic validity

It related to the extent that parallels the process of collaborative enquiry or reflective dialogue with "critical friend" or other participants. Asking the teacher to act as an observer who observe and report the students' reaction during the teaching and learning process would fulfill this criterion.

On the other hand, the reliability of the research was obtained by giving genuine data, such as interview transcript and other records. To obtain the trustworthiness, Burns (1999: 164) proposes four triangulation techniques, and three of them were used in this research study. The techniques are explained as follows:

a. Investigator triangulation. More than one observer was involved in the same research setting to avoid observer being biased and to provide checks on the reliability of the observation. This triangulation helped the researcher avoid the mistakes. Usually, the participant reluctant. Then, the researcher should maintain the participant by assisting the participant. So that, it could avoid the bias.

b. Theoretical triangulation. The data were analyzed from more than one perspective. This was to check that the research is really valid. By using more than two perspective, it could be said that the research were valid.

c. Space triangulation. Data that collected across different subgroup of people, to avoid the limitation of studies conducted within one group.

Meanwhile, to know the result of the students' performance in speaking, the researcher used a speaking rubric. In using the rubric, the researcher used inter-rater. It means that there were two or more raters who evaluated the result of the students' speaking. By doing this, the reliability of the research could also be achieved. Furthermore, to make the quantitative data reliable, as it used a collaborator, the data analyzed by using inter-rater reliability. Hall (2010) states that inter- rater reliability

was used to measure the data that come from two judges. Moreover, to know the reliability of the students' improvement, the data measured by using t-test. According to Hall (2010), t-test was used to measure the two groups of data. Those statistical technique used to achieve the reliability of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research was aimed to improve the student's speaking skills at grade XI of SMA N 1 Panggang by implementing role-play technique. It was carried out based on the procedures that had been planned before. This chapter describes the processes as well as the result of the research

A. Reconnaissance

1) Identifying Field Problems

To identify the problems, the researcher did three kinds of data collecting techniques. They were interviews, class observations, and speaking tests. These three techniques were conducted before the action implementation. The interview with the teacher was conducted in the teacher's room of SMAN 1 Panggang. From the interview, he found that the problems came from the students and the teacher.

First, the teacher seemed pessimistic about the students' ability. He argued that students of SMAN 1 Panggang had low motivation to learn English especially who took social science study. They tended to be lazier. They had low motivation and low ability. It can be seen from the interview transcript.

Minat siswa pada mapel kita itu, Biasanya pengaruhnya dari diri sendiri. Minat dan kemauan anak dalam menyikapi Bahasa itu sendiri. Kedua, Kadang kadang kita suka menjudge anak bahwa anak itu gak ini. Gak konsen gitu.

(The students' reaction to English was influenced by their own self. Sometimes, we judge them as they have no enough concentration during the lesson.)

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Second, the teacher usually could not prepare teaching maximally. He argued that there were many busy activities at school. He did not prepare the resources for the students to personalize such as modules, LKS, or handouts.

Sebagai guru, kalau kita di suruh persiapan semaksimal mungkin itu susah. Karena urusan kita macem-macem. Meskipun harusnya iya. Tapi ya itulah manusia. Tapi saya pikir manusiawi ketika kita persiapan kurang matend gara gara itu.

(As a teacher, it is difficult to prepare teaching maximally. We also have many activities. I think it is humane when we are not well prepared.)

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Moreover, the teacher used reading aloud and translation techniques in teaching speaking in order to make them comfortable to pronounce word. Then, it would impact to the students' ability. When reading aloud, the teacher read the text and then the students repeated. He also used translation method. He often asked the students to translate the text in order to make students have rich vocabulary mastery. But the students tended to use google translate to translate the text. It was confirmed by the teacher.

Biasanya mereka nulis Bahasa Indonesia kemudian pasrahke sama mbah google. Mereka jarang buka kamus dan disuruh borong sama mbah google paling banyak ya gitu. Sekarang kalau begitu le arep maju kapan? Susah to?. Teknologi buat enak, tapi saya bilang ini penyalahgunaan teknologi. Tapi anak-anak susah sekali meskipun saya juga bisa longgar, maksudnya begini dengan fasilitas karena situasi dan kondisi silahkan kadang kadang ya anak itu kan terjepit jadi silahkan lah.

(Usually, they wrote in Indonesian and translated it using google translate. They rarely open the dictionary. Most of the students did that. I knew that technology made life easier. The students are very difficult to change. Sometimes, I allowed them to use google translate.

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Next, he was rarely teaching speaking in the classroom. It is due to the speaking skills which not be measured in the national exam. Besides, the teacher seems to be pessimistic on English. He thought that English is very difficult to be understood by the students.

> *Saya itu sadar Bahasa inggris itu salah satu mapel yang paling dibenci. Lha mau saya, saya meningkatkan minat dulu. Harapanay kalau mereka seneng nanti kemudian bisa dikasih yang lain. Jadi saya mulai bisa menggiring untuk persiapkan kelas tiganya. Sebagai guru itu tidak bisa lepas dari final deal untuk ujian nasional. Jadi porsinya speaking sedikit, wong sekarang aja porsinya sedikit kok.*
>
> I realize that English is one of the most hated subject. First, I want to improve the motivation to learn English. Therefore, I can give more materials. As a teacher, we cannot detached from the final deal that is *Ujian Nasional*. Thus, the speaking have little portion to be taught.
>
> Appendix/IT-1/Page-118

Moreover, the teacher also argued that the students' motivation to learn English was very low. It was due to the students did not realize that English is very important to them. Then, they tended to afraid to speak.

> *Terus terang ketika saya mengajar paling seneng itu meningkatkan motivasi anak untuk bisa ngomong gitu. Sebab dengan ngomong saya beranggapan nanti anak bisa macem-macem. Tapi akhirnya anak-anak itu gimana ya. Tidak mau menyikapi bahwa Bahasa inggris sangat penting. Ngomonge juga angel karena mereka takut. Padahal saya itu sudah bilang berkali-kali.*
>
> In fact, I like to improve the students' motivation to speak. I believe that if students can speak they can do manythings. But, the students do not give a good attitude in English. They do not realize that English very important. Thus, they have problems in speaking.
>
> Appendix/IT-1/Page-118

The researcher also found the problems related to the teacher and the students, the activities provided were focused on reading and writing skillss. He did not manage the speaking and other skillss activities in a balance amount, and did not facilitate the students to practice speaking frequently. Therefore, the students could not have an appropriate opportunity to practice the speaking skillss.

P	:	*Bagaimana menurut adik kalau belajar Bahasa Inggris dengan pak Guru?*
		(What do you feel when you join to the English class.)

S7	:	*Ya sebenarnya, pak Guru itu orang nya asik. Tapi untuk memahaminya itu kurang.*
		Actually, the teacher is interesting. But, it is hard to understand.
P	:	*Selama ini bagaimana cara belajar berbicara Bahasa Inggris dikelas?*
		(Can you explain the way you learn English?
S7	:	Selama ini Cuma suruh membaca dan menulis. Pas berbicara disuruh buat cerita pengalaman terus di hafalkan.
		(Up to now, we are asked to write and read. We asked to memorize a story)
P	:	*Masalah yang sering ditemui saat belajar Bahasa Inggris bagamana?*
		(What kind of problem do you find in English class?
S7	:	*Cara mengartikan mas.*
		(The way to translate)

Next, the interview with the students was conducted in September 18, 2014. From the interview it could be seen that there were several problems related to the students. The problems coming from the students related to the lack of their speaking skills that affected their speaking achievement. The students found problems in knowing the function. The lack of the students' speaking skills was also affected by their mastery of vocabulary which was low, so that they found it difficult to speak. It could be seen from the interview transcript bellow.

P	:	*Bagaimana kesan adik selama belajar Bahasa inggris di semester ini?*
		(How do you feel when you study English along this semester?)
S4	:	*Lumayan suka. Ya menurut saya selama belajar Bahasa inggris menyenangkan. Tapi masih ada kendala.*
		(I think, it is fun to learn English in the semester. But there were some problem? **)**
P	:	*Ada kesulitan yang dimaksud apa Dik?*
		(What kind of problem do you find?)

S4	:	*Maksudnya misalnya kosa katanya kita yang kurang, dan kurang bisa memehami apa yag di berikan pak guru.* (For example, the vocabulary still low, so I can't understand the materials given by the teacher.)
P	:	*Lha pak guru memberikanya gimana? Kok kurang bisa memahami?*
S4	:	*Pak Guru asik. Diterangkan dulu. Kalau di Tanya langsung di jawab.* (My teacher is attractive. He explained well and if we asked a question, he will answer directly)
P	:	*Ok. Terima kasih Ya.* (Okay. Thank You)
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Another student claimed that she did not like English due to the lack of vocabulary.

P	:	*Apakah Adik suka dengan Bahasa Inggris?* (Do you like English?)
S11	:	*Dibilang suka, suka. Dibilang tidak ya tidak. Lumayan tidak suka mas.* (It could be said yes. And it could also be said no. I'm moderate)
P	:	*Lho? Kenapa?* (Why)
S11	:	*Karena kosa katanya kurang mas, sulit.* (There were many difficult vocabulary, it is difficult.)
P	:	*Kalau sma pak Guru diajari gak?* (How about the the teacher?
S11	:	*Diajari tapi gak sering mas.* (*He rarely explained)

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In line with the students, the teacher also confirmed that the students had problems with vocabulary and pronunciation. The teacher said that most of them had low understanding

towards pronunciation and poor vocabulary master. The teacher argued that the students had no appropriate environment to learn English since they lived in rural area. Therefore, their vocabulary mastery was very low. It can be seen from the interview transcript.

> *Kemampuan vocabulary dan pronunciation sangat rendah sekali. Kalau semacam tempat kita itu kan jarang sekali banyak tulisan bahasa Inggris. Jadi mungkin itu salah satu sebabnya itu. Sarana dan prasarana juga kurang mendukung. Meskipun nek saya boleh ngarani pada akhirnya itu bertitik pada kemauan anak itu sendiri.*
> (The students' vocabulary mastery and pronunciation is very low. In this place, there is limited media written in English. Perhaps, this is one of the reason why the students' awareness is very low. There is no enough facility to help the students. In the end, the students' ability is determined by the student's capability itself.)
>
> <div align="right">Appendix/IT-1/Page-122</div>

Besides, the researcher also found problems from the interviews with the students conducted on September 18th, 2014. It confirmed that the teacher did not optimally use various media and the provided equipment. It was also revealed the infrequently use of teaching media such as pictures, video, LCD projector, and so on in order to help the students in understanding the topic. Moreover , there was limited learning resources for the students to personalize such as modules or handouts

P	:	*Terus menurt adik, apakah pak guru dikelas pernah menggunakan Gambar-gambar, video, dan LCD?* (Based on your opinion, what kinds of media does the teacher use in the class such as video, pictures?)
S6	:	*Belum, karena sumber dari paket.Belum pernah menggunakan video, presentasi, gambar.* (Not yet. The source is only from the books. He haven't used videos, pictures, LCD)
P	:	*Memberikan presentasi lewat power poin?* (How about presenting material through powerpoint?)
S6	:	*Belum pernah.*

		(Not yet)
P	:	*Menggunakan video pembelajaran, misalnya contoh-contoh seperti orang berbicara?* (How about the use of video? The example of dialog?)
S6	:	*Belum pernah.* (Not Yet)

In other hand, the teacher argued that he was being rarely to use media such as video, picture, and recording due to the limited facility in the school. There was no enough LCD to cover whole class in the school. It can be seen from the interview with the teacher.

> *.....Mau saya pake video tapi sering tidak kebagehan LCD. Padahal saya punya banyak file, tapi sing ajek ora gebagehan LCD. Nah yang palin sering tak ajak cerita, kadang-kadang dengan gambar. Itu karena fasilitas disekolah kurang....*
>
> Actually, I want to use LCD in my teaching. I have so many files. But, there was no enough LCD. Usually, I told story, sometimes showed a picture. It is due to the limited facility at school.
>
> Interview Transcript with the teacher

In the interview, it was also revealed that monotonous activities which were less encouraging for the students to learn speaking. According to the students, the teacher was very monotonous. He just asked the students to find text and translate the text. There was no special technique to make the students learn English perfectly. It can be seen from the interview transcripts.

P :	*Menurut Adik, bagaimana tanggapan Adik terhadap pelajaran Bahasa Inggris dikelas?*

	(What is your opinion about English teaching and learning in the class?)
S6:	*Pelajaran Bahasa Inggris dikelas saya terutama terletak pada gurunya yang mengajar dengan sangat monoton. Tidak ad acara-cara yang seni ato gimana yang bisa membuat siswa itu berlatih Bahasa Inggris dengan baik. Misalnya dengan cara membuat deskriptif teks ato gimana itu Cuma disuruh mencari deskripsi teks kemudian disuruh menerjemahkanya belum dikasih tau tata cara berbahasa inggris yang baik.* (The teacher tend to monotonous when teaching in the class. He do not give us an appropriate way to practice. We are often asked to find text and translate it.)

In addition, from the observation that was done when the pre-test was running on September 19 2014, several problems related to the students were revealed. First, many of them found it difficult to generate the ideas. Second, besides not all of the students have no good pronunciation and vocabulary mastery. Third, the students seems to shy when they need to speak. The problems related to the students' speaking skills could be seen from this pre-test activity. We could find the lack of students' fluency. Students had many pauses when they were speaking. Most of them were difficult to generate ideas, vocabulary mastery, problem in pronunciation, and understanding the function. It could be seen from the statistic test below.

Table 2. The students' speaking score in the pretest

N Valid	30
Missing	0
Mean	12,9
Median	13
Mode	9
Std. Deviation	2,184796
Min	19
Max	9

From the students' pretest score, it can be concluded that the students speaking skills still low. Thus, there were several problems found in the speaking teaching and learning

process which influenced the students' speaking score. Those problems were categorized and summarized as follows:

Table 3. The field problem

No	Categories	Problems
1	Problems related to media	- The infrequently use of teaching media such as pictures, video, LCD projector, and so on in order to help the students in understanding the topic. - The lack of learning resources for the students to personalize such as modules or handouts
2	Problems related to the teacher	- The teacher's use of reading aloud and translation techniques in teaching speaking - The teacher seemed pessimistic about the students ability
3	Problems related to the students	- The lack of the students' enthusiasm during the teaching and learning process of speaking - The lack of the students' active participation in asking questions and giving ideas during the teaching and learning process
4	Problems related to the teaching and learning process of speaking	- Monotonous activities which were less encouraging for the students to learn speaking
5	Problems related to the students' speaking skills	- The lack of students' fluency - The lack of vocabulary - The lack of students pronunciation - The lack of the students' understanding about function

2.   The Selection of the Problems to Solve

Due to the limited time, the problems were selected based on the most urgent and feasible problems to solve. All of the problems stated above were considered important to be improved. However, it was not possible to solve all of those problems. Since the researcher' focus on improving the students' speaking skillss, the problems selected were:

1) The lack of the students' fluency, vocabulary mastery, and pronunciation

2) The lack of learning resources for the students to personalize such as modules or handouts

3) The lack of the students' enthusiasm during the teaching and learning process of speaking

3. Determining the Action to Overcome the Problem

In order to overcome the selected problem, the researcher and the teacher made a plan to do the actions to improve the students' speaking skillss. The actions formulated to overcome the problems were determined and planned by both the researcher and the English teacher. This collaboration was conducted in order to fulfil the concept of democratic validity. The relationship between the problems and the actions is presented below.

Table 4. The relationship between the problems and the actions

No	Problem	Action
1	The lack of the students' fluency	- Implementing the role-play technique
2	The lack of the students' understanding of function	
3	The lack of students vocabulary	
4	The lack of the students' pronunciation	
5	The lack of learning resources for the students to personalize such as modules or handouts	- Preparing worksheets for the students.
6	The lack of the students' enthusiasm during the teaching and learning process of speaking	- Using media such as video, picture, and recording.

Based on the problem description above, it can be indicated that the main problem found in this research was the lack of the students' speaking practices. The lack, then, led the students to have low ability in English speaking including the ability to generate ideas, to deal with pronunciation, to use of appropriate and various vocabulary as well. Therefore, the first thing that had to be done was making the students accustomed to English speaking by facilitating them to have more practices.

B. Research process

1) Report of cycle 1

a. Planning

In the cycle one, researcher decided to do two meetings. The actions of Cycle 1 were conducted on September 25th, 27th, 2014. In this first cycle, the researcher would teach asking for and giving opinion. In these meetings, the students were expected to be interested in and motivated by the learning activities, to achieve some learning indicators, to focus on the lesson, to be more disciplined, and to be able to work both individually and in groups.

In this stage, the researcher constructed the course grid and lesson plans for Cycle 1. The course grid was based on the latest curriculum called Curriculum 2013. Meanwhile, the lesson plans were constructed based on the course grid which is also referring to the curriculum 2013. The materials were adapted from internet and some course books. Here, the researcher also made the worksheet that matched the activities. The course grid, the lesson plans, and the worksheet were consulted the researcher's lecturer and the English teacher. In this meeting, the researcher was also helped by a collaborator.

In Cycle 1, the researcher planned to do these following actions:

1) Teaching speaking with functions of asking for and giving opinion.

2) Implementing the role-play technique to create some activites that can make the students achieve the indicators to analyze the social function, structure text, and make a dialogue. In this meeting, students also taught about fluency, vocabulary and pronunciation.

3) Accustoming the students to open their dictionary.

4) Discussing a hot issue to make up the students understanding.

5) Preparing the worksheet for the students and using picture and video to help students understand the material.

6) Implementing pair work to make them have more opportunities to practice to speak.

b. Action and observation

1) First meeting

The first meeting was conducted on September 25th, 2014. The lesson was running from 07.00 to 8.30 WIB. The researcher came into the classroom with the collaborator. He, then, greeted the students, led a prayer and checked the attendance. There were 30 students in the classroom. The researcher began the lesson by informing that they would learn speaking skills and the function of asking for and giving opinion.

The researcher started the activities of the lesson by discussing the political issue in order to activate their background knowledge. In the beginning of the class, when the researcher used English, the class became noisy. They didn't want the researcher used English.

Penggunaan Bahasa inggris didalam kelas membuat siswa terlihat bingung. Ini dikarenakan mereka jarang menggunakan Bahasa Inggris dalam kelas. Siswa malah terlihat acuh ketika peneliti mengunakan Bahasa Inggris. Mereka lebih menginginkan penggunaan Bahasa Indonesia untuk penyampaian materi agar mudah mereka pahami.

(The use of English in the class make the students confused. They rarely useEnglish in the class. They wanted to use Indonesian during the lesson in order to understand the material.)

Then, the researcher switched the language into Indonesian. The topic discussed was about the result of the Indonesian election. It was about Jokowi elected to be the president of Republic of Indonesia. The discussion was very great. Most of students spoke to give their opinions. Although it was in Indonesian, it was enough to activate their background knowledge. Then, he started to connect the discussion to the material. He told the students that there were many ways to express opinions in English. Then the researcher distributed the worksheet. Then, he told the students about the materials. By following the scientific method the researcher taught the students. There were six steps in the teaching and learning process elaborated below.

The first was observation phase. In this phase, the researcher presented the problems or materials asking for and giving opinion through LCD. He, then, showed the example of dialogues and asked the students to find the expressions of asking and giving opinion.

Setelah melihat worksheet yang diberikan kemudian guru memperlihatkan gambar dan video yang berkaitan dengan materi Asking for and Giving opinion *kemudian peneliti juga memberikan rekaman tentang dialog. Kelas mulai focus ketka video diputar. Peneliti kemudian menampilkan sebuah video pembelajaran yang berjudul* How to give opinion in English. *Atas permintaan siswa, peneliti mengulangi pemutaran video ini sampai tiga kali. Mereka terlihat senag melihat video yang ditampilkan pada layar.*
(After looked at the given worksheet, the researcher showed pictures and video related to the material asking for and giving opinion. Then the researcher also gave them the dialogue recording. The class switched to be more focus when the video played. The researcher, then, presented a video entitled How To Give Opinion In English. The video played there times upon the students wants. the looked enthusiastic)

To increase the students' understanding, the researcher distributed some examples of dialogues to each student. Through the dialogues, the students were asked to find the expressions of asking for and giving opinion and to practice the dialogues with their friend. Moreover, they were also given a recording. The transcript of the recording was written in the worksheet. In this phase, the students were hoped to be able to understand the material.

Peneliti kemudian menampilkan sebuah video pembelajaran yang berjudul How to give opinion in English. Atas permintaan siswa, peneliti mengulangi pemutaran video ini sampai tiga kali. Mereka terlihat senag melihat video yang ditampilkna pada layar. Kemudian peneliti pun mengajukan pertanyaan kepada siswa. Mengenai isi video tersebut. Beberapa siswa terlihat paham akan isi video tersebut. Kemudian untuk memperjelas siswa di persilahkan untuk melihat kedalam worksheet untuk menambah pemahaman.

(The researcher, then, presented a video entitled "How to give opinion in English". He replayed the video until three times since they felt comfortable. Next, the researcher asked them about the content of the video. After that, he asked them to look at the worksheet to make them understand.)

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In this phase, the students was given a video about asking for and giving opinion. Then, the students, by reading their worksheet, answered questions related to the video orally. By providing materials and media that could support the teaching and learning process, the students were expected to be more enthusiastic in the teaching and learning process. They would know the better model in delivering their speech. It would also help in remembering the expressions. Moreover, in teaching the expressions in the first meeting, the researcher provided some pictures, dialogues, and the lists of the expressions of asking and giving opinions.

In this phase, most of female students were very active rather than male students. Actually, the researcher used Indonesian due to the students' condition. The situation of the questioning phase can be seen in the field note.

Sebagian besar siswa berpartisipasi dalam diskusi tersebut. Karena penelitisendiri sangat serius dan sewaktu-waktu mengeluarkan candaan untuk membuat mereka merasanyaman. Siswa perempuan sangat aktif dalam diskusi dan hanya sebagian kecil siswa laki-laki yang mengikuti diskusi. Kebanyakan siswa laki-laki yang berada di barisan paling belakang sering membuat gaduh terutama the boys in the corner. Mereka saling berbicara dan menabuh meja. Untuk mengatasainya, peneliti mengajak meraka untuk berdiskusi.

(Most of the students participated in the discussion on account of the researcher acted seriously. He, sometimes, made a joke to make them comfortable. The most questions were answered by girls and a few boys. Most of the boys who sat at the back often made noise especially the boys in the corner. They were chit-chatting with their friends, and knocking the desks. To overcome the noise, the researcher asked them to join the discussion.)

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From the field note above, it can be seen that the students tried to give attention but there were several boys who were not paying much attention to the lesson, the researcher tried to make them silent but they kept doing those activities.

The second phase was questioning phase. To help the students improve their fluency especially in using the function, the researcher gave more explanation related to the function by giving various activities and exercises.

Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa inggris. Tak lupa peneliti juga memberikan pelatihan vocabulary dan pronunciation. Secara bersama-sama siswa di ajak untuk melafalkan kata pronunciation. Siswa pun menirukan dengan serius hal ini dimaksudkan agar siswa lebih tahu akan pelafalan kata tersebut.

(The students, then, observed the materials. They looked at the worksheet which consisted many kinds of expressions. They also had a vocabulary practice. They seriously repeated what the researcher said. This is in order to make them more understand about the pronunciation of the word.)

The students were asked to work in pairs. To make them comfort, the researcher let them to choose partner. The class turned to be noisy as they were moving around the class to find a partner. They were asked to do the activity in the worksheet. The activity was a guided activity to lead the students into creating phase.

The third was practicing phase. There were some activities in the worksheet to make sure that they had the same understanding. The activities were mostly analyzing dialogue. Each dialogue had a recording that could help the students understand the dialogue. The researcher asked them to answer the question orally. By answering the question orally, they were learning how to speak and express their opinion. This activity would help the students to speak. Everyone in the class had the same chance to speak since there were several questions in the worksheet. In this phase, students were also given an opportunity to find difficult vocabulary by opening their dictionary in order to enrich their vocabulary mastery.

