

**IMPROVING THE STUDENTS' SPEAKING ABILITY THROUGH THE
USE OF ROLE PLAYING TECHNIQUE FOR GRADE VIII
STUDENTS OF SMPN 1 BANGUNTAPAN IN
THE ACADEMIC YEAR OF 2013/2014**

A THESIS

Presented as partial fulfillment of the requirements for the attainment of the
Sarjana Pendidikan Degree in the English Language Education



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**Improving Students' Speaking Ability through the Use of Role Playing
Technique for Grade VIII Students of SMPN 1 Banguntapan
in the Academic Year Of 2013/2014**

A Thesis

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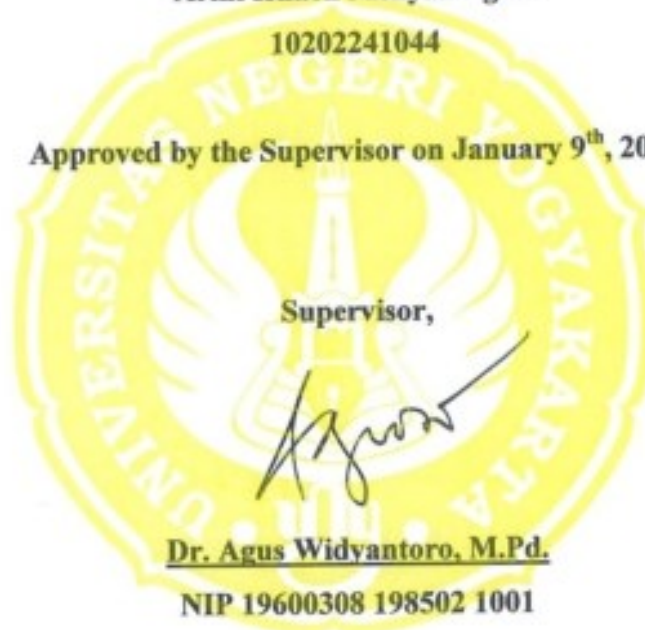
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PERNYATAAN

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

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

Yogyakarta, 30 Desember 2014

Penulis,



Arini Isnaen Meilyaningsih

DEDICATIONS

This thesis is dedicated to

- ♥ My beloved parents for all their endless love, support, and encouragement.
- ♥ My dearest brother and my lovely sister for always cheer and give me happiness.
- ♥ My friends for our togetherness and joyful time.

MOTTOS

“And He find you lost and guided you”

(Surah Adh-Dhuha 93:7)

**Do whatever you like, be consistent, and success will come
naturally.**

**The struggle you’re in today is developing the strength you need
for tomorrow.**

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At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any constructive criticism and suggestions for the improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give contribution to the readers and useful for the teaching and learning process.

Yogyakarta, Desember 2014

Arini Isnaen Meilyaningsih

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ABSTRACT

The objective of this research was to improve Grade VIII students' speaking ability by using Role Playing technique in SMPN 1 Banguntapan.

It was an action research study which consisted of two cycles. The researcher worked collaboratively with the English teacher, the students, and the collaborators. The subjects of the research were students of VIIIH of SMPN 1 Banguntapan in the academic year of 2013/2014. The data were qualitative and quantitative. The qualitative data were collected by observing the teaching and learning process, and interviewing the students, the teacher and the collaborators. The data were in the form of field notes, interview transcripts, photographs, and video. Meanwhile, the quantitative data were collected through assessing the students' speaking performance by comparing the means of the pretest and posttest. The data were the students' speaking scores. They were analyzed using Microsoft Excel. The procedure of the research consisted of reconnaissance, planning, acting, and reflecting.

The results of this research showed that the use of Role Playing technique was successful to improve the students' speaking ability. Based on the qualitative data, the use of classroom English helped the students to be more familiar with English. The vocabulary and pronunciation practices and role play performances also helped them to enrich their vocabulary knowledge and build their accuracy. Furthermore, Role Play technique was successful to encourage them to practice speaking. Meanwhile, the use of various media could attract their attention during the class. Based on the quantitative data, the students' mean scores for the speaking skill improved from 8.25 in the pretest to 14.20 in the posttest.

Keywords: *Role Playing technique, speaking ability.*

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention among people. Since language is important to communicate, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have to possess to communicate, since the main function of language is a means of communications. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for life's requirements, both social and academic. As the necessity of the International language, English has become an important language in the world. Looking at this importance in this global era, speaking skill becomes one of the most important skills to be developed and enhanced as means of effective communication worldwide. In our country, English plays an important role in international communication and in the development of Education, Economic, Science, and Technology.

As one of the parts of the global community, we cannot deny that the speaking skill is important to the educational development. In Indonesia, English

is taught from the elementary level to the university level. In fact, in the classroom activity, some of the students are able to speak fluently and mostly are at low level. The implementation of English teaching at present is based on the Content Standard. Its target is to have the students reach an informational level of literacy. It means that the students are expected to be able to access knowledge by using English (Depdiknas, 2006).

At schools students have to learn four skills of English: listening, speaking, reading, and writing, but out of the four skills, speaking seems intuitively the most important. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia (Permendiknas) Nomor 23 Tahun 2006*, the aim of speaking in the curriculum is to make students able to express meanings in transactional and interpersonal languages in the daily life context. They are also expected to be able to express meanings of short functional texts and monologues in many kinds of texts like recounts and narratives, either formally or informally.

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Harmer (2001: 269) states that the ability to speak fluently emphasizes not only on the knowledge of language features but also on how the ability to process information on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to

complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years.

In fact, the English instruction in some Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language either orally or in a written form although they have learned English for many years. Many of the learners in a speaking class are reluctant speakers. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited. Others were taught in schools where speaking was simply not encouraged.

We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have become interesting topics to discuss and analyze, especially for those who are directly involved with the teaching of English. However, the most important thing is that we, as the future English teachers who are directly involved with the instructional activities, must try to look for the best solution to overcome the problems in order to reach the target of the teaching of English.

Based on the result of a class observation that was conducted, the researcher found some problems related to the instructional activities in this school. The problems can be identified as follows 1) the students have low speaking ability; 2) the students have low motivation in learning English; 3) the students have lack opportunity of speaking exercise; and 4) the students are unconfident to speak in public.

Considering these problems, the writer proposes the use of the role playing technique at the 8th year students. Besides facilitating students with a chance for communicating and interacting among friends dealing with speaking problems, the writer assumes that the role playing technique is suitable enough to be implemented. Richards (1985) confirmed that role play activities also develop conversational skill among students. Similarly, Stern (1983) also supported that role play helps students to become more flexible in many kinds of new situations in which they will use the language more easily. The flexibility of a role play forms a new conversational practice and creates a positive environment in class, so the students can enjoy the speaking practice. The students can act or pretend to be someone else in the actual world situation that is brought into the classroom. Hopefully, this is useful to be used by the English teachers at this school or other people as one of teaching strategies among many other strategies in improving students' speaking ability.

B. Identification of the Problem

Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking.

Learning English does not mean just learning about the structure and vocabulary, but also learning how to speak the language for communication to one another. Students get involved in communication because they have ideas and feeling they want to share. This sharing can not be done in one way, but there must be senders and receivers to build a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at grammar and vocabulary. It means that teachers must pay a lot of attention on enriching students English speaking.

In fact, the researcher found that the students of class VIIIH students of SMPN 1 Banguntapan have problems in learning speaking during the teaching process. The first problem is the students' pronunciation and fluency in speaking English. They found it difficult to pronounce English words because the pronunciation is often different from the words. Mispronunciation can lead to the misunderstanding among the speakers and the listeners. Consequently, it is important for them to able to know the right pronunciation of the words.

The second problem is the opportunity to speak English. Most of the students did not have enough opportunities to practice speaking, so they are passive in joining the lesson. The opportunity to practice English is needed for

them to be able to improve their speaking skills. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning English. This leads to the third problem, which is the students' motivation in learning English. They have low motivation to practice English either with the English teacher or friends. When the teacher asks them to practice with their friends, they tend to use Indonesian language or they just keep silent.

The fourth problem is the students' confidence to speak in public. They do not have self confidence to speak, they are afraid of making mistakes, and they cannot arrange the sentences. They need to practice more conversations in many kinds of new situations in which they will use the language more easily.

Based on the reality above, the researcher decided to conduct a classroom action research study to overcome the problems that were faced by them in learning English, especially in learning speaking. The researcher tried to use the Role Playing technique to create an interesting and communicative classroom situation that would motivate them to be engaged actively in the teaching and learning process so they could practice speaking English in the class.

C. Limitation of the Problem

It is necessary for the researcher to limit the study. It is intended to avoid a big problem area and helped her to focus on the research. In the reference to the background of the problem and identification of the problem, this study would focus on improving the students' speaking skills by using Role Playing technique.

The reason why the researcher chose it because it is fun to do and allows the learners to contribute actively even the quiet ones. She believes that it would give them more opportunities to practice speaking in the class. In light of view, the study is conducted by focusing on improving the speaking ability of Grade VIIIH students of SMPN 1 Banguntapan using Role Playing technique.

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: How is the Role Playing technique conducted in the effort to improve speaking ability of Grade VIIIH students of SMPN 1 Banguntapan?

E. Objective of the Study

In line with the formulation above, the objective of this study is improving Grade VIIIH students' speaking ability by using the Role Play technique.

F. Significance of the Study

There are some advantages that can be taken from this research. The following presents some possible ways:

1. Practical Significances

- a. For the teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to

motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

- b. For the researcher, the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.
- c. For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

2. Theoretical Significance

Theoretically, this study provides beneficial and referential contribution in giving general knowledge of the way to improve the students' speaking ability by using the role playing technique.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the speaking ability, role play, the characteristics of teenage learners and conceptual framework.

A. Theoretical Description

1. The Nature of Speaking

a. The Definition of Speaking

Many definitions about speaking have been proposed by language theorists. Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language ‘on the spot’. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Attempting to elaborate more on the interactive nature of speaking, Burns and Joyce (1997) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves,

the physical environment, and the purposes for speaking. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Cameron (2001:41) states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

It needs a lot of practice to be able to speak fluently in a foreign language. According to Pinter (2006:55), speaking starts with practicing and drilling set phrases and repeating models. It also means communicating with others in situations where spontaneous contributions are required. So, fluent speakers have to learn not only language but also what the appropriate things are to say in certain situation. It is difficult and lengthy process to master all sub skills.

Speaking is one of the four abilities in the language activities. It is important to convey in the communication. According to Cameron (2001:40), speaking is the active use of language to express meaning so that other people can make sense of them. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly. Therefore, it is often spontaneous, open-ended, and evolving, but it is not completely

unpredictable.

Branca (1964:492) said that ability is a present state of being able to make certain responses to do that thing right now. Ability is a present power to do something. In addition, Woodworth and Marpus (1957) in Suharto (1988:58) argue that ability has also three distinct meanings; they are achievement (actual ability and can be measured directly by the use of the test, capacity (potential ability and can be inferred directly from the unequal achievement of individuals who have equally intensive training and experience), and aptitude (the predictable and can be measured by specially device test).

Actually, people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society. Tarigan (1981:15) said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other

people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

b. Function of Speaking

There are many functions of speaking proposed by many practitioners. According to Brown and Yule in Richards (2008:21-28) there are three functions of speaking; they are speaking as interaction, speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other. Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

c. **Micro and Macro skills of Speaking**

The micro-skills of speaking refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro-skills imply the speaker's focus on the larger elements such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

- 1) Produce chunks of language of different lengths.
- 2) Orally produces differences among the English phonemes and allophonic variants.
- 3) Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
- 4) Produce reduced forms if words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity

of the message.

- 8) Use grammatical word classes (nouns, verbs, etc.), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to the situation, participants and goals.
- 13) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. The Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent (1990:8), there are three components in speaking.

1) The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no

speakers, the opinion or the feelings or the feeling won't be stated.

2) The listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

2. Teaching Speaking

Brown (2001:7) states that teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning.

According to Nunan (2003) what is meant by teaching speaking is to teach English language learners to:

- 1) Produce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.
- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

a. Principles of Language Teaching

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves. Language input may be content oriented or form oriented. This is the explanation:

- 1) Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

- 2) Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation by translating English into their mother tongue may be more understood.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

b. The Reasons for Teaching Speaking

According to Harmer (2007), there are three reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teachers and students.

Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

From the reasons above, we can know about their speaking ability. How they use their language, it can help us to give feedback to them and give more corrections about their speaking.

c. Characteristics of Teenage Learners

In Indonesia students usually achieve a pre-intermediate level between the ages of 13 to 15. This age group is very interesting to teach, but they can also present the teacher with more problems than other age groups. But what do we mean by a ‘teenage’ or an ‘adolescent’?

Harmer (2001: 39) states that one of the key issues in adolescence is a search for individual identity, which is gained among classmates and friends. For teenage students, therefore, the approval of their peers may be considerably more important than the attention of the teacher. Komorowska (2001: 35) adds that during puberty, students are often under tremendous peer pressure, and are afraid to express their opinions if they are different from those of their peer group. As a result, they are unwilling to share their ideas in the classroom. To deal with this problem, the teacher may organize more pair-work and small-group discussions, rather than force students to speak in front of the whole class.

At the same time, teenagers need to be noticed, and often aim to gain the

attention of their peers – often by indulging in inappropriate and disruptive behaviour. The teacher must take care to pay attention to individual students, to treat them as individuals, and remember to give praise, ask for opinions and use learners' first names, etc. The teacher cannot forget that adolescents need to be viewed positively by their peers, and that they are easily prone to humiliation if the teacher is careless with criticism. Disruptions should be dealt with in a supportive and constructive way, without discouraging or humiliating students (Harmer, 1991: 39).

Another challenge of teaching adolescents is their low boredom threshold, which may be a further reason for disruptive behaviour. If the level of the class is too low, they may simply switch off. If it is too high, they may become discouraged and demotivated. Teachers must ensure that the lesson and the material used are pitched at the right level – neither too easy nor too hard. In addition, the teacher must place language in interesting and authentic contexts in order to motivate students to complete and accomplish the task.

Similarly, Harmer (2001: 39) notes that teenagers have a great capacity for learning, great creativity, and a passionate commitment to things which interest them – providing they themselves are involved. They prefer to respond to texts and situations with their own thoughts and experience, and prefer real-life tasks to abstract learning activities. Students become engaged when they work with material which is relevant and involving, and pitched at the right level for them. Tasks which are too difficult or inappropriate only discourage them.

d. Teaching Speaking for Junior High School

According to *Peraturan Menteri Pendidikan Nasional* 23 of 2006, the curriculum that is used in the school is KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The goal of the teaching English in the scope of speaking is the students are able to express the meaning in transactional and interpersonal formally and informally in the form of recount, narrative, procedure, descriptive, and report in the daily life context. The expected speaking competence of Grade VIII students of junior high school in the second semester is displayed in the table below.

Table 1: **The Standard of Competence and Basic Competence of Grade VIII Students of Junior High School**

Standard of Competence	Basic competence
9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.	9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.
12. Expressing the meaning in short functional texts and simple monologue texts in the form of recount and narrative in daily life context.	12.2 Expressing the meaning in simple monologue texts using a variety of spoken languages accurately, fluently, and appropriately in the form of recount and narrative text

From the table above, it can be seen that Grade VIII students of junior high school in the second semester need to acquire some skills in order to tell the story and express some short functional texts verbally. Therefore, the teacher should give them more exposure and more chances in practicing their oral speech. Thus, it is expected that they are able to master those speaking well. Moreover, they are able to implement it in their daily life.

To help the students learn effectively so the standard of competence and the basic competence can be achieved, the researcher used the Role Playing technique. The technique helped them to be more familiar with the certain expressions or word regarding to the topic, they also had the chance to practice the language with their friends.

d. PPP and Alternative to PPP

The method used is a three-phase sequence known as P-P-P. P-P-P stands from Presentation, Practice, and Production (Richards, 2006:8). In the presentation phase, the teacher introduces new expressions that are often presented by means of a conversation or short text. The teacher then explains the new expressions and checks the comprehension of the students. They will have opportunity to practice using new expressions in the practice phase. In this phase, the practice is a guided practice through drill or substitution exercise. The production phase is a phase where the students will use new structure in their own content or information, in order to develop fluency with the new pattern.