.... siswa dapat melakukan kegiatan untuk mengerjakan aktifitas 4-5 ini merupakan kegiatan dalam fase mencoba dan menalar. Aktifitas yang digunakan adalah aktifitas ynag berkaitan dengan dialog. Dalam fase ini siswa bekerja dengan berpasangan. Siswa terlihat sangat senang karena meraka akan bekerja dalam grup yang jarang dilakukan. Dalam kesempatan ini peneliti juga melakukan kegiatan berkeliling untuk memeastikan siswa bekerja sesuai dengan tugas yang telah diberikan. Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Kelas begitu riuh dalam mendiskusikan aktifitas yang ada dalam worksheet.....

(…The students were asked to do activity 4 until 5 in the worksheet. The activities, mostly, were about practicing and analyzing dialogues. In this phase, they looked anthusiactic when worked in pairs. In this phase, the researcher kept going around

The fourth activity was presenting phase, the researcher asked them to make dialogue based on the situation that given to them. In this phase, the researcher implemented the role-play technique. In the beginning, the researcher asked them to see the activity 5 which consisted the example of dialogue and the situation. To introduce them a role-play, they were asked to read the example. Then they should make a dialogue based on the situations that given in the work sheet. There were five different situations with a good issues in it, which made the students very enthusiastic. In this activity, the researcher also gave an explanation about how to make a dialogue. They might open their dictionaries and ask the researcher.

Picture 1.1 Students make a dialogue based on the situations given in the worksheet

After 15 minutes had left, the class were asked to practice the dialogue in front of the class. Each group presented their dialogue. In this activity they still used

scripted role-play. While they performed in front of the class, the other students were listening to them. Here, the researcher gave a short comment on their performance.

> ..*Setelah siswa melakukan praktik di depan kelas, peneliti memberikan komen dan umpan balik terhadap performance mereka yang berkaitan dengan isi dialog dan juga pronunciation. Mereka juga di perintahkan untuk mengulangi untuk mengucapkan beberapa kata…*
>
> (The researcher gave them comments and feedbacks to their performances which related to their pronunciation. They were also asked to pronounce some words.)
>
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This comment assisted them to improve their speaking skillss. All the students could perform their speaking until the bell rang. After that, the researcher asked them to have practices at home. It was due to the role play that would be done in the next meeting. In the end of the class, the researcher closed the class by praying together.

2) Second meeting

The second meeting was running on September 27th, 2014. It was like the previous meeting. The researcher came into the class. The researcher greeted them, led a prayer and checked the attendance. All the students were present. In this meeting, researcher would focus on role-play. In the beginning, the researcher showed the presentations from the previous meeting to recall their mind. Then, the researcher showed some pictures. The picture consisted of the comparison of two athletes. Based on the pictures, the researchers asked the students about their opinion. It can be seen from the field note below.

> *…."Okay, class, do you know who they are?" kemudian sebagian besar siswa laki laki berteriak. "Ronaldo, Messi". Kemudaian peneliti menanyakan. "Who is Real Madrid fans in this class?" ternyata hanya ada tiga orang anak yang mengaku fans*

This activity really helped the students recalled the material given in the last meeting. It could help the students more understand the material. Next, the researcher gave the role cards to the students. He gave the explanation how to use the cards. After that, they were asked to work in pairs. Then the researcher distributed the role-cards randomly. Suddenly, they were given only 5 minutes to make role based on the role-cards. In fact, there were 5 different role-cards. After getting role-card, they were very busy opening the worksheet and dictionary.

In other hand, some students looked busy with their smartphone. When the researcher approached them, it found that they accessed the google translate to make the dialogue.

Sementara itu kelompok laki-laki yang berada dipojok terlihat asik membuak handphon. Setelah diperiksa ternyata mereka membuka Google translate. "Hei jangan menggunakan google translate ya!" Kemudian salah satu menjawab "Huu. Angel neh mas. Mbangane ko ora tak garap. Mending nggo google translate" kemudian peneliti berargumen"Lha kan di worksheet sudah ada bnyak model. Tinggal nirun tho". Siswa pun kembali menjawab "Please mas. Wong pak guru saja memperbolehkan kok" kemudian peneliti membiarkan saja. Mereka berargumen hal tersebut sudah biasa dilakukan didalam kelas. Namun peneliti membiarkan saja. Mereka berargumen hal tersebut sudah biasa dilakukan didalam kelas. Guru pun memperbolehkan untuk membuka Google translate.

(A group of boys looked busy with their smartphone. They opened the google translate. The researcher said "Hey, don't open the google translate!" one of them answered "Huu. It is difficult *Mas, its better to use google translate rather that I do not join this activity"*. The researcher argued *"There are so many model in the worksheet, Then you only need to copy from it"*. He repeated again "Please *Mas, The teacher allows us to use this"* Then, the researcher leave them.)

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From the field note above, it could be seen that some students had difficulties in joining the teaching and learning process. They tended to use shortcut to learn. They had no motivation to change. To overcome the problems, the researcher allowed them to use the laptop. After that, they performed the role in front of the class. The students wanted to bring the script while play the role in front of the class since they argued that it would assist them to speak.

Picture 2. (i) Students made a dialogue based on the role-cards

(ii) Students practiced the role in front the class

After they had performed, the researcher gave them comments as a feedback to the students. By the comments, it was hoped that they would avoid mistakes in the next meeting. In the end of the class, the researcher then asked one of the students to lead a prayer and then he dismissed the class.

c. **Reflection**

After implementing the whole actions in Cycle 1, the researcher and the collaborator reflected the cycle and found some changes in the students' speaking skills. The changes were elaborated in these reflections. These reflections used to know whether there would be more cycle in order to achieve the objective of this research and to plan the actions that would be implemented in the next cycle. All of the research members gave their comments, opinions, and suggestions, about the implemented actions. Therefore, the reflections were made based on the interviews with some students and the collaborator.

a) **Implementing the Role-play technique to create some activities that can make the students achieve the indicators to analyze the social function, structure text, and make dialogue of asking for and giving opinion**

In this first cycle, the students were assigned to have more speaking practice which means there would be more speaking activities. Like what had been

explained before, they were allowed to work with dialogue and functions. The role-play technique were implemented to overcome several problems such as students' fluency, vocabulary, and pronunciation. In the beginning, off course, they were given a lot of guided activities. The activities were about asking for and giving opinion. The action was done successfully. The material was used in the first two meetings. Everyone in the class should work together with this partner to make them easier to understand. According to the students, the activity was fun. It can be seen from the interview transcript.

P :	*Hai namamu siapa?* (What's your name?
S14 :	Sinda mas. (Sinda)
P :	*Menurut adik kesanya Adik pas tak ajar gimana?* (What do you feel when you join to my class?
S14 :	*Dapat pelajaran dengan cara baru. Ackting gitu lho mas. Yang tadinya bisa jadi bisa.* (I got new experiences to learn. I coul understand more.)
P :	*Kalau aktifitas yang disukai adik bagaimana?* (What activity do you like the most?
S14 :	*Yang percakapan itu lho mas. Asik. Nek bisa gitu terus aja mas.* (I mention the dialogue. It's fun. If I were you, I will use it in the next meeting.
P :	*Oke. Siap. Makasih yaa.* (Okay. Thank you.)
S14 :	*Iya mas* (Yes)

Moreover other students elaborated that the role-play technique could help them to speak since they had a lot of practice when they work together.

P	:	*Dik Bagaimana Kegiatan Role-play Tadi?*
		(How about the role-play technique that we were applied in the class?
S15	:	*Kegiatanya menarik karena langsung praktik mas. Dikasih materi langsung praktik jadi lebih paham mas. Terus mudah karena bisa Tanya teman mas.*
		(It is interesting due to the practice Mas. We were given materials and practice. It made us more understand Mas. Moreover, we found it easy since we allowed to ask friends.)

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To achieve the students understanding, the researcher also made activities which related to the role-play technique. The activities is elaborated below.

a) The students were divided into pairs group to discuss the material. This action would helped the students to work together so that it could make them easier to overcome the problems. The researcher hoped that they would discuss every material in the worksheet. They were allowed to choose their partner freely. By doing this, they could comfort to learn, so that they could participate freely. It can be seen from the interview transcripts below.

P	:	*Bagaimana pendapatmu dengan implementasi bekerja secara berpasangan?*
		(What do you think about the implementation of pair work)
S15	:	*Menurut saya itu lebih membantu Mas. Mudah berdikusi dari pada belajar sendiri-sendiri. Kalau berdiskusi itu kalau tidak bisa bisa Tanya dan saling mambantu*

		(In my opinion, it helps more. It's easier to have discussion than independent learning. With discussion, students can help each other)
P	:	*Aku melihat kamu kemarin paling act out. Kamu suka bermain peran?* (I saw you were the most attractive. Do you like roleplay?
S15	:	*Suka Mas. Asik* (Of course. It's fun.)
P	:	*Kenapa?* (Why?)
S15	:	*Karena ada temannya Mas.* Because I don't work alone.

b) Each group made its own dialogue based on the situation, the problems, and the role to be played. Here, they worked in pairs. They were accompanied by worksheet and dictionary. Most of the students were very comfortable as they were allowed to have discussion.

> *Dalam pembuatan dialog siaswa pun terlihat sangat nyaman. Mereka berdiskusi dengan pasanganya yang membuat keadaan kelas menjadi sangat ramai. Terlihat seluruh siswa menggunakan worksheet untuk melihat model dialog. Setelah sekian waktu mereka pun mempraktikan dialog yang mereka buat. Namun sayang mereka terlihat seperti menghafalkan.*
> (In making the dialogue, the students looked comfortable. They might discuss and work with their partner. The class switched into a noise class. They were all looking at the worksheet to see the model of the dialogue. After a while, they practiced the dialogue. Luckily, they tended to memorize the dialogue.)

Based on the transcript above, the pair work could help them to improve their understanding the materials. Here, they could discuss the problems and resolve the problems. During the interview, the researcher also found that the work in pairs made the students easier to do the activities.

P :	*Bagaimana pendapatmu dengan implementasi bekerja secara berpasangan?* (What do you think about the implementation of pair work?)
S15 :	*Menurut saya itu lebih membantu Mas. Mudah berdikusi dari pada belajar sendiri-sendiri. Kalau berdiskusi itu kalau tidak bisa bisa Tanya dan saling mambantu.* (In my opinion, it helps me. We could help each other. We could help each other if we had a discussion)

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In addition, pair work helped the students to understand the materials. However, there were some students who did not use the opportunity perfectly. The researcher still found that the students used a smartphone to open the Google translate.

c) The researcher asked them to play the role in front of the class. The activities implemented in the presenting phase since the researcher use scientific method in the teaching and learning process. All the students had the same opportunity to present their performances. In this step, they, one by one, performed in front of the class. They were allowed to use the scripted as it was the scripted role-play. The first turn was given to Yulia and Nanang. They were given the first turn since they were the only pairs who ready to perform.

> *... mereka telah menunjukan sebuah kemajuan. Meskipun, disana masih ditemukan beberapa kesalahan. Mereka juga mesih melakukan kesalahan dalam penggunaan double verb. Contohnya "Nanang how you think about food in this Restaurant?". Ini menandakan bahwa mereka belum memahami materi yang diberikan oleh peneliti...*
>
> They shown their improvement. However, there were some mistakes in pronouncing word. There were also mistakes in using verb. For example *"Nanang how you think about food in this Restaurant?"*. It means that they have not understand the materials given by the researcher.
>
> <div align="right">Appendix/FN-4/Page-113</div>

In fact, the students had difficulties in their speaking. Most of them had difficulties in pronouncing the words. Moreover, the students were many pauses during the performance.

d) The teacher assessed the students' performance and gave feedbacks to them. It was in order to make correction to their performance. Here, students hoped to be aware on their speaking. They were very serious to hear the researcher correction.

> *Kemudian sebelum mereka kembali kebelakang, peneliti memberikan beberapa masukan dan komentar untuk mereka. Hal ini dilakukan agar mereka lebih mengerti tentang kesalahan yang mereka lakukan pada saat presentasi.*
> (The researcher gave some comments and suggestion for their performance. This was in order to make them more understand on the errors made during the performance.)
>
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The correction was based on the researcher's notes. The researcher also corrected their pronunciation by asking them to repeat the dialog.

The students seemed to be motivated to speak. However, they still found difficulties to speak because they find difficulty to deal with the pronunciation. It showed that they had many pauses. Over all the implementation of the role-play technique could be said success. It could be seen from the interview with the students.

P	:	*Bagimana menurut mu tentang pembelajaran hari Ini bersama saya?*
		(What do you think about the lesson with me today?)

S6	:	*Pembelajaran sama mas kunto ki lebih mengasyikan. Karena dapat melatih siswa-siswa untuk lebih berani berbicara walaupun bnyak kesalahan.* (To me it's more fun. We were learned to be brave to speak despite some mistake)
P	:	*Dari sekian banyak aktifitas yang paling kamu senengi yang mana? Yang paling membantumu menguasai materi?* (From all the activity, which one do you like most? I mean, that can help you to master the materials?)
S6	:	*Menurut saya yang membantu saya itu yang suruh membuat dialog. Terus dipraktikan didepan.kelas. jadi berani berbicara* (To me, the most helpful activity is the task to make a dialog, then we practice it in front of the class. It makes us brave to speak.)
P	:	*Bagaimana tentang worksheet yang saya berikan?* (How about the worksheet given?)
S6	:	*Menurut saya itu sangat membantu karena memberi kita kosa kata untuk berdialog dengan benar.* (In my opinion, it's so helpful because it improves my vocabulary to use in appropriate speaking)

The use of the role-play technique in the teaching and learning made some changes to the students. They were motivated to join the teaching and learning process due to the role that was played by the students. They seemed to enjoy the process of making dialogue and performing the role in front of the class. The students' fluency also improved due to the students' high motivation and good situation in the class. However, there were grammatical error, miss pronounce word, and pauses during the presentation

2) **Preparing worksheet for the students and using picture and video to help students understand the material**

In the implementation, preparing worksheets led the teaching and learning process to run more effectively and efficiently. The worksheets had been prepared before the class. Here, the teacher and the students had to maximize the time in the class to focus on the materials and the activities. As it was guided activity, once the class finished a task, they could move directly to the next tasks. The work sheet helped the students to do their role-play.

Picture 3: Students worked with the worksheet

In addition, it also helped the teacher manage the sequences of the teaching and learning stages, so that the activities could be implemented orderly as what had been planned in the lesson plans. Moreover, the students had become more concentrated and had more attention. The worksheet also helped the students to have more models of dialogues. The students claimed that the worksheet helped them to understand material.

P :	*Bagimana menurut mu tentang pembelajaran hari Ini bersama saya?* (What do you think about the lesson with me today?)
S6 :	*Pembelajaran sama mas kunto ki lebih mengasyikan. Karena dapat melatih siswa-siswa untuk lebih berani berbicara walaupun bnyak kesalahan.*

		(To me it's more fun. We were learned to be brave to speak despite some mistake)
P	:	*Dari sekian banyak aktifitas yang paling kamu senengi yang mana? Yang paling membantumu menguasai materi?* (From all the activity, which one do you like most? I mean, that can help you to master the materials?)
S6	:	*Menurut saya yang membantu saya itu yang suruh membuat dialog. Terus dipraktikan didepan.kelas. jadi berani berbicara* (To me, the most helpful activity is the task to make a dialog, then we practice it in front of the class. It makes us brave to speak.)
P	:	*Bagaimana tentang worksheet yang saya berikan?* (How about the worksheet given?)
S6	:	*Menurut saya itu sangat membantu karena memberi kita kosa kata untuk berdialog dengan benar.* (In my opinion, it's so helpful because it improves my vocabulary to use in appropriate speaking)

In short, most of the students enjoyed the role-play technique implementation. This assignment also successfully led them to have more practices in speaking. By following the guided activities, it could enhance the students to learn speaking. The worksheets, off course, helped them to be more concentrated. The teaching and learning process had become effective and run well. Moreover, the time allocated also could be optimally used to be focused on the materials and the activities.

3. **Using media such as LCD, Video, Recording**

The use of the LCD projector in teaching speaking was able to make the students more enthusiastic and focused during the teaching and learning process.

Picture 4. The students looked at the screen to watch the video

Moreover, many various media could be presented through this. Thus, the students could get more opportunities to be more experienced in learning English especially understanding the model of a dialogue.

P	:	Bagaimana kesan pembelajaran pake role play? (What do you think of the use of the role-play technique in the class?)
S14	:	Banyak pelajaran baru. (There were new experiences in learning)
P	:	*Dik Penggunaan media seperti video tadi membantu tidak dalam memahami materi?* (How about the use of video during the teaching learning in the
S14	:	*Membantu mas.* (It helps me)
P	:	*Kenapa? Bisa di jelaskan?* (Why can you elaborate it)
S14	:	*Karena video itu bisa jelas kata-katanya. Terus bisa liat cara ngomongnya itu gmana. Juga membantu pengucapanya.* (The video have clear pronunciation so that we can see how they speak. It gives us the model of pronunciation.

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Moreover, the projector helped the teacher deliver the materials and allowed the researcher to have more intensive interaction with the students. Next, the time allocated in teaching and learning could be used optimally. The use of LCD to deliver

the material (video, picture, presentation) significantly increased the students understanding the material.

4. **Enhance the students to open the dictionary to improve the vocabulary mastery**

During the cycle 1, the researcher asked the students to bring the dictionary. This action was implemented due to their low vocabulary mastery. It was taken from their interview since they said that they have a lot of problems in vocabulary.

Dilain pihak, siswa pun juga menggunakan kamus untuk mengerjakan pembuatan dialog. Mereka tekun untuk membuka lembar demi lembar kamus hanya demi menemukan sebuah arti kata. Meski kamus mereka bukan kamus oxford ataupun Cambridge namun tersedianya kamus memberikan secercah harapan untuk merubah mereka. Tak ada rotan akarpun jadi, kamus tersebut cukup membantu untuk menambah perbendaharaan kata siswa.

(Meanwhile, The students used dictionary to make dialog. They were patiently open the pages one by one to find the meaning of a word. Although there was no oxford or Cambridge dictionary, but the dictionary gave a spark of change. The most important was that the dictionary help them to improve their vocabulary mastery**.)**

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This action was implemented when the students made the dialogue. The use of vocabulary could help the students to improve their vocabulary mastery. It can be seen from the interview with the students.

P :	*Bagaimana dengan tingkat penguasaan vocabulary adik setelah penerapan role-play?* **(**How about your vocabulary mastery after the implementation of the role-pla**y?**
S19 :	*Ya lumayan nambah mas. Kan kemarin di kasih tahu artinya tho mas. Juga karena bukak kamus.*

	(It is improved. You also told me the meaning. I also opened the dictionary)

By using the dictionary during the teaching and learning process, they seemed to have more vocabulary to deliver their ideas. Since then, they tended to speak. The use of dictionary would give them to have more oforts to learn English.

Based on the reflection of the actions above, the researcher and the collaborator concluded that there were some points as the findings of Cycle 1. The following statements are the findings of Cycle 1.

1) The successful actions

   a) The students' performance were getting better.

   b) The students were motivated to join the teaching and learning process

   c) The students more actively participated in the teaching and learning process.

   d) The classroom interaction was getting better and intense.

   e) Most of the students showed enthusiasm toward the lesson and the activities since they were work in pairs.

2) The unsuccessful actions

   a) The students' fluency was still low there were too many pauses.

   b) The students' pronunciation were still low.

   c) The students tended to memorize the dialogue.

   d) There were some students who had still difficulties in creating a sentence especially in subject and verb agreement.

   e) There were 16 students who did not want to bring a dictionary to the classroom, most of them are male students.

   f) There were some students who did not concentrate on the lesson; they even made noise during the teaching and learning process.

Therefore, the various materials and media would be implemented in the next cycle. However, there were some additional materials and media that would be implemented to make the students more motivated in joining the teaching and learning process. The additional materials and media were proposed by the students and the collaborator. Here are the evidences in the form of interview transcript.

P :	*Dik, bagaimana pendapat kamu saat diajar dikelas saya?* (Dik, how do you feel when you join my class?
S20 :	*Asik* (Fun)
P :	*Bagaimana dengang kemampuan Speaking kamu? Adakah peningkatan?* (How about you speaking skills? Is there any improvement?)
S20 :	*Ya, Sudah berani berbicara Mas.* (I'm little bit be brave to speak)
P :	*Dalam kelas saya kegiatan apa yang paling kamu sukai?* (In my class, what activity do you like the most?
S20 :	*Pas praktek dialog di depan.* (When we practiced dialogue)
P :	*Pengennya besok belajarnya gimana?* (What do you like the teaching and learning tomorrow?)
S20 :	*Bawa banyak video percakapan Mas.* (Bring more videos Mas)

From the transcript above, the researcher planed to bring more media to the class. The media would be videos, pictures, and presentations. Moreover, the students wanted to have more explanation. Here is the evidence.

P	:	*Dik bagaimana pendapatmu dengan mengikuti kelas saya?*
		(What do you think of my class?
S27	:	*Pas Mas ngajar ya bisa dipahami*
		(You are easy to understand)
P	:	*Bagian mana yang paling kam suka?*
		(What do you like the most?)
S27	:	*Membuat dialog dan diskusi sama temen.*
		(when we made a dialogue and discussed with friens)
P	:	*Selanjutnya, cara belajarnya mau gimana?*
		(For the next meeting, do you want to add some suggestion?
S27	:	*Mau yang lebih diperjelas. Di bagian kata kerja.*
		(I need more explanation about verb)

Based on the evidence, the researcher would teach subject-verb agreement in the next cycle.

In addition, there were some improvements during the implementation of cycle 1. However, some problems occurred during Cycle 1. In order to solve the problems in Cycle 1 and to improve the students' speaking skills, the researcher would continue to implement several actions in the next cycle.

2. Report of cycle 2

a. Planning

The Cycle 2 was planned to be conducted in two meetings that were running on October 2nd and 4th ,2014. In this cycle, the researcher would teach giving advice which was also the students' material in the semester. During these meetings, the students were expected to be interested in and motivated by the learning activities. It was to achieve some learning indicators, to focus on the lesson, and to be more

disciplined. Here, the researcher also constructed a course grid and lesson plans for Cycle 2. In order to solve the problems occurred during the first cycle, the researcher planned to do these following action.

1. Implementing the role-play technique to create some activities that can make the students achieve the indicators to analyze the social function, structure text, and make dialogue in expressing advice.

2. Giving more speaking models through video.

3. Preparing the worksheet which gave the students more opportunity to speak.

4. Giving more explanations about modal verb

In Cycle 2, the role play technique was still applied. The aims were still the same: providing the students with more speaking practices to help the students improve the fluency, pronunciation and vocabulary.

b. Action and observation

1. First meeting

The meeting was running on Thursday, October 2nd, 2014. The same as the previous cycle, the researcher entered the class and then opened the class by saying a prayer. The researcher also checked the class attendance. There were 3 of 30 students absent. In the beginning, the researcher led them into a small discussion to make the same understanding. He also asked one of the students to prepare the LCD projector.

In this first meeting of the second cycle, the researcher led them to have a discussion to give them a background knowledge. He used LCD to deliver the material and tried to engage the interest and enthusiasm of all the students.

> *Kelas di mulai dengan sedikit berbincang-bincang selama 5 menit. Kali ini membahas tentang siswa yang sakit. "What's the matter with them?". Siswa menjawab "they got fever", "Broken heart mas". Kelas kembali saling sahut menyahut. Dan peneliti memulai dengan perkataan "They should go to the doctor". Dan kemudian peneliti membagikan worksheet*

kepada siswa sambil melemparkan pertanyaan. "Kemarin kita belajar tentang apa ya? Ada yang Ingat? Rico?". "Opinion mas" Rico menjawab. "Ow ya". "Sekarang aku mau tanya, tetangga saya itu kemarin engkel. Kemarin itu pas main bola dia cidera ankle je, kira-kira apa yang harus dy lakukan?" kemudian Rudi yang mengetahui kejadiannya menjawab "Di bekto ten sangkal putung mas".

Setelah berbincang-bincang peneliti menyimpulkan bahwa pada hari ini kelas akan belajar tentang Giving advice. "It is important to us to know how to giving advice to others, then we will learn here" kata peneliti. Peneliti mengkondisikan siswa untuk bekerja berpasangan. Kemudian peneliti memulai menayangkan video "What's the matter" pada aktivitas pertama.