The underlying theory of P-P-P has been discredited. Skehan (1996) comments that P-P-P focuses on a particular form that leads to learning and automatization (the learners will learn what is taught in the order in which it is taught). Under the influence of CLT theory, the accuracy activities such as drill and grammar practice can be replaced by fluency activities based on interactive-small group work. This condition leads to the emergence of a “fluency-first” pedagogy (Brumfit: 1984) in which the students’ grammar needs are determined on the basis of performance on fluency task rather than grammar

In addition, the P-P-P was argued because it was teacher centered. The students learn “in straight line” from presentation to practice. Meanwhile, the human learning is more random and more convoluted (Harmer, 2001:82). In response to the criticisms many language practitioners suggest the alternative of PPP. Sometimes, the teacher may start at production phase to know the problem that the students face. The teacher also may re-explain and re-discuss the languages that they find it difficult. To begin with a presentation, for example, the teacher can show a picture that is related to the topic of the lesson. Then, they answer some questions related to the picture. After that, they may have drills on the language that is used. Later, the production phase, they are to use the language in their own sentences. However, the learning can also start with the production phase; they speak a language then they discuss the use of it.

From the explanation above, it can be concluded that the teacher may not follow the PPP straightly. The teacher may start at any phase of PPP according to the needs. The Snakes and Ladders board game was used at the practice phase in which the students practice the target language.

e. Assessing Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression on giving score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. The score of speaking may be different from one teacher to others. For example in assigning a score ranging from 1 to 5 is not something simple to do because the line of distinction between levels are quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2004:140).

There are two main methods in assessing oral speech. They are holistic and analytical scoring. The analytical scoring is done by breaking down the objective of the final product into criteria parts, and each part is scored independently (Tuan, 2012:1). It specifies at least two characteristics to be assessed at each performance level and provides a separate score for each characteristic. The procedure of this method involves the separation of the various features of a discourse (Park, 2004 in Tuan, 2012:1). It is used to see

strengths or weaknesses and detailed feedback about students' performances.

However, the holistic method uses a single global numerical rating to assess the student's performance (Iwashita and Grove, 2003:26). The procedure of this method is used to see a quick snapshot of achievement when a single dimension is adequate to define quality. Each of method has their own advantages and disadvantages. The holistic dimension method is more practical, quick scoring, provides an overview of student achievement; and efficient for large group scoring. The disadvantage of this method is it does not provided detailed information, it does not diagnostic, and it may be difficult for scorers to decide on one overall score. The major disadvantage of the analytical scoring is it takes a lot of time to rate speaking performance since the teacher is required to make more than one decision for every speaking performance but this method provides more useful diagnostic information about the students' speaking abilities.

The students' speaking performances were assessed using a scoring rubric proposed by David P. Harris as it is cited in Nurnia (2011: 27). The rubric is shown in the following table.

Table 2: The Speaking Assessment Rubric

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.

(Continued)

		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

(Continued)

4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

In brief, assessing speaking is not something easy to do because the point may be different from one examiner to the others. To overcome this problem, it is necessary for the examiners to assign several scores for each category.

3. Role Playing Technique

a. The Definition of Role Play

The role playing technique is a method of instruction in which participants act out designated role relevant to real-life situation. The role playing/simulation technique follows from the interactional view. This view

"sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language teaching content, according to this view, may be specified and organized by patterns of exchange and interaction or may be left unspecified, to be shaped by the inclinations of learners as interactor."

Role playing/simulation clearly promotes effective interpersonal relations and social transactions among participants. To fulfill their role responsibilities, students must relate to others in the simulation, utilizing effective social skills.

According to Ladousse (1987:9), role play belongs to that category of language learning techniques sometimes referred to as low input-high output. This means that the teacher-centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill. After a brief introduction, 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. Obviously, the language the students use does not come out of a top hat at the wave of a magic wand, and must have been acquired at an earlier stage.

In fact, there are two ways of looking at language work in role play. Either students manage with the language they know, or they practice structures and functions that have been presented to them at an earlier stage of the lesson or the course, in a free and uncontrolled way. In the first situation, when students just cope as best they can, the teacher's aim is to bring them to

the point of awareness at which the necessity of acquiring certain structures is evident, as these structures are of immethodical relevance. Students can see how they could have put them to good use. They will retain them all the more easily because they are rooted in a meaningful context. In the second situation, role play is the active phase of learning and offers an opportunity for students to make personal use of language that has been presented to them formally. Role play can be used in this way right from the start in elementary classes.

b. The Reason for Using Role Play

According to Ladousse (1987:6-7), there are some reasons for using role play. Here is a list of the main ones:

- 1) A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanities exercises. Through role play we can train our students in speaking skill in any situation.
- 2) Many students believe that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up this social skill from a very low level through role play.

- 3) It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just acquire set phrases, but to learn how interaction might take place in a variety of situation.
- 4) Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
- 5) Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected for them. They thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so.
- 6) Finally, role play is one of the whole gamuts of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Not only is peer learning encouraged by it, but also the sharing between teacher and students of the responsibility for the learning process. Role play is perhaps the most flexible technique in the range, and the

teachers who have it at their finger-tips are able to meet an infinite variety of needs with suitable and effective role-play exercises.

c. Advantages of Using Role Playing Technique

Using role playing in the classroom has many advantages, when the students are participating in role play activities; they are likely to be supportive of their classmates as they understand that putting yourself out there in these types of activities makes you vulnerable. This type of supportive and understanding atmosphere increases empathy among the students. Role play activities give students practice communicating in authentic ways and situations. This will give them more confidence when presented with those scenarios when they are outside of class. The process students go through when they are doing a role play activity (creating or learning the dialogue, practicing, presenting) will help solidify the new information they are learning. Dramatic activities provide “some of the richest and most memorable experiences (students) have in their struggle with the second language” (Celce-Murcia, 1988: 71).

Role play activities can be modified to fit upper and lower level students within the same activity. Lower level students can stick to the previously generated script and upper level students can modify the dialogue or improvise on their own. Students can take on as much or as little spontaneity as they feel comfortable. Role play can also increase motivation and self-esteem. Stern notes that role playing activities are a curative for the

frustration and lagging interest which can often occur during second language learning and provides strong instrumental motivation for learning the language. He concludes that role playing raises self-esteem by demonstrating to second language learners that they are indeed capable of expressing themselves in communicative situations. Moreover, role play builds students' confidence. It raises students' self-esteem and showing them that they can be successful in communicative scenarios by using role-playing activities will help build their confidence when they need to communicate in real-life situations.

d. Disadvantages Using Role Playing Technique

Some students have fixed ideas as to what a good class teacher is. They expect a rigid, fixed procedure in her teaching. They are used to being passive and expect teaching to be teacher-centered. Attitudes like these have to be changed. Before this can be done the teacher's attitudes have to be changed too. She must accept her new role where she does not dominate the class anymore. She is now the observer and must gradually withdraw and allow the student to take over without having the fear of losing control.

Role-play and simulation take a lot of time especially if they include preparation and follow-up work. It also depends on the ability of the class to perform the tasks. The teacher thus has to know the class well so as to assign the students activities to suit their abilities. Time constraints are especially felt in examination classes which have a set syllabus to follow and to complete.

The lack of space and the large number of students can make the organization of the activities difficult. Noise level will also be high especially, if the size of the classroom is small thus making concentration difficult. Monitoring of the different groups may also be a problem. The teacher thus has to adapt and improvise accordingly, for instance looking for an alternative place or even carrying out the activity outdoors.

When students are encouraged to produce spontaneous speech, mistakes are bound to appear especially in L2 classes. The question on how to correct and when to correct could be a problem to the teacher. The teacher must bear in mind that fluency rather than accuracy is more important. However, it does not mean that the teachers do not correct mistakes at all. This should be done during the discussion and feedback sessions at the end of the activity and not while the students are preparing or carrying out the tasks.

The advantages and disadvantages of role-play and simulation discussed here are not exhaustive. However, by bearing them in mind, it is hoped that they would help the teacher be better prepared as she launches out to use role-play and simulation in the language classroom.

e. Implementing the Role Playing Technique

It needs an extra effort to apply the Role Playing technique in the class. There are some steps that the teacher needs to do to be able to make the teaching and learning process run effectively so the basic competence will be achieved in the end of the class. As mentioned earlier, when using dramatic

activities, preparation is essential. The teacher must be clear about her objectives if the class is to be a success. First is Linguistic preparation, the teacher has to predict the type of language used in the activities. She could either use reading material, model dialogues on tape or any other forms to expose the students to the use of the language for that particular context. These could be done in lessons before the activities are actually carried out.

Second is factual preparation, in order to enable the students to play their role with confidence concrete facts or information of the roles should be discussed with or given to the students. Role cards with relevant details can be given to help the students. However, higher level students can construct the information themselves.

B. Related Studies

The Role Playing technique is an old technique but it fits with the current approach in communicative language teaching. It can improve the students' achievement in the class. There are some similar research studies that had been conducted before. The result of the research is described as follows.

One of the researches about the use of role play technique in improving students' speaking ability is a research conducted by Irianti (2011) Based on the research conducted in VIII.1 class of SMP PGRI II Ciputat, the writer concluded that role playing activity can improve students' speaking ability. The students like role play technique. Moreover, the research showed

that the students seemed braver and more confident in speaking. It is proven by their participation in the class conversations, discussion, performances in front of the class, pronunciation, fluency, and their confidence about speaking.

Another research study was conducted by Nurina (2011). She also conducted her research in the context of English teaching and learning in junior high school. The result of the research showed that using role play in the speaking class helped the students to improve their speaking ability. Moreover by implementing role play in teaching speaking the students have a chance to be active and cooperative in speaking activity.

C. Conceptual Framework

Communication is an essential need for human being. One of the ways to communicate with other people is by speaking. As stated in the previous chapter, speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

However, as mentioned in the previous chapter, Grade VIIIH students of SMPN 1 Banguntapan faced several problems related to their speaking ability. The problems were the students' pronunciation and fluency in speaking English, the opportunity to speak English, and teaching activity in the class. The students lacked speaking activities. Consequently, they were shy and afraid of making mistakes. They also had low vocabulary mastery so they had difficulties in expressing meanings in English. In addition, they were not

familiar with English pronunciation so they often mispronounced the words. The class activity was not interesting. So, they were bored during the teaching and learning process and most of them just chatted with their friend in Bahasa Indonesia or Javanese.

Therefore, the researcher wanted to overcome the problems by using the Role Playing technique in the speaking class. The Role Playing technique was chosen because it was fun and interesting. It could be applied in the practice and production phase. The students would get more opportunity to explore their speaking ability. They had to speak with their friends in pairs using role cards and expressions. This activity provides natural drilling for them and helps them to improve their fluency. They also got opportunity to practice speaking in a meaningful way so it would help them to improve their communicative competence. Besides, this technique also could motivate them to be more engaged during the teaching and learning process so all of them got the same opportunity to practice speaking. This technique is expected to be able to overcome the problems and give positive changes in the teaching and learning process after applying this technique.

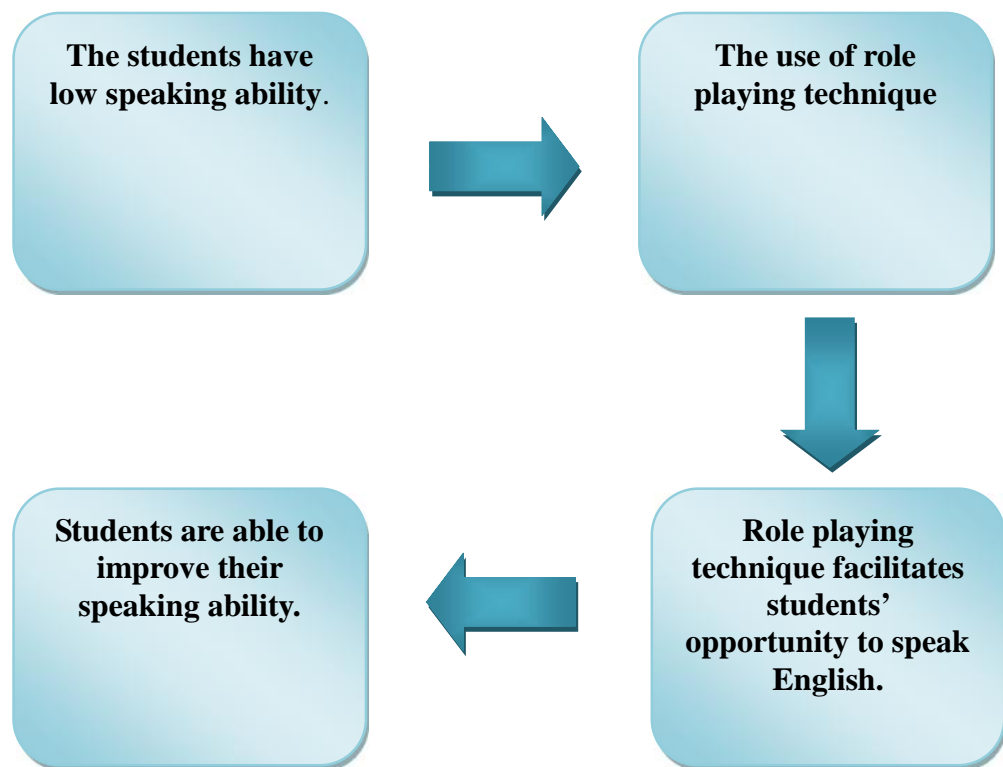


Figure 1: The Concept of the Study

CHAPTER III

RESEARCH METHOD

A. Research Type

The type of this research is action research. This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking skill. Thus, she formulated the actions to solve the problem.

In improving the students' speaking skill, the researcher decided to conduct action research based on Kemmis and McTaggart model as cited in Burns (2010:7-9).

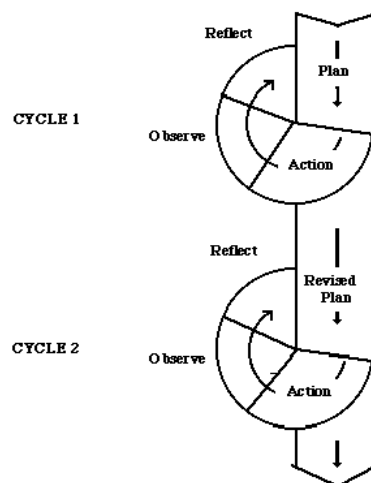


Figure 2: Scheme of Action Research by Kemmis and McTaggart

From the processes in Figure 1. the researcher used the action research model developed by Kemmis and Mc. Taggart. This model consists of four main steps in each cycle : 1) planning; 2) acting; 3) observing and 4) reflecting.

B. Research Setting

This study took place in SMPN 1 Banguntapan which was located in Jl. Karangturi, Baturetno, Banguntapan, Bantul, Yogyakarta. The location of the school is about 9 kilometers from the center of Yogyakarta city. The school has 24 classes (eight of the ninth grade, eight of the eighth grade, and eight of the seventh grade). There were four English teachers in the school. The research will be conducted at grade VIIIH of SMPN 1 Banguntapan.

C. Research Subjects

The subject of the research was the students of VIIIH of SMP N 1 Banguntapan who were in the second semester by the academic year of 2013/2014. There were 26 students in the classroom. They were choosen based on the observation that they have problem in speaking.

D. Time of the Research

The research study was conducted in the second semester of the academic year of 2013/2014. The actions were carried out in March – May 2014. The observation was done on March, 14th 2014.

E. Data Collection Technique

The data collected were in the form of qualitative and quantitative data. Qualitative data consist of observation, interview and questionnaire and quantitative data consist of pre-test and post-test.

1. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as; pronunciation, vocabulary, grammar, and their braveries to speak) and take photograph and video.

2. Interview

Before implementing the research, the researcher interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity, and the kinds of strategies usually adopted by the teacher in teaching speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea of implementing the role play technique in improving students' ability in speaking.

3. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test was done before implementing role play technique. It was used to measure students' speaking ability at first. Meanwhile, the post-test was implemented after using the role play technique.

The students did the oral test by playing a role. They were asked to choose one of the envelopes of role cards which are provided by the researcher. Then, the students performed their role play. The students needed to do the test in pairs.

F. Instruments

The instruments consisted of several documents. According to Burns (1999: 17), documents in action research are relevant to the research questions which can include the students written works, student records and profiles, course overviews, lesson plans, and classroom materials. The documents used in this research were course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' speaking performance, some instruments were used such as field notes, observation checklists, interview guidelines, and a speaking performance rubric.

In gaining the data of the teaching and learning process, the researcher used the field note. Field notes helped her to record everything happened in the classroom during the actions. The collaborators also noted the field situation that could not be seen by the researcher. By using the field notes, the researcher was able to see the weakness and the strength during the implementation of the actions.

The observation and interview guidelines were used in the reconnaissance and the observation during the implementation of the actions. In the reconnaissance, the observation and interview guideline were used to find out the existing problems. In the actions step, the observation guidelines were used to see the implementation of the actions.

In order to gain data about the students' speaking performance, the researcher used speaking performance tests. The tests were pretest and posttest so she was able to know the improvement in students' speaking skills. To collect all the data, a camera were utilized to record the students' performance in the teaching and learning process.

G. Data Analysis Technique

The collected data in this research were analyzed in the form of qualitative and qualitative data. It means that all data gathered from the observations during the teaching learning process, field notes, tests, and interview before and after the research were analyzed qualitatively.

The quantitative data of this research were obtained from tests. There were supporting data. The results of the students' speaking performance were analyzed to find out the means, medians, and the class percentage of the students' speaking performances. The researcher tried to get the class percentage which pass the target score of the minimal mastery level criterion (*Kriteria Ketuntasan Minimal*). The last, the researcher analyzed the students' speaking score from pre-test up to post-test. It was used to know whether students improve their score or not.

H. Validity and Reliability of the Data

The validity in qualitative research was used to measure the quality and acceptability of the research. Anderson in Burns (1999) state that there are five

criteria of research validity. They are democratic, outcome, process, catalytic, and dialog validity.

The democratic validity fulfilled by having discussion with the collaborators. The discussions were not only done in the beginning of the cycle, but also during the research. The collaborators were given chances to give ideas, comments, and suggestions toward the research. At the end of every cycle, some discussions were held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

The outcome validity is related to the notion of actions leading to the result that are successful with the research context. To fulfill this ability, the researcher formulated some indicators that measure the improvement of the students' speaking skills.

The catalytic validity is related to the extent to which the researcher allows the participant to deepen their understanding of the social realities of the context and how they can make change with it. Within the process of the research, the researcher and the collaborators had chances to learn more about the realities in the teaching and learning process. Also, it also included the English teacher and collaborators as the people who monitored the research.

The process validity is related to the criterion to make the action research believable. To gain this validity, the collaborators, as the observer, collected the data by observation and video-clipping, taking photographs and field notes during the research. The notes were about anything that happened in the learning and teaching process.

The dialogic validity is the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research finding with the collaborators. The members of the discussion had the same opportunity to express their opinion and gave suggestion for the sake of the improvement of the research.

In addition the researcher also used triangulations which are time triangulation and investigators triangulation. Time triangulation used because the data were collected over period of time to identify the factors involved in the change of processes. Regarded to the investigators triangulation, she used more than one observer in the same research setting. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999:163).

In order to ensure the reliability, the researcher took the scores of the students' speaking performance. She also analyzed the data that are in the form of interview transcripts and field notes to get the same results. Besides, she interviewed the collaborators and the students after the class to obtain the data about the teaching and learning process,.

Moreover, the researcher used content validity to get the validity of the quantitative data. Content validity can be fulfilled if the researcher can clearly define the achievement that she are measuring (Brown, 2004:22). To gain the content validity, she conducted the speaking performance test according to the standard competence and the basic competence of the curriculum *KTSP* (*Kurikulum Tingkat Satuan Pendidikan*).

The researcher applied inter-rater reliability, where two raters who were the researcher and the collaborator take the score of the students' speaking performance to get the reliable score in the test. The researcher correlated the total score taken by the researcher and the collaborator.

I. Research Procedures

The research would use the procedure of action research proposed by Kemmis and McTaggart model as cited in Burns (2010:7-9). The procedure is as follows:

1. Reconnaissance

The objective of this stage was to find facts and information on the problems that were existed in the field about the students' speaking ability. There were three main processes in this stage. They are identifying the field problems, determining the research, and determining actions to overcome the problems. The first thing the researcher did was conducting an observation and interviewing the English teacher and some of the students. The data gained from the observation and interviews were done to find the existing problem. The problem found was related to speaking. After that, the researcher planned an action to overcome the problem. The researcher tried to implement the role play technique to solve the problem.

2. Planning

At this stage, the researcher made a general plan of all aspects related to the classroom action research, and made a specific plan for each

cycle. After knowing the problems that existed in SMPN 1 Banguntapan related to the teaching learning process, the researcher made some action plans which would be implemented to improve the speaking learning process. In that case, the researcher used a method to make students involved and pleased in the speaking learning process. Because the students have not been taught speaking English with this method, the researcher would implement it gradually.

3. Action and Observation

In this step, the researcher implemented her action plans. While implementing the actions, the collaborator observed what is going on in the classroom to know the occurring problems and the successes of the action. To record what has been observed, the collaborator wrote field notes about all events in the classroom.

The action would be implemented in the classroom during the speaking learning process. The researcher implemented the action and the English teacher monitors the activity. After that, the researcher and the collaborator evaluated the result together. Every plan was implemented that one, at least twice. The researcher implemented the actions and as a result, these actions can improve the speaking teaching learning process. After implementing the effort, the researcher interviewed the teacher to know the result of the action, whether it increased or decreased. The researcher also interviews the students to know how far they participated in the speaking learning process.

4. Reflection

The researcher evaluated the teaching activity that had been carried out. The researcher reflected to the field notes in order to find out the strengths and weaknesses of the teaching activity that had been carried out. The weaknesses were refined in the next cycle, so the success of the role play technique to improve students' speaking ability was determined.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter deals with the research findings obtained through the instruments used during the research. Then, the research findings will be taken into discussion to answer the research problems. In this case, the researcher discusses the result of the research improving the speaking ability of grade VIII students of SMPN 1 Banguntapan through the use of the role play technique in the academic year of 2013/ 2014.

A. Reconnaissance

1. Identification of the Field Problems

In order to identify the field problems, the researcher conducted observation and interviews. The class observation was done on Friday, March 14th, 2014 at 09.00 a.m. – 10.00 a.m. in class VIIIH of SMPN 1 Banguntapan. The situation during the teaching and learning process of speaking could be seen from the field note. It is presented below.

The R arrived at school at 08.30 a.m. and went to the teacher's office to see the ET. Then the ET asked the R to wait until the English lesson started. The class started at 09.00 a.m. The ET together with the R went to the class at that time. Then, the ET told the R to sit in the back of the room. The ET opened the class by greeting, asking the Ss' condition and calling the roll. After that, she asked the Ss to open the *LKS page 14*. There were some of students who did not bring the *LKS*. The teacher asked the students who did not bring the *LKS* to join their friends who brought. As the students move next to their friends, the class became noisy. Then, the ET asked them to pay attention and said "*Have you ever gone to this point of interest?*" There were no answers from the Ss. After, one of the Ss gave the meaning of the

sentence. Some students could answer the teacher question by mentioning the name of places. Some students can't pronounce the word correctly, such as the word "*Mountain*", the ET and the Ss still pronounced it wrong, and also when the ET asked the Ss "*Why have you gone there?*", one of the Ss answered with incorrect grammar, like "*Because the place is interest.*". Then, the ET gave the correct answer.

In the tasks 1, 2, and 3, there were listening and writing exercises, the teacher did not use interesting media such as a tape recorder, she only read a text and the students wrote down the text by listen to the teacher. In the task 1 the students were asked to fill in the blanks. After they finished doing the task, some of the Ss wrote their answers on the whiteboard. During this activity, most of them were noisy and they chatted with their friends. "Your gundul" said a student who sat in the back while was trying to see the whiteboard. (Here, he tried to speak English but because of his lack of vocabulary, he mixed the use of English and Bahasa). The ET then corrected the wrong answers. She also corrected the mistake on the grammar. After that, the ET and the Ss discussed the answer. In the task 2, they choose True or False statements, and in the task 3 they did fill in the blanks again. They cannot understand some vocabulary that was pronounced by the teacher. In the task 4, the students were asked to find the Indonesian version of some English words. The ET pointed some students to give answers. Some students are too shy to speak, so the ET asked the other students to answer.

In the end of the lesson, the ET gave homework to the students. Meanwhile, The bell rang and she permitted the Ss to leave the class.

(FN.2, Friday, March 14th, 2014: See Appendix C: 97.)

The field note indicates that the students were not ready to start the lesson. It could be seen from the situation in which they did bring the *LKS*. They also made a noise.. They paid less attention during the teaching and learning process. Many of them chatted with their friends and did their own business. They were shy and they spoke hesitantly when the teacher asked a question. In addition, the interaction between the teacher and the students did not work well. When the teacher asked a question, they were silent and they rarely asked questions when they found some difficulties.

The researcher also conducted an interview with the English teacher to confirm the problems found during the observation. From the interview, it can be concluded that the teacher also realized that the students have difficulties in pronunciation and vocabulary. She also said that there were some students who were less motivated since they just chatted by themselves or kept silent. The teacher also used a certain technique to teach speaking which was reading a text or dialogue and answering the comprehension questions. The technique used was not interested for the students. She did some discussions and question answer sessions. However, the overall activity did not encourage the students to involve in the speaking activities. She also rarely used the media to support the teaching and learning process. The situation can be seen in the following interview transcript.

R : *Kira kira masalah anak-anak di speaking itu apa ya?* (What are the obstacles that often happen in speaking?)

ET: *Ya gini ya Mbak Arin, saya kalau ngajar speaking secara khusus itu nggak ada, jadi kalau ngajar itu speaking-nya anak-anak itu cuma menjawab pertanyaan saya, sesekali ya baca dialog dari LKS. Ya anak-anak itu sebenarnya mau ngomong kalau pas speaking tapi jawabnya pakai bahasa Indonesia, ada juga yang kurang percaya diri mau ngomong. Ya mungkin mereka kurang dalam vocabulary-nya juga, Mbak.* (Actually I did not teach English speaking specifically, so I only taught them by questioning and answering, read a dialogue from the LKS. Actually they wanted to speak out when I taught speaking but they answered using Bahasa. There were also some unconfident students if they wanted to speak maybe because of their lack of vocabulary.)

R : *Lalu bagaimana caranya ibu mengatasi problem itu?* (So, what do you do to solve the problems?)

ET: *Kalau untuk menjawab supaya mereka berbicara ya ditunjuk, Mbak.*
(Usually, I pointed the students)

R : *Lalu untuk yang vocabulary bu?* (What do you think about their vocabulary mastery, Ma'am?)

ET: *Biasanya dari LKS itu ada beberapa vocabulary baru setiap ganti topik, dari situ saya suruh mereka mencari artinya.* (I usually use the LKS, there were new vocabularies in every topic, I asked them to find the meaning from it.)

(Interview 1, Monday, March 10th, 2014: See Appendix E: 112.)

The researcher also conducted some interviews to some students to know their attitude toward English. From the interviews, it can be concluded that they had difficulties in learning English, especially in learning speaking. They had difficulties in expressing the meaning in English so they were silent during the class. They also said that they had difficulties in pronouncing the words since the words and their pronunciations are different. The situation can be seen in the following interview transcript.

R : *Emang kenapa speaking susah?* (Why do you think that Speaking is difficult?)

S : *Ya jarang diajarin, Mbak. Paling cuma baca dialog. Trus kalau mau ngomong kan kata-katanya sulit.* (Because it is rarely taught by the teacher. We only read a dialogue. It is difficult to speak in English)

R : *Sulit ngucapinnya atau gimana?* (Did you mean the pronunciation?)

S : *Ya milih kata-katanya sama biar ngucapinnya kaya bule tu lho, Mbak.*
(The word selection and how to pronounce like native English.)

R : *Jadi sulit milih vocab-nya sama pronunciation.* (So, you have trouble in vocabulary and pronunciation.)

S : *Ya itu, Mbak.* (Yes, that's right)

(Interview 3, Tuesday, March 14th, 2014: See Appendix E: 112)

Based on the observation and interviews, the researcher and the English teacher identified some problems aroused during the teaching and learning process. First, the VIIIH students tend to be passive in speaking because their opportunity to speak was low. Most of the students in VIIIH did not participate in class conversation, discussion, and also they were shy in giving oral presentations. They encountered with the hesitance of practicing the material as well as the drilling conducted by the teacher in the teaching and learning process. In other words, the students have problems with their confidence. Therefore, they need to practice their speaking more in interesting way to overcome their confidence.

Besides, in order to know the students' speaking ability before the researcher implementing classroom action research, she conducted a pre-test. The pre-test was conducted on Wednesday, April 23rd 2014th. The researcher highlighted the students who passed KKM which was valued 76, and to get the result of the pre-test. Firstly, the researcher calculated the mean score by employing the formula that has already been previously pointed out. The test will be scored by using the rating scores of oral test by David P. Harris. (See Appendix H: 174.). At pre-test the students' speaking ability was not so good. It could be seen from the table list below.

Table 3: The Students' Speaking Score of Pre-Test

No	Name	Pron	Grammar	Vocab	Fluency	Compre	score
1.	S1	2	2	3	3	3	52
2.	S2	2	2	3	3	3	52
3.	S3	4	4	4	3	4	76

(Continued)

4.	S4	3	3	3	3	3	60
5.	S5	2	2	3	3	3	52
6.	S6	2	3	3	3	3	56
7.	S7	2	3	3	3	3	56
8.	S8	2	2	3	3	3	52
9.	S9	4	4	4	3	4	76
10.	S10	3	4	4	4	4	76
11.	S11	4	3	4	4	4	76
12.	S12	3	3	4	3	2	60
13.	S13	2	2	3	3	3	52
14.	S14	2	2	3	3	3	52
15.	S15	4	4	4	3	4	76
16.	S16	4	3	4	4	4	76
17.	S17	3	2	3	3	3	56
18.	S18	3	4	4	4	4	72
19.	S19	3	2	3	3	2	52
20.	S20	2	2	3	3	3	52
21.	S21	3	4	4	4	4	76
22.	S22	2	2	3	3	3	52
23.	S23	3	3	3	2	3	56
24.	S24	3	3	3	3	2	56
25.	S25	3	3	3	3	4	64
26.	S26	3	3	3	3	3	60
							1596

Based on the result of the pre-test, the data showed that the mean score the pre-test was 61.38. There were only seven students or 26.92% of students who got the score passing the minimal mastery level criterion (KKM). (See Appendix I: 153). The mean score derived from the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1596}{26}$$

$$\bar{X} = 61.38$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the researcher used the following formula:

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

$$P = \frac{7}{26} \times 100\%$$

$$P = 26.92\%$$

Based on the result of pre-test, the data showed that the mean score pre-test was 61.38. There were only seven students or 26.92% of students who got the score passed the minimal mastery level criterion (KKM).

After analyzing the result of the pre-test, it could be concluded that most of students at VIIIH of SMPN 1 Banguntapan had difficulty in speaking ability. So, the researcher needs to find out the solution to overcome this problem. Here the researcher used role play technique in every cycle of classroom action research to overcome the problem and to develop students' speaking ability.

a. Selection of the Problems based on the Urgency Level

This research was aimed at improving the students' speaking ability by using the Role Playing technique. Therefore, the researcher decided to deal with the field problems related to the speaking aspects. In decided the problems, she applied the democratic validity by having discussions with the English teacher and the collaborator to overcome the

problems and find the solutions that would be applied in her class. They would be divided into urgent and less urgent. The urgent problems were those that should be overcome soon, while the less urgent problems were those that did not need to be solved soon. The problems that had been selected based on the urgency are presented on the following table.

Table 4: The Problems in the Teaching and Learning Process of VIIIH SMPN 1 Banguntapan based on the Urgency Level.

No.	Problems	Urgent	Less Urgent
1.	The students did not know how to talk to each other using correct grammatical sentences.	✓	
2.	The students could not pronounce English words well.	✓	
3.	The students could not choose the suitable words in speaking.	✓	
4.	The students were lack of English vocabulary.	✓	
5.	The students could not construct the sentence that they want to speak.	✓	
6.	Some students paid no attention to the teacher and to the lesson.	✓	
7.	The students were shy to speak.	✓	
8.	The teacher did not provide interesting media to the students.	✓	
9.	The teacher did not give the students enough opportunities to speaking practice.	✓	
10.	The teacher gave less speaking task to the students.		✓
11.	The teacher mostly uses Bahasa in teaching and learning process.		✓
12.	The time seemed to be limited.		✓
13.	The class seemed to be noisy.		✓

b. Determining the Action to Overcome the Problems

Table 5: Determining the Action to Overcome the Problems

No.	Problems	Problem Solving
1.	The students could not pronounce English words well.	Ss got more pronunciation drilling to improve their pronunciation.