(The lesson is started by discussing the students who had problem with their healthy. "*What's the matter with them*?" The students answered "Fever Mas", "Broken heart, Mas". The class turn into noise. The researcher, then, started by saying "They should go to the doctor". Next, the researcher distributed the worksheet to the students while asking a question. "Do you remember what we have learnt last meeting?" Rico? "Opinion Mas" Said Rico. "Yes, Now. I'm going to ask you. My neighbor got an ankle injury, what should he do?" Then, Rudi answered "He should go to sangkal putung, Mas" After having discussion, the researcher concluded that the day is the taime to learn Giving Advice. *"It is important to us to know how to giving advice to others, then we will learn here"* The researcher said. Then, the researcher ask them to work in pairs and played the video entitled *"What's the matter"*

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This warming up activity could help the students to know the material that they will learn in this meeting. This small discussions was implemented to motivate the students and made the students ready to receive the lesson. In this session, the researcher used the time to build the students understanding to the materials.

Picture 5. The researcher led a small discussion in the beginning of the class

In this meeting, the research would teach *Giving Advice.* In order to deliver the material, off course, the researcher had prepared the course grid, worksheet, lesson plan, and also the media. Since the scientific method was used, the researcher had five steps in the class.

The first was observing phase. Here, the students were given picture and video about giving advice. The video entitled "what's the matter" increased the students' attentions. The video was given to be observed by the students.

Setelah berbincang-bincang peneliti menyimpulkan bahwa pada hari ini kelas akan belajar tentang Giving advice. "It is important to us to know how to giving advice to others, then we will learn here" kata peneliti. Peneliti mengkondisikan siswa untuk bekerja berpasangan. Kemudian peneliti memulai menayangkan video "What's the matter" pada aktivitas pertama. Mereka melihat video lagi, setelah melihat dengan bantuan peneliti siswa melakukan identifikasi. Dengan melihat materi pada worksheet. "sekarang, video yang ditayangkan tadi berisi tentang apa tho, Monica? Tanya peneliti. Kemudian Monica menjawab "Memberikan saran mas". kemudian peneliti meminta kelas untuk melihat worksheet untuk mengidentivikasi materi yang berbentuk dialog, list of function, dan juga vocabulary. Dalam tahap ini siswa juga diminta untuk membuka kamus untuk melihat kata sulit yang ditemui.

(The researcher told the class that today they would learn about *Giving advice. "It is important to us to know how to giving advice to others, then we will learn here"* said the researcher. Then, the researcher set the students to work in pairs. Then the researcher played the video entitled *"What's the matter"* in the first activity. They watched the video and observed it. By looking at the activity one. *"Now, could you tell me the con tent of the video, Monika?* The researcher asked. Monica answered *"giving advice Mas."*) The researcher, then, aksed them to look at the worksheet to identify the materials. In this phase, they were allowed to open the dictionary.

From the field not above, it showed that the first activity was used to open the students mind to understand the knowledge. By doing this activity, the students were hoped to easily play the role.

The second phase was questioning. Here, they were asked to identify the characteristics of the interaction of giving advice. The students were asked to see the worksheet especially in the activity two. There was list of functions of giving advice.

Dalam worksheet, terdapat berbagai model dialog untuk membantu siswa dalam memahami materi. Ada beberapa dialog untuk dianalisis oleh siswa. Setelah melaukan analisa pada dialog satu peneliti memutar video "Polite English-How to Give Advice" . dengan video ini siswa diharapkan untuk lebih paham mengenai function. Selain itu, pemutaran video diharapkan memberikan contoh untuk pronunciation. Peneliti juga memutar recording untuk setiap dialog yang ada. Setelah itu melalui bimbingan dan arahan peneliti siswa mulai mengidentifikasi ciri-ciri dari interaksi menyatakan saran. Pada sesi ini peneliti juga memberikan presentasi tentang penggunaan modal verb khususnya penggunaan should. Iini dilakukan karena siswa kurang paham tentang penggunaan verb. Dalam cycle 1 mereka masih sering menggunakan double verb. MaAgar lebih mudah dimengerti, peneliti memberikan contoh kepada siswa secara ril dengan cara berinteraksi dengan siswa. Setelah paham, siswa mengikuti interkasi menyatakan saran dan menirukan model interaksi menyatakan saran. Setelah semua jelas dan paham tentang materi yang dipelajari dan tidak ada pertanyaan lagi guru kemudian memberikan latihan percakapan kepada siswa. Pada aktivitas no 5 siswa juga melakukan aktifitas untuk mengisi titik-titik. Untuk memberikan saran yang berdasarkan pada gambar untuk memberikan latihan pada mereka agar memiliki critical thinking.

(In the worksheet, there were models for assisting the students to understand the materials. Many dialogues were served to be analyzed by the students. After analyzing the dialogue, the researcher played a video entitled *"Polite English-How to Give Advice".* Through the video, the students were hoped to be more understand the material. The video would help the students to know the pronunciation. The researcher also played the recording for each dialogue. Then, the researcher led the students to identify the characteristics of the expression of giving advice. In this phase, the researcher also added some presentation about modal verb particularly "should". This action was implemented due to the lack of grammar that showed by the students in the previous cycle. The researcher gave them an authentic material.

> Next, they also repeated the expression of giving advice. They had also chance to improve their critical thinking by answering a question in the activity five.)
>

To help the students improving their understanding towards speaking fluency, especially in understanding the function, the researcher gave more explanation related to the function by giving various activities and exercises.

The list was supported with the recording. It helped the students to understand the pronunciation. Then, the students just read the list while the recording played. In this phase, the researcher also gave more explanation about modal verb. The presentation was delivered through the LCD projector. Next, they asked to do some activities related to modal verb.

The third phase was trying phase. In this phase the students back to the monitor. They were presented about a video entitled "Polite English-Giving Advice". This video elaborated how to say an advice. It was showed to make the students easier and understand how to give an advice. In this phase, the students were asked to repeat the interaction. Researcher gave an example of pronouncing the sentences and then they were all repeated.

> ....*Agar lebih mudah dimengerti, peneliti memberikan contoh kepada siswa secara ril dengan cara berinteraksi dengan siswa. Setelah paham, siswa mengikuti interkasi menyatakan saran dan menirukan model interaksi menyatakan saran….*
>
> (To make the materials easy to understand, the researcher gave an example to the students by asking them to join to a conversation. After that, the students repeated the expression of Giving advice.)
>

From the field note above, it could be concluded that the researcher had made some efforts to make the students understood. They were given more model through videos

and recordings. The researcher played a recording and they had to listen the recording. After that, some students were asked to read aloud the dialogue in the activity four. Then, to give them more opportunity to speak they were asked to play the dialogue in front of the class. After they performed, the researcher gave them a short comment related to the correction of the mistakes. The result of their performance was not too bad. They had improved especially in fluency since they had a few pauses. However, their pronunciation still low. There were difficulties to pronounce word correctly.

Pada tahap selanjutnya peneliti mempersilahkan siswa untuk melakukan praktik berdialog dengan pasangannya. Mereka membaca dialog yang ada dan melakukan practice, Disini peneliti meminta siswa untuk mempraktikan. Ini dilakukan agar mereka dapat melatih pronunciation. Siswa kemudian mempraktikan dialog dengan bermain peran (role play). Dalam tahap ini kelas terlihat lebih focus dalam belajar, mereka dengan sungguh-sungguh dalam mempraktikan dialog karena mereka tahu mereka akan melakukan kegiatan praktik kedepan kelas.

(On the next phase, the researcher asked the students to do some exercises with their partner. They read the dialogue in the worksheet. Here, athe researcher hoped that they would have a pronunciation exercise by playing roles. The students seemed to be more focus in learning since, they knew that they would perform in front of the class.)

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Based on the field note, the researcher had done some effort to make the students changed. He gave not only the comments but also the pronunciation drilling to overcome the problem.

The sixth was discovering. In this step, the students created something. In speaking context, they might make dialogue based on the role card that given by the teacher and or presenting their findings based on the experiment stage.

Pada aktivitas ini siswa juga melakukan aktifitas untuk mengisi titik-titik. Untuk memberikan saran yang berdasarkan pada gambar untuk memberikan latihan pada mereka agar memiliki critical thinking.

Pada tahap selanjutnya peneliti mempersilahkan siswa untuk melakukan praktik berdialog dengan pasangannya. Mereka membaca dialog yang ada dan melakukan practice bermain peran. Ini dilakukan agar mereka dapat melatih fluency dan pronunciation. Dalam tahap ini kelas terlihat lebih focus dalam belajar, mereka dengan sungguh-sungguh dalam mempraktikan dialog karena mereka tahu mereka akan melakukan kegiatan praktik kedepan kelas. Melalui role play tersebut siswa diharapkan lebih paham dan jelas tentang materi yang diajarkan.

(In this activity, the students carried out an activity to improve their critical thinking. In the next phase, the researcher led the students to practice the dialogue with their partner I order to train their fluency and pronunciation. The class seemed to be more focus. They knew that they would perform in the class so that they were being serious. By practicing the role-play, they could be able to understand the materials.)

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However, generally most of the students enjoyed the role-play technique implementation. This assignment also successfully led the students to have more practices in speaking. Here are the evidences:

P	:	*Bagaimana Pendapat adik terhadap pembelajaran kali ini?*
		(What is your opinion about the class?)
S22	:	*Mengasikan, karena dapat melatih siswa dalam berbicara.*
		(It is very fun, due to the practices to speak)
P	:	*Yang paling kamu sukai?*
		(Which parts do you like the most?)
S22	:	*Dengan membuat dialog dan dipraktekan di depan kelas*
		(when we made a dialogue and performed in front of the class)
P	:	*Workseetnya bagaimana?*
		(How about the worksheet?)

S22 :	*Membantu, karena memberikan tambahan kosa kata.*
	(It helped to improve our vocabulary)

From the interview, it could be concluded that the students had improved in vocabulary. Besides that, they thought that they enjoyed to joint to the teaching and learning process.

The class stopped after the bell rang. All the students shouted "Yeeee". Knowing the time was up, the researcher wanted to continue the lesson in the next meeting. Finally, the researcher closed the class by saying a prayer. And the researcher left the class.

2. Meeting two

The meeting was running on Thursday, October 4th, 2014. At 07.30, the researcher entered the class. Then, he opened the class by saying a prayer. The researcher also checked the class attendance. There were 30 students in the class. After opening the class, the teacher reminded the students that they had duty to learn the functions. To remind them, he presented the videos through the LCD.

This activities led the students to recall the previous materials and activities. Then, the class was to continue the previous activities.

Peneliti, kemudian, memberikan materi yang berupa video, hal ini dilakukan agar siswa mampu mengingat materi yang diberikan pada pertemuan sebelumnya. Hal ini terbukti effektif untuk mengangkat persepsi siswa. .

(The researcher give the materials in the form of video. This activity is given in order to make the students recall the materials from the previous meeting. This action is very effective to improve the students' background knowledge.)

Here, the researcher and the student discussed the video. They were asked to analyze and to find the expression in the video. The researcher chose some students to answer the researcher questions. The question would help the students to achieve the knowledge. Furthermore, they could get the materials and follow the teaching and learning process.

> *Kegiatan melanjutkan pertemuan sebelumnya, yaitu dengan mengerjakan soal dengan memberika Saran terhadap situasi yang ada dalam worksheet. Para siswa terlihat serius dalam mengerjakan soal. Setelah itu mereka di persilahkan untuk maju ke depan.*
>
> (The activities was to continue previous meeting. The activitieas was in the form of giving an advice to the existing situation in the worksheet. The students looked serious to deal with the problems. After that, they invited to practice in front of the class.)
>
> Appendix/FN-6/Page-116

The students were asked to add some advices based on the situations given. In this activity, they were asked to be more aware on giving the advice. Furthermore, they would have more practices to improve their critical thinking. They could explore their mind to give some expression to the material.

Picture. 8 The students explore the activities

Moreover, to avoid mistakes on the use of modal, the researcher also gave them explanation about modal verb since they had difficulties in structure.

> *Peneliti juga kembali memberikan presentasi tentang penggunaan modal verb khususnya penggunaan should. Iini dilakukan karena siswa kurang paham tentang penggunaan verb. Dalam cycle 1 mereka masih sering menggunakan double verb. Maka pada pertemuan ini, peneliti memberikan penjelassan.*
>
> (The researcher, again, gave the presentation aabout the use of modal verb especially the use of "Should". In the cycle one, they still had difficulty in implementing the verb. They used double verb in the sentence. That is why, the researcher presented the materials.)
>
> Appendix/FN-6/Page-116

This implemented action could help the students to understand the use of modal verb. This activity was aimed at improving the students understanding towards speaking accuracy aspects. It was expected that they would be able to speak in more smooth and better way.

The second activity was the implementation of the role-play technique. It was like the previous meeting, they should make dialogue based on the situation given. All of students in the class seemed enthusiastic since they had been learnt from the previous meeting.

> *Setelah role card terdistribusi dengan baik. Kemudian peneliti mengajak seluruh siswa untuk mencari pasanganya berdasarkan role-card yang tersedia. Setelah bertemu mereka diminta untuk memulai persiapan melakukan role-play di depan kelas. Waktu yang diberikan oleh peneliti adalah 5 menit. Setelah semua siswa siap, peneliti mempersilahkan siswa untuk mempraktikan dialog yang ada pada worksheet. Setelah mereka mereka mulai terbiasa menggunakan ungkapan tersebut, Kemudian pasangan per pasangan maju untuk melakukan praktik berbicara. Setiap pasangan memainkan peran masing-masing. Kemudian peneliti memerintahkan siswa berpasang-pasangan untuk membuat dialog yang berisi ungkapan memberi saran (giving advice) beserta responnya berdasarkan situasi*

> *yang diberikan peneliti. Atas perintah tersebut, siswa kemudian membuat dan mempraktikkan cara mengungkapkan menyatakan, menanya.*
>
> (After the role cards are well distributed, the researcher asked all the students to find their partner based on the role-cards are available. After the meeting they are required to begin preparation for a role-play in front of the class. The time given by the researchers was 5 minutes. After all students are ready, the researchers invited the students to practice the existing dialogue on the worksheet. They looked to be able to use the expression, then the pairs advanced to practice speaking. Each pair played the role. Then the researchers instructed the students to create a dialog that contains the expression of giving advice and the response was based on the situation given.)
>
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The students worked in pairs and make the dialogue and they were asked to present in front of the class room. Then, the researcher would give them a comment after the performance.

> *Setelah melakukan praktek, siswa diberikan beberapa umpan balik. Setiap siswa diberikan beberapa komentar untuk memperbaiki penampilan mereka. Hal ini menunjukan bahwa peneliti telah memberikan koreksi akan penampilan mereka.*
>
> **(**After the students practiced, they were given some feedback. Each student is given a couple of comments to improve their performance. This shown that researchers had provided the correction of their performance.)
>
> Appendix/FN-6/Page-117

All of the activities had been done. The researcher asked whether there were questions. There was no question. The researcher asked them whether the lesson he had delivered was difficult. Some of them said no and the others said yes. Before ending the lesson, the researcher reminded them that on Saturday, 8 October 2014, there would be a posttest so that they should prepare themselves for it. She then led a prayer and dismissed the class.

c. **Reflection**

During the cycle two, the students were assigned to have more and more speaking practice which means there would be more speaking activities. Like what had been explained before, they were allowed to work with dialogue and functions.

a) **Implement the role-play technique to create some activities that can make the students achieve the indicators to analyze the social function, structure text, and make dialogue in expressing advice.**

The role-play technique were implemented to overcome several problems such as students' fluency, vocabulary, and pronunciation. In the beginning, off course, they were given a lot of guided activities. The activities were about giving advice. This cycle was made up by the reflections of the first meeting since there were some filed problem found in the teaching and learning process. In fact, the teaching speaking with function asking for and giving advice could be said successfully. The materials given were related to giving advice. The students seemed motivated to work with this function since they had introduced how important the function in our daily life. The technique was implemented by following some steps.

1. The students were divided into pairs group to discuss the material. This action would helped the students to work together so that it could make them easier to overcome the problems. The researcher hoped that they would discuss every material in the worksheet. They were allowed to choose their partner freely. They could comfort to learn, so that they could participate freely. It can be seen from the interview transcripts below.

> *Kegiatan selanjutnya adalah memberikan materi yang berupa video, hal ini dilakukan agar siswa mampu mengingat materi yang diberikan pada pertemuan sebelumnya. Hal ini terbukti effektif untuk mengangkat kemampuan siswa. Kemudian peneliti memerintahkan siswa berpasang-pasangan untuk membuat dialog yang berisi ungkapan memberi saran (giving advice) beserta responnya berdasarkan situasi yang diberikan peneliti.*
>
> (The next activity is giving material in the form of video, this is inorder to recall the given material in the previous meeting. Then, the researcher asked them to work in pairs to make dialogue about asking and giving advice and the respond based on the given situation.)
>
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This implemented action was successfully improve the students speaking skillss. Moreover, the students claimed that they could improve their motivation to speak. Here is the evidence.

P	:	*Bagaimana Pendapat adik terhadap pembelajaran?* (What is your opinion about the class?)
S12	:	*Mengasikan.* (It is very fun)
P	:	*Yang paling kamu sukai?* (What do you like the most?)
S12	:	*Dengan membuat dialog dan dipraktekan di depan kelas* (We made a dialoge)
P	:	*Apakah kamu merasakan peningkatan setelah mengikuti kelas?* (Do you feel any improvement after joining my class?
S12	:	*Saya jadi semangat belajar Mas.* (I'm motivated to learn Mas)

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The elaboration above, indicated that the actoin which was implemented in the class is succecfully. It brought some changes to the students.

2. The teacher asked them to play the role in front of the class. The activities implemented in the presenting phase since the researcher used scientific method in the teaching and learning process. All the students had the same opportunity to present their performances. In this step, students, one by one, performed in front of the class. They were allowed to use the scripted as it was the scripted role-play.

3. Teacher assessed the students' performance and gave feedbacks to them. It was in order to make correction to their performance.

Setelah melakukan praktek, siswa diberikan beberapa umpan balik. Setiap siswa diberikan beberapa komentar untuk memperbaiki penampilan mereka. Hal ini menunjukan bahwa peneliti telah memberikan koreksi akan penampilan mereka.

(After the students practiced, they were given some feedback. Each student is given a couple of comments to improve their performance. This shown that researchers had provided the correction of their performance)

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Here, students hoped to be aware on their speaking. They were very serious to hear the researcher correction. The correction was based on the researcher notes. The researcher also corrected their pronunciation by asking them to repeat the dialog.

By implementing the role-play technique, it was the same as providing more opportunity to practice, which led the students to change. They, actually, were be more aware on speaking for example the grammatical errors and miss pronounced could be reduced. They seemed enjoy with the speaking. They were curious to be more act out and more fluent in speaking. The class changed to be more active due to the activities in the role-play technique which gave many

opportunities to speak English. However, they still needed to have more practices to speak.

b) Giving more speaking models through video.

In this meeting, the researcher also used various video due to the students wants. They wanted to have more video in the class, they said that they could learn how to speak through the model from video. In the interview transcripts we could see that they asked the researcher to give more video as the model.

P	:	*Dik penggunaan media seperti LCD video dan recording membantu enggak?* (How about the use of media?)
S26	:	*Iya membantu mas. Soalnya kan video lebih jelas kata katanya. Terus itu membantu dalam hal pengucapanmu ya.* (It is helpful. We can clearly heard the word. It assisted us in the pronunciation)
P	:	*Ow ya. terima kasih ya* (Okay. Thanks)
S26	:	*Iya sama-sma* (You're welcome)

Indeed, the authentic video could help the students to imitate the way to speak. As stated by Brown (2001:149), due to the activity in the speaking class. The teacher should give the situation that relates to the reality. In line with the explanation above, the students seemed to be enthusiast to learn. In fact, the video and the recording used in the cycle 2 were apllied to make them aware to the speaking model.

c) Preparing the worksheet which gave the students more opportunity to speak

As the aims of this cycle was to give more opportunities to speak, the researcher preparing the worksheet. In the implementation, preparing worksheets led the

teaching and learning process to run more effectively and efficiently. The worksheets had been prepared before the class. Here, the teacher and the students had to maximize the time in the class to focus on the materials and the activities. As it was guided activity, once the class finished a task, they could move directly to the next tasks. The work sheet helped the students to do their role-play.

Dalam worksheet, terdapat berbagai model dialog untuk membantu siswa dalam memahami materi. Ada beberapa dialog untuk dianalisis oleh siswa. Setelah melakukan analisa pada dialog satu peneliti memutar video "Polite English-How to Give Advice". Dengan video ini siswa diharapkan untuk lebih paham mengenai function. Selain itu, pemutaran video diharapkan memberikan contoh untuk pronunciation. Peneliti juga memutar recording untuk setiap dialog yang ada. Setelah itu melalui bimbingan dan arahan peneliti siswa mulai mengidentifikasi ciri-ciri dari interkasi menyatakan saran.

(In the worksheet, there were various models of dialogue to help students understand the material. There were some dialogue to be analyzed by the students. After analyzed the dialog, the researchers played "Polite English-How to Give Advice". With this video students expected to be aware of the function. In addition, the video provide an example for pronunciation. Researchers also played the recording. After that, through the guidance and direction, the researchers began to identify the characteristics of the interaction of stating advice.)

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The worksheet, itself, contained many kind of dialogues. It was aimed to give students more opportunity to deal with dialogue especially in the focused function. The students would have easily to work with their role-play technique.

P	:	*Dik, worksheetnya membantu enggak kemaren?*
		(Do you feel that the worksheet help you so much?)
S24	:	*Ee ya membantu. Saya lebih bisa tahu. Sya lebih bisa tau.*
		(It helps me)
P	:	*Runtut egak sih worksheetnya? Membantu.*
		(Is it in a good order?

S24	:	*Iya runtut. Terus mudah dipahami.* (Yeah, it is good and helpful.)
P	:	*Iya terima kasih.* (Okay. Thank you.)
S24	:	*Iya sama-sama.* (You're welcome)

From the explanation, it could be concluded that, the use of worksheet was very helpful to make the students easier to understand the materials. The worksheet, which contained more models, could help the students understanding the material. Moreover, there was an extra worksheet employed to make the students understand the grammatical rules.

d) Giving more explanations about modal verb

Since the students were found difficulties in their structure, in this cycle, the students were given more explanation about modal verb, especially the use of "should". The explanation used a simple presentation through LCD projector. To follow the explanation, the researcher also attached special worksheet for them. Here, the students were asked to make advices by using modal "should". In the end, the students could use the modal verb easily.

> *Pada sesi ini peneliti juga memberikan presentasi tentang penggunaan modal verb khususnya penggunaan should. Iini dilakukan karena siswa kurang paham tentang penggunaan verb. Dalam cycle 1 mereka masih sering menggunakan double verb. Maka pada pertemuan ini, peneliti memberikan penjelassan. Agar lebih mudah dimengerti, peneliti memberikan contoh kepada siswa secara ril dengan cara berinteraksi dengan siswa. Setelah paham, siswa mengikuti interkasi menyatakan saran dan menirukan model interaksi menyatakan saran. Setelah semua jelas dan paham tentang materi yang dipelajari dan tidak ada pertanyaan lagi guru kemudian memberikan latihan percakapan kepada siswa.*
> (In this session, the researchers also gave a presentation on the use of verb "should". It was implemented because the students did not understand about the use of verbs.

In the first cycle they had still used double verb. So, at this meeting, the researcher gave an explanation. To be more easily understood, the researcher interact with the students. Then, the students followed by imitating models of interaction.)

The result of this action was very significant. The students could make sentences perfectly. They were also more aware with subject and verb agreement. Moreover , most of the students could produce fewer mistakes related to grammatical rules, and deal with the use of modal verb better than in the earlier tests. The sentence formulation they produced seemed to be much better as well. The frequency of missing verb also decreased significantly. However, overall, their awareness of those aspects was higher than before.

Based on the reflection of the actions above, the researcher and the collaborator concluded that there were some points as the findings of Cycle 2. The following statements are the findings of Cycle 2.