(Continued)

2.	The students were lack of English vocabulary.	Ss got more chance to find the meaning of the new words by having the list of new words and their meanings.
3.	The students were shy to speak.	The Ss got more exposure from the researcher by using classroom English.
4.	The teacher did not provide interesting media to the students.	The researcher used interesting media.
5.	The teacher did not give the students enough opportunities to speaking practice.	The researcher used interesting speaking activities.

From the categorization of problems, since the teacher only taught based on the materials in LKS which did not focus on teaching speaking. So, the opportunity of the students in learning speaking was low since the teaching activities were monotonous and did not give the students enough opportunities to speaking practice. The students could not pronounce English words well. The everyday class just focused on grammar explanation, read and translating dialogue from LKS, and doing exercises in LKS, without any attention to the speaking practice, so the students tended to be passive in speaking. The English speaking learning was rarely thought by the teacher. They had low self confidence in doing conversation using English. Some of the students were trying to speak English but they mixed the use of English and Bahasa to speak. The following extract captures the situation.

“Your *gundul*” said a student who sat in the back while he was trying to see the whiteboard. (Here, he tried to speak English but because of his lack of vocabulary, he mixed the use of English and Bahasa).

(FN.2, Friday, March 14th, 2014: See Appendix C: 97.)

Therefore this research would be conducted to give more opportunity to the students to practice speaking. Since the main target of teaching speaking in junior high schools was improving fluency, in which it can be reached by improving the frequency of practicing speaking, therefore the researcher decided to deal with the field problems related to the speaking aspects to overcome these problems. In decided the problems, she applied the democratic validity by having discussions with the English teacher and the collaborator to overcome the problems and find the solutions that would be applied in her class.

2. Cycles 1 and 2

a. Report of Cycle 1

1) Planning

Considering the problems identified above, some efforts were planned to solve the problems in the teaching and learning process. They were used to improve the students' speaking ability using Role Playing technique. Before implementing the actions, the researcher and the collaborators designed a course grid and lesson plan to help the researcher implemented the actions.

In designing the course grid, the researcher selected the basic competency and the standard competency for the second semester of Grade VIII. She made a course grid to design the materials and activities. From the discussion with the English teacher, she decided to choose the standard of

competency 9 and basic competency of 9.2. The basic competency of 9.2 is about expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

Besides designing a course grid, the researcher also designed a lesson plan. The lesson plan helped her to plan the learning process so that the lesson could run smoothly and all the elements included in the whole process could support the attempts to reach the objective of the learning. The lesson plan covered the class activities, time allocation, classroom management, aim, and indicator of the teaching and learning process. The lesson plan guided her to administer the teaching and learning process and prevented to forget the important materials or activities that needed to be conducted.

The researcher and the English teacher decided to use PPP (Presentation, Practice, and Production) as the learning methodology. It consisted of three phase. The first phase was presentation. In this phase, the researcher presented the materials by playing an audio recording, asking the students to identify some words related to the topic and explaining the materials. In the practice phase, they practice a scenario of a situation in pairs. The last phase was production. In this phase, each of the students got a role

card; they had to perform a role play based on the situation given in pairs in front of the class.

2) Action and Observations

The action was carried out in two meetings on Friday, April 25th 2014 and on Friday, May 16th 2014. In this phase, the researcher implemented the lesson plan that had been made before.

During the implementation of the actions, the researcher became the teacher while the English teacher, as a collaborator, and the researcher's colleague, other collaborator, became the observer. The two collaborators sat in the back of the class, and the collaborator did field-noting and video-clipping while observing. The two collaborators then discussed with the researcher after the class. The field notes taken by the collaborators described the process of the implementation of the actions in the English teaching and learning process. The details of the process can be seen in the following explanation.

a) First Meeting

The first meeting was held on Tuesday, Friday, 25th, 2014. The researcher came to the class with the English teacher and the collaborator. The English teacher then told the students that the researcher would replace her during the research. After that, the researcher handled the class.

The researcher tried to invite the students to participate in the classroom activities. First, the researcher introduced the topic to the students. Here, the topic was "Shopping". Second, the researcher gave pictures and

vocabulary to the students related to the topic, they had to match the vocabulary with the pictures. Then the students tried to pronounce the words correctly based on the examples that the researcher were given. The following extract shows the situation.

She then showed the Ss a picture of department store in powerpoint presentation. After that, the R asked the Ss orally “Do you know where it is?” Then some of the Ss answered “*Tau, Mbak itu di Mall*”. Then, she asked “What people usually do in this place?” The Ss answered “*Belanja*, buy, buying clothes”. “What you can find in this place?” asked the R. The Ss mentioned “Jacket, T-shirt, *celana, baju*”, and many others.

(FN.6, Friday, April 25th, 2014: See Appendix C: 97.)

Third, the researcher also played a recorder about the use of asking and giving opinions and asking for and giving suggestions. Based on the recorder played, the students are asked to fill in the blanks dialogue on answer sheets. The T also gave an explanation to do the task. She was trying to translate it to give clear explanation. The following field notes captured the situation.

”Now look at Task 4. Do you know what you need to do?” she asked. “What you need to do is fill in the blanks those incomplete sentences by listening the recording that will be playing”. *Jadi Kalian melengkapi kata-kata yang kosong dalam kalimat tersebut dengan cara mendengarkan rekaman yang akan saya putarkan.*” she explained. “I will play the recording two times. Do you understand?” she continued. “Yes, Miss.” shouted the Ss

(FN.6, Friday, April 25th, 2014: See Appendix C: 97.)

After that, the researcher divided students in pairs and gave them role cards. They had to make a dialogue based on the role card given. Next, the students practiced and memorized the dialogue, and performed the dialogue in front of the class. Then, the researcher gave feedback to the students after finishing their performance. The situation can be seen in the following extract.

Then move to the activity in Task 6 which was role playing section. The R asked the Ss to choose their pair, after they had settled with their pairs, she distributed role cards and guided script to the Ss. Afterward the R explained the task, “You have to make a dialogue based on the role card and guided script you have got. She gave them 10 minutes to make a dialogue and practice it. Later, they performed their role playing in pairs in front of the class.

(FN.6, Friday, April 25th, 2014: See Appendix C: 97.)

At last, the teacher gave a general conclusion about the material that has been done by the students in their role play and gave them feedback.

b) Second Meeting

The researcher entered the class right after the bell rang but there were many students who did not enter the class. Some of them still ate and stood outside the class. She needed to ask them to quickly finish their snack and enter the class. The situation can be seen in the extract below.

The class was started at 09.00 a.m. after the first break. The R and the C entered the class right after the bell rang. The Ss shocked because the R was already there. Most of them did not come to the class yet. They still chatted with their friends. Some of them also finished their snack inside the class. They then entered the class. After all of them were present, there was a

student who still drunk her beverage inside the class. The R needed to ask her to finish it outside the class.

(FN.7, Friday, May 16th, 2014: See Appendix C: 97.)

After preparing the equipment, the researcher then opened the class and greeted the students. They answered positively. She then asked them about the previous lesson. They answered with many kinds of answers. The following situation was captured in the extract below.

The class started after the R prepared the equipment. She greeted the Ss as usual, "Assalamualaikum, Good Morning. Class!" then the Ss answered "Good Morning!" "She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" asked her. "No one, Miss". After that, the R asked about the previous lesson "Do you still remember what we have learnt in the previous meeting?" There were many kinds of answers came from the Ss. They answered "Asking and giving opinion", "Shopping", "*Pakaian*", "*baju*", "*toko*".

(FN.7, Friday, May 16th, 2014: See Appendix C: 97.)

After reviewing the last material and explaining the lesson for that day, the researcher asked the students to do Task 2. The activity in Task 2, was matching the word with its Indonesian meaning. In this task, they did vocabulary practice and pronunciation drilling.

Third, the researcher also played a recorder about asking and giving help, and giving advice and responding advice. Based on the recorder played, the students are asked to fill in the blanks dialogue on answer sheets. The T also gave an explanation to do the task. She was trying to translate it to give clear explanation. The following field notes captured the situation.

”Now look at Task 4. Do you know what you need to do?” she asked. “What you need to do is fill in the blanks those incomplete sentences by listening he recording that I will be playing”. Sama seperti minggu lalu ya, jadi kalian melengkapi kata-kata yang kosong dalam kalimat tersebut dengan cara mendengarkan rekaman yang akan saya putarkan.” she explained. “I will play the recording two times. Do you understand?” she continued. “Yes, Miss.”

(FN.7, Friday, May 16th, 2014: See Appendix C: 97.)

After that, the researcher divided students in pairs and gave them role cards. They had to make a dialogue based on the role card given. Next, the students practiced and memorized the dialogue, and performed the dialogue in front of the class. Then, the researcher gave feedback to the students after finishing their performance. The situation can be seen in the following extract.

Then move to the activity Task 6 which role playing section. The R asked the Ss to choose their pair, then after they had settled with their pairs, she distributed role cards and guided script to the Ss. Afterward the R explained the task, “You have to make a dialogue based on the role card and guided script you have got. She gave them 10 minutes to make a dialogue and practice it. Later, they performed their role playing in pairs in front of the class. The R gave them suggestion after their performances.

(FN.7, Friday, May 16th, 2014: See Appendix C: 97.)

At last, the teacher gave a general conclusion about the material that has been done by the students in their role play and gave feedback.

c) The Result of Post-Test I

Table 6: The Students' Speaking Score of Post-Test I

No	Name	Pron	Grammar	Vocab	Fluency	Compre	score
1.	S1	3	3	4	3	3	64
2.	S2	3	4	4	4	3	72
3.	S3	4	4	4	4	4	80
4.	S4	3	3	4	4	3	68
5.	S5	3	3	3	3	3	60
6.	S6	3	3	4	4	4	72
7.	S7	4	4	4	3	4	76
8.	S8	4	3	4	4	4	76
9.	S9	4	4	4	3	4	76
10.	S10	4	4	4	4	4	80
11.	S11	4	4	4	4	4	80
12.	S12	4	4	4	4	3	76
13.	S13	3	3	4	3	4	68
14.	S14	3	3	4	4	3	68
15.	S15	4	4	4	4	4	80
16.	S16	4	3	4	4	4	76
17.	S17	3	3	4	4	3	68
18.	S18	3	4	4	4	4	76
19.	S19	3	3	4	3	3	64
20.	S20	3	3	4	3	3	64
21.	S21	4	4	4	4	4	80
22.	S22	3	3	4	4	3	68
23.	S23	3	3	4	4	4	72
24.	S24	4	3	4	4	4	76
25.	S25	4	4	4	4	4	80
26.	S26	4	3	4	4	4	76
Total							1896

From the table above, the researcher calculated the mean of the students' scores, the percentage of the students who passed the minimal score mastery level criterion (KKM), and the improvement of students' score in speaking from pre-test to the first post-test.

The mean score derived from the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1896}{26}$$

$$\bar{X} = 72.92$$

Then, to know the class percentage that passed the minimal mastery level criterion *Kriteria Ketuntasan Minimal* (KKM) the researcher used the following formula:

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

$$P = \frac{14}{26} \times 100\%$$

$$P = 53.84\%$$

Finally, to know whether students improve their score or not the researcher used the following formula:

$$P = \frac{y1 - y}{y} \times 100\%$$

$$P = \frac{72.92 - 61.38}{61.38} \times 100\%$$

$$P = 18.80\%$$

Based on the calculation, the researcher knew that the mean of students at first cycle is 72.92. The improvement of students' score of speaking from

pre-test to post-test is 18%, and the improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM) students, here the students who passed the minimal mastery level criterion (KKM) only fourteen or 53, 84%.

3) Reflection

After conducting the actions in Cycle 1, the researcher and the collaborators conducted a discussion to make some reflections. This activity aimed to fulfill the democratic validity and the dialogic validity as mentioned in Chapter III. During the discussion, the researcher and the collaborators analyzed the data from the observations and the interview transcripts to evaluate the actions. The result of the reflection presented below.

a) Implementing Role Playing Technique

Role Playing technique was applied during the teaching and learning process in Cycle I. The students worked in pairs. When playing a role, they got role cards containing roles and situations. The teacher distributed a handout containing a script of role play. They had to make a dialogue by copying the script and change the situation based on the role card they got. Before they performed they role play, the teacher gave a few time to practice. Generally, this activity helped them to improve their speaking skills. This technique encouraged them to speak English while role playing. This technique also helped them to participate more during the teaching and

learning process since they also listen to their friends' pronunciation and correct them.

However, during the implementation of the action, it could not run well. After distributing the materials, the researcher asked the students to pay attention to the instruction of the role play but in the end they still did not understand the rules so she needed to explain it in Bahasa Indonesia. The extract below shows the condition.

Then move to the activity in Task 6 which was role playing section. The R asked the Ss to choose their pair, after they had settled with their pairs, she distributed role cards and guided script to the Ss. Afterward the R explained the task, "You have to make a dialogue based on the role card and guided script you have got. She gave them 10 minutes to make a dialogue and practice it. Later, they performed their role playing in pairs in front of the class. Some of the students were confused when they were pointed out by the R. It caused a chaos during the role play activity. "*Gimana to mbak? Susahe kata-katanya*" asked some students. They asked the R to give her explanation again about the instruction of the role play using Bahasa Indonesia.

(FN.6, Friday, April 25th, 2014: See Appendix C: 97.)

When performing role play, some of them said that the task was difficult because they had to speak in English. Consequently, some of them also used Bahasa Indonesia or ignoring the grammar. At that time, the class was noisy and rather difficult to control. The situations are shown in the extract and the interview transcript below.

When performing role play, the class was noisy and rather difficult to control. They had difficulties in speaking English; they tended to speak Bahasa Indonesia and ignoring the grammar. They complained since they have to speak English in performing the role play. "*Ngomongya gimana to mbak? Aku bingung je*".

(FN.6, Friday, April 25th, 2014: See Appendix C: 97.)

R : *Kalau tentang speaking pas role playing tadi, kamu kesulitan ngga?*(Do you have any difficulties toward speaking in role playing session?)

S : *Iya mbak. Tadi pas maju tak campur campur bahasanya, lha bingung.* (Yes, I have. but but I use both English and Bahasa Indonesia because I was confused.)

(Interview 10, Friday, April 25th, 2014: See Appendix E: 112)

After the implementation, the researcher also asked the teacher's opinion about the implementation of Role Playing technique. The teacher said that the Role Playing technique was good since the students had opportunity to practice speaking by their own and it was increase their participation in the class. She also gave some suggestions regarded to the role play such as the instructions should written in Bahasa Indonesia and the class management that should be improved. The following interview transcript shows the situation.

R : *Lalu bagaimana menurut ibu cara saya mengajar?* What do you think about my teaching process?

ET : *Ya lumayan mbak, paling cuma kelas manajemnya yang perlu ditingkatkan, lalu juga time management.* (It's good enough; probably the class management and time management should be improved)

R : *Lalu mungkin ada saran untuk cycle yang selanjutnya bu?*(Maybe you have suggestion to be revised in the next cycle?)

ET: *Instruksinya mungkin bisa dibuat dalam Bahasa Indonesia jadi mereka lebih ngerti.* (The instruction should be translated into Bahasa Indonesia, so the Ss could understand.)

(Interview 14, Friday, May 16th, 2014: See Appendix E: 112.)

Even though the action had weaknesses, it gained some positive response from the students. They said that the technique was interesting and it helped them to practice speaking in English. The interview transcript below shows the student's opinion about the role playing.

-
- R : *Gimana pelajarannya tadi?* (What do you think about lesson today?)
 S : *Ngga ngebosenin, banyak speaking-nya.* (I enjoyed it. It's varied with speaking practice.)
 R : Apa aja tadi yang ngebantu speaking kamu?(What assist your speaking?)
 S : *Vocab, cara pengucapan, sama role playing mbak.* (Vocabulary, pronunciation, and the role playing.)
 (Interview Transcript 12, Friday, April 25th, 2014: See Appendix E: 112.)
-

Based on the reflection in Cycle 1, the researcher and the collaborator concluded that there were some findings in Cycle 1. The following statements are findings in Cycle 1.