1) The successful actions

   a) The students' performance were getting better.

   b) The students were motivated to join the teaching and learning process

   c) The students more actively participate in the teaching and learning process.

   d) The classroom interaction was getting better and intense.

   e) Most of the students showed enthusiasm toward the lesson and the activities since they were work in pairs.

   f) The students' fluency increased. However, they had to have more practices again.

   g) The students who had still difficulties in creating a sentence especially in subject and verb agreement was reduced.

   h) The students' pronunciation seemed to be increasing.

The elaboration above reveals that the results of Cycle 2 were better than the cycle 1 in terms of the students' speaking skills and the teaching and learning process of speaking. As a result, the researcher and the collaborator agreed to end the actions of the research and to conduct post-test in order measure how the students are improved after joining the class.

C. Research Findings and Discussion

This research was begun on 18th September, 2014 until 8th October, 2014. The objective of this research was to improve the speaking skillss of grade XI students of SMAN 1 Panggang in the academic year of 2014/2015. To solve the problem, the researcher implemented the Role-Play Technique. The actions were successfully done in two cycles. The results of the research are presented in the following table

Table 5. The comparison during cycle 1 and cycle 2

NO	Actions	Cycle 1	Cycle 2
1	The implementation of The Role-Play Technique	- The use of the role-play technique in the teaching and learning made some changes to the students. They were motivated to join the teaching and learning process due to the role that was played by the students. - They seemed to enjoy the process of making dialogue and performing the role in front of the class. - The students' fluency also improved due to the students' high motivation and good situation in the class. - However, there were grammatical error, miss pronounce word, and pauses during the presentation	- Providing much more opportunity to practice led the students to change. They much more aware on speaking. They seemed enjoy with the speaking. They were curious to be more act out. - They looked more fluent in speaking. - The grammatical errors and miss pronounced could be reduced. - The class changed to be more active due to the activities in the role-play technique - The students got many opportunities

		-	to speak English. The students were more controlled and the students did the activity well. - However they still need to have more practices to speak.
2	Preparing the worksheet for the students to	- The worksheets helped the students to be more concentrated. - The teaching and learning process had become effective and run well. - The time allocated also could be optimally used to be focused on the materials and the activities.	- The worksheet which contained more models could help the students understanding the material. - There was an extra worksheet employed to make the students understand the grammatical rules.
3	Providing activities that enable the students to enrich their vocabulary by enhancing the students to open the dictionary	- They also asked to bring the dictionary during the teaching and learning process. - They seemed to have more vocabulary to deliver their ideas. Since then, they tended to speak	- It was similar to the result in Cycle 1 that their vocabulary mastery improved, so that they could deliver their ideas better.
4	Providing activities to improve the students pronunciation	- The drilling technique also employed in this cycle and made the students more aware on the pronunciation. However, they still had many mistake in pronouncing word. - Feedback also influenced the students pronunciation	- The students' pronunciation had become better, however, they still needed to have more practices.
5	The use of various media during the teaching and learning	- The use of LCD to deliver the material (video, picture, presentation) significantly increased the students understanding the material.	- The video and the recording used in the cycle 2. It was in order to make them aware to the speaking model.
6	Giving more explanation about the use of modal verb	-	- Due to the grammatical errors which found in the first cycle, the researcher give more explanation about

| | | | modal verb in order to make them**.**
- It made the students more aware on grammatical rule. |
|---|---|---|---|
| **7** | Implementing pair work to make them had more opportunity to practice to speak. | - The paired work increase their confidence to speak. They also had opportunity to practice to speak with their partner.
- They could discuss the material with their partner | - In the cycle 2, the students were given a change to work in pairs. The same as the first meeting, they could help each other. |

The table above described the result of the implementation of the actions. It can be concluded that the use of the role-play technique was effective on improving the students' speaking ability during the process of teaching and learning process.

Referring to the theory that states by Brown (2001:270), the researcher also found the students' problem. They had problem in fluency, vocabulary mastery, and pronunciation. The problem appeared because of the lack of learning resources for the students to personalize such as modules or handouts. It influenced the students' enthusiasm during the teaching and learning process of speaking. In the class, The lack of the students' enthusiasm during the teaching and learning process of speaking proved by the lack of the students' active participation in asking questions and giving ideas during the teaching and learning process. They seemed to be bored in the class. Moreover, the infrequently use of teaching media, such as pictures, video, LCD projector, led the students to have difficulties in understanding the topic.

To overcome the problem, the researcher applied the role-play technique. using the role-play can be very useful in teaching speaking. Ladousse (2009:05) proposes several reasons for using role-play. Role-play gives a very high variety of experience which can be brought into the classroom. It means that the students can express their thought. The range of functions and structure, and the areas of vocabulary that can be introduced, inserted

beyond the pair or group activities, such as conversation, communications games, or humanistic exercise. The students had also more activities in speaking. They had students' vocabulary practice, pronunciation drilling and expression drilling. They were used to improve the students' speaking skillss. Trough Role-play, the researcher could train the students in speaking skills in any situation. This explanation makes us understand that the Role-play is very flexible. Teacher can set the material beyond the students and they can learn from the material given. That's why, they were given various video as the conversation model. So, they could imitate the way the native spoke.

During the implementation of the role-play technique the students were happy and enjoyed the teaching and learning process. They could be performing in front of the class and acted freely. These activities make the class more and more active. They had been given much opportunity to have practice in speaking. Moreover, the researcher also gave them feedbacks after having performance. As stated by Brown (2001:269) the teacher should provide appropriate feedback and correction. It is due to the role of teacher in teaching speaking. Teachers should give appropriate feedback. This can make the students still motivating during the lesson. In the action, the researcher was always given feedbacks to the students' presentation.

Implementing the role-play technique led the students to have more speaking practice practices, provided them with more opportunities to apply the speaking in the class and implemented the knowledge they already had. Indeed, it helped them improve their speaking. After being accustomed to speaking activities, the students seemed to have better performance in speaking. It was easier for them to find ideas to speak than before. During the action, the researcher and the English teacher assessed them in each cycle. The students' score was taken by following the rubric. The following table indicates the improvement

Table 6. The means of the students' score

Means	Score
Pretest	12,9
Cycle 1	15, 7
Cycle 2	16,5

Moreover, to know the students improvement, the researcher conducted a post-test which was running on October 8th, 2014. The test was an unscripted role-play. The material was the combination of the material which given from the posttest, cycle 1, and cycle two. Besides the improvement on the teaching and learning process of speaking, the results of the pretest and posttest showed the improvement in the students' speaking skillss. The score are analyzed using SPSS 16.0. The output of the data is presented below. Paired-Sample T -Test to know whether the use of the role-play technique influenced the students' speaking skillss. 30 students were chosen as the samples of the research. They were the students who joined both the pre-test and the post-test. The result of the data analysis is shown in the following tables.

Table 7. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	12,9000	30	2,22215	,40571
	Post Test	19,3000	30	1,37465	,25098

Tabel 8. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test - Post Test	-6,40000	1,72906	,31568	-7,04564	-5,75436	-20,274	29	,000

The data show that the probability value (p-value) was 0.00. The result was statistically significant because the p-value was lower than the significance level (0.00 < 0.05). It meant that the use of the role-play technique influenced the speaking skillss of the students. It supported by the findings during the research when the students played role, the students had an opportunity to learn English. It was very useful to enables them not to just acquire set phrases, but to learn how interaction might take places in a variety of situations. The role-play technique can also improve the students self confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. As the result, students will understand what is expected of them, they thoroughly enjoy letting their imaginations. Based on the discussion above, the role-play technique can be employed as a technique to help the students improve their speaking skillss.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and also some suggestions of the research. Those items above will be discussed below

A. Conclusions

This research was aimed at improving grade XI IIS 2 students' speaking skill at SMA N 1 Panggang by implementing the role-play technique It was carried out based on the procedures that had been planned before. The subjects of the research were the students of grade XI IIS 2. The research was begun on September 18th, 2014 till October 8th, 2014. There were two cycles in this research. After the implementation of the actions in Cycle 1, there were some changes in the teaching and learning process of speaking and the students' speaking skill. However, to solve the unsuccessful actions and to bring more improvements, some actions were revised in Cycle 2. The conclusion of the research is presented below.

7) Teaching speaking by implementing the role-play technique to create some activity can make the students achieve the indicators. This technique led the students to have more practice in speaking. Moreover, the students' critical thinking ware developed by this technique. The role-play technique could bring new situation in the class so that the class situation changed. As the result, the students' speaking skill were improved. Although it was not a big improvement, but it had become the proof that the role play technique could make the students improve their speaking skill. Furthermore, by the improvement, they needed to have more practices to make their speaking perfect,

8) Preparing the worksheet for the students and using pictures and videos to help students understand the materials. In the implementation, preparing worksheets led the teaching and learning process to run more effectively and efficiently. The worksheets had been

prepared before the class. Here, the teacher and the students had to maximize the time in the class to focus on the materials and the activities. As it was guided activity, once the class finished a task, they could move directly to the next tasks. The work sheet helped the students to do their role-play.

9) Discussing a hot issue to made up the students understanding. This small discussions was implemented to motivate the students and make the students ready to receive the lesson. In this session, the researcher used the time to build the students understanding to the materials.

10) Implementing pair work to make them had more opportunity to practice to speak. The students were divided into pairs group to discuss the material. This action would helped the students to work together so that it could make them easier to overcome the problems. The researcher hoped that they would discuss every material in the worksheet. They were allowed to choose their partner freely. By doing this, they could comfort to learn, so that they could participate freely.

11) The use of LCD projector in the teaching and learning process improved the students' enthusiasm and engagement towards the lesson. Most of the students in the class looked enthusiast when the teacher used videos to explain the materials. Presenting the teaching and learning materials and media through the LCD projector can be considered as an effective technique to motivate the students because it is fun

B. Implication

Based on the conclusions, some further implication could be made. It can be implied that the use of the role-play technique was useful to improve the students' speaking skills. It could improve the students' participation, vocabulary and help them comprehend the content of the functions better. Besides, this strategy was also useful to improve the teaching and

learning of speaking such as improving classroom interaction and the students' participation. The class would become more effective. Next, the students had more opportunity to speak and improve their critical thinking. Therefore, it is suggested that the English teacher use this strategy in the teaching and learning of speaking.

C. Suggestions

1. For the English Teachers

The use of this applied technique, will have a good effect to the students. It can help the students to achieve the goal of speaking. Therefore, the teacher should prepare the teaching and learning well. By creating an effective and interesting activities as well, the teacher could make the student enjoy the teaching and learning process. In addition, the students could be motivated to join the class students with effective strategies which can help them comprehend English

2. For the Students

The students should manage themselves to always have positive attitudes towards English lesson. They should have high motivation in learning English especially speaking. They should know that it is important for them to have more practices in speaking. Vocabulary mastery, pronunciation can be improved through practicing. In addition, they should continuously active in the teaching and learning process.

3. For Other Researchers

Other researchers could use this research as a reference for conducting further research of the relevant topics. They may conduct other research about the use of the role-play technique in improving speaking skill

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APPENDICES

APPENDIX A :
FIELD NOTES

No   : FN-1

Hari/Tanggal : Kamis, 18 September, 2014

Jam   : 6.45

Tempat   : SMA N 1 Panggang

Kegiatan   : Perijinan

Waktu menunjukan pukul 6.45, peneliti sudah berada di lokasi penelitian. Hal ini dikarenakan telah melakukan perjanjian bahwa peneliti akan menemui guru mata pelajaran Bahasa Inggris. Namun pagi itu rencana, peneliti akan menemui kepala sekolah untuk melakukan perijinan. Pada pukul 7.30, peneliti bertemu dengan kepala sekolah di ruang kepala SMA N 1 Panggang. peneliti akan mulai melaksanakan rangkaian penelitian yang akan diawali dengan observasi kelas terlebih dahulu serta menjelaskan bahwa penelitian akan berlangsung kurang lebih satu bulan. Tenpa piker panjang, kepala sekolah langsung menyetujui permintaan peneliti. Kemudian peneliti dipertemukan dengan guru Bahasa Inggris, namun Karena guru Bahasa Inggris bersangkutan, bapak Dibyo, harus melaksanakan pengajaran di kelas IX terlebih dahulu, peneliti menunggu di ruang kepala sekolah.

Setelah menunggu sekian lama pada pukul 8.30, guru Bahasa Inggris dapat menemui peneliti. Kemudian peneliti mengutarakan maksud dan tujuannya. Sang guru terlihat terbuka dan senang sekali dengan kedatangan peneliti dan dengan senang hati menerima sang peneliti untuk melakukan penelitian di SMA N 1 Panggang. Kemudian sang guru dimintai waktu untuk melakukan observasi kelas. Sang guru pun memberikan saran untuk memilih kelas dan akan menyesuaikan jadwal dengan peneliti. Kemudian diputuskan kelas XI IIS 2. Berkaitan dengan waktu, sang peneliti di persilahkan datang kembali pada hari sabtu, untuk melakukan observasi di kelas XI IIS 2. Kemudian peneliti berpamitan pulang.

FIELD NOTES 2

No   : FN-2

Hari/Tanggal : Sabtu/ 20 September, 2014

Jam   : 7.30

Tempat   : SMA ! PANGGANG

Kegiatan   : Observasi Kelas/Pengenalan The role-play technique/Pretest

Pada hari sabtu tanggal .pukul, 7.30, peneliti datang ke sekolah untuk melakukan observasi. Hal ini berkenaan janji yang sudah disepakati pada hari Sabtu dengan perihal observasi kelas. Guru Bahasa Inggris, langsung mengajak masuk kedalam kelas.

Setelah memberi salam dan memperkenalkan peneliti kepada para siswa, guru mengawali kelas dengan menanyakan siapa yang tidak hadir, kemudian memastikan siswa sudah siap mengikuti pelajaran hari itu. Sementara peneliti menempatkan diri di kursi bagian paling belakang untuk meneliti dan mengamati berlangsungnya kelas pada hari itu. Guru menanyakan kepada siswa akan tugas yang diberikan pada minggu yang lalu, namun seluruh kelas dengan serempak berkata *Belum selesai pak, minggu depan ya?* pada dasarnya

siswa terlihat sangat dekat dengan Guru Bahasa Inggris ini. Kemudian guru Bahasa Inggris mengenalkan peneliti.

„………………………

FIELD NOTES 3

No   : FN-3

Hari/Tanggal : Kamis/ 25 September 2014

Jam   : 7.20.

Tempat   : Kelas XI IIS 2

Kegiatan   : Cycle 1/ Meeting 1

Peneliti datang ke SMAN 1 Panggang pada pukul 7.20. untuk mempersiapkan kebutuhan mengajar. Kemudaian bersama-sama dengan guru Bahasa Inggis menuju kelas XI IIS 2. Kali ini peneliti langsung mengambil alih kelas. Kemudian peneliti membuka dengan salam dan *greeting*.

R :"Assalamualaikum Wr. Wb"
S:"Waalaikumsalam wr.wb",
R : "How are you?
S : "I'm fine, thank you, and you"
R : I'm fine too. How was your sleep?
S :(silent)
R : "Okay. I know that you are all had a good sleep"

Setelah itu. Siswa berdoa menurut agama dan kepercayaan masing-masing. Kemudian siswa diberi menunjukan sikap semangat untuk menerima pelajaran. Selanjutnya guru memberikan sebuah pertanyaan seputar issue yang berkembang dimasyarakat seperti terpilihnya jokowi dan juga isu hngat lainya.

R : "Okay class, do you know our new president?"
S : "Mr. Jokowi Pak"
R : "Yes, good. Can you just give me your opinion about Mr. Jokowi?"
S :"Silent. Translate pak"\

Siswa mengalami kesulitan ketika peneliti menggunakan Bahasa Inggris. Penggunaan Bahasa inggris didalam kelas membuat siswa terlihat bingung. Ini dikarenakan mereka jarang menggunakan Bahasa Inggris dalam kelas. Siswa malah terlihat acuh ketika peneliti mengunakan Bahasa Inggris. Mereka lebih menginginkan penggunaan Bahasa Indonesia untuk penyampaian materi agar mudah mereka pahami. Mereka melakukan banyak alasan agar kelas lebih banyak menggunakan Bahasa Indonesia. Kemudian peneliti hanya dapat berkata *"Remember, this is English class guys"* Kemudian peneliti melanjutkan dengan diskusi kecil tentang Jokowi dan isu lainya dengan menggunakan Bahasa Inggris dengan sesekali menambahkan Bahasa Indonesia untuk mempermudah pemahaman. Hal ini dilakukan agar siswa memiliki kesiapan untuk menerima mata pelajaran yang akan disampaikan. *Sebagian besar siswa berpartisipasi dalam diskusi tersebut. Karena penelitisendiri sangat serius dan*

sewaktu-waktu mengeluarkan candaan untuk membuat mereka merasanyaman. Siswa perempuan sangat aktif dalam diskusi dan hanya sebagian kecil siswa laki-laki yang mengikuti diskusi. Kebanyakan siswa laki-laki yang berada di barisan paling belakang sering membuat gaduh terutama the boys in the corner. Mereka saling berbicara dan menabuh meja. Untuk mengatasainya, peneliti mengajak meraka untuk berdiskusi.

Kemudian peneliti memberikan informasi tentang kompetensi, materi, tujuan, pembelajaran. Setelah selesai dengan *warm up* Siswa menerima work sheet yang dibagikan oleh guru. Kemudian siswa dipersilahkan untuk membaca *worksheet* tersebut. .

Setelah melihat worksheet yang diberikan kemudian guru memperlihatkan gambar dan video yang berkaitan dengan materi asking for and giving opinion kemudian peneliti juga memberikan rekaman tentang dialog. Kelas mulai focus ketka video diputar. Peneliti kemudian menampilkan sebuah video pembelajaran yang berjudul How to give opinion in English. Atas permintaan siswa, peneliti mengulangi pemutaran video ini sampai tiga kali. Mereka terlihat senag melihat video yang ditampilkna pada layar. Peneliti kemudian menampilkan sebuah video pembelajaran yang berjudul How to give opinion in English. Atas permintaan siswa, peneliti mengulangi pemutaran video ini sampai tiga kali. Mereka terlihat senag melihat video yang ditampilkna pada layar. Kemudian peneliti pun mengajukan pertanyaan kepada siswa. Mengenai isi video tersebut. Beberapa siswa terlihat paham akan isi video tersebut. Kemudian untuk memperjelas siswa di persilahkan untuk melihat kedalam worksheet untuk menambah pemahaman Kemudian peneliti pun mengajukan pertanyaan kepada siswa. Mengenai isi video tersebut. Bebreapa siswa terlihat paham aka nisi video tersebut. Kemudian untuk memperjelas siswa di persilahkan untuk melihat kedalam worksheet untuk menambah pemahaman.

Kelas pun terlihat sangat antusias. *"terlalu cepat Mas"* salah satu siswa berceletuk dan diikuti oleh sebagian lainnya *"Iya, mas"* kemudian peneliti memperbesar volume dan menjelaskan dengan membacakan dialog. Setelah itu, peneliti memberikan jembatan untuk mengkaitkan dengan obrolah di awal kelas. Kemudian peneliti mengkaitkan kembali dengan obrolan yang ada di awal kelas yaitu tentang pendapat siswa akan terpilihnya jokowi menjadi presiden. Dalam proses ini siswa telah masuk dalam stage menanya. Kemudian siswa diberikan waktu untuk melihat dan memahami bentuk – bentuk ungkapan yang ada dalam worksheet. Setelah itu, siswa mengikuti interaksi menyatakan pendapat dan pikiran dengan bimbingan peneliti. Kemudian peneliti meminta 4 pasang siswa untuk mencoba mempraktikan dialog. Dengan bimbingan dan arahan peneliti, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosialdan unsur kebahasaan). Dengan bimbingan dan arahan peneliti, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa inggris. Tak lupa peneliti juga memberikan pelatihan *vocabulary dan pronunciation*. Secara bersama-sama siswa di ajak untuk melafalkan kata (*pronunciation*). Siswa pun menirukan dengan serius hal ini dimaksudkan agar siswa lebih tahu akan pelafalan kata tersebut.

Siswa pun menirukan dengan serius *"Think", "Opinion"* hal ini dimaksudkan agar siswa lebih tahu akan pelafalan kata tersebut.

Setelah pemahaman dirasa cukup, siswa dapat mlekukan kegiatan untuk mengerjakan aktifitas 4-5 ini merupakan kegiatan dalam fase mencoba dan menalar. Aktifitas yang digunakan adalah aktifitas ynag berkaitan dengan dialog. Dalam fase ini siswa bekerja dengan

group. Setiap grup terdiri dari 4 anggota. Siswa terlihat sangat senang karena meraka akan bekerja dalam grup yang jarang dilakukan. Dalam kesempatan ini peneliti juga melakukan kegiatan berkeliling untuk memeastikan siswa bekerja sesuai dengan tugas yang telah diberikan. Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain. Kelas begitu riuh dalam mendiskusikan aktifitas yang ada dalam worksheet. Mereka terlihat sibuk membuka kamus dan menulis. Setelah selesai seluruh klompok melakukan presentasi akan tugas yang diberikan. Mereka memberikan komentar tentang presentasi kelompok. Misalnya . *"Rudy, you get the first chance to present your answer"*, Rudy menjawab "Yes, Mr". setelah Rudy selesai mempresentasikan temuanya kemudian peneliti memberikan kesempatan kelompok lain untuk mengkomentari kelompok Rudy, *"Class, what is your opinion on Rudy's arguments?, rise your hand to give your opinion!"*. Riska sebagai siswa paling aktif dikelas mengangkat tangan dan berkata *"I think the answer is right Sir"*. Begitu dan seterusnya, setiap kelompok memiliki kesempatan yang sama untuk melakukan kegiatan diskusi tersebut. Setelah siswa selesai mendiskusikan seluruh kegiatan. Maka siswa melakukan kegiatan selanjutnya yaitu menyajikan sebuah dialog. Di 45 menit terakhir, siswa diberikan *situation* yang telah tersedia dalam *worksheet.* Seluruh siswa diminta untuk membuat dialog secara berpasangan. Hal ini menjadikan intensitas bertanya mereka menjadi tinggi. Setelah waktu yang ditentukan telah selesai maka peneliti pun meminta untuk memperhatikan kedepan. Setelah siswa melakukan praktik di depan kelas, peneliti memberikan komen dan umpan balik terhadap performance mereka yang berkaitan dengan isi dialog dan juga pronunciation. Mereka juga di perintahkan untuk mengulangi untuk mengucapkan beberapa kata. Kegiatan praktik akan dilakukan pada pertemuan berikutnya.

Lima menit sebelum kelas usai, siswa bersama guru menyimpulkan pembelajaran. Yang di isi dengan Tanya jawab akan materi yang diberikan. Kemudain, siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. Kekurangan dan kelebihan dalam proses pembelajaran. Terakhir, siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya yaitu akan dilakukanya praktik berbicara dan penilaian. Kemudian peneliti menutup kelas dengan berdoa dan salam.

FIELD NOTES 4

No : FN-4

Hari/Tanggal : Sabtu/ 27 September 2014

Jam : 7.20

Tempat : Kelas XI IIS 2

Kegiatan : Cycle 1/ Meeting 2

Peneliti datang ke SMAN 1 Panggang pada pukul 7.20. untuk mempersiapkan kebutuhan mengajar. Kemudaian bersama-sama dengan guru Bahasa Inggris menuju kelas XI IIS 2. Kali ini peneliti langsung mengambil alih kelas. Kemudian peneliti membuka dengan salam dan *greeting.* .Setelah itu. Siswa berdoa menurut agama dan kepercayaan masing-masing. Kemudian peneliti menanyakan akan kehadiran kelas. Tercatat dua siswa tidak dapat mengikuti kelas dikarenakan mengikuti POPDA Gunungkidul yaitu Rudi Warsono dan Rudiyanto. Setelah melakukan presensi, Peneliti mulai masuk kedalam materi. Dengan mempertanyakan materi yang telah didapatkan pada pertemuan sebelumnya, peneliti mencoba *call back*

mengenai *asking for and giving opinions*. Peneliti mencoba menanya beberapa siswa, terutama siswa yang terlihat masih aktif. Mereka yang masih aktif di coba untuk menjawab pertanyaan lisan dari peneliti. Misalnya Pamuji, *"Pamuji, do you remember the materials that I've given to you last week?"*. Pamuji hanya diam karena tidak dapat menjawab pertanyaan tersebut dan membuat Pamuji mulai bertindak wajar. Kemudian Peneliti memberikan kepada siswa lain yaitu Riska Dwi Styawati. Kemudian dengan Bahasa Indonesia dia menjawab *"Asking for and giving opinion, Mas"*. setelah keadan mulai kondusif kemudian seperti halnya pertemuan sebelumnya, siswa diminta untuk melakukan aktifitas yang ada pada worksheet. *"Okay, class, do you know who they are?"* kemudian sebagian besar siswa laki laki berteriak. *"Ronaldo, Messi"*. Kemudaian peneliti menanyakan. *"Who is Real Madrid fans in this class?"* ternyata hanya ada tiga orang anak yang mengaku fans Real Madrid yaitu Rico, Bekti, dan Novianti. Kemudian peneliti bertanya kepada Rico. *"Okay, Rico what do you think about CR7?"* Kemudian Rico menjawab. *"Apik mas, hahaha"*. *"In English, Please"* sahut peneliti. Rico pun menjawab *"Aku hora iso mas"*. Singkat kata peneliti meminta rico menggunakan function yang telah diberikan pada pertemuan kemarin. Kemudian Rico dengan pronunciation yang tidak karuan menjawab *"I think Cristiano Ronaldo very fast"*. *"Very good, Rico, how about you Bekti? Can you give me your opinion about Cristiano Ronaldo?"* Bekti langsung menyahut *"In my opinion, he is very hansome and he is good"*.

Pembahasan melanjutkan kegiatan *role-play*. Yaitu siswa diberikan situasi dan membuat dialog berdasarkan situasi yang diberikan. Kemudian peneliti mengajak siswa untuk berkelompok menjadi beberapa group. Setiap group memiliki 2 anggota. Kemudian diminta untuk menyelesaikan task dalam waktu 15 menit. Kondisi kelas berubah menjadi gaduh. Kemudian, peneliti meminta perhatian agar menggunakan kesempatan untuk menggunakan kesempatan untuk berlatih sebelum mereka diminta untuk melakukan kegiatan presentasi didepan untuk menyaji dan mencipta dialog. *"Ladies and Gentlemen, attention please!"* sekejab perhatian tertuju pada peneliti *"I need you to do this activity in order to make you know how to use the functions"* salah satu siswa yang bernama Nonik pun berceletuk *"Translete mas, Gak bisa ngartiin Bahasa Inggris. Biar lebih dong pake Bahasa Indonesia aja"* kemudian siswa lain mengamini *"Iya maas"*. Kemudian peneliti mengulangi perintah.

Siswa kembali melakukan kegiatannya. Dalam pembuatan dialog siaswa pun terlihat sangat nyaman. Mereka berdiskusi dengan pasanganya yang membuat keadaan kelas menjadi sangat ramai. Terlihat seluruh siswa menggunakan worksheet untuk melihat model dialog. Setelah sekian waktu mereka pun mempraktikan dialog yang mereka buat. Namun sayang mereka terlihat seperti menghafalkan. Sementara itu kelompok laki-laki yang berada dipojok terlihat asik membuak handphon. Setelah diperiksa ternyata mereka membuka Google translate. Sementara itu kelompok laki-laki yang berada dipojok terlihat asik membuak handphon. Setelah diperiksa ternyata mereka membuka Google translate. "Hei jangan menggunakan google translate ya!". Kemudian salah satu menjawab "Huu. Angel neh mas. mbangane ko ora tak garap. Mending nggo google translate" kemudian peneliti berargumen"Lha kan di worksheet sudah ada bnyak model. Tinggal nirun tho". Siswa pun kembali menjawab "Please mas. wong pak guru saja memperbolehkan kok" kemudian peneliti membiarkan saja. Mereka berargumen hal tersebut sudah biasa dilakukan didalam kelas. Namun peneliti membiarkan saja. Mereka berargumen hal tersebut sudah biasa dilakukan didalam kelas. Guru pun memperbolehkan untuk membuka Google translate.

Dilain pihak, siswa pun juga menggunakan kamus untuk mengerjakan pembuatan dialog. Mereka tekun untuk membuka lembar demi lembar kamus hanya demi menemukan sebuah arti kata. Meski kamus mereka bukan kamus oxford ataupun Cambridge namun tersedianya kamus memberikan secercah harapan untuk merubah mereka. Tak ada rotan akarpun jadi, kamus tersebut cukup membantu untuk menambah perbendaharaan kata siswa.

Setelah batas waktu yang ditentukan kini saat nya sisw melakukan kegiatan praktik. Setelah melakukan latihan bersama partnernya di belakang kini saatnya melkukanya di depan kelas. Secara bergilir kegitan dimulai. *"I need a volunteer to be the first. I believe you can do it. Anyone rise your hand up"*. Peneliti memita sukarelawan. Kemudian siswa tidak ada yang berani mengacungkan jari. Kondisi berubah menjadi tegang. *"Okay. I'll choose randomly. You have to ready. The first chance is Bekti"* kemudian Bekti dan pasanganya Nanang maju kedepan. *"Come on Bekti. You can do it. Show your best. And prove that you are the best here"*. Kemudian Bekti dan Nanang mengambil Urutan Pertama. Berikut merupakan transkrip percakapan mereka.

Yulia : Nanang, How are you?
Nanang: I'm fine thank you. And you?
Yulia : I'm fine too. Nanang how you think about food in this Restaurant?
Nanang   : My opinion food actually quite good. But the arrangement of the table is quite complicated that makes the people to go so hard.
Yulia : And what food do you like Nanang?
Nanang   : I like my food very spicy.
Yulia : So if you came here tomorrow will be back again.
Nanang   : Yeah maybe.

Dari percakapan yang dilakukan terlihat masih begitu compang camping. Sebagai percobaan pertama hal ini sudah menunjukan kemajuan. Yulia dan nanag memperaktikan dengan baik. Meski pronunciation mereka sangat kurang pas namun mereka telah menunjukan keberanian yang patut di banggakan. Menilik kedalam dialog, Yulia dan Nanang, ternyata masih terdapat kekurangan misalnya pada ungkapan missal *"Yulia: I'm fine too. Nanang how you think about food in this Restaurant?"* Ini menunjukan Yulia masih kurang memahami materi yang diberika, pun begitu dengan Nanang *"My opinion food actually quite good. But the arrangement of the table is quite complicated that makes the people to go so hard"* kalimat yang di ucapkan Nanang secara sederhana kurang dapat dipahami. Yulia dan Nanang belum dapat menguasai vocabulary, Pronunciation, accuracy. mereka telah menunjukan sebuah kemajuan. Meskipun, disana masih ditemukan beberapa kesalahan. Mereka juga mesih melakukan kesalahan dalam penggunaan double verb. Contohnya "Nanang how you think about food in this Restaurant?". Ini menandakan bahwa mereka belum memahami materi yang diberikan oleh peneliti. Namun mereka sudah terlihat fluent dalam berbicara. Kemudian sebelum mereka kembali kebelakang peneliti memberikan beberapa masukan dan komentar untuk mereka. Hal ini dilakukan agar mereka lebih mengerti tentang kesalahan yang mereka lakukan pada saat presentasi.

Hal ini juga dialami oleh seluruh siswa dikelas. Menghabiskan waktu lebih kurang 45 menit, setelah semua siswa merampungkan kegiatan tersebut. Peneliti memberikan komentar tentang catatan kecil yang ditemui didalam kelas. Hampir seluruh siswa mendapatkan bagian

catatanya. Kemudian siswa diberikan *Role-card.* Hal ini bertujuan untuk mengajarkan siswa menggunakan ungkapan secara spontan.

Setelah role card terdistribusi dengan baik. Kemudian peneliti mengajak seluruh siswa untuk mencari pasanganya berdasarkan *role-card* yang tersedia. Setelah bertemu mereka diminta untuk memulai persiapan melakukan *role-play* di depan kelas. Waktu yang diberikan oleh peneliti adalah 5 menit. Setelah semua siswa siap, peneliti mempersilahkan siswa untuk mempraktikan dialog. Dengan materi yang sama yaitu materi *Asking for and giving opinion* mereka mulai terbiasa menggunakan ungkapan tersebut. Kemudian pasangan per pasangan maju untuk melakukan praktik berbicara. Setiap pasangan memainkan peran masing-masing.

Secara umum, para siswa kelas terlihat antusias dan aktif dalam mengikuti proses pembelajaran Bahasa Inggris dalam kelas. Meski beberapa ada siswa yang berjalan-jalan ke meja teman untuk bertanya dan meminjam kamus, bahkan siswa pun ada yang memgggunakan Google translate namun itu bentuk dari usaha mereka berubah menjadi baik. Diakhir pelajaran. Peneliti memberikan tugas untuk mencari materi *asking and giving advice.* Hal ini bertujuan agar siswa siap untuk melakukan kegiatan pada pertemuan berikutnya. Para siswa sepakat dan menyanggupinya. Setelah bel berakhirnya jam pelajaran Bahasa Inggris berbunyi, peneliti mengucapkan salam kemudian meninggalkan kelas, yang kemudian diikuti siswa.

FIELD NOTES 5

No   : FN-5

Hari/Tanggal : Kamis/2 Oktober 2014

Jam   : 7.30

Tempat   : Kelas XI IIS 2

Kegiatan   : Cycle II / Meeting 1

Seperti biasa peneliri datang pada pukul 7.00. kemudian peneliti menuju ke ruang Tata Usaha untuk meminjam speaker dan LCD. Kemudian peneliti menunggu guru Bahasa Inggris di hall sekolah. Pada Pukul 7.30 Bapak Guru datang. Dan langsung mempersilahkan menuju ruang kelas. Tepat pada pukul 7.45 bel berbunyi, dan peneliti pun masuk kedalam ruang kelas. Ketika peneliti masuk ruang kelas, kondisi kelas masih sangat tidak teratur setelah pelajaran sebelumnya ekonomi yang mengharuskan siswa untuk mencatat di papan tulis. Kemudian peneliti memngkondisikan siswa untuk menutup buku pelajaran Ekonomi, "Ini kan sudah waktunya belajar bahasa Inggris tho? You should close your economy books and let's learn English". Kemudian siswa putri menjawab "Nyatet kurang sedikit mas, itu lho dipapan tulis". Kemudian peneliti memberikan sedikit waktu sembari mempersiapkan Laptop, Speaker, dan LCD. Setelah selesai peneliti dengan paksa menghapus tulisan dipapan tulis. Dan mulai mengkondisikan siswa untuk belajar. Setelah siswa mulai rapi empat orang siswa laki-laki malah minta ijin keluar untuk pergi ke kamar mandi. Peneliti, kemudian, memulai pelaharan. Aktifitas kelas dimulai dengan menyuruh ketua kelas untuk memimpin doa. Kemudian peneliti mengecek kehadiran siswa dan menemukan tiga siswa yang tidak hadir dalam pertemuan.

Seperti biasanya, kelas dimulai dengan sedikit berbincang-bincang selama 5 menit. Kali ini membahas tentang siswa yang sakit. *"what's the matter with them*?". Siswa menjawab *"panas mas", "sakit hati mas".* kelas kembali saling sahut menyahut. Dan peneliti memulai

dengan perkataan *"They should go to the doctor"*. Dan kemudian peneliti membagikan worksheet kepada siswa sambil melemparkan pertanyaan. *"Kemarin kita belajar tentang apa ya? Ada yang Ingat? Rico?"*. *"Opinion mas"* Rico menjawab. *"Ow ya"*. *"Sekarang aku mau tanya, tetangga saya itu kemarin engkel, kenal mas baskoro? Kemarin itu pas main bola dia cidera ankle je, kira-kira apa yang harus dy lakukan?"* kemudian Rudi yang mengetahui kejadiannya menjawab *"Di bekto ten sangkal putung mas"*.

Setelah berbincang-bincang peneliti menyimpulkan bahwa pada hari ini kelas akan belajar tentang *Giving advice*. *"It is important to us to know how to giving advice to others, then we will learn here"* kata peneliti. Peneliti mengkondisikan siswa untuk bekerja berpasangan. Kemudian peneliti memulai menayangkan video *"What's the matter"* pada aktivitas pertama. Mereka melihat video lagi, setelah melihat dengan bantuan peneliti siswa melakukan identifikasi. Dengan melihat materi pada *worksheet*. *"sekarang, video yang ditayangkan tadi berisi tentang apa tho, Monica?* Tanya peneliti. Kemudian Monica menjawab *"Memberikan saran mas"*. kemudian peneliti meminta kelas untuk melihat *worksheet* untuk mengidentivikasi materi yang berbentuk *dialog, list of function,* dan juga *vocabulary*. Dalam tahap ini siswa juga diminta untuk membuka kamus untuk melihat kata sulit yang ditemui.

Dalam *worksheet,* terdapat berbagai model dialog untuk membantu siswa dalam memahami materi. Ada beberapa dialog untuk dianalisis oleh siswa. Setelah melaukan analisa pada dialog satu peneliti memutar video *"Polite English-How to Give Advice"* . dengan video ini siswa diharapkan untuk lebih paham mengenai function. Selain itu, pemutaran video diharapkan memberikan contoh untuk pronunciation. Peneliti juga memutar recording untuk setiap dialog yang ada. Setelah itu melalui bimbingan dan arahan peneliti siswa mulai mengidentifikasi ciri-ciri dari interkasi menyatakan saran. Pada sesi ini peneliti juga memberikan presentasi tentang penggunaan *modal verb* khususnya penggunaan *should. I*ini dilakukan karena siswa kurang paham tentang penggunaan verb. Dalam cycle 1 mereka masih sering menggunakan double verb. Maka pada pertemuan ini, peneliti memberikan penjelassan. Agar lebih mudah dimengerti, peneliti memberikan contoh kepada siswa secara ril dengan cara berinteraksi dengan siswa. Setelah paham, siswa mengikuti interkasi menyatakan saran dan menirukan model interaksi menyatakan saran. Setelah semua jelas dan paham tentang materi yang dipelajari dan tidak ada pertanyaan lagi guru kemudian memberikan latihan percakapan kepada siswa. Pada aktivitas no 5 siswa juga melakukan aktifitas untuk mengisi titik-titik. Untuk memberikan saran yang berdasarkan pada gambar untuk memberikan latihan pada mereka agar memiliki critical thinking.

Pada tahap selanjutnya peneliti mempersilahkan siswa untuk melakukan praktik berdialog dengan pasangannya. Mereka membaca dialog yang ada dan melakukan practice, disini peneliti meminta siswa untuk mempraktikan. Ini dilakukan agar mereka dapat melatih pronunciation. Siswa kemudian mempraktikan dialog dengan bermain peran (*role play*). Dalam tahap ini kelas terlihat lebih focus dalam belajar, mereka dengan sungguh-sungguh dalam mempraktikan dialog karena mereka tahu mereka akan melakukan kegiatan praktik kedepan kelas. Melalui *role play* tersebut siswa diharapkan lebih paham dan jelas tentang materi yang diajarkan. Setelah memasuki tahap menyaji, siswa diberikan role-card. Siswa telah mahir menggunakan role-card kemudian mereka membuat dialog berdasarkan role-card yang diberikan. Namun waktu pun telah habis, dan kemudia peneliti dan siswa menyimpulkan secara bersama-sama pelajaran dari *role play* tersebut dan mengevaluasi jalannya pembelajaran. Tidak lupa guru memberitahukan materi di pertemuan selanjutnya. Pelajaran bahasa Inggris pun diakhiri dan salah satu siswa kemudian memimpin untuk berdoa dan guru menutup pelajaran dengan salam.

FIELD NOTES 6

No : FN-6

Hari/Tanggal : Kamis/4 Oktober, 2014

Jam : 7.30

Tempat : Kelas XI IIS 2

Kegiatan : Cycle II / Meeting 2

Pertemuan dilaksanakan pada hari kamis, 4 oktober 2014. Pada pukul 7.00, seperti biasa, peneliti telah sampai ke sekolah. Setelah mempersiapkan alat alat yang dibutuhkan dalam mengajar, peneliti menuju kedalam kelas. seperti biasa siswa masuk kelas untuk memulai pelajaran bahasa inggris. Kebetulan di pertemuan ini materi yang akan dibahas ialah *Giving Advice* melanjutkan materi hari sebelumnya. Jumlah siswa yang hadir pada hari ini yaitu 30 siswa. Di awal pelajaran tidak lupa guru menyampaikan salam dan berdoa menurut kepercayaan masing-masing serta mengabsensi kehadiran siswa. Guru kemudian menyampaikan beberapa pertanyaan menyangkut materi yang akan dipelajari pada hari ini. Siswa kemudian memberikan respon.

Kegiatan selanjutnya adalah memberikan materi yang berupa video, hal ini dilakukan agar siswa mampu mengingat materi yang diberikan pada pertemuan sebelumnya. Hal ini terbukti effektif untuk mengangkat kemampuan siswa. Peneliti juga kembali memberikan presentasi tentang penggunaan modal verb khususnya penggunaan should. Iini dilakukan karena siswa kurang paham tentang penggunaan verb. Dalam cycle 1 mereka masih sering menggunakan double verb. Maka pada pertemuan ini, peneliti memberikan penjelassan.

Setelah role card terdistribusi dengan baik. Kemudian peneliti mengajak seluruh siswa untuk mencari pasanganya berdasarkan *role-card* yang tersedia. Setelah bertemu mereka diminta untuk memulai persiapan melakukan *role-play* di depan kelas. Waktu yang diberikan oleh peneliti adalah 5 menit. Setelah semua siswa siap, peneliti mempersilahkan siswa untuk mempraktikan dialog. Dengan materi yang sama yaitu materi *giving advice mereka* mulai terbiasa menggunakan ungkapan tersebut. Kemudian pasangan per pasangan maju untuk melakukan praktik berbicara. Setiap pasangan memainkan peran masing-masing.

Kemudian peneliti memerintahkan siswa berpasang-pasangan untuk membuat dialog yang berisi ungkapan memberi saran *(giving advice)* beserta responnya berdasarkan situasi yang diberikan peneliti. Atas perintah tersebut, siswa kemudian membuat dan mempraktikkan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan cara bermaian peran (role play). Selain itu siswa juga harus memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar. Setelah melakukan praktek, siswa diberikan beberapa umpan balik. Setiap siswa diberikan beberapa komentar untuk memperbaiki penampilan mereka. Hal ini menunjukan bahwa peneliti telah memberikan koreksi akan penampilan mereka.

peneliti dan siswa kemudian menyimpulkan secara bersama-sama dari *role play* tersebut dan mengevaluasi jalannya pembelajaran. Tidak lupa peneliti memberitahukan materi di pertemuan selanjutnya. Bahwa akan diadakan posttest. Pelajaran bahasa Inggris pun diakhiri

dan salah satu siswa kemudian memimpin untuk berdoa dan guru menutup pelajaran dengan salam.

APPENDIX B : INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPT 1

Hari/tanggal   : 18 September 2014

Code : IT1

Jam : 10.00-10.46

Tempat : Ruang Tata Usaha

Responden : (P) Peneliti, (G) Guru Bahasa Inggris

P	:	Sebenarnya kalau dikelas, bapak mengalami kesulitan tidak dalam mengajar IIS 1?
Guru :		Pada prinsipnya, semua orang mengalami kesulitan, pasti itu. Kalau saya bilang itu lebih ke satu tanggapan siswa. Minat siswa pada maple kita itu. Biasanya pengaruhnya dari diri sendiri. Minat dan kemauan anak dalam menyikapi Bahasa itu sendiri. Kedua Kadang kadang kita suka menjudge anak bahwa anak itu gak ini. Bahwa anak itu gak ini.Gak konsen gitu. Sebagai guru, kalau kita di suruh persiapan semaksimal mungkin itu susah. Karena urusan kita macem-macem. Meskipun harusnya iya. Tapi ya itulah manusia. Tapi saya pikir manusiawi ketika kita persiapan kurang matend gara gara itu.Meskipun harusnya iya. Tapi ya itulah manusia. Tapi saya pikir manusiawi ketika kita persiapan kurang mateng gara gara itu.
P	:	Selama bapak mengajar, sampai pada pertengahan semester ini, kemampuan berbicara anak-anak itu bagaimana Pak?
Guru :		Saya itu paling seneng, kalau sebagai Guru kita itu lebih seneng kalau tidak dibatesi dengan ini itu, silabus dan lain-lain. Kalau saya itu Terus terang ketika saya mengajar paling seneng itu meningkatkan motivasi anak untuk bisa ngomong gitu. Sebab dengan ngomong saya beranggapan nanti anak bisa macem-macem. Tapi akhirnya anak-anak itu gimana ya. Tidak mau menyikapi bahwa Bahasa inggris sangat penting. Ngomonge juga angel karena mereka takut. Padahal saya itu sudah bilang berkali-kali.

Terus meningkatkan motivasi kesana itu susah bener. Sebab beranggapan dudu bahasaku, susahe lho. Anak-anak tertentu ya ada yang mau. Sebetulnya saya gitu kalau dikelas 1, saya sering lepas dari silabus, kurikulum untuk menyesuaikan dengan situasi. |
P	:	Berarti kalau dilihat rata-rata, nilai speaking nya bagaimana pak?
Guru :		Waa. Lha yo rendah skali. Sampeyan wis persa dhewe, ya tho? Ya pokoknya rendah sekali aja. Wong kita membangkitkan 1 sampai 2 anak saja susah mosok yo semua. Tambah susah.
P	:	Kalau dalam mengajar, speaking, biasanya pakai metode apa pak?
Guru :		Saya biasanya gini. Saya biasanya Setiap maju tugas, apapun pertama saya suruh ngomong namanya*my name is bla bla bla* untuk proses pembiasaan. Dua tak beri materi dengan masalah apa gitt. Kemudian dialog dipraktikan dikelas. Lepas dari

		ips lho ya. Kalau anak ipa lain lagi. Kemarin saya suruh buat drama dan prakteke. Tapi nek ips Cuma saya suruh nulis aja. Karena kita melihat kemauan dan kemaunan yang memang lain. Itu lah SMA Panggang. Kemudian saya juga pake presentasi
P	:	Berarti kemampuan Vocabulary dan atau Pronunciation itu rendah ya pak?
Guru	:	Rendah sekali. Kemampuan vocabulary dan pronunciation sangat rendah sekali. Kalau semacam tempat kita itu kan jarang sekali banyak tulisan bahasa Inggris. Jadi mungkin itu salah satu sebabnya itu. Sarana dan prasarana juga kurang mendukung. Meskipun nek saya boleh ngarani pada akhirnya itu bertitik pada kemauan anak itu sendiri. Meskipun, nek saya boleh ngarani pada akhirnya itu bertitik pada kemauan anak itu sendiri. Saya wong ndeso, njenengan wong ndeso nyatane iso tho?
P	:	Bagaimana sikap siswa terhadap Bahasa Inggris dalam kelas bapak?
Guru	:	Iya, mereka biasa ne celelekan gitu. Tapi Biasanya saya beri kebebasan untuk mengerjakan tugas dan saya berkeliling jadi saya tahu siapa yang celelekan. Termasuk ketika ngomong mereka dipersiapkan. Ketika mereka akan presentasi mereka saya suruh persiapan untuk mereka melakukan presentasi.
P	:	Apakah bapak pernah menggunakan role play technique di dalam kelas?
Guru	:	Pernah juga.
P	:	Menurut bapak, Apakah teknik ini dapat meningkatkan kemampuan siswa dalam berbicara Bahasa Inggris?
Guru	:	Tergantung siswanya, ketika anak-anak yang minat tinggi ya lumayan tapi ketika Bahasa inggris nggo opo jadi ya sudah. *Ra iso ngopo-ngopo*, padahal banyak yang ngomong *opo*. Saya itu bilang berkali kali bilang, nek belajar Bahasa asing harus pake kamus. Sama aja bohong nek belajar Bahasa nggak pake kamus. Wong mereka itu kamus do ora ndue kok yoo. Bahkan saya sampai ini, saya persilahkan pake hape, untuk aplikasi kamus.silahkan! Itu saja susah juga.
P	:	Jadi kesimpulanya masalah yang ada di dalam kelas berpusat pada siswanya ya pak.
Guru	:	Kesimpulanya, jadi saya ngomongnya bagaimana membangkitkan minat anak itu dulu. Saya itu sadar Bahasa inggris itu salah satu maple yang paling dibenci. Lha mau saya meningkatkan minat dulu. Harapanay kalau mereka seneng nanti kemudian bisa dikasih yang lain. Kemudian, saya mulai menggiring untuk persiapkan kelas tiganya. Sebagai guru itu tidak bisa lepas dari nganu, namanya yaitu untuk final deal. UJIAN NASIONAL.
P	:	Berarti porsi speaking anak-anak dikelas bagaimana pak?