1. The Successful actions

- The students were familiar with English since the researcher used classroom English.
- The students did many vocabulary and pronunciation practice. The students' vocabulary knowledge and pronunciation were improved.
- The teaching and learning process were varied. The students enjoyed the classroom activities.
- The students actively participated in the teaching and learning process.
- The students more focused during the teaching learning process since the researcher used various media to grab the students' attention.

2. The Unsuccessful actions

- There were still some students are still low in speaking.

- The class management had not successfully done. After the implementation of the Role Playing technique, the class was noisy and difficult to control.
- There were few students who did not pay attention when the researcher explained the materials.

b. Report of Cycle 2

1) Planning

Based on the findings in Cycle 1, the researcher and the English teacher decided to conduct Cycle 2. Cycle 2 was aimed to improve the unsuccessful actions in Cycle 1. They agreed to focus on solving the problem related to the classroom management and the type of activities that would motivate the students to speak in English.

In this cycle the researcher also designed a course grid and lesson plan to help her implementing the action. In Cycle 2, she selected the standard of competency and basic competency of Grade VIII in the second semester. She chose the standard of competency 9 and basic competency of 9.2. The basic competency of 9.2 is about expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

After designing a course grid, she also designed a lesson plan as a guideline to help her in conducting the teaching and learning process. The lesson plan covered the activities, materials, time allocation and management that met the needs of the students to improve their speaking skills. The class was expected to run smoothly and effectively.

The researcher and the English teacher chose PPP (Presentation, Practice, and Production) as the teaching methodology. It is consisted of three phases. In presentation phase, the researcher presented the expressions, played the recording contained the expressions, and asked the students to identify some words related to the topic. In the practice phase, she asked them to practice the expressions in pairs and do some exercises related to the expressions that they had learnt. In the production phase, they practiced the expression that they had learnt in pairs.

2) Actions and Observations

The action of Cycle 2 was carried out in two meetings on Wednesday, May 28th 2014 and on Friday, May 30th 2014.

a) First Meeting

The first meeting was held on Wednesday, May 28th 2014. The researcher came to the class with the collaborator. The researcher and the collaborator came after the bell rang. Most of the students were already inside the class even though the researcher still needed to wait a student who was asked to borrow the LCD's remote and cable at teachers' office. The situation can be seen in the extract below.

The R and C arrived at school at 09.00 a.m. Since the class started at 09.20 a.m, they had to wait. Before the lesson was started the R asked a student to borrow the LCD's remote and cable at teachers' office.

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

After that, the researcher opened the class by greeting, saying a prayer and calling the role. She used classroom English at that time. She also reviewed the last material. She then introduced the new topic which was "Places and Buildings". She gave some questions to know the students' background knowledge. The following extract shows the situation.

After that the R opened the class by greeting. She called the roll and two students was absent because they had a meeting with the teachers concerning school competition. The Ss greeted back the R enthusiastically because they had expected the lesson like previous week which involved them to be more active in speaking practice. At that day, the R introduced a new topic. The topic was about "Places and Buildings". The language function in this topic was "asking and giving direction". To introduce the topic, first the teacher showed a picture of two persons which one person brought a map and the other one gave a direction. Then, the R asked the Ss "Do you ever found someone who is lost?" Some Ss said yes and some others said "*ngga pernah*" "no, Miss." "So, what do you say when someone asks you how to get to a certain place? Do you know how to give directions in English?" she added. "*Gimana ya, Miss, lupa*", "Turn right", "Turn left" and many others" said the Ss.

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

After distributing the handout, the researcher asked the students to do some task which was matching the words with the definitions and the pronunciation of the words. They seemed already familiar with the task so she did not give much explanation about it. The activity was done smoothly since all paid attention to the lesson. During the answering the questions, the students were also actively participate. The following condition can be seen in the extract below.

Next, the R gave handouts which were contained of some tasks. In order to give the Ss vocabulary practice, the handout provided some words about places and the definitions. They had to match the words with the definitions. It was three minutes to do this task. After three minutes, the R pointed a student to answer number 1. In answering the next numbers this student had to point the other friends and so on until the last number. This was intended to encourage Ss participation in teaching and learning process..

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

The activity was done smoothly since all paid attention to the lesson. Some of the students made a mistake but the way they pronounce the words was better than Cycle 1. The teacher helped them to pronounce some difficult words. The following condition can be seen in the extract below.

Some of the Ss still confused to pronounce some words, such as “Drugstore /dr g.st r /”, “Launderette /l ndret/”, and “fuel/fj l/”. So, the R had to pronounce them and imitated by the Ss.

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

Then, the researcher also played a recorder about the use of asking and giving directions. Based on the recorder played, the students are asked to fill in the blanks dialogue on answer sheets. The students could answer the questions easily. The following condition can be seen in the extract below.

In order to give more practice in speaking, before they make their own dialogue to be performed, the Ss were given the expressions of asking and giving directions. Then, the R played a recording about asking and giving directions. The Ss filled in the blanks the incomplete sentences. She played the recording for two times. “*wah kok gampang, Mbak?*”, “*Semuanya udah aku jawab loh mbak, sekali aja muternya.*” said some students. After that, they discussed the answers together.

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

After that, the researcher divided students in pairs and gave them role cards. They had to make a dialogue based on the role card given. Next, the students practiced and memorized the dialogue, and performed the dialogue in front of the class. Then, the researcher gave feedback to the students after finishing their performance. The situation can be seen in the following extract.

In role play phase, the R distributed the role card to the Ss. They had to make a dialogue based on the role card they have got. The role card contained of places the Ss were in and wanted to go. They got a guided script as an example. They had 10 minutes to make and practice dialogue before performing in front of the class. They finished practice before 10 minutes. After their performances, as usual the R gave a review of their performances. Here, the students' performances were better than previous performance.

(FN.8, Wednesday, May 28th 2014: See Appendix C: 97.)

At last, the teacher gave a general conclusion about the material that has been done by the students in their role play and gave them feedback. While explaining, the researcher tried to lessen using Bahasa Indonesia and fortunately the students understood the explanation. The bell rang. Before closing the class, she reviewed the materials and told them topic for the next meeting

b) Second meeting

The second meeting was conducted on Friday, May 30th 2014. The researcher started the lesson by greeting, and calling the roll. After that, she reviewed the last materials. The following extract shows the situation.

At 09.00, the R opened the class by saying greeting “Assalamu’alaikum, Good Morning, Class! How are you today?”. “Waalaikumsalam, Good Morning, I’m fine thank you. And you?” replied the Ss. Then, she called the roll “who is absent today?”. They replied “No one, Miss.”

(FN.9, Friday, May 30th, 2014: See Appendix C: 97.)

The activity at this meeting was continuing the previous topic. The researcher did not need to explain the instruction since the students already knew what they have learnt last week. They answer the teacher’s questions actively. The situation can be seen in the extract below.

At this meeting, the R continued the previous topic last week. She asked the Ss whether they still remember what they have learnt in the previous topic or not. The Ss said “Yes, Miss”, “Directions”, “Asking and giving directions”.

(FN.9, Friday, May 30th, 2014: See Appendix C: 97.)

The teaching and learning process had a limited time. Therefore they only reviewed the previous lesson and added more vocabulary related to the direction and gave a little bit practice. The situation can be seen in the extract below.

The R provided handouts for the Ss. In task 1, there were some words about traffic signs. They had to matching the words with the signs. In task 2, they completed the point of compass. These tasks were done in 10 minutes. After they had finished, the R and the Ss discussed the answers together. In task 3, the R showed two pictures of places. The Ss made sentences about those pictures, “How picture 1 different from picture 2. This task was done in 3 minutes and was discussed after they had finished.

(FN.9, Friday, May 30th, 2014: See Appendix C: 97.)

After that, the researcher divided students in pairs and asked them to do a role playing to be performed in front of the class. A week before they

had asked by the teacher to prepare this situation. So, the student had already prepared. The situation can be seen in the following extract.

Next, the Ss were asked by the R to do a role play. The R asked the Ss, “*are you ready to perform your role play?*”, “*yes, but give me five minutes to practice again*” “*Yes, Mbak*” answered the students. The dialogue was about a new student who asked a direction to the school building she/ he wanted to go. The R gave 5 minutes to practice the role play. After they have finished practice, they performed it in front of the class. Then, the R gave summary of their performance. Their role play has improved significantly.
 . (FN.9, Friday, May 30th, 2014: See Appendix C: 97.)

c) The Result of Post-Test II

Table 7: The Students’ Speaking Score of Post-Test II

No	Name	Pron	Grammar	Vocab	Fluency	Compre	score
1.	S1	4	3	4	4	3	72
2.	S2	3	4	4	4	4	76
3.	S3	4	4	4	4	4	80
4.	S4	3	3	4	4	3	68
5.	S5	3	3	4	3	3	64
6.	S6	4	3	4	4	4	76
7.	S7	4	4	4	4	4	80
8.	S8	4	3	4	4	4	76
9.	S9	4	4	4	4	4	80
10.	S10	4	4	4	4	4	80
11.	S11	4	4	4	4	4	80
12.	S12	4	4	4	4	3	76
13.	S13	4	4	4	4	4	80
14.	S14	4	4	4	4	4	80
15.	S15	3	3	4	3	3	64
16.	S16	4	4	4	4	4	80
17.	S17	4	4	4	3	4	76
18.	S18	4	4	4	4	4	80
19.	S19	3	3	4	4	3	68
20.	S20	4	4	4	4	4	80
21.	S21	4	4	4	4	4	80
22.	S22	4	3	4	4	4	76

(Continued)

23.	S23	4	4	4	4	4	80
24.	S24	4	3	4	4	4	76
25.	S25	4	4	4	4	4	80
26.	S26	4	3	4	4	4	76
Total							1984

At the second cycle of Classroom Action Research (CAR), the researcher calculated mean of students' score, the percentage of the students who pass the minimum mastery criterion (KKM), and the improvement of students' score in speaking from the pre-test to the second post-test.

First, calculating the mean of students in the second post-test result:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1984}{26}$$

$$\bar{X} = 76.31$$

Second, the percentage of students who pass the minimum mastery criterion (KKM):

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

$$P = \frac{21}{26} \times 100\%$$

$$P = 80.77\%$$

Third, the students' score improvement from the pre-test to the second post-test:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{76.31 - 61.38}{61.38} \times 100\%$$

$$P = 24.32\%$$

From the calculation, the researcher found that the mean of students' second post-test result is 76.31; it also showed that thirty two students (80.77%) passed the minimal mastery level criterion (KKM). Furthermore the whole students' score mean improvement from the pre-test to the second post-test would be 24.32% (See Appendix I: 154). So, it means the action has met the requirement of action success which was 75% students passed the minimum mastery criterion (KKM) in the score of 76. In this case, those scores showed the success of the classroom action research toward students of eighth grade of SMPN 1 Banguntapan.

3) Reflection

The situation of the class during Cycle 2 was much better since the students were more controlled and more active participated to learn English. Their speaking skills more improved since they got many opportunities to learn English. The details can be seen in the explanation below.

a) Implementing the Role Playing Technique

Similar to Cycle 1, the researcher also implemented the Role Playing technique. There were some changes in using script in role playing. The teachers lessen the use of scripted role play. Here, the students explore their speaking ability spontaneously.

There were some improvements in the way of implementing the Role Playing technique especially in the class management. The students were more controlled during this cycle. The improvement also happened in activities that happen during the teaching and learning process . In Cycle 1, the researcher still got many questions regarded to the instructions of the role play but in this cycle they more understood it, so there were no many questions asked during the role play.

Besides the process of role playing technique, the students also made an improvement in speaking English. In this cycle, they used English more compared with Cycle 1. In Cycle 1, many students still used both Bahasa Indonesia and English or even read the text to perform a role play. In Cycle 2, most of the students communicate using English without reading a text. The clue on the role cards helped them to practice their spoken English. The interview transcripts below show the students' opinions.

R : *Gimana tadi pelajaran hari ini?* (How was today's lesson?)

S : *Menyenangkan Mbak, latihan speaking.*(it was interesting. We practice a lot.)

R : *Tadi tau dong mau ngomong apa terutama dalam Bahasa Inggris?* (You know how to speak using English, right?)

S : *Iya Mbak, soalnya kan udah diajarin pakai contoh sama bantuan role cards mbak.* (Yes because it had been taught using example and the aid from role cards.)

R : *Tadi latihanya pake Bahasa Inggris kan?*(Did you practice using English?)

S : *Iya dong.*(Of course.)

(Interview 18, Wednesday, May 28th, 2014: See Appendix E: 112.)

The class management was better than Cycle 1. In Cycle 1 there were many students who talked each other. They were also very noisy and it was hard to control. However in this cycle, they more focused in doing speaking activities. The following interview transcript below shows the teacher's opinion.

R : *Kalau dibandingkan dengan Cycle I, bagaimana Cycle 2 menurut ibu?* (what do you think about the Cycle 2 compare to the Cycle 1?)

ET: *Ya jauh lebih baik. Anak-anak lebih antusias sama enjoy mengikuti pelajaran, mungkin karena mereka juga udah ngga banyak yang rame-rame kayak sebelumnya dan mendengar instruksi dari mbaknya jadi tau apa yang harus dilakukan dalam setiap aktifitas.* (It is much better. The students were enthusiastic and enjoy the lesson. It probably because they paid attention to your instructions so they knew what they had to do in every activities.)

(Interview 19, Wednesday, May 28th, 2014: See Appendix C:112.)

Based on the discussion with the English teacher, the implementation of the Role Playing technique helped the students to improve their speaking skills and their motivation to learn English. The following interview transcript shows the teacher's opinion.

R : *Menurut ibu bagaimana dengan activity yang saya gunakan?* (What do you think about the activities that I have implemented?)

ET : *Dari yang saya amati, mbak. Dari yang mengenalkan vocabulary baru dan pronounciationnya, itu bagus mbak buat menambah vocab mereka sama pengucapannya biar kemampuan speaking siswa itu nambah. Media yang digunakan untuk listeningnya ya sangat membantu, mbak.* (From what I see, introducing new vocabulary and how to pronounce them are good for their vocabulary mastery and

- their pronunciation to speak. The media used for the listening are helpful, too.)
- R : *Kalau role playnya, Bu?* (How about the role play, Ma'am?)
- ET : *Ya bagus itu karena latihan seperti itu bisa meningkatkan kemampuan speaking anak-anak. Apalagi role playnya berhubungan langsung dengan konteks yang ada di sekitar. Selain itu kepercayaan diri mereka juga nambah untuk berbicara bahasa Inggris in front of their classmates. (It is good because those exercises can improve their speaking ability. Furthermore, the role play activities are interacted with the context of the closest environment. Besides, there is an improvement in their self-confidence to speak English in front of their classmates.)*
- R : *Oh ya. Seneng sih bu kalau bisa improve kemampuan speaking mereka. (Oh, yeah. I am so happy if I can help to improve their speaking ability.)*
- R : *Menurut ibu bagaimana peran role play tersebut dalam meningkatkan kemampuan speaking siswa? (What is your opinion about the role play technique in improving the students' speaking ability)*
- ET : *Lewat kegiatan itu anak anak jadi lebih terbiasa meggunakan ekspresi-ekspresi yang di ajarkan. Mereka juga jadi banyak speak English during the class. (By those activities the students are used to use the expressions that were taught. They also used a lot English speaking during the class.)* (Interview 19, Wednesday, May 28th, 2014: See Appendix C:112.)
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Based on the reflection on Cycle 2, the researcher and the collaborator concluded that there were some findings in Cycle 2. The following statements are findings in Cycle 2.

- The students have enough opportunity to speak English. It caused the students more familiar with English. They sometimes responded in English.
- The students' pronunciation and vocabulary mastery are more improved.
- The class management was better than the previous Cycle.
- The students used English while they played the role play.

B. Research Findings and Discussion

This research was begun on 14th March, 2014 and ended on 30th May, 2014. The objective of this research was to improve the speaking ability at Grade VIIH of SMPN 1 Banguntapan. To solve the problem, the researcher implemented the Role Playing technique. The actions were successfully done in two cycles. The results of the research are presented in the following table.