Guru :	Saya itu sadar Bahasa inggris itu salah satu mapel yang paling dibenci. Lha mau saya, saya meningkatkan minat dulu. Harapanay kalau mereka seneng nanti kemudian bisa dikasih yang lain. Jadi saya mulai bisa menggiring untuk persiapkan kelas tiganya. Sebagai guru itu tidak bisa lepas dari final deal untuk ujian nasional. Jadi porsinya speaking sedikit, wong sekarang aja porsinya sedikit kok. Makanya speaking paling banyak dikelas satu. Untuk speaking paling banyak kelas satu, dengan yang kemaren ya. Yang kemarin kelas satu kebanyakan saya suruh cerita, suruh cerita ngono malahan. Kemarin itu kan bnyak teks-teks gitu tho. Mislanya ada narative, recoun, deskriptif. Kalau perlu tak kon crita artinya bukan membaca tapi menceritakan apa yang mereka buat, jadi sing ora iso kepekso yo kon moco. Saya tidak pernah mengejudge. Biar dengan sendirinya. Dikelas 2 mulai kita giring. Itu saya. Kemudian Nek saya katakanlah buat recount. Ya saya melarang jangan pasrahke sama google. Tapi mereka nulis Bahasa Indonesia kemudian pasrahke sama mbah google.
P :	Jadi boleh menggunakan Google translate pak?
Guru :	Mereka jarang buka kamus dan disuruh borong sama mbah google paling banyak ya gitu. Sekarang kalau begitu *le arep maju* kapan? Susah to? Biasanya mereka nulis Bahasa Indonesia kemudian pasrahke sama mbah google. Mereka jarang buka kamus dan disuruh borong sama mbah google paling banyak ya gitu. Sekarang kalau begitu le arep maju kapan? Susah to?. Teknologi buat enak, tapi saya bilang ini penyalah gunaan teknologi. Tapi anak-anak susah sekali meskipun saya juga bisa longgar, maksudnya begini dengan fasilitas karena situasi dan kondisi silahkan kadang kadang ya anak itu kan terjepit jadi silahkan lah. Teknologi buat enak, tapi saya bilang ini penyalah gunaan teknologi. Tapi anak2 susah sekali meskipun saya juga bisa longgar, maksudnya begini dengan fasilitas karena situasi dan kondisi silahkan kadang kadang ya anak itu kan terjepit jadi silahkan lah.
P :	Ow ya pak, jadi selama ini, apakah peran bapak dikelas lebih sebagai the main source pak?
	Sejak dulu, maunya kurikulaum 2013 kan kita sebagai penggembala, karena memang katakanlah dibawa ke lapangan suruh makan, iya kan, tapi kadang kadang saya juga membiarkan, menuntun, kadang juga nggebuk. Siswa ada yang berminat, setengah-setengah, dan blas.
P :	Kalau begitu, media yang sering digunakan dalam pelajaran speaking dikelas apa pak?
Guru :	Apa lagi kita lari kesana. Saya suruh Ngomong gelem aja itu wis sepira-pira je. Itu step by step terus terang itu ya. Untuk pronunciation. Saya suruh baca kaya kur gitu. Tak abani 123 gitu mas. Jadi ada teks, untuk latian pronunciation ya, saya bacakan kemudian mereka menirukan. Ya mau tidak mau saya juga kasih contoh kata-kata

		ya mas. Tapi tetep angel. Setelah baca bareng, terus saya pilih. Sika apik, sik tengah tengah tak pilih, sik elek yo tak pilih. Sik apaik ben go model.
P	:	Bagaimana dengan penggunaan media seperti Video, gambar, dan penggunaan LCD sebagai media pembelajaran?
Guru	:	Mau saya pake video tapi sering tidak kebagehan LCD. Padahal saya punya banyak file, tapi sing ajek ora gebagehan LCD. Nah yang palin sering tak ajak cerita, kadang-kadang dengan gambar. Itu karena fasilitas disekolah kurang. Saya juga kadang memberikan recording. Tapi paling sering yo diskusi mas, di ajak cerita.
P	:	Kalau begitu menurut bapak, rata-rata nilai speaking anak-anak berapa pak?
Guru	:	Rata-rata lima, rata-rata lho ya, bahkan dibawahnya mas. Lima ki wes rekoso mas.
P	:	Kenapa sulit pak?
Guru	:	Sulit karena mereka tidak mau membiasakan diri. Kalau kita kan bisa.

INTERVIEW TRANSCRIPT 2

Hari/tanggal   : 18 September 2014

Jam   : 13.45

Tempat   : Ruang Kelas

Responden   : (P) Peneliti, (S) Siswa (Riska inayati)

P	:	Dik, bagaimana ketertarikan kamu terhadap Bahasa Inggris?

S1	:	Menurut saya Bahasa inggris itu menarik ya sebenarnya. Karena Bahasa Inggris itu asik trus, gimana, kita bisa ngerti apa itu Bahasa inggris. Seperti itu.
P	:	Selama ini bagaimana proses pembelajaran Bahasa Inggris dengan pak guru?
S1	:	Kalau pelajaran sama pak dibyo itu suruh baca suruh nulis gitu kalau sama pak dibyo.
P	:	Gitu aja? Masak nggak ada yang lain?
S1	:	Iya mas.
P	:	Kalau kamu, belajar Bahasa Inggris itu senengnya gimana?
S1	:	Kalau menurut saya belajar Bahasa inggris yang menyenangkan itu praktik secara langsung. Diberi materi yang tidak bosen gitu mas.
P	:	Misalnya?
S1	:	Dengan nonton film gitu mas.
P	:	Oww. Lha kira-kira skor kemampuan Bahasa Inggris mu tu berapa?
S1	:	Menurut saya 7-8 soalnya masih banyak yang belum dimengerti gitu
P	:	Yang belum dimengerti itu bagian mana?
S1	:	Saya masoih kurang soal Bahasa iggris itu bagaimana cara nulisnya yang bener itu seperti apa.
P	:	Yap. Terima kasih ya.
S1	:	Iya mas.

INTERVIEW TRANSCRIPT 3

Hari/tanggal   : Kamis/18 September 2014

Jam   : 13.45

Tempat   : Ruang Kelas

Responden   : (P) Peneliti, (S) Siswa (Sutariyanti)

P :		Hai, nama mu siapa?

S2 :	Sutriyani.
P :	Bagaimana pendapatmu tentang pelajaran Bahasa Inggris Selama ini?
S2 :	Belajar Bahasa inggris itu sangat mengasikan yaa, tidak membosankan seperti belajar sambil bisa buat hiburan. Jadi tidak sepaneng
P :	Kalau belajar Bahasa Inggris sama Pak Guru bagaimana?
S2 :	Gimana yoo, Kalau menurut saya kurang menarik, karena Cuma diberi materi, trus nanti suruh mempelajari gitu, tidak langsung praktik gitu, jadi membosankan. Belum pernah belajar berbicara
P :	Kalau menurutmu belajar Bahasa Inggris yang kamu sukai bagaimana?
S2 :	Pengenya di jelasin, dan langsung dipraktiin. Jadi bisa menarik dadipahami oleh siswa.
P :	Kalau, menurut Adik, bagian mana yang paling sulit dalam Bahasa Inggris
S2 :	speaking Nya agak sulit

Hari/tanggal   : Kamis/18 September 2014

Jam   : 13.45

Tempat   : Ruang Kelas

Responden   : (P) Peneliti, (S) Siswa Rizal Saputra

P :	Dik bagaiman pendapatmu dengan Bahasa Ingris?
S3 :	Lumayan suka. Karena bisa mengerti Bahasa asing untuk masa depan
P :	Ada kesulitan Belajar Bahasa Ingriss?
S3 :	Nerjemahin kata sulit mas. terus ngomongnya juga sulit

P :	Kalau belajar sama Pak Guru bagaimana?
S3 :	Lumayan angel mas le masuk. Ya naming di kasih tugas gek ken ngarteke. Le marai bosen itu kon gawe percakapan dewe lho mas.
P :	Ok terima kasih ya.
S3 :	Ya

INTERVIEW TRANSCRIPT 5

Hari/tanggal : Kamis/18 September 2014

Jam : 13.45

Tempat : Ruang Kelas

Responden : (P) Peneliti, (S) Purbandani

P :	Bagaimana kesan adik selama belajar Bahasa inggris di semester ini?
S4 :	Lumayan suka. Ya menurut saya selama belajar Bahasa inggris menyenangkan. Tapi masih ada kendala.
P :	Ada kesulitan yang dimaksud apa Dik?
S4 :	Maksudnya misalnya kosa katanya kita yang kurang, dan kurang bisa memehami apa yag di berikan pak guru.
P :	Lha pak guru memberikanya gimana? Kok kurang bisa memahami?
S :	Pak Guru asik. Diterangkan dulu. Kalau di Tanya langsung di jawab.

INTERVIEW TRANSCRIPT 6

Hari/tanggal : Kamis/18 September 2014

Jam : 13.45

Tempat   : Ruang Kelas

Responden   : (P) Peneliti, (S) Nonik Noviantika

P :	Bagaimana pendapatmu tentang Bahasa Ingris dik
S5 :	Suka Bahasa inggris, karena Bahasa inggris itu menyenangkan. Dan saya ingin menambah ilmu pengetahuan tentang bahasa
P :	Kalau belajar sama Pak guru bagaimana dik?
S5 :	Lumayan. Tapi pak dibyo sering tidak masuk kelas. Terus kalau njelasin tidak jelas. Jadi penugasan terus mas. Dijelaskan tapi tidak jelas.
P :	Kalau menurut mu, nilai kemampuan Bahasa Ingris mu berapa?
S5 :	Diatas 6 mas.
P :	Oke. Makasih ya.
S5 :	Iyaa.

INTERVIEW TRANSCRIPT 7

Hari/tanggal   : 20 September 2014

Jam   : 13.00

Tempat   : Ruang Tata Usaha

Responden   : (P) Peneliti, (S) Sunarti

P :	Apakah Adik suka dengan Bahasa Inggris?
S11 :	Dibilang suka, suka. Dibilang tidak ya tidak. Lumayan tidak suka mas
P :	Lho? Kenapa?

S11 :	Karena kosa katanya kurang mas, sulit.
P :	Kalau sma pak Guru diajari gak?
S11 :	Diajari tapi gak sering mas.

INTERVIEW TRANSCRIPT 8

Hari/tanggal : Kamis/18 September 2014

Jam : 13.45

Tempat : Ruang Kelas

Responden : (P) Peneliti, (S) Rudi Warsono

P :	Dik bagaimana ketertarikan mu dengan Bahasa Ingris?
S6 :	Saya belajar Bahasa Inggris itu sangat tertarik. Bahasa Inggris itu masuk Bahasa Internasional yang sering dipake oleh para wisatawan yang datang ke Indonesia. Menurut saya pelajaran Bahasa Inggris itu sangat penting karena dapat membuat kita. Gimana ya. Membuat kita lebih paham jika kita ditanya oleh orang asing yang datang dari luar Indonesia.
P :	Menurut Adik, bagaimana tanggapan Adik terhadap pelajaran Bahasa Inggris dikelas?
S6 :	Pelajaran Bahasa Inggris dikelas saya terutama terletak pada gurunya yang mengajar dengan sangat monoton. Tidak ad acara-cara yang seni ato gimana yang bisa membuat siswa itu berlatih Bahasa Inggris dengan baik. Misalnya dengan cara

	membuat deskriptif teks ato gimana itu Cuma disuruh mencari deskripsi teks kemudian disuruh menerjemahkanya belum dikasih tau tata cara berbahasa inggris yang baik.
P :	Apakah adik pernah belajar bicara Bahasa Ingris?
S6 :	Belum mas.
P :	Adik tahu apa itu speaking?
S6 :	Berbicara itu menggunakan Bahasa inggris
P :	Bagaimana tho pelajaran Bahasa Inggris yang adik suka? Misalnya?
S6 :	Pelajaran Bahasa Inggris yang saya suka yaitu dengan banyak praktik ato gimana biar kita bisa mengetahui letak kesalahan kita jika kita berbahasa inggris mungkin menurut kita benar namun belum dicek kesalah ato benarnya jadi dengan belajar Bahasa inggris dengan banyak praktik kita dapat mengetahui bagaimana cara berbahasa inggris yang baik.
P :	Kemampuan adik dari skala 1-10, berapa skor kemampuan Bahasa Ingris adik?
S6 :	Dari penilaian saya angka 6
P :	Berarti banyak yang sulit?
S6 :	Ya sulit
P :	Bagaian mana yang sulit?
S6 :	Menurut saya bagian cara meletakan suatu kata. Kan kalau Bahasa inggris itu gebolak gebalik dan sulit untuk menemtukan kata-kata.
P :	Terus menurt adik, apakah pak guru dikelas pernah menggunakan Gambar-gambar, video, dan LCD?
S6 :	Belum, karena sumber dari paket.Belum pernah menggunakan video, presentasi, gambar

P :	Memberikan presentasi lewat power poin?
S6 :	Belum pernah.
P :	Menggunakan video pembelajaran, misalnya contoh-contoh seperti orang berbicara?
S6 :	Belum pernah.
P :	Kalau memulai pelajaran pak guru gimana? Memulai dengan diskusi ataou langsung dengan to the point pada masalah?
S6 :	Menurut sya, kalau mengajar Bahasa inggris dengan membentuk suatu kelompok, dan msing masing kelompok diberi tugas.
P :	Ya, terima kasih ya.
S6 :	Iya.

INTERVIEW TRANSCRIPT 9

Hari/tanggal   : Kamis/18 September 2014

Jam   : 13.45

Tempat   : Ruang Kelas

Responden   : (P) Peneliti, (S) Siswa Purbandani

P :	Bagaimana menurut adik kalau belajar Bahasa Inggris dengan pak Guru?
S7 :	Ya sebenarnya, pak Guru itu orang nya asik. Tapi untuk memahaminya itu kurang.
P :	Selama ini bagaimana cara belajar berbicara Bahasa Inggris dikelas?
S7 :	Selama ini Cuma suruh membaca dan menulis. Pas berbicara disuruh buat cerita pengalaman terus di hafalkan.
P :	Masalah yang sering ditemui saat belajar Bahasa Inggris bagamana?

S7	:	Cara mengartikan mas.

INTERVIEW TRANSCRIPT 10

Hari/tanggal   : Kamis/25 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Siswa

P	:	Sekarang aku minta pendapat kalian ya, tadi pas aku ngajar gimana? Bagaimana pendapat kalian tentang pembelajaran kemaren?
S8	:	Ya Bisa dipahami
S9	:	Asik
S10	:	Senang karena bisa diajar dg role play
S6	:	Mengasikan, karena dpt melatih siswa dlm berbicara
P	:	Kalau aktivitas yang kalian sukai pas bagian apa? Kan banyak step.
S6	:	Dengan membuat dialog dan dipraktekan di depan kelas
P	:	Ow gitu, kalau kamu pengenya besuk belajarnya gimana lagi Dik?
S9	:	Ditambah video percakapan mas. Ben gayeng.
S8	:	Pake video, dan penjelasannya di perdalam Mas.
S10	:	Pengennya ya dengan banyak praktek, jangan Cuma materi terus.
S6	:	Pengennya ya dengan banyak praktek, shg membuat berani berbicara walaunpun banyak salahnya
P	:	Oke. Saranya saya tamping. Tapi bagaimana dengan kemampuan Bahasa Ingrisnya? Nek kamu Rico?
S9	:	Ya sudah berani bicara.
P	:	Yang lain?
S8	:	Masih kurang PD
P	:	Lho kenapa?

S8	:	Ya kurang ja Mas.
P	:	Lok yang lain?

INTERVIEW TRANSCRIPT 11

Hari/tanggal   : Kamis/25 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Siswa Sinda

P :	Hai namamu siapa
S14 :	Sinda mas.
P :	Menurut adik kesanya daik pas tak ajar gimana
S14 :	Dapat pelajaran dengan cara baru. Ackting gitu lho mas. Yang tadinya bisa jadi bisa.
P :	Kalau aktifitas yang disukai adik bagaimana?
S14 :	Yang percakapan itu lho mas. Asik. Nek bisa gitu terus aja mas.
P :	Oke. Siap. Makasih yaa.
S14 :	Iya mas

INTERVIEW TRANSCRIPT 12

Hari/tanggal   : Sabtu/27 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Siswa Yulia rahmawati

P :	Bagaimana pendapatmu dengan implementasi bekerja secara berpasangan?
S15 :	Menurut saya itu lebih membantu Mas. Mudah berdikusi dari pada belajar sendiri-sendiri. Kalau berdiskusi itu kalau tidak bisa bisa Tanya dan saling mambantu
P :	Dik Bagaimana Kegiatan Role-play Tadi?

S15	:	Kegiatanya menarik karena langsung praktik mas. Dikasih materi langsung praktik jadi lebih paham mas. Terus mudah karena bisa Tanya teman mas.
P	:	Aku melihat kamu paling act out. Kamu suka bermain peran?
S15	:	Suka Mas. Asik
P	:	Kenapa?
S15	:	Karena ada temanya Mas.

INTERVIEW TRANSCRIPT 13

Hari/tanggal : Sabtu/27 September 2014

Jam : 13.00

Tempat : Ruang kelas

Responden : (P) Peneliti, (S) Rudi

P	:	Bagimana menurut mu tentang pembelajaran hari Ini bersama saya?
		What do you think about the lesson with me today?
S6	:	Pembelajaran sama mas kunto ki lebih mengasyikan. Karena dapat melatih siswa-siswa untuk lebih berani berbicara walaupun bnyak kesalahan.
		Top me it's more fun. We were learned to be brave to speak despite some mistake
P	:	Dari sekian banyak aktifitas yang paling kamu senengi yang mana? Yang paling membantumu menguasai materi?
		From all the activity, which one do you like most? I mean, that can help you to master the materials?
S6	:	Menurut saya yang membantu saya itu yang suruh membuat dialog. Terus dipraktikan didepan.kelas. jadi berani berbicara
		To me, the most helpful activity is the task to make a dialog, then we practice it in front of the class. It makes us brave to speak.
P	:	Bagaimana tentang worksheet yang saya berikan?
		How about the worksheet given?
S6	:	Menurut saya itu sangat membantu karena memberi kita kosa kata untuk berdialog dengan benar.

		In my opinion, it's so helpful because it improves my vocabulary to use in appropriate speaking

INTERVIEW TRANSCRIPT 14

Hari/tanggal   : Sabtu/27 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Sevianti, Sinda,siti

P :	Menurut kalian, bagaimana pembelajaran dengan menggunakan roe-play technique?
S19 :	Bagus, dan lebih asik
S14 :	Banyak pelajaran baru
S17 :	Suka
P :	Yang paling kamu suka yg mana?
S 19 :	Semuanya, pas praktek
P :	Selama ini kalian mengalami peningkatan seperti apa?
S19 :	Ya lebih PD aja mas.
P :	Bagaimana dengan tingkat penguasaan vocabulary adik setelah penerapan role-play? (How about your vocabulary mastery after the implementation of the role-play?
S19 :	Ya lumayan nambah mas. Kan kemarin di kasih tahu artinya tho mas. Juga karena bukak kamus. (It is improved. You also told me the meaning. I also opened the dictionary)

INTERVIEW TRANSCRIPT 15

Hari/tanggal   : 20 September 2014

Jam   : 13.00

Tempat   : Ruang Tata Usaha

Responden   : (P) Peneliti, (S) Sinda

P	:	Bagaimana kesan pembelajaran pake role play?
S14	:	Mendapatkan Banyak pelajaran baru.
P	:	Dik Penggunaan media seperti video tadki membantu tidak dalam memahami materi? (How about the use of video during the teaching learning in the)
S14	:	Membantu mas. (It helps me)
P	:	Kenapa? Bisa di jelaskan? (Why can you elaborate it)
S14	:	Karena video itu bisa jelas kata-katanya. Terus bisa liat cara ngomongnya itu gmana. Juga membantu pengucapanya. (The video have clear pronunciation so that we can see how they speak. It gives us the model of pronunciation.

INTERVIEW TRANSCRIPT 16

Hari/tanggal   : Sabtu/27 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Rico

P	:	Dik, bagaimana pendapat kamu saat diajar dikelas saya? **(Dik, how do you feel when you join my class?**
S20	:	Asik **(Fun)**
P	:	Bagaimana dengang kemampuan Speaking kamu? Adakah peningkatan? **(How about your speaking skill? Is there any improvement?)**
S20	:	Ya, Sudah berani berbicara Mas. **(I'm little bit be brave to speak)**
P	:	Dalam kelas saya kegiatan apa yang paling kamu sukai?

	(In my class, what activity do you like the most?
S20 :	Pas praktek dialog di depan. **(When we practiced dialogue)**
P :	Pengennya besok belajarnya gimana? **(What do you like the teaching and learning tomorrow?)**
S20 :	Bawa banyak video percakapan Mas. **(Bring more videos Mas)**

INTERVIEW TRANSCRIPT 18

Hari/tanggal   : Sabtu/27 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden   : (P) Peneliti, (S) Bekti Handayani

P :	Dik, worksheetnya membantu enggak kemaren?
S24 :	Ee ya membantu. Saya lebih bisa tahu. Sya lebih bisa tau.
P :	Runtut egak sih worksheetnya? Membantu.
S24 :	Iya runtut. Terus mudah dipahami.
P :	Iya terima kasih.
S24 :	Iya sama-sama.

INTERVIEW TRANSCRIPT 19

Hari/tanggal   : Sabtu/27 September 2014

Jam   : 13.00

Tempat   : Ruang kelas

Responden : (P) Peneliti, (S) Ratna

P	:	Dik penggunaan media seperti LCD video dan recording membantu enggak?
S26	:	Iya membantu mas. Soalnya kan video lebih jelas kata katanya. Terus itu membantu dalam hal pengucapanmu ya?
P	:	Ow ya. terima kasih ya
S26	:	Iya sama-sma

INTERVIEW TRANSCRIPT 19

Hari/tanggal : Sabtu/4 Oktober 2014

Jam : 13.00

Tempat : Ruang Tata Usaha

Responden : (P) Peneliti, (S) Monica

P	:	Dik bagaimana pendapatmu dengan mengikuti kelas saya?
S27	:	Pas Mas ngajar ya bisa dipahami
P	:	Bagian mana yang paling kam suka? What do you like the most?
S27	:	Membuat dialog dan diskusi sama temen.
P	:	Selanjutnya, cara belajarnya mau gimana?
S27	:	Mau yang lebih diperjelas. Di bagian kata kerja.
P	:	Apa yang kamu rasakan setelah mengikuti pelajaran dikelas saya? Ada peningkatan?
S27	:	Jadi lebih PD aja mas.
P	:	Makasih ya.
S27	:	Nggih

INTERVIEW TRANSCRIPT 20

Hari/tanggal : Sabtu/4 Oktober 2014

Jam : 13.00

Tempat   : Ruang Tata Usaha

Responden   : (P) Peneliti, (S) Yogi

P	:	Bagaimana Pendapat adik terhadap pembelajaran? **(What is your opinion about the class?)**
S12	:	Mengasikan. **(It is very fun)**
P	:	Yang paling kamu sukai? **(What do you like the most?)**
S12	:	Dengan membuat dialog dan dipraktekan di depan kelas **(We made a dialoge)**
P	:	Apakah kamu merasakan peningkatan setelah mengikuti kelas? (Do you feel any improvement after joining my class?
S12	:	Saya jadi semangat belajar Mas. **(I'm motivated to learn Mas)**

INTERVIEW TRANSCRIPT 20

Hari/tanggal   : Sabtu/4 Oktober 2014

Jam   : 13.00

Tempat   : Ruang Tata Usaha

Responden   : (P) Peneliti, (S) Yogi

P	:	Bagaimana Pendapat adik terhadap pembelajaran kali ini? (What is your opinion about the class?)
S22	:	Mengasikan, karena dapat melatih siswa dalam berbicara. (It is very fun, due to the practices to speak)
P	:	Yang paling kamu sukai? (Which parts do you like the most?)
S22	:	Dengan membuat dialog dan dipraktekan di depan kelas

		(when we made a dialogue and performed in front of the class)
P	:	Workseetnya bagaimana? (How about the worksheet?)
S22	:	Membantu, karena memberikan tambahan kosa kata. (It helped to improve our vocabulary)

APPENDIX C :

COURSE GRID

COURSE GRID

Mata Pelajaran : BAHASA INGGRIS
Kelas : XI
Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Meeting	Kompetensi Dasar	Indikator	Text	Function	Vocab	Langkah	Penilaian	Waktu	Sumber
1-2	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks,	1.1 Siswa mampu menunjukan rasa syukur dengan cara melakukan doa sebelum dan sesudah pelajaran 2.2 Siswa mampu memiliki dan menunjukkan	Discussion Text	**Asking for opinion :** - What is your opinion about....? - What are you feeling about.......? - What are your views on....?	Good Awesome Great Bad Appropriate Nice Delicious	**Mengamati** • Siswa mendengarkan/ menonton interaksi menyatakan pendapat dan pikiran serta responnya • Siswa mengikuti interaksi menyatakan pendapat dan pikiran • Siswa menirukan model interaksi pikiran	**KRITERIA PENILAIAN:** • Tingkat ketercapaian fungsi sosial ungkapan menyatakan pendapat dan pikiran • Tingkat kelengkapan dan keruntutan struktur teks ungkapan menyatakan pendapat dan pikiran	2 X 45	- www.dailyenglish.com - http://americanenglish.state.gov/fil es/ae/resource_fil es - http://learnenglish.british council.org/en/ Priyono, joko. (2008)

dan kebahasaan ungkapan menyatakan pendapat pikiran, dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.	unsur pada perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman 3.1 Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. 4.1 Siswa mampu menyusun teks lisan untuk	**Giving opinion** - From my point of view - I think - In my opinion - What I'm more concerned with - What I have in my mind is	menyatakan pendapat dan pikiran • Dengan bimbingan dan arahan guru, siswa mengidentifika si ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menaya** • Dengan bimbingan dan arahan guru, siswa mempertanyak an antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi • Kesesuaian format penulisan/ penyampaian **CARA PENILAIAN:** **Unjuk kerja** • Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. • Ketepatan menggunaka n struktur dan unsur kebahasaan dalam menyatakan

Interlang uage : english for Senior High School Student XI language study program me. Pusat perbuku an nasional. Jakarta

menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks	ungkapan lain, dsb. **Mencoba** Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks simulasi, *role-play*, dan kegiatan lain yang terstruktur. **Menalar** Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber bahasa siswa lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Menyaji** Siswa membuat dialog untu menyatakan pikiran dan pendapat dengan	pendapat dan pikiran serta responnya **Pengamatan (observations):** • Upaya menggunaka n bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. • Kesungguha n siswa dalam proses pembelajara n di setiap tahapan. • Kesantuman dan kepedulian dalam melaksanaka n komunikasi • Berperilaku jujur, disiplin, percaya diri, dan bertanggung

Mencipta Siswa melakukan praktik menggunakan ungkapan menyatakan pikiran dan pendapat di depan kelas dengan menggunakan teknik bermain peran (roleplay) didepan kelas untuk dinilai.	bahasa Inggris, di dalam Kelas dengan bermain peran (roleplay).
	jawab dalam melaksanaka n komunikasi

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Mata Pelajaran : BAHASA INGGRIS

Kelas : XI

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

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

Meet-ing	Kompetensi Dasar	Indikator	Materi			Langkah	Penilaian	Waktu	Sumber
			Text	Function	Vocab				
3-4	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar	1.1.1 Siswa mampu menunjukan rasa syukur dengan cara melakukan doa sebelum dan sesudah pelajaran	Exposition	I think you should …	- Should	Mengamati	KRITERIA PENILAIAN:	2 X JP	• Sumber dari internet:
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman	2.2 Siswa mampu menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman		If I were you, I'd …	- Better	• Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli.	• Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya		- www.dailyenglish.com
				You'd better …	- Job		• Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya		- http://americanenglish.state.gov/files/ae/resource_files
	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur	3.1 Siswa mampu Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta		Take my advice and …	- Occupation	• Siswa mencoba meninrukan pengucapannya dan	• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi		- http://learnenglish.britishcouncil.org/en/
					- School				- Priyono, joko.

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Kompetensi Dasar	Indikator	Kegiatan Pembelajaran	Penilaian	Sumber
kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	responnya, sesuai dengan konteks penggunaannya	menuliskan ungkapan yang digunakan.	• Kesesuaian format penulisan/ penyampaian	(2008). Interlangu age : english for Senior High School Student XI language study programm e. Pusat perbukuan nasional. Jakarta
4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	4.1 Siswa mampu Menyusun teks lisan untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Siswa belajar mengambil giliran dalam melakukan tindak komunikasi	**CARA PENILAIAN:**	

Menanya
• Dengan pertanyaan pengarah dari guru, siswa mempertanya kan:
- Fungsi sosial
- Ungkapan yang digunakan untuk memberi saran dan tawaran
- Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya.

Mencoba
• Siswa secara mandiri

Unjuk kerja
• Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya.
• Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya

Pengamatan (observations):
• Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan.
• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
• Kesantunan dan kepedulian dalam

		melaksanakan komunikasi

mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan menerima tawaran dan meresponnya

- Siswa berlatih menggunakan ungkapan tersebut menggunakan teknik bermain peran (role play)
- Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi

Menalar

- Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompoka nnya

berdasarkan penggunaan.
- Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan dan tawaran dan memberi saran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya.

Menyaji
- Siswa membuat dialog (exchange) bermain peran memberi saran dan tawaran serta responnya

Mencipta
- Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi

	yang wajar di dalam kelas,dalam bentuk percakapan/sim ulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks, dengan melakukan teknik bermain peran (roleplay) didepan kelas untuk dinilai

APPENDIX D :

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : SMA

Kelas/Semester   : X/1

Mata Pelajaran   : Bahasa Inggris

Teks   : Discussion

Function   : Asking For And Giving Opinion

Alokasi Waktu   : 2 Jam Pelajaran

A. Kompetensi inti

Ki 1**:** menghayati dan mengamalkan ajaran agama yang dianutnya

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

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Ki 4: mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi dasar

1.1 mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi international

2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

C. Indikator

1.1 Siswa mampu menunjukan rasa syukur dengan cara melakukan doa sebelum dan sesudah pelajaran

2.2 siswa mampu memiliki dan menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi   interpersonal dengan guru dan teman

3.1 siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

4.1 siswa mampu menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks

D. Tujuan pembelajaran

Setelah proses pembelajaran, siswa dapat mensyukuri anugerah Tuhan akan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International dengan menunjukkan perilaku santun dan peduli dalam menyusun teks lisan untuk untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

Materi pembelajaran

-   Fungsi Sosial   :

    ▪ To find information about something.

-   Generic Structure   :

        A : Greeting

        B : Responds to greeting

        A : Asking for opinion

        B : Giving Opinion

        A : Thanking

        B : Responds to thanks

-   Linguistics feature   :

        ▪ Vocabulary : Good, Awesome, Great, Appropriate, Nice

        ▪ Modal Verb : Would, will, should,

- Asking for opinions

Formal	Informal
- Have you got any comments on ….. - Do you have any idea? - Do you have any opinion on - Would you give me your opinion on…? - What is your opinion about……….? - What are you feeling about…….? - What are your views on……….?	- What do you think of……. - What do you think about………? - What is your opinion? - Do you think it's going? - How do you think of john's idea ? - How do you feel about this dicition?

- Giving opinions

Formal	Informal
- I personally believe ….. - I personally consider …. - I personally think /feel …. - I hold the opinion …. - In my own view of the matter is - Well, personally …….	- I think. - In my opinion, i would rather… - What i'm more concerned with …. - What i have in my mind is……… - The way i see is that - No everyone will agree with me, but - From my point of view ….

- Example of dialogue

    Rina   : Hai Desi! I have a new bag. Do you think it is good?

    Desi   : Yes, I think it is very good bag.

    Rina   : Thank you. Well but, what do you think about the color?

    Desi   : I think that the color of the bag is very nice and matches with your shirt.

    Rina   : Anyway. Do you think that it is a good bag for school?

    Desi   : I don't think so. It is too small so that you can't bring a lot of books to your bag.

    Rina   : It's ok. Well I have to go now. See you.

    Des   : See you..

.   .   .

Alokasi waktu

2 x 45 menit

E. Strategi/metode/pendekatan pembelajaran

    a. Model pembelajaran : scientific method

    b. Teknik : Role-play

F. Kegiatan pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	1. Siswa berdoa menurut agama dan kepercayaan masing-masing dan menunjukan sikap semangat untuk menerima pelajaran 2. Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya. 3. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. 4. Siswa menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.	
Inti	**Mengamati** 1. Siswa menerima work sheet yang dibagikan oleh guru. 2. Siswa diberikan presentasi berupa video dan ungkapan menyatakan pendapat dan pikiran serta responnya. (Activity 1) 3. Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya 4. Siswa mengikuti interaksi menyatakan pendapat dan pikiran (Activity 2) 5. Siswa menirukan model interaksi menyatakan pendapat dan pikiran (Activity 3) 6. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan	

pendat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).

Menanya

7. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris. (Activity 4)

Mencoba

8. Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks *simulasi, role-play.* (Activity 5)

9. Siswa diberikan *situation* untuk melakukan latihan menggunakan *role-play* secara berpasangan.

Menalar

10. Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.

11. Siswa membandingkan antara ungkapan dalam bahasa inggris dan dalam bahasa siswa.

Menyaji

12. Siswa menggunakan dialog untuk mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran,

Mencipta

13. Siswa membuat dan mempraktikan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan topic yang ada dalam role-card, dan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks untuk dinilai. (Activity 6)

Kegiatan Penutup	1. siswa bersama guru menyimpulkan pembelajaran	
	2. siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan	
	3. siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya	

l. Sumber/media pembelajaran

   a. Sumber   :

       Priyono, Joko. (2008). Interlanguage: *English for Senior High School Student XI language study program*. Pusat perbukuan nasional. Jakarta

       www.dailyenglish.com

       http://americanenglish.state.gov/files/ae/resource_files

       http://learnenglish.britishcouncil.org/en/

   b. Media   : Video, Rekaman, worksheet

J. Pedoman Pensekoran :

   1. Rubrik Penilaian Speaking

Criteria	Guidelines	Score	Total Score
An *A* student (21-25)	1. Makes minimal errors, 2. Uses rich and varied vocabulary, 3. Speaks with excellent pronunciation, 4. Speaks smoothly without stopping, and 5. Uses a variety of sentence structures.		
A *B* student (16-20)	1. Demonstrates competence, but makes some errors 2. Makes only minor errors that do not interfere seriously with communication, 3. Uses a broad range of vocabulary, and 4. Has good pronunciation.		
A *C* Student (11-15)	1. Demonstrates competence, but makes frequent errors, 2. Probably would not be entirely understood by a native speaker, 3. Speaks with mediocre pronunciation, and 4. Hesitates when speaking, but shows an awareness of correct usage by self-correcting.		

A *D* student (6-10)	1. Makes so many errors that the student cannot be understood, 2. Hesitates often, 3. Pronounces the language poorly, 4. Uses English occasionally, and 5. Has major weaknesses in grammar and pronunciation.		
An *E* student (1-5)	1. Makes no attempt to speak or is completely incomprehensible, 2. Has weak vocabulary and/or uses primarily English to respond, and 3. Did not respond appropriately for the task assigned.		

Score = (25) x 4 = 100

2. Pedoman Penilaian Sikap

a. Lembar Penilaian Sikap

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan!

No.	Nama Siswa	Religius				Tanggung Jawab				Kerjasama				Santun			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK
1																	
2																	
3																	
4																	
5																	

MK : Membudaya
MB : Mulai berkembang
MT : Mulai tampak
BT : Belum tampak

b. Rubrik Penilaian Sikap
Aspek : Religius

No.	Indikator Ketaatan Menjalankan Agama	Penilaian Ketaatan Menjalankan Agama
1	Disiplin (selalu tepat waktu) dalam menjalankan agamanya	Skor 1 jika terpenuhi satu indikator
2	Teratur dalam menjalankan agamanya	Skor 2 jikaterpenuhi dua indikator
3	Bersungguh-sungguh menjalankan ajaran agama	Skor 3 jikaterpenuhi tiga indikator

4	Berakhlak/berperilaku santun dan menghargai orang lain	Skor 4 jikaterpenuhi semua indikator

Aspek : Kerjasama

No.	Indikator Kerjasama	Penilaian Kerjasama
1.	Terlibat aktif dalam bekerja kelompok	Skor BT atau tidak ada indikator yang konsisten ditunjukkan peserta didik
2.	Kesediaan melakukan tugas sesuai kesepakatan	Skor MT indikator konsisten ditunjukkan peserta didik
3.	Bersedia membantu orang lain dalam satu kelompok yang mengalami kesulitan	Skor MB indikator konsisten ditunjukkan peserta didik
4.	Rela berkorban untuk teman lain	Skor MK indikator konsisten ditunjukkan peserta didik

Aspek : Tanggungjawab

No.	Indikator Tanggungjawab	Penilaian Tanggungjawab
1.	Melaksanakan tugas individu dengan baik	Skor BT atau tidak ada indikator yang konsisten ditunjukkan peserta didik
2.	Menerima resiko dari tindakan yang dilakukan	Skor MT indikator konsisten ditunjukkan peserta didik
3.	Mengembalikan barang yang dipinjam	Skor MB indikator konsisten ditunjukkan peserta didik
4.	Meminta maaf atas kesalahan yang dilakukan	Skor MK 4 indikator konsisten ditunjukkan peserta didik

Aspek : Santun

No.	Indikator Santun	Penilaian Santun
1.	Baik budi bahasanya (sopan ucapannya)	Skor 1 jika terpenuhi satu indikator
2.	Menggunakan ungkapan yang tepat	Skor 2 jika terpenuhi dua indikator
3.	Mengekspresikan wajah yang cerah	Skor 3 jikaterpenuhi tiga indikator
4.	Berperilaku sopan	Skor 4 jika terpenuhi semua indikator

Yogyakarta, 1 September 2014

English Teacher,   Researcher,

Kunto Laksono Hadi
10202244025

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMA

Kelas/Semester : X/1

Mata Pelajaran : Bahasa Inggris

Teks : Exposition

Function : Giving advice

Alokasi Waktu : 180 menit

G. Kompetensi inti

1. Ki 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

4. Ki 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

H. Kompetensi dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.1 menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3.1 menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

4.1 menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

I. Indikator

1.2 Siswa mampu menunjukan rasa syukur dengan cara melakukan doa sebelum dan sesudah pelajaran

2.2 siswa mampu menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.1 siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya

4.1 siswa mampu menyusun teks lisan untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

J. Tujuan pembelajaran

Setelah proses pembelajaran, siswa dapat mensyukuri anugerah tuhan akan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International dengan menunjukkan perilaku santun dan peduli dalam menyusun teks lisan untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. Materi pembelajaran

- Fungsi Sosial : To give information about something.

- Generic Structure   :

> A : Greeting
>
> B : Responds to greeting
>
> A : Asking for opinion
>
> B : Giving Opinion
>
> A : Thanking
>
> B : Responds to thanks

  L. Linguistics features :

  - Vocabulary : Should, better, job, watch, attend, interview, occupation

  - Modal Verb : should,

- Giving advice

To do something	Not to do something
- I think you should … - If I were you, I'd …	- I don't think you should … - I wouldn't …,

- You'd better …	- You'd better not …
- Take my advice and …	- I wouldn't advice …

- Example of dialogue

John : Hey, helen, look what i've found on the photocopier - the answers for next week's test!

Helen : The answers? You'd better hand them in to the office.

John : You're kidding, aren't you? I think you should wise up.

Helen : What do you mean?

John : We've both been struggling with the work this term; here's our chance to pass with flying colours. If i were you, i 'd make the most of it.

Helen : What? Cheat? We can't do that!

John : Why not? Do you want to fail? Your parents won't like it if you do.

Helen : No, i don't want to fail. But, if we get caught.

John : We won't get caught. Come on, what do you say?

Helen : Well, i'm not sure

M. Alokasi waktu

2 x 90 menit

N. Strategi/metode/pendekatan pembelajaran

c. Model pembelajaran : scientific method

d. Tenik : *Role-play*

O. Kegiatan pembelajaran

Pertemuan Pertama

Kegiatan	Diskripsi kegiatan	Alokasi waktu
Pembukaan	5. Siswa berdoa menurut agama dan kepercayaan masing-masing dan menunjukan sikap semangat untuk menerima pelajaran	15 menit

	6. Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya. 7. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan. 8. Siswa menerima informasi kompetensi, materi, tujuan, dan langkah pembelajaran yang akan dilaksanakan.	
Kegiatan Inti	**Mengamati** 1. Siswa menerima *worksheet* yang diberikan oleh Guru 2. Siswa diberikan gambar dan dialog tentang memberikan saran (*giving advice*). Dan mengidentifikasi gambar dan dialog tersebut. (Activity 1) **Menanya** 3. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan saran (fungsi sosial, struktur teks, dan unsur kebahasaan). (Activity 2) **Mencoba** 4. Siswa mendengarkan dan melihat interaksi memberikan saran (*giving advice)* untuk mempermudah pemahaman mengenai ungkapan memberikan saran. 5. Siswa mengikuti interaksi menyatakan saran dan menirukan model interaksi menyatakan saran. (Activity 3) 6. Siswa mempraktikan dialog dengan bermain peran (role-play) sesuai dengan dialog yang tersedia. (Activity 4)	65 menit

Penutup	1. Siswa bersama guru menyimpulkan pembelajaran 2. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan. 3. Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya	10

Pertemuan kedua

Pembukaan	1. Siswa berdoa menurut agama dan kepercayaan masing-masing dan menunjukan sikap semangat untuk menerima pelajaran 2. Siswa merespon salam dan pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya. 3. Siswa menerima informasi tentang pembelajaran yang akan dilaksanakan.	5 menit

	Menalar
	
	  4. Siswa memberikan respon tentang ungkapan memberi saran (*giving advice*) (Activity 5)
	Menyaji
	
	  5. Siswa secara berpasangan membuat dialog yang berisi ungkapan memberi saran (*giving advice)* beserta responya berdasarkan situasi yang diberikan. (Activity 6)
	Mencipta
	
	  6. Siswa membuat dan mempraktikan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan cara
		75

	bermain peran (Roleplay) memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks untuk dinilai. (Activity 7)		
Penutup	1. Siswa bersama guru menyimpulkan pembelajaran 2. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan.	10	

K. Sumber/media pembelajaran

   c. Sumber   :

      Priyono, Joko. (2008). Interlanguage: *English for Senior High School Student XI language study programme*. Pusat perbukuan nasional. Jakarta

   d. Media   : Video, Rekaman, worksheet

L. Pedoman Pensekoran :

   1. Rubrik Penilaian Speaking

Criteria	Guidelines	Score	Total Score
An *A* student (21-25)	6. Makes minimal errors, 7. Uses rich and varied vocabulary, 8. Speaks with excellent pronunciation, 9. Speaks smoothly without stopping, and 10. Uses a variety of sentence structures.		
A *B* student (16-20)	5. Demonstrates competence, but makes some errors 6. Makes only minor errors that do not interfere seriously with communication, 7. Uses a broad range of vocabulary, and 8. Has good pronunciation.		
A *C* Student (11-15)	5. Demonstrates competence, but makes frequent errors, 6. Probably would not be entirely understood by a native speaker, 7. Speaks with mediocre pronunciation, and 8. Hesitates when speaking, but shows an awareness of correct usage by self-correcting.		

A *D* student (6-10)	6. Makes so many errors that the student cannot be understood, 7. Hesitates often, 8. Pronounces the language poorly, 9. Uses English occasionally, and 10. Has major weaknesses in grammar and pronunciation.		
An *F* student (1-5)	4. Makes no attempt to speak or is completely incomprehensible, 5. Has weak vocabulary and/or uses primarily English to respond, and 6. Did not respond appropriately for the task assigned.		

Score = (25)4 = 100

2. Pedoman Penilaian Sikap

c. Lembar Penilaian Sikap

Bubuhkan tanda √ pada kolom-kolom sesuai hasil pengamatan!

No.	Nama Siswa	Religius				Tanggung Jawab				Kerjasama				Santun			
		BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK	BT	MT	MB	MK
1																	
2																	
3																	
4																	
5																	

MK : Membudaya
MB : Mulai berkembang
MT : Mulai tampak
BT : Belum tampak

d. Rubrik Penilaian Sikap
   Aspek   : Religius

No.	**Indikator Ketaatan Menjalankan Agama**	**Penilaian Ketaatan Menjalankan Agama**
1	Disiplin (selalu tepat waktu) dalam menjalankan agamanya	Skor 1 jika terpenuhi satu indikator
2	Teratur dalam menjalankan agamanya	Skor 2 jikaterpenuhi dua indikator
3	Bersungguh-sungguh menjalankan ajaran agama	Skor 3 jikaterpenuhi tiga indikator

4	Berakhlak/berperilaku santun dan menghargai orang lain	Skor 4 jikaterpenuhi semua indikator

Aspek   : Kerjasama

No.	Indikator Kerjasama	Penilaian Kerjasama
1.	Terlibat aktif dalam bekerja kelompok	Skor BT atau tidak ada indikator yang konsisten ditunjukkan peserta didik
2.	Kesediaan melakukan tugas sesuai kesepakatan	Skor MT indikator kosisten ditunjukkan peserta didik
3.	Bersedia membantu orang lain dalam satu kelompok yang mengalami kesulitan	Skor MB indikator kosisten ditunjukkan peserta didik
4.	Rela berkorban untuk teman lain	Skor MK indikator konsisten ditunjukkan peserta didik

Aspek   : Tanggungjawab

No.	Indikator Tanggungjawab	Penilaian Tanggungjawab
1.	Melaksanakan tugas individu dengan baik	Skor BT atau tidak ada indikator yang konsisten ditunjukkan peserta didik
2.	Menerima resiko dari tindakan yang dilakukan	Skor MT indikator kosisten ditunjukkan peserta didik
3.	Mengembalikan barang yang dipinjam	Skor MB indikator kosisten ditunjukkan peserta didik
4.	Meminta maaf atas kesalahan yang dilakukan	Skor MK 4 indikator konsisten ditunjukkan peserta didik

Aspek   : Santun

No.	Indikator Santun	Penilaian Santun
1.	Baik budi bahasanya (sopan ucapannya)	Skor 1 jika terpenuhi satu indikator
2.	Menggunakan ungkapan yang tepat	Skor 2 jika terpenuhi dua indikator
3.	Mengekspresikan wajah yang cerah	Skor 3 jikaterpenuhi tiga indikator
4.	Berperilaku sopan	Skor 4 jika terpenuhi semua indikator

Yogyakarta, 1 September 2014

English Teacher,   Researcher,

Kunto Laksono Hadi
10202244025

APPENDIX E :

WORKSHEET

Worksheet

Activity 1

Look at the pictures and listen to your teacher's explanation and answer your teacher's questions orally.

Would you give me your opinion on our presentation?

In my opinion, It is very good.

How do you feel about this site?

If you ask me, it is an appropriate site for our homework.

What is the picture about?

What do you think of the picture?

Can you tell me the differences?

Activity 2

Listen to the dialogue and listen to your teacher's explanation and answer your teacher's questions orally

Dory: Hi, Erix. Have you had read the newspaper today?

Erix : Yes, Of course, I have read it.

Dory : By the way, <u>what do you think of</u> beach reclamation in Bali?

Erix : <u>From my point of view</u>, it should be stopped now. It will bring a bad effect to our nature.

Dory : Yeah, I totally agree with you.

Activity 3

Study the following dialogue and identify the underlying expressions.

Situation: Rina meets Desi in the school. She asks Desi's opinion about her new bag.

Rina : Hai Desi! I have a new bag. Do you think it is good?