Table 8: The comparison between Cycle 1 and Cycle 2

No.	Problem	Cycle 1	Cycle 2
1.	The students could not pronounce English words well.	<ul style="list-style-type: none"> The students became more aware with their pronunciation after doing pronunciation drilling. They still mispronounced some words. 	<ul style="list-style-type: none"> The students' pronunciation became better, even though they still needed more practice.
2	The students were lack of English vocabulary.	<ul style="list-style-type: none"> The students improved their vocabulary knowledge. However, they needed to know more unfamiliar vocabulary. 	<ul style="list-style-type: none"> The students had improved their vocabulary mastery.
3	The students were shy to speak.	<ul style="list-style-type: none"> The implementation of the Role Playing technique increased the students' motivation to speak English. However, some of them still spoke in Bahasa Indonesia. 	<ul style="list-style-type: none"> The implementation of the Role Playing technique game was better and all of the students spoke in English.
4	The teacher did not provide interesting media to the students.	<ul style="list-style-type: none"> The use of role cards could attract the students in learning speaking. However, some students do not understand the instructions. 	<ul style="list-style-type: none"> The use of role cards could attract the students in learning speaking. They understand the instructions clearly.

(Continued)

5	The teacher did not give the students enough opportunities to speaking practice.	<ul style="list-style-type: none"> The students get many opportunities to speak English. However, the class became noisy and lack of class management. 	<ul style="list-style-type: none"> The students get many opportunities to speak English. The students were more controlled and the students did the activity well.
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Besides the improvement on the teaching and learning process of speaking, the results of the pretest and posttest show the improvement in the students' speaking skills. In quantitative data, before the implementation of the role play technique in improving students' speaking ability, the researcher gained the data from the result of pre-test. In the pre-test, the mean score of the class before the action was 61.38. Furthermore, the researcher calculated the percentage of students' speaking score in order to know the improvement of the students' who passed the KKM. In the pre-test, it could be seen that the percentage of the students who passed the KKM was about 26.92%. It means there are seven students who passed the KKM (76) and there are nineteen students who get the score below the KKM.

After the researcher calculated the result of the pre-test, the researcher conducted action research that applied the role play technique in improving the students' speaking ability then the researcher identified and calculated the result of post-test 1. The mean score of students in post-test 1 is 72.92. It means the students' improvement was 11.54 (72.92 - 61.38) or 18.80%. Furthermore, the percentage of students who passed the KKM is 53.84%. It showed that there were fourteen students who passed the KKM and there are twelve students who were below the KKM.

Next, after the researcher conducted the cycle 2, the researcher did the post-test 2 in order to know the improvement of the students speaking ability in cycle 2. The mean score of the students in post-test 2 is 76.31, and the improvement of the students' score from post-test 1 to post-test 2 is 3.39 (76.31 - 72.92). Furthermore, it can be seen that the improvement of the students speaking ability from pre-test to post-test is 14.93 (76.31 - 61.38) or 24.32%. Then, from the percentage of the students who passed the KKM in post-test 2 is 80.77, there were twenty-one students who passed the KKM and five students were below the KKM, so it has met a criterion of the action success.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

The research was aimed to improve the students' speaking skills at Grade VIII. It was conducted in SMPN 1 Banguntapan. The subjects of the research were the students of Class VIIIH. The research was begun at April 25th, 2014 until May 30th, 2014. This research was conducted in two cycles.

The research findings and discussion in Chapter IV show that the students' speaking skills were improved through the use of the Role Playing technique. In Cycle I, the researcher implemented the Role Playing technique and some additional actions which were using classroom English, vocabulary practice, pronunciation drilling, and using various media. Those actions gave an improvement in the students' speaking skills. However, there were some unsuccessful actions in Cycle I needed to be improved. Therefore, the researcher decided to conduct Cycle II.

The actions in Cycle II were using the Role Playing technique, classroom English, vocabulary practice, pronunciation drilling, and various media. There were some actions from Cycle I that were revised in Cycle II. They were the pairing method and the process of implementing the Role Playing technique. In Cycle I, the students decided the pairing method. However in Cycle II, the researcher paired the students randomly. This action

helped them to focus on learning speaking while performing the role play. The class management was also improved during Cycle II.

Based on the result of data analysis, the researcher inferred that teaching English by using role play can improve the students' speaking ability. It can be proved through several data such as the pre-test and the post-test. The result of the pre-test shows that the students' mean score is only 61.83 and in post-test 1 the students' mean score is 72.92, and in the posttest 2 the students' mean score is 76.31 with 80.77% students who passed the KKM, so it showed the significant improvement in teaching speaking by using the role playing technique. Moreover, by implementing a role play in teaching speaking the students have an opportunity to be active and cooperative in the speaking activity, a role play has various activities to help the teacher to teach students in big class, it is supported from the observation and interview data.

B. Implication

Based on the result of the research, the implementation of the use of the role playing technique has been proved to improve the students' speaking ability. It also improved the teaching and learning process. However, the implementation of the role play should match with the context in daily life, so the students' understandings of the lesson were also improved and it could be applied in real life.

The researcher believes that classroom English, vocabulary practice, pronunciation drilling and the use of interesting and various media also took an important role to the success of the implementation of the actions. It implies that the activities mentioned were suitable to support the implementation of the Role Playing to improve the students' speaking ability. Vocabulary practice and pronunciation drilling in teaching and learning process helped the students to speak English fluently. The use of interesting and various media attracted the students to enjoy the teaching and learning process.

C. Suggestion

After the researcher makes the conclusion of teaching speaking by using the role playing technique to the eighth grade students of SMPN 1 Banguntapan, the researcher addresses some following suggestions for the teachers and students. For the English teachers, they could implement the role play technique as an alternative strategy in teaching speaking but the English teachers should consider some aspects in implementing the technique. First, the English teachers should set the time as effective as possible by considering the length of time allotted in every activity. Second, the English teachers should deliver the explanation using clear voice, not too slowly and not too quickly. Third, the English teachers should use Indonesian language if the students find it hard to understand the explanation. Fourth, the English teachers should provide the students with lists of vocabulary or ask them to

always bring dictionary since they still have poor vocabulary. Fifth, the English teachers should distribute high achiever students in each group that they can help their low achiever friends in their group. Sixth, the English teachers should approach and guide students when they work on their tasks. And seven, the English teachers should be patient since this technique employs a lot of time and activities at every stage.

For the students who learn English, especially speaking could practice their English speaking by using role playing technique in different contexts and expressions. After getting some role play activities, students are expected to be more active in speaking and improve their speaking ability in giving transactional and interpersonal response which can be done in their daily activities.

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APPENDICES

APPENDIX A
OBSERVATION GUIDELINE
(Recognition Phase)

OBSERVATION GUIDELINE

Day, date :

No.	Aspects to be observed	Description of the Result
A.	The students	
	1. The number of students	
	2. The range of the age	
	3. The characteristics	
B.	The teacher and the learning process	
	1. The name of the teacher	
	2. The language used	
	3. The method used	
	4. The way of opening the class	
	5. The way of presenting the materials	
	6. The use of allocate time	
	7. The technique of asking questions	
	8. The class management	
	9. The type and way of the evaluation	
	10. The way of closing the class	
C.	The materials	
	1. The main source(s)	
	2. The supporting source(s)	
D.	The teaching instrument	
	1. The course grid	
	2. The instrument	
E.	The class	
	1. The name of the class	
	2. The facilities	
	a. The room	
	b. The setting arrangement	
	c. The lighting	
	d. The supporting equipment	
F.	The Interaction	
	1. The students	
	2. The teacher	

(Adapted from Observation Guideline for KKN-PPL 2012)

APPENDIX B

OBSERVATION RESULT

(Recognition Phase)

OBSERVATION RESULT

Day, date : Monday, 14st March, 2014

No.	Aspects to be observed	Description of the Result
A.	The students	
	1. The number of students	26
	2. The range of the age	15-16 years old.
	3. The characteristics	Active, eager to learn new things, like new activities.
B.	The teacher and the learning process	
	1. The name of the teacher	Yani Sri N, S. Pd
	2. The language used	English and Bahasa Indonesia
	3. The method used	Teacher centered
	4. The way of opening the class	Greeting, calling the roll, and reviewing the last material.
	5. The way of presenting the materials	Teacher-centered; The teacher ask the students to read the answers and after that they discussed it together.
	6. The use of allocate time	Effective enough; All texts were discussed.
	7. The technique of asking questions	T asked, "Any Question?" but the students did not ask questions.
	8. The class management	Many students chatted by themselves and were busy with their own business.
	9. The type and way of the evaluation	Written and spoken test.
	10. The way of closing the class	She assigned homework and leave-taking.
C.	The materials	
	1. The main source(s)	LKS
	2. The supporting source(s)	-
D.	The teaching instrument	
	1. The course grid	She got course grids from the internet.
	2. The lesson plan	She made lesson plans in the beginning of the semester.
E.	The class	
	1. The name of the class	VIIIIH
	2. The facilities:	
	a. The room	It is located in the first floor, wide enough, and clean.
	b. The setting arrangement	The seats were enough with the number of the students.
	c. The lighting	It is good enough to study.

(Continued)

	d. The supporting equipment	One big whiteboard, markers, LCD projector, two fans.
F.	The Interaction	
	1. The students	Close
	2. The teacher	Close

(Adapted from Observation Guidelines for KKN-PPL 2012)

APPENDIX C

FIELD NOTES

FIELD NOTES

No : FN.1
Date : Monday, March 10th, 2014
Time : 08.00 a.m.
Activity : Asking research's permission
Place : Teacher's office
Respondents : R : Researcher
 ET : English Teacher (Yani Sri N, S. Pd.)

The R arrived at the school at 08.00 a.m. and asked a security guard's permission to see the ET. The security guard gave permission and asked her to find the ET by herself. Then, she went to the teacher's office. In the teacher's office, she did not meet the ET because the ET had a schedule in a class. She waited for ten minutes since the schedule ended at 08.20 a.m. At 08.25 she met the ET in the teacher's office. Then, she introduced herself to the ET. The ET seemed still remember that the R had graduated in that school. Then R and the ET continued the conversation about the research that would be conducted. She asked the students' problems in English lesson especially in speaking. They discussed the problem and the solution for about 15 minutes. Later, the R asked permission to conduct the research in SMPN 1 Banguntapan and the ET agreed. The ET gave her chance to choose the class that she wanted to conduct the research. She asked to conduct research in one class only. Then she also asked the ET to conduct a class observation, the ET agreed. Later, she thanked the ET and asked permission to go home.

No. : FN.2
Date : Friday, March 14th, 2014
Time : 09.00 a.m. – 10.00 a.m.
Activity : Observation
Place : VIIIH
Respondents : R : Researcher
 ET : English Teacher
 Ss : Students

The R arrived at school at 08.30 a.m. and went to the teacher's office to see the ET. Then the ET asked the R to wait until the English lesson started. The class started at 09.00 a.m. The ET together with the R went to the class at that time. Then, the ET told the R to sit in the back of the room. The ET opened the class by greeting, asking the Ss' condition and calling the roll. After that, she asked the Ss to open the *LKS page 14*. Then, the ET asked the Ss "*Have you ever gone to this point of interest?*" There were no answers from the Ss. After, one of the Ss gave the meaning of the sentence. Some students could answer the teacher question by mentioning the name of places. Some students can't pronounce the

word correctly, such as the word “*Mountain*”, the ET and the Ss still pronounced it wrong, and also when the ET asked the Ss “*Why have you gone there?*”, one of the Ss answered with incorrect grammar, like “*Because the place is interest.*”. Then, the ET gave the correct answer.

In the task the 1, 2, and 3 there were listening and writing exercises, the teacher did not use interesting media such as a tape recorder, she only read a text and the students wrote down the text by listen to the teacher. In the task 1 the students were asked to fill in the blanks. After they finished doing the task, some of the Ss to wrote their answers on the whiteboard. During this activity, most of them were noisy and they chatted with their friends. “Your *gundul*” said a student who sat in the back while was trying to see the whiteboard. (Here, he tried to speak English but because of his lack of vocabulary, he mixed the use of English and Bahasa). The ET then corrected the wrong answers. She also corrected the mistake on the grammar. After that, the ET and the Ss discussed the answer. In the task 2, they choose True or False statements, and in the task 3 they did fill in the blanks again. They cannot understand some vocabulary that was pronounced by the teacher. In the task 4, the students were asked to find the Indonesian version of some English words. The ET pointed some students to give answers. Some students are too shy to speak, so the ET asked the other students to answer. “

In the end of the lesson, the ET gave homework to the students. Meanwhile, The bell rang and she permitted the Ss to leave the class.

No : FN.3
Date : Thursday, April 10th, 2014
Time : 09.00 a.m.
Activity : Asking research’s permission
Place : School’s lobby
Respondents : R : Researcher

The R arrived to the school at 09.00 a.m. and asked security guard’s permission to see the HM. She was asked to go to the principal office. In the corridor the R met the administrator staff. The R gave her greeting and told her that she wanted to meet the HM. Then, she said that the HM was taken care in hospital, so she asked the R to give her number, so she could call the R whether the HM was in school again.

No : FN.4
Date : Thursday, April 17th, 2014
Time : 08.00 a.m.
Activity : Asking research’s permission

Place : Headmaster's office
Respondents : R : Researcher
HM : Headmaster (Dra Sambiyanti, M.Pd)

The R had been called by the vice principle that the HM was in school. The R arrived at the school at 08.00 and asked the security guard whether the HM was available or not. He was available and the security guard asked her to go the HM's room. Inside the HM's room, she had to wait for about 10 minutes since she still had a schedule in class. Then, she introduced herself to the HM and talked about the research that would be conducted. She kindly responded to her proposal and gave permission. She also asked her to ask and discuss it with the ET. She explained that she had discussed it with the ET before and the ET permitted her to conduct research. She also explained that she had provided the letter and proposal and already gave the letter and the proposal to the TU office. After that, she thanked the HM and asked permission to go home.

No : FN.5
Date : Friday, April 18th, 2014
Time : 11.30 a.m.
Activity : Arranging the research schedule
Place : Teacher's Office
Respondents : R : Researcher
ET : English Teacher

The R arrived at school at 08.30 a.m. The ER asked permission from the security guard to meet the ET. The class was over since it was Friday. She told the ER that she wanted to conduct the second interview and arrange the time for the research. She asked some questions about the teaching and learning process. She would conduct the research in VIIIH class which had 2 meetings in a week. The ER also asked about the teaching and learning method that the teacher used to make the lesson plan but the ET gave the R freedom to choose the other teaching and learning methods.

No : FN.6
Date : Friday, April 25th, 2014
Time : 09.00 a.m.-10.20 a.m.
Activity : 1st Meeting (Cycle 1)
Place : VIIIH
Respondents : R : Researcher

ET : English Teacher
Ss : Students
C : Collaborator (Hertati Mukadimah)

The R arrived at school at 08.30 a.m. with the collaborator. Then she asked permission to the security guard to meet the ET. She met the ET at the teachers' office. The class started at 09.00 a.m. R together with the ET and C went to the class. When we came to the class the students were busy organizing their desks. The ET greeted the Ss and told them that the R would replace her for several weeks. They nodded and looked happy. After that the ET gave the time for the R to take the class. She greeted the Ss in English. They then answer it in English also. After that, she explained that she would teach the class for a couple of weeks. She would teach the class to conduct a research and also introduced the C. They looked happy heard that the R would handle the class. Then ET and C sat at the back of the class.

The R greeted "Assalamualaikum, Good Morning. Class!" then the Ss answered "Good Morning!" She continued with "How are you today?" and they replied "I'm fine and you?" Then, the R replied "I'm fine too thanks you. She then continued to call the roll. "Who is absent today?" asked her. "No one Miss", said the Ss After that, she explained the materials that would be learnt but some of the Ss did not pay attention and talked each other. To grab their attention, she were silent for a while then asked "Are you ready to start the lesson?". Then they answered, "Ya, Mbak". Then, she explained the topic for today was Shopping. She then showed the Ss a picture of department store in powerpoint presentation. After that, the R asked the Ss orally "Do you know where it is?" Then some of the Ss answered "Tau, Mbak itu di Mall". Then, she asked "What people usually do in this place?" The Ss answered "Belanja, buy, buying clothes". "What you can find in this place?" asked the R. The Ss mentioned "Jacket, T-shirt, celana, baju", and many others.

The R then gave the Ss handout containing the tasks. Then, she asked them to look at Task 2. She told them to match the pictures with the words. She gave them two minutes to do the task. After 2 minutes, The R and the Ss discussed the answer together. The R pointed one of the Ss to answer the questions. Besides matching the picture with the words, the R and the Ss tried to pronounce the words. The T firstly pronounced the words and then imitated by the Ss.