Desi : Yes, I think it is very good bag.

Rina : Thank you. Well but, what do you think about the color?

Desi : I personally think that the color of bag is very nice and matches with your shirt.

Rina : Anyway. Do you think that it is a good bag for school?

Desi : Well, I don't think so. It is too small so that you can't bring a lot of books to your bag.

Rina : It's OK. Well I have to go now. See you.

Desi : See you . . .

- Asking for opinions

Formal	Informal
- Have you got any comments on …... - Would you give me your opinion on… - What is your opinion about…… - What are you feeling about…….? - What are your views on……….?	- What do you think of…….? - What do you think about………? - What is your opinion? - Why do they behave like that? - How do you feel about this dicition?

- Giving opinions

Formal	Informal
- I personally believe …... - I personally consider …. - I personally think /feel …. - In my own view of the matter is - Well, personally ……. - If I had my view, I would …...	- I think. - In my opinion, I would rather… - What I'm more concerned with …. - What I have in my mind is……… - No everyone will agree with me, but - From my point of view ….

Activity 4

Study the following dialogue and then answer the questions.

learningfundamentals.com.au
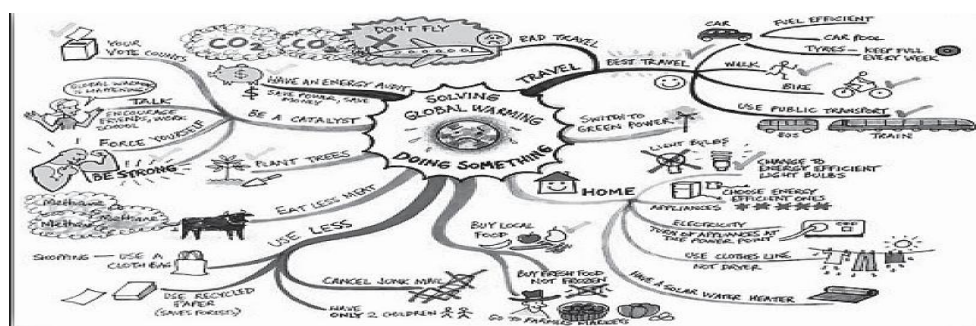
Situation: *In the school, Helmi meets Retno. They talk about global warming.*

Helmi ： Retno, what do you think is the best action to reduce global warming?

Retno ： I think everyone should start changing their way of life.

Helmi ： What do you mean?

Retno ： Well, we have to start to do what we can, to help reduce global warming.

Helmi ： What do you suggest that we should do?

Retno ： Well, there are lots of things that we can do. We should start saving electricity,

start recycling things, start using public transport means, buying and consuming as

much as we need only, etc. Basically, just save anything that we can.

Helmi ： Wow! You know a lot of things about reducing global warming. Where did you learn all of that from?

Retno ： Well, I read newspapers, magazines, and also search for information in the internet.

Actually, I want to inform what I've learned to everyone so that everybody can start

helping to save our mother nature.

Helmi ： You're so awesome. How about if you write it in our school magazine next month?

Retno ： That's a great idea. I'll do that.

Helmi ： OK, I've got to go now.

Retno : Bye.

Questions

1. What does Helmi ask Retno for?

2. What is Retno's opinion on the action that should be done to reduce global warming?

3. Where did Retno learn all the information on global warming?

4. What does Helmi think of Retno?

5. What does Helmi suggest that Retno should do?

Activity 5

Make a simple dialogue based on the examples and practice it with your partner.
Example:

1). Arin   : What do you think of Messi performance last night?
   Ruben : In my opinion, he was not playing well.

2) Arin   : Ruben, Would you give me your opinion on the result of the OSIS Election?.
   Ruben   : I think, it is very fair .

Situations:
1. You meet your friend and your friends ask your opinion about the new English teacher.
2. In the bus station, you find that the bus station is very dirty. You ask your friend's opinion about it and your friend responds you.
3. You ask your friend's opinion about Israel expansion to Palestine.
4. Your friend ask you about your point of view on football new season.
5. You ask your friend's opinion on the new fashion style.

ACTIVITY 6

In pairs, make a dialogue based on situation in the role cards. Then, practice it with your partner.

1. **Role 1**

Students A	Students B
As Erix	**As Dory**
- You meet Dory in the school in the evening and greet him. - You ask him about his opinion on football match last night	- You respond to Erix's greeting in the school - You tell him that the match is very awesome.

2. Role 2

Students A	Students B
As Diki	As Dika
- You meet your friend in a restaurant. You greet him. - You ask your partner's opinion about the food.	- You respond to your friend's greeting. - Tell your partner that the food is delicious

3. Role 3

Students A	Students B
As Abi	As Ani
- In the morning, you meet Ani, your friend on the way to school. You greet and ask her how she is doing. - You ask Ani's view on your new bag. - You give expression of parting because you are in a hurry to school	- You respond to Aby's greeting and answers his question. - You tell him that she thinks that the bag is very nice. - You respond to her parting expression.

4. Role 4

Students A	Students B
As Dika	As Teacher

- You meet your teacher in the school, you greet him/her. - You ask him/her about his/her opinion about the new headmaster. - You thank to him.	- You respond to your students' greeting. - You tell him/her that the headmaster is very discipline. - You respond to your students' thanking expression.

- You meet your teacher in the school, you greet him/her. - You ask him/her about his/her opinion about the new headmaster. - You thank to him.	- You respond to your students' greeting. - You tell him/her that the headmaster is very discipline. - You respond to your students' thanking expression.

WORKSHEET

Activity 1

Look at the pictures and answer your teacher's questions orally.

Ma'am, I want to pass the examination..

You should study hard, then.

Dad, I Just lost my job...

Easy, Son. If I were you, I would find a new Job.
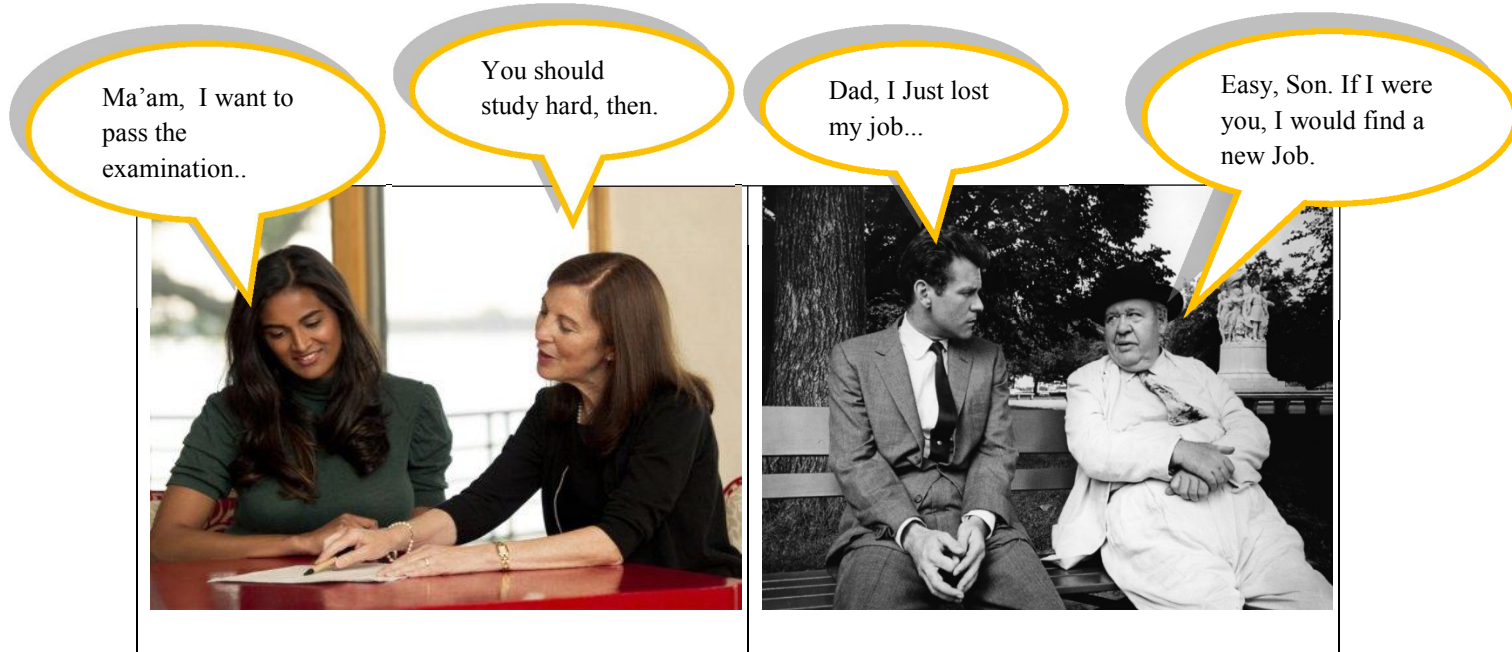
1. Look at the pictures. What are the people doing?

2. What expressions are used in those pictures?

3. Could you give examples of the expressions?

Activity 2

Study the expressions below:

Giving Advice

To do Something	Not To do something
- I think you should …	- I don't think you should …
- If I were you, I'd …	- I wouldn't …,
- You'd better …	- You'd better not …
- Take my advice and …	- I wouldn't advice …

Read the dialogue of greeting and parting expressions.

In the office, Monica meets her friend, Layla

Layla   : Thanks for meeting with me during your lunch hour. I appreciate it.

Monica : No problem. I'm happy to help. What's going on?

Layla   : Oh you know, the usual. Should I take this new job? Or do I stick with my current one?

Monica : Well, I think it's time for a change, don't you? They pay you late and you are unhappy.

Layla   : Do you really think so?

Monica : **I know so.** And I've been listening to you complain for over a year now. **Trust me.** Take the job. What do you have to lose?

Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.

Pronunciation and vocabulary list:

Words	Phonetic transcription	Indonesian
Thank	/θæŋk/	Terima kasih
Meet	/miːt/	bertemu

Activity 3
Listen to the audio conversation and then repeat the conversation. After that, identify the expressions of greeting and parting in that dialogue.

John   : Hey, Helen, look what I've found on the photocopier - the answers for next week's test!

Helen : The answers? You'd better hand them in to the office.

John   : You're kidding, aren't you? I think you should wise up.

Helen : What do you mean?

John : We've both been struggling with the work this term; here's our chance to pass with flying colors. If I were you, I'd make the most of it.

Helen : What? Cheat? We can't do that!

John : Why not? Do you want to fail? Your parents won't like it if you do.

Helen : No, I don't want to fail. But, if we get caught.

John : We won't get caught. Come on, what do you say?

Helen : Well, I'm not sure

Andre meets his classmate at the Internet Café

Andre : I'm a terrible at English and I should do something about it. What do you suggest?

Karen : You should try this blog. It is a fantastic blog.

Andrew : I've heard about it, but What do you think I should start with?

Karen : You'd better start with the lessons. Then, try the activities.

According to the audio conversation, answer the following questions.

1. What expressions do they use?
2. What are they talking about?
3. Can you mention the expression of asking for and giving advice in that dialogue?
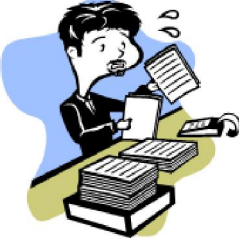
Activity 4

Practice the dialogues in activity 3 with your partner.

Activity 5

Write the appropriate advice in each situation.

Situation	Picture
1. I need to lose weight. Can you give me advice? **Advice :** ……………………………………………..............	

2. I didn't pass the driving test. What should I do? **Advice :** ……………………………………………….................	
3. I just arrived in the US. What should I do? **Advice :** ……………………………………………….................	
4. I want to quit smoking. What should I do? **Advice :** ……………………………………………….................	
5. My job is very stressful and tiring. Can you give me advice? **Advice :** ……………………………………………….................	
6. I want to buy a car. Can you give me advice **Advice :** ……………………………………………….................	

Activity 6

Make a short dialogue based on the situation below. Then practice with your partner.

1. Rudy study at university. He has final exams in two weeks. He is very worried about his best friend. He is planning to cheat on the coming examinations. What should you do?
2. Your friends keep complaining that you spend too much time with your boyfriend. They say that you never hang out with you anymore. You don't want to lose your

friends, but at the same time, you want to see your boyfriend as much as possible. What will you do?

3. You are having a real problem with your roommate. You like to keep your apartment clean, but your roommate is a very messy person. She likes throwing her clothes and stuff all over the place, while you are trying hard to keep the apartment neat and tidy. What do you think she should do?

Activity 7

In pairs, make a dialogue based on situation in the role cards. Then, practice it with your partner.

Card 1

Student A (Andi)

- You meet Dany in the lobby of a hotel in the evening and greet him.

- You look that dany feel upset. You ask him about what is going on to him?

- You tell him that He needs to find another job.

Card 1

Student B (Dany)

- You respond to Andi's greeting in the lobby of a hotel.

- You feel upset because of you are fired from the hottel.

- You respond to the expression of Advice from Andi.

Card 2

Student A

- You meet your friend (B) in a restaurant. You greet him.

- You tell B that you are failed in the interview test.

- Tell your friend that you are thatnk full

Card 2

Student B

- You respond to your friend's greeting.

- Tell him that A needs to prepare everything well before joning the test

- You respond to the expression.

Card 3

Student A

- In the morning, you meet B, your old friend on the way to school. You greet and ask her how she is doing.
- You advice B to call the number by using your friend phone.
- You respond to B's expression

Card 3

Student B

- responds to your friend's greeting and answers her question that you just lost your smartphone.

- You accept the advice and say thanks

Card 4

Student A

- You meet your old friend in the market. You greet him/her.

- You ask your old friend what he/she is doing in the market.

- You tell him/her that He/she should buy the red one. It is because it is very appropriate to him/her.

Card 4

Students B

- You respond to your friend's greeting.

- You tell him/her that you are in the market and find difficulty to decide which shoes that should you buy.
- You respond to his/her expression.

Card 5

 Student A

- You meet your teacher in the
  Bakery shop, you greet him/her.

- You ask him/her if tomorrow
  You cannot attend the class.

- You accept your teacher advice.

Card 5

 Student B

- You respond to your students'
  greeting.

- You tell him/her that tomorrow
  the tenth grade students will
  have a review test. You suggest
  him/her to come to the class.

APPENDIX F

No	NAME	Pre test			Cycle 1			cycle 2			Post test		
		T	R	M	T	R	M	T	R	M	T	R	M
1	Fendi Suryanto	10	8	9	12	10	11	15	10	12,5	17	19	18
2	Maryuni	15	14	14,5	18	18	18	16	18	17	18	20	19
3	Monica Rinjani Pratama	15	13	14	15	16	15,5	19	16	17,5	20	21	20,5
4	Muhammad Ridwan	13	10	11,5	15	17	16	17	17	17	18	19	18,5
5	Nanang Kurniawan	10	12	11	13	16	14,5	19	16	17,5	20	23	21,5
6	Nofianti	15	14	14,5	20	17	18,5	23	17	20	18	20	19
7	Nonik Nopiyantika	12	15	13,5	12	14	13	19	14	16,5	19	18	18,5
8	Olina Firliani	14	10	12	14	19	16,5	19	19	19	17	19	18
9	Pamuji	8	10	9	16	14	15	17	14	15,5	18	20	19
10	Purbandari	15	13	14	15	16	15,5	19	16	17,5	21	20	20,5
11	Rahmat Putra Agung	13	11	12	14	14	14	15	14	14,5	17	18	17,5
12	Retna Kurniawati	14	15	14,5	16	17	16,5	17	17	17	18	18	18
13	Rico Deki Irawan	10	8	9	11	14	12,5	16	14	15	17	17	17
14	Rima Rugiyanti	17	15	16	20	17	18,5	20	17	18,5	20	20	20
15	Riska Dwi Styawati	15	15	15	16	18	17	19	18	18,5	20	19	19,5
16	Riska Inayati	15	13	14	17	18	17,5	18	18	18	20	20	20
17	Risky Kurniawan	13	12	12,5							18	19	18,5
18	Rizal Saputra	10	8	9	12	11	11,5	15	11	13	17	18	17,5
19	Rosidila Prasanti	15	12	13,5	17	20	18,5	18	20	19	19	20	19,5
20	Rudi Warsono	15	12	13,5							21	21	21
21	RudiYanto	13	10	11,5	14	15	14,5	15	15	15	18	20	19
22	Septa Rohmanto	12	10	11	14	15	14,5	16	15	15,5	17	20	18,5
23	siti Fatimah	14	12	13	15	14	14,5	17	14	15,5	19	20	19,5
24	Subekti Merawati	18	20	19	22	20	21	20	20	20	23	23	23
25	Sunarti	14	12	13	16	17	16,5	22	17	19,5	20	20	20
26	Sutariyanti	14	11	12,5	16	14	15		14	7	18	19	18,5
27	Sinda Rupa Indah	13	15	14	16	14	15	19	14	16,5	19	18	18,5
28	Vina Sevianti	14	12	13	18	14	16	19	14	16,5	20	20	20
29	Yogi Aryatama	13	13	13	19	15	17	18	15	16,5	18	20	19
30	Yulia Maharani	15	15	15	15	15	15	19	15	17	20	24	22
	Mean	13,5	12,3	12,9	15,6	15,7	15,7	18	15,7	16,5	18,8	19,8	19,3
	Max	18	20	19	22	20	21	23	20	20	23	24	23
	Min	8	8	9	11	10	11	15	10	7	17	17	17
	T. Test												0
	Std. Deviation	2,16	2,56	2,18	2,58	2,33	2,18	2,02	2,33	2,61	1,46	1,52	1,35
	Mode	15	12	9	16	14	14,5	19	14	17	18	20	18,5
	Median	14	12	13									

No	Aspects to be observed	Description of the result
1	**The students**	
	1. The number of students	
	2. The range of ages	
	3. The characteristics	
	4. The language used	
2	**The teacher and the learning Process**	
	1. The name of the teacher	
	2. The language used	
	3. The methodology used	
	4. The way of opening the class	
	5. The way of presenting the materials	
	6. The use of the allocated time	
	7. The technique of asking questions	
	8. The technique of class management	
	9. The type and the way of evaluation	
	10. The way of closing the class	
3	**The materials (source)**	
	1. The main sources (s)	
	2. The supporting source (s)	
4	**The teaching instruments**	
	1. The course grid	
	2. The lesson plan	
5	**The class**	
	1. The name of the class	

	2. The facilities		
	a. The room		
	b. The seating arrangement		
	c. The lighting		
	d. Supporting equipment		
6	**The interactions**		
	1. Students- students		
	2. Students - Teacher		

Observation Guidelines

Day, Date   :

Gunungkidul,
2014
Researcher

Kunto Laksono
Hadi
10202244025

Interview Guidelines

Pre-implementation

A. For the teacher
1. Bagaimana kemampuan berbicara kelas XI IIS 1?
2. *Skill* apa saja yang diajarkan dikelas Bahasa Inggris?
3. Metode apa yang digunakan untuk mengajarkan *speaking*?
4. Bagaimana sikap siswa terhadap metode yang digunakan?
5. Bagaimana sikap siswa terhadap Bahasa Inggris?
6. Permasalahan apa yang sering ditemui di kelas Bahasa Inggris?
7. Bagaimana penguasaan *vocabulary* siswa?
8. Bagaimana kemampuan *pronunciation* siswa?
9. Bagaimana tingkat kepercayaan diri siswa ketika berada di kelas Bahasa Ingris Bapak?
10. Menurut bapak kegiatan Bahasa Inggris seperti apa yang dapat meningkatkan kemampuan/*skill* berbicara siswa?
11. Apa yang Bapak lakukan untuk memotifasi siswa belajar Bahasa Inggris?
12. Apakah *role-play technique* sudah pernah digunakan untuk mengajar Bahasa Inggris di kelas?
13. Jika sudah, bagaimana responnya?
14. Apa teknik tersebut dapat meningkatkan kemampuan *speaking* siswa?
15. Jika belum, bolehkan saya menggunakanya?
16. Jika belum, apakah bapak tertarik menggunakanya?

B. For the students
1. Bagaimana ketertarikan Adik terhadap pelajaran Bahasa Inggris?
2. Mengapa Adik suka/tidak suka dengan Bahasa Inggris?
3. Bagaimana pelajaran Bahasa Inggris di kelas?
4. Bagaimana pelajaran speaking yang adi temui di kelas.
5. Bagaimana pelajaran Bahasa Inggris yang Adik suka?
6. Apakah Adik tertarik dengan pelajaran Bahasa Inggris dengan semacam praktik?
7. Dalam Skala 1- 10, kira-kira berapakah skor kemampuan Bahasa Inggris Adik?
8. Bagian mana yang paling sulit bagi Adik?

After Implemantation

A. For the students
1. Siapa nama lengkap adik?
2. Bagaimana kesan adik terhadap pelajaran Bahasa Inggris hari ini?
3. Bagaimana kesan adik terhadap aktifitas *role-play* kali ini?
4. Apakah ini dapat memotivasi adik untuk berbicara Bahasa Inggris?
5. Apakah hari ini adik praktik *speaking*?
6. Kegiatan apa yang kurang adik sukai dari kegiatan ini?
7. Apakah saran Adik untuk kegiatan pada pertemuan besok?

B. For the English teacher
1. Menurut Bapak apakah saya sudah berhasil menerapkan *role-play technique* di dalam kelas?
2. Bagaimana situasi kelas ketika saya mengajar menggunakan teknik tersebut? Adakah perbedaan yang signifikan terhadap ketertarikan siswa?

OBSERVATION SHEET

Date   :

Meeting   :

Observer   :

No	Observation Item	Yes	No	Comment
A.	Pre-teaching			
	1. The teacher greet and ask the students' condition			
	2. The students respond to the teacher greeting			
	3. The teacher leads the class to pray			
	4. The teacher checks the attendance of class			
	5. The teacher gives lead-in questions for the new materials			
	6. The teacher explains the goal of teaching			
B.	Whilst-teaching			
	7. The students prepare their book and ready to study			
	8. The teacher gives the explanation about the material			
	9. The teacher distributes handout about the text			
	10. The teacher and the students discuss the text in handout			
	11. The teacher gives the students opportunity to ask question			
	12. The teacher checks the students' understanding by giving task			
	13. The teacher and the students discuss the task			
	14. The teacher divides the students into group (Role-play group) and Home group			
	15. The students gather in their group			
	16. The teacher gives tasks for each of groups			
	17. The students do the task enthusiastically			
	18. The teacher ask the students to gather in their Home group			
	19. The teacher gives quizzes			
C.	Post-teaching			

	20. The teacher summarizes the lesson			
	21. The teacher reflect the lesson			
D.	Class Situation			
	22. The students are active			
	23. The students show enthusiasm			

Gunungkidul, 2014

Researcher

Kunto Laksono Hadi

1020224402

ASSESSMENT RUBRIC

Criteria	Guidelines	Score	Total Score
An *A* student (21-25)	11. Makes minimal errors, 12. Uses rich and varied vocabulary, 13. Speaks with excellent pronunciation, 14. Speaks smoothly without stopping, and 15. Uses a variety of sentence structures.		
A *B* student (16-20)	9. Demonstrates competence, but makes some errors 10. Makes only minor errors that do not interfere seriously with communication, 11. Uses a broad range of vocabulary, and 12. Has good pronunciation.		
A *C* Student (11-15)	9. Demonstrates competence, but makes frequent errors, 10. Probably would not be entirely understood by a native speaker, 11. Speaks with mediocre pronunciation, and 12. Hesitates when speaking, but shows an awareness of correct usage by self-correcting.		
A *D* student (6-10)	11. Makes so many errors that the student cannot be understood, 12. Hesitates often, 13. Pronounces the language poorly, 14. Uses English occasionally, and 15. Has major weaknesses in grammar and pronunciation.		
An E student (1-5)	7. Makes no attempt to speak or is completely incomprehensible, 8. Has weak vocabulary and/or uses primarily English to respond, and 9. Did not respond appropriately for the task assigned.		

PHOTOGRAPHS

Picture 1. The researcher led an opening discussion

Picture 2. The students read the worksheet

Picture 3. Students worked in pairs

Picture 4. The students worked with the role-card

Picture 5. The students performed the role

Picture 6. The use of various media in the teaching and learning process