After that the R asked the Ss to look at the handout about asking and giving opinion. They should study and pronounce the sentence. "Now look at Task 4. Do you know what you need to do?" she asked. "What you need to do is fill in the blanks those incomplete sentences by listening the recording that will be playing". *Jadi Kalian melengkapi kata-kata yang kosong dalam kalimat tersebut dengan cara mendengarkan rekaman yang akan saya putarkan.* she explained. "I will play the recording two times. Do you understand?" she continued. "Yes, Miss." shouted the Ss. Then the R played a recording about asking and giving opinion between saleswoman and customer in department store. After playing the recording for two times, the R and the Ss discussed the answers together. Then the

R asked the Ss orally, “Which are the sentence of asking and giving opinion from the conversation of the recording have been played?”. Some of the Ss who were more active to talk answered the R’s question.

Then move to the activity in Task 6 which was role playing section. The R asked the Ss to choose their pair, after they had settled with their pairs, she distributed role cards and guided script to the Ss. Afterward the R explained the task, “You have to make a dialogue based on the role card and guided script you have got. She gave them 10 minutes to make a dialogue and practice it. Later, they performed their role playing in pairs in front of the class. Some of the Ss were confused when they were pointed out by the R. It caused a chaos during the role play activity. “*Gimana to mbak? Susahe kata-katanya*” asked some Ss. They asked the R to give her explanation again about the instruction of the role play using Bahasa Indonesia. When performing role play, the class was noisy and rather difficult to control. They had difficulties in speaking English, they tended to speak Bahasa Indonesia and ignoring the grammar. They complained since they have to speak English in performing the role play. “*Ngomongya gimana to mbak? Aku bingung je.*”

After performing the role play, the R gave them feedbacks after their performances.

Meanwhile, the bell rang. The R then reviewed the materials by asking “What do you learn today?” The Ss answered “asking and giving opinion”. After that, she concluded the lesson briefly. She then closed the class.

No : FN.7
Date : Friday, May 16th, 2014
Time : 09.00 a.m.-10.20 a.m.
Activity : 2nd Meeting (Cycle 1)
Place : VIIIH
Respondents : **R** : Researcher
 ET : English Teacher
 Ss : Students
 C : Collaborator (Hertati Mukadimah)

The class was started at 09.00 a.m. after the first break. The R and the C entered the class right after the bell rang. The Ss shocked because the R was already there. Most of them did not come to the class yet. They still chatted with their friends. Some of them also finished their snack inside the class. They then entered the class. After all of them were present, there was a student who still drunk her beverage inside the class. The R needed to ask her to finish it outside the class.

The class started after the R prepared the equipment. She greeted the Ss as usual, “*Assalamualaikum, Good Morning. Class!*” then the Ss answered “Good Morning!” “She continued with “How are you today?” and they replied “I’m fine and you?” Then, the R replied “I’m fine too thanks you. She then continued to

call the roll. "Who is absent today?" asked her. "No one, Miss". After that, the R asked about the previous lesson "Do you still remember what we have learnt in the previous meeting?" There were many kinds of answers came from the Ss. They answered "Asking and giving opinion", "Shopping", "*Pakaian*", "*baju*", "*toko*". Then she told them about the activities that would done today.

After that, the R showed a picture of a hospital. She asked the Ss Do you know where it is?" Then some of the Ss answered "*Rumah sakit*", "Hospital, Miss. "What you can find in this place?" asked the R. The Ss mentioned "Doctor", "*Pasien*", "Orang sakit, Miss", and many others.

The R then gave the Ss handout containing the tasks. Then, she asked them to look at Task 2. She told them to match the English words with the Indonesian meaning. She gave them five minutes to do the task. After 5 minutes, The R and the Ss discussed the answer together. The R pointed one of the Ss to answer the questions. Besides matching the picture with the words, the R and the Ss tried to pronounce the words. The T firstly pronounced the words and then imitated by the Ss.

After that the R asked the Ss to look at the handout about asking and giving help, and giving advice and responding advice. They should study and pronounce the sentence. "Now look at Task 4. Do you know what you need to do?" she asked. "What you need to do is fill in the blanks those incomplete sentences by listening he recording that I will be playing". *Sama seperti minggu lalu ya, jadi kalian melengkapi kata-kata yang kosong dalam kalimat tersebut dengan cara mendengarkan rekaman yang akan saya putarkan.*" she explained. "I will play the recording two times. Do you understand?" she continued. "Yes, Miss." shouted the Ss. Then the R played a recording about the dialogue between a doctor and patient. After playing the recording for two times, the R and the Ss discussed the answers together. Then the R asked the Ss orally, "Which are the sentence of asking and giving opinion from the conversation of the recording have been played?". Some of the Ss who were more active to talk answered the R's question.

Then move to the activity Task 6 which role playing section. The R asked the Ss to choose their pair, then after they had settled with their pairs, she distributed role cards and guided script to the Ss. Afterward the R explained the task, "You have to make a dialogue based on the role card and guided script you have got. She gave them 10 minutes to make a dialogue and practice it. Later, they performed their role playing in pairs in front of the class. The R gave them suggestion after their performances.

Meanwhile, the bell rang. The R then reviewed the materials by asking "What do you learn today?" The Ss answered "asking and giving opinion". After that, she concluded the lesson briefly. She then closed the class.

There was 5 minutes to go to the end of the lesson. The R wanted to divide the class into the groups of 4. She gave the students freedom of grouping themselves. After that, she asked them to sit according to their groups. Next, she gave them homework which was to find the meaning of some words and their pronunciations.

The bell rang and the Ss rushed back to their seat. The R then reviewed the today's materials. She then asked "What do you need to do for the next meeting?" the Ss answered in *Bahasa Indonesia* "*mencari arti sama cara pengucapan, Miss*". She also told them that they would play a game for the next meeting. They cheered happily. After that, she closed the class.

No : FN.8
Date : Wednesday, May 28th, 2014
Time : 09.20 a.m.-10.40 a.m.
Activity : 1st Meeting (Cycle 2)
Place : VIIIH
Respondents : **R** : Researcher
ET : English Teacher
Ss : Students
C : Collaborator (Hertati Mukadimah)

The R and C arrived at school at 09.00 a.m. Since the class started at 09.20 a.m, they had to wait. Before the lesson was started the R asked a student to borrow the LCD's remote and cable at teachers' office.

After that the R opened the class by greeting. She called the roll and two students was absent because they had a meeting with the teachers concerning school competition. The Ss greeted back the R enthusiastically because they had expected the lesson like previous week which involved them to be more active in speaking practice. At that day, the R introduced a new topic. The topic was about "Places and Buildings". The language function in this topic was "asking and giving direction". To introduce the topic, first the teacher showed a picture of two persons which one person brought a map and the other one gave a direction. Then, the R asked the Ss "Do you ever found someone who is lost?" Some Ss said yes and some others said "*ngga pernah*" "no, Miss." "So, what do you say when someone asks you how to get to a certain place? Do you know how to give directions in English?" she added. "*Gimana ya, Miss, lupa*", "Turn right", "Turn left" and many others" said the Ss.

Next, the R gave handouts which were contained of some tasks. In order to give the Ss vocabulary practice, the handout provided some words about places and the definitions. They had to match the words with the definitions. It was three minutes to do this task. After three minutes, the R pointed a student to answer number 1. In answering the next numbers this student had to point the other friends and so on until the last number. This was intended to encourage Ss participation in teaching and learning process. Some of the Ss were still confused to pronounce some words, such as "Drugstore /dr g.st r /", "Launderette /l ndret/", and "fuel/fj l/". So, the R had to pronounce them and imitated by the Ss.

In the next task the Ss had to look at the handout. There were five sentences that would be completed by looking at the map. This task gave the Ss more vocabulary about prepositions, such as “on”, “in front of”, “behind”, “across from”, and “between”. This task was done two minutes. After two minutes, the R and the Ss discussed the answer together.

In order to give more practice in speaking, before they make their own dialogue to be performed, the Ss were given the expressions of asking and giving directions. Then, the R played a recording about asking and giving directions. The Ss filled in the blanks the incomplete sentences. She played the recording for two times. “*wah kok gampang, Mbak?, “Semuanya udah aku jawab loh mbak, sekali aja muternya.”*” said some students. After that, they discussed the answers together.

In role play phase, the R distributed the role card to the Ss. They had to make a dialogue based on the role card they have got. The role card contained of places the Ss were in and wanted to go. They got a guided script as an example. They had 10 minutes to make and practice dialogue before performing in front of the class. They finished practice before 10 minutes. After their performances, as usual the R gave a review of their performances. Here, the students' performances were better than previous performance.

Then, the bell rang. The R then reviewed the materials by asking “What do you learn today?” The Ss answered “directions”, “asking and giving directions”, “places and building”, and so on. After that, she concluded the lesson briefly and gave information for the next meeting. It was ten minutes to go before bell. The R then gave the Ss situations for the posttest. There were some situations and she divided the situations according to the students' pairs. She then asked them to read the situation.. After that, she closed the class by saying a prayer and reminded them to prepare their conversation for the next meeting. After that, she closed the class by saying “see you next week!”.

No	: FN.9
Date	: Friday, May 30th, 2014
Time	: 09.00 a.m.-10.00 a.m.
Activity	: 2nd Meeting (Cycle 2)
Place	: VIIIH
Respondents	: R : Researcher
	ET : English Teacher
	Ss : Students
	C : Collaborator (Hertati Mukadimah)

The R and C arrived at school at 08.40 a.m. Since the class started at 09.00, they had to wait. Some students asked the R “*Miss, nanti maju kayak kemarin lagi?*”. “Yes” said the R. “Yes!” shouted the Ss. They seemed like to role playing.

At 09.00, the R opened the class by saying greeting “*Assalamu’alaikum*, Good Morning, Class! How are you today?”.”*Walaikumsalam*, Good Morning, I’m fine thank you. And you?” replied the Ss. Then, she called the roll “who is absent today?”. They replied “No one, Miss.”

At this meeting, the R continued the previous topic last week. She asked the Ss whether they still remember what they have learnt in the previous topic or not. The Ss said “Yes, Miss”, “Directions”, “Asking and giving directions”.

Since today’s lesson only 60 minutes, the teaching and learning process had a limited time. Therefore they only reviewed the previous lesson and the R added more vocabulary related to the direction and gave a little bit practice.

The R provided a handouts for the Ss. In task 1, there were some words about traffic signs. They had to matching the words with the signs. In task 2, they completed the point of compass. These tasks were done in 10 minutes. After they had finished, the R and the Ss discussed the answers together. In task 3, the R showed two pictures of places. The Ss made sentences about those pictures, “How picture 1 different from picture 2. This task was done in 3 minutes and was discussed after they had finished.

Next, the Ss were asked by the R to do a role play. The R asked the Ss, “*are you ready to perform your role play?*”, “*yes, but give me five minutes to practice again*””*Yes, Mbak*” answered the students. The dialogue was about a new student who asked a direction to the school building she/ he wanted to go. The R gave 5 minutes to practice the role play. After they have finished practice, they performed it in front of the class. Then, the R gave summary of their performance. Their role play has improved significantly.

The bell rang and the R closed the lesson. She then asked “Are you happy with what we have learnt today and all of our previous meeting?” The Ss answered, “Yes, Miss”, “*sudah selesai to, Miss ngajarnya?*”. The R replied “Yes, so today is our last meeting in class, thank you for your kindness”. The Ss shouted “yah, Miss.”. She then ended the class by saying a prayer and good bye.

No : FN.11
Date : Saturday, May 31st, 2014
Time : 09.00 a.m.
Activity : Discussing the implementation in Cycle II.
Place : Library
Respondent : R : Researcher
ET : English Teacher

The R arrived at the school at 09.00 a.m. and asked the security guard's permission to see the ET. The security guard gave permission and asked her to find the ET by herself. Unfortunately, the teacher was not at school at that time. So the R had to wait her. After 30 minutes, the ET arrived at the teacher's office. The R then showed the video of teaching and learning process during the 2nd meeting in the Cycle II. After that, she and the ER discussed the activities and the improvement of the students' speaking skills. Then, she asked permission to go home.

APPENDIX D

INTERVIEW GUIDELINE

BLUEPRINT INTERVIEW GUIDELINE

A. Planning

No.	Content	Items	
		For teacher	For students
1.	The obstacles in the teaching and learning process of speaking	<ul style="list-style-type: none"> • What are your obstacles or difficulties in teaching speaking skill? • How do you deal with those problems? • In your opinion, what are the difficulties faced by your students in learning speaking? • How do you deal with those problems? 	<ul style="list-style-type: none"> • What are your problems in speaking? • How do you deal with those problems?
2.	The classroom activities	<ul style="list-style-type: none"> • In regard to speaking activities, what kind of activities do you use to make the students practice speaking? 	<ul style="list-style-type: none"> • Does your teacher often give you speaking practices? • What are learning activities in your classroom you like to do very much?
3.	The teacher	<ul style="list-style-type: none"> • How do you explain the materials? • Are the students motivated in learning speaking? • How do you give feedback in speaking activities? 	<ul style="list-style-type: none"> • Tell me about the teaching and learning process in your classroom. • Is the teaching and learning process interesting/ good? • How does your teacher explain the material?
4.	The students' attitudes and speaking abilities	<ul style="list-style-type: none"> • Are the students active in the classroom? • What do you think about your students' learning achievement in learning English, especially speaking skill? • Are their abilities as what you are expected? 	<ul style="list-style-type: none"> • Do you like English? • Do you like to speak in English? • Do you enjoy the teaching and learning process? • Do you feel confident to speak in English? • If you find difficult words when doing your tasks, how do you solve the problems?

			<ul style="list-style-type: none"> • How about your achievement in learning English so far? Do you think you need improvement? • What are your expectations in the teaching and learning process in relation with your achievement in learning English?
5.	Materials	<ul style="list-style-type: none"> • Could you please tell me about materials that you use in the teaching learning process? • What are your teaching resources? • Have you ever developed your own teaching materials? 	<ul style="list-style-type: none"> • What do you think about the materials? Are they difficult or easy? • Are they interesting?
6.	Instructional media	<ul style="list-style-type: none"> • Do you use any teaching media to assist your teaching? • Have you ever developed your own media? 	
7.	Assessment	<ul style="list-style-type: none"> • How do you assess or evaluate the students' ability whether it is improved or not? 	
8.	Role Play Technique	<ul style="list-style-type: none"> • What kind of method do you use in improving speaking ability of the students? • Have you ever used this method? 	

B. Reflection

No.	Content	Items	
		For teacher	For students
1.	The classroom activities	<ul style="list-style-type: none"> • Are the activities suitable for teaching speaking to the students? • Do you think the students enjoy the activities? • Is there any problem we should deal with? 	<ul style="list-style-type: none"> • What do you think about the activities? • What are the learning activities that you like and dislike to do? • Did your teacher ever use such activities? • Is there any difficulties?
2.	The teacher	<ul style="list-style-type: none"> • What do you think about the last teaching and learning process? • Do you find some problems occurred during the implementation of the action? • Which part indicates some failures or improvements? • Do you have any suggestions for the next teaching and learning process? 	<ul style="list-style-type: none"> • What is your opinion about my teaching? • Is the teaching and learning process interesting/ good? • Is my voice clear or loud enough? • What is your suggestion for the next meeting?
3.	The students' attitudes and speaking abilities	<ul style="list-style-type: none"> • Are the students active in the teaching and learning process? • What do you think about your students' learning achievement in learning English especially in speaking skill? 	<ul style="list-style-type: none"> • Do you enjoy the teaching and learning process? • How do you feel about your speaking skill? Is there any improvement?
4.	Material	<ul style="list-style-type: none"> • What do you think about the materials, are they difficult or easy for the students? 	<ul style="list-style-type: none"> • What do you think about the materials, are they difficult or easy? • Are they interesting?
5.	Role Play Technique	<ul style="list-style-type: none"> • What do you think about the activities? Are they effective? 	<ul style="list-style-type: none"> • Do you enjoy role playing? • Do you enjoy working in groups/ pairs? • What can you learn from the role playing?

(Adapted from Ginusti, Gallis Nawang. 2014. *Improving the Speaking Skill of Grade VIII Students of SMP Negeri 2 Godean through Pictures*)

APPENDIX E

INTERVIEW TRANSCRIPTS

No. : Interview 1
Day : Monday
Date : March 10th, 2014
Time : 08.00 a.m.
Respondents : R : Researcher
 ET : English Teacher (Yani Sri N, S. Pd.)

R : Selamat Pagi Ibu, masih ingat saya? Saya Arini, Arini Isnaen.
 ET : Pagi mbak. Mbak Arini. Wah lama nggak ketemu ya? Bagaimana kabarnya?
 R : Alhamdulillah baik bu. Ibu senidri bagaimana?
 ET : Alhamdulillah ya gini, Mbak. Ada perlu apa?
 R : Begini Bu, kedatangan saya kesini mau meminta ijin untuk melakukan penelitian di sini.
 ET : Penelitian untuk ap, Mbak?
 R : Rencananya saya ingin melakukan penelitian di sini untuk skripsi saya.
 ET : Oh begitu, ya ngga apa-apa Mbak Arin.
 R : Jadi penelitian saya itu PTK, Bu. Di penelitian saya itu, saya mau meng-
improve speaking skill.
 ET : Begitu ya, bisa....bisa, lalu butuh berapa kelas mbak?
 R : Satu kelas saja bu soalnya ini kan *Action Reseach*. Kira kira masalah anak-anak di *speaking* itu apa ya?
 ET : Ya gini ya Mbak Arin, saya kalau ngajar *speaking* secara khusus itu ngga ada, jadi kalau ngajar itu *speaking*-nya anak-anak itu cuma menjawab pertanyaan saya, sesekali ya baca dialog dari LKS. Ya anak-anak itu sebenarnya mau ngomong kalau pas *speaking* tapi jawabnya pakai bahasa Indonesia, ada juga yang kurang percaya diri mau ngomong. Ya mungkin mereka kurang dalam *vocabulary*-nya juga, Mbak.
 R : Lalu bagaimana caranya ibu mengatasi problem itu?
 ET : Kalau untuk menjawab supaya mereka berbicara ya ditunjuk, Mbak.
 R : Lalu untuk yang *vocabulary* bu?
 ET : Biasanya dari LKS itu ada beberapa *vocabulary* baru setiap ganti topic, dari situ saya suruh mereka mencari artinya.
 R : Baik bu, lalu mengenai kelas saya bisa mengambil kelas apa ya?
 ET : Kalau kelas yang baru saya ajar ini, kelas VIIIH anaknya lumayan bias diatur, Mbak. Gimana kalau kelas VIIIH saja?
 R : Oh ya, Bu.
 ET : Lalu mau kapan mbak?
 R : Kalo tanggal pastinya belum tahu bu, tapi *Inshaallah* semester gasal ini saya penelitiannya. Jadi ininya saya sekarang mau memastikan bisa tidaknya penelitian di sini.
 ET : Kalau saya sih boleh boleh saja mbak. Anak-anak pasti juga senang bisa kalau diajar sama yang lebih muda.
 R : Baik, Bu kalo begitu saya pamit dulu, besok kalau mau ketemu lagi, saya sms ibu lagi. Terimakasih bu.
 ET : Ya, mbak.

No. : Interview 2
Day : Friday
Date : March 14th, 2014
Time : 10.00 a.m.
Respondent : R : Researcher
 S : Student (Mifta)

R : Maaf, Dek mengganggu sebentar?
 S : Ya, Mbak.
 R : Ngorol sama mbak sebentar bisa ya?
 S : Ya, Mbak.
 R : Tadi gimana pelajaran Bahasa Inggrisnya?
 S : Ya gitu kayak biasanya, Mbak.
 R : Kayak biasanya gimana?
 S : Ya gitu deh mbak, bosen dikit.
 R : Kan di bahasa Inggris ada empat *skills* kan, *listening*, *speaking*, *reading*, sama *writing*. Menurut kamu yang paling susah apa?
 S : Hmmm ... mmm *speaking* mungkin mbak.
 R : Jadi *speaking*nya. Kenapa?
 S : Klo mau ngomong bingung kata katanya.
 R : oh *vocabulary*. Kan ada kamus?
 S : Iya mbak, tapi kan ngga mesti sama kayak yang di kamus, Mbak.
 R : Oh gitu, terus kalau di kelas belajar *speaking*nya gimana?
 S : Disuruh baca dialog terus di praktekin, sama jawab pertanyaan.
 R : Jadi latihan *speaking*-nya kurang ya. Kalau begitu kamu maunya belajar *speaking* yang gimana?
 S : Ya dibanyakin latihan *speaking*nya.
 R : Gitu ya, makasih ya.

No. : Interview 3
Day : Friday
Date : March 14th, 2014
Time : 10.00 a.m.
Respondent : R : Researcher
 S : Student (Mahendra)

R : Hallo dek, namanya siapa?

- S : Mahendra mbak.
 R : suka pelajaran Bahasa Inggris ngga?
 S : Ya, suka, Mbak. Tapi susah e.
 R : Kok susah? Sussahnya dimana?
 S : Soalnya susah kata katanya. Kalau *listening* ngga tau kata-katanya.
 R : Oh jadi menurut kamu *listening* yang susah?
 S : Iya, Mbak. Tapi *speaking* juga.
 R : Loh nambah lagi yang susah. Emang kenapa *speaking* susah?
 S : Ya jarang diajarin, Mbak. Paling cuma baca dialog. Trus kalau mau ngomong kan kata-katanya sulit.
 R : Sulit ngucapinnya atau gimana?
 S : Ya milih kata-katanya sama biar ngucapinnya kaya bule tu lho, Mbak.
 R : Jadi sulit milih *vocab*-nya sama *pronunciation*.
 S : Ya itu, Mbak.
 R : Kamu pengenya belajar Bahasa Inggris itu gimana?
 S : Yang ngga ngebosenin, Mbak.
 R : Gitu ya, ya udah makasih ya.
 S : Ya mbak

No. : Interview 4

Day : Friday

Date : March 14th, 2014

Time : 09.00 a.m.

Respondent : R : Researcher

S : Student (Fiya)

- R : Dek, minta waktunya sebentar buat wawancara ya?
 S : Kok aku, Mbak?
 R : Lainnya pada jajan. Bisa kan, Dek?
 S : Ya mbak.
 R : So, what's your name?
 S : Fiya. Kok pake bahasa Inggris, mbak?
 R : Hehe kenapa dek kalau pakai bahasa Inggris?
 S : Bingung mbak, pakai bahasa Indonesia aja, Mbak.
 R : Oh ya, emang sulitnya bahasa Inggris itu apa?
 S : Ya sulit kata-katanya, Mbak.
 R : Dari empat skills bahasa Inggris *listening*, *speaking*, *reading*, sama *writing*, mana yang menurut kamu susah?
 S : Apa ya? Semuanya, Mbak.
 R : Lah kok semuanya? Yang jarang diajarin sama gurunya apa?

- S : Kalau yang jarang diajarin itu *listening* sama *speaking*, Mbak.
 R : Oh gitu, biasanya pas *speaking*, diajarin apa sama gurunya?
 S : Ya baca dialog, trus nanti suruh maju ke depan buat mraktekin.
 R : Menurut kamu gimana enaknyabuat belajar *speaking*?
 S : Mungkin banyak latihannya sama pakai cara yang menarik gitu.
 R : Oh gitu, ya makasih ya waktunya.
 S : Sama sama mbak.

No. : Interview 5
Day : Friday
Date : March 14th, 2014
Time : 10.00 p.m.
Respondents : R : Researcher
ET : English Teacher (Yani Sri N, S. Pd.)

- R : Maaf Bu, boleh minta waktunya untuk berbincang mengenai pembelajaran tadi?
 ET : Ya mbak boleh sini.
 R : Mengenai observasi yang saya lakukan tadi.
 ET : Ya bagaimana?
 R : Tadi focus *skill*-nya apa ya, Bu?
 ET : Tadi itu *reading* sama *speaking* mbak. Jadi siswanya disuruh baca dan seperti tadi dialog *speaking*.
 R : Pas disuruh ngomong tadi, banyak yang malu ya, Bu?
 ET : Iya, paling malu sama mbaknya, tapi ya sebagian ada yang berani, tapi ya cuma itu-itu aja anaknya. Ada yang berani, tapi ya itu mbak bahasanya dicampur-campur banyak pakai bahasa Indonesiannya.
 R : Oh gitu, bicara tentang *speaking* Bu, kira kira masalah apa yang sering muncul saat kegiatan belajar mengajar?
 ET : Keinginan atau motivasinya untuk berbicara menggunakan bahasa Inggris masih kurang, *vocabulary* yang mereka kuasai masih terbatas, pengucapan yang kadang asal bunyi aja mbak.
 R : Hmm gitu, lalu bagaimana cara untuk menangani masalah tersebut, Bu?
 ET : Buat yang masih malu-malu atau jarang bicara atau kadang yang malah ramai sendiri, saya tunjuk anaknya untuk berbicara, kalau penguasaan *vocabulary* ya dari buku atau bacaan yang kebetulan sedang dipelajari biasanya ada list kata-kata baru, lha disitu sambil mencari artinya juga. Kalau untuk pengucapan atau *pronunciation* saya biasanya memberikan contoh pengucapan lalu mereka menirukan.

- R : Lalu untuk aktivitas belajar *speaking* biasanya apa?
 ET : Biasanya kalo monologue ya seperti tadi itu mbak, lalu untuk dialogue biasanya saya kasih ekspresi yang akan digunakan, lalu dialog trus saya minta mempraktekan.
 R : Sumber materi ajar yang Ibu gunakan itu dari mana?
 ET : Ya dari LKS, kadang buku ngambil dari buku cetak.
 R : Apa ibu pernah mengembangkan materi tentang *speaking*?
 ET : Belum mbak.
 R : Media yang digunakan apa, Bu?
 ET : Ya biasanya cuma pakai materi dari LKS, seperti tadi.
 R : Menurut ibu bagaimana kemampuan *speaking* siswa?
 ET : Ya masih perlu ditingkatkan lagi mbak, soalnya mereka masih banyak yang kurang percaya diri untuk berbicara menggunakan bahasa Inggris khususnya, kemudian *pronunciation* yang masih salah-salah, *vocabulary*-nya juga kurang.
 R : Oh gitu ya bu, kalau begitu terimakasih banyak atas waktu dan informasinya, saya sekalian mau pamit.
 ET : Ya mbak, sama sama, hati hati ya.

No. : Interview 6
Day : Thursday
Date : April 10th, 2014
Time : 09.00 a.m.
Respondents : R : Researcher
ET : Adminstrator Staff

- R : Pagi pak.
 AS : Pagi mbak, ada apa?
 R : Mau ketemu Kepala Sekolah, pak.
 AS : Ada perlu apa? Bu Kepala sakit e mbak, masih di rawat di rumah sakit.
 R : Oh begitu, Pak. Rencananya mau ketemu kepala sekolah untuk minta ijin penelitian skripsi di sini.
 AS : Ya, sekarang proposalnya sama dikumpulkan ke ibu yang dipojok itu.
 R : Ya, Pak.
 R : Bu, ini saya mau menyerahkan proposal dan surat ijin penelitian untuk kepala sekolah.
 AS1 : Oo ya, mbak. Sudah pernah ketemu kepala sekolahnya?
 R : Belum Bu, ini proposal sama surat ijinnya.

- AS1 : Suratnya saja yang dikumpulkan. Bu kepala masih di rumah sakit. Besok proposalnya langsung ke Ibu kepala saja. Sekarang saya minta nomornya, nanti kalau ibu kepala sudah di sekolah lagi, nanti saya beri tau mbaknya.
- R : Oh ya, Bu.
- AS1 : Sudah ketemu guru pengampu?
- R : Sudah, Bu. Ini nomornya sudah saya tulis. Sekalian minta pamit, Bu.
- AS1 : Ya, besok saya beri tau kalau bu kepala sudah di sekolah.
- R : Ya, terimakasih, Bu.

No : Interview 7
Day : Thursday
Date : April 17th, 2014
Time : 08.00 a.m.
Respondents : R : Researcher
ET : Headmaster (Dra Sambiyanti, M.Pd)

- R : Selamat Pagi, Bu.
- HM : Selamat pagi. Darimana, ada perlu apa?
- R : Begini, Bu, saya Arini, mahasiswa UNY Pendidikan Bahasa Inggris. Tujuan saya menemui Ibu adalah mau meminta ijin untuk melakukan penelitian di SMPN 1 Banguntapani ini.
- HM : Ya saya sih boleh boleh saja. Jenis penilitiannya apa mbak?
- R : PTK, Bu. Rencana mau *improving speaking* murid-muridnya menggunakan teknik *Role Play*.
- HM : Oh ya, bagus. Mau ambil kelas berapa? Sudah diskusi dengan guru yang bersangkutan?
- R : Kelas 8, Bu. Iya, saya kemarin juga sudah ketemu sama Bu Yani dan mendapat ijin.
- HM : Ya bagus, sudah kenal sama Bu Yani, apa mbaknya muridnya dulu ya?
- R : Iya, Bu, dulu pernah diajar.
- HM : Coba saya lihat proposalnya. Surat ijinnya sudah di TU kan?
- R : Ini, Bu. Iya, suratnya sudah saya berikan TU.
- HM : Oh, ya. kalau begitu ini proposalnya saya terima dan semoga lancar. Untuk selanjutnya bisa didiskusikan sama Bu Yani ya.
- R :Terimakasih, Bu atas ijin dan doanya. Kalau begitu saya juga sekalian mau pamit.
- HM :Ya sama sama mbak.

No. : Interview 8
Day : Friday
Date : April 18th, 2014
Time : 11.30 a.m.
Respondents : R : Researcher
ET : English Teacher (Yani Sri N, S. Pd.)

R : Selamat siang bu.
ET : Ya mbak Arin ?
R : Begini Bu, saya mau memastikan jadwal mengajar yang kemungkinan bisa saya gunakan.
ET : Oh ya, kelasnya VIIIH ya mbak.
R : Iya, Bu.
ET : Jadwalnya kelas VIIIH itu Rabu sama Jumat. Jadi, Jumat saja ya mbak baru bisa mulai penelitiannya. Soalnya saya masih pakai untuk bahas soal buat Rabunya.
R : Ya, Bu.
ET : Penelitiannya tentang apa to mbak Arin?
R : Penelitian saya tentang *Improving students' speaking ability through the use of role playing technique*, Bu.
ET : Oh jadi fokusnya ke *speaking skill* ya?
R : Iya, Bu.
ET : Kelas VIIIH jadwalnya kalau hari Rabu jam 08.40 – 10.00 dan kalau hari Jumat jam 09.00-10.00
R : Oh ya, jadi saya mulainya Jumat. Terus RPP nya saya diskusikan lagi dengan Ibu hari Rabu bagaimana Bu?
ET : Oh ya nggapapa mbak.
R : Baik bu, saya kira sudah cukup saya mau pamit pulang. Terimakasih banyak.
ET : Ya mbak.

No. : Interview 9
Day : Friday
Date : April 25th, 2014
Time : 10.20 a.m.

Respondents : R : Researcher
S : Student (Safa)

R : Menurut kamu tadi gimana pelajarannya?
 S : Asik mbak.
 R : Asiknya dimana?
 S : Lebih banyak latihan speakingnya, ada kata-kata baru yang dipelajari.
 R : Kamu paham nggak sama materinya tadi?
 S : Paham, mbak.
 R : Tadi kan Miss juga jelasin pake Bahasa Inggris. Kamu paham nggak?
 S : Ya lumayan sih Miss. Tadi kan juga pake bahasa Indonesia.
 R : Tadi latihannya nambah motivasi buat belajar bahasa inggris?
 S : Iya mbak, jadi vocab-nya yang baru nambah sama tau cara pengucapannya.
 R : Berarti tambah termotivasi dong buat ngomong pakai bahasa Inggris?
 S : Ya dikit mbak.
 R : Ok, thank you.

No. : Interview 10
Day : Friday
Date : April 25th, 2014
Time : 10.20 a.m
Respondents : R : Researcher
S : Student (Piko)

R : Hallo, can I talk to you for a minute?
 S : Hah? Opo mbak?
 R : Ngobrol-ngobrol bentar, aku mau nanya-nanya.
 S : Oh ya mbak.
 R : Tadi gimana pelajarannya?
 S : Ya asik mbak. Tapi listeningnya ngga tau mbak.
 R : Ngga kedengeran atau gimana?
 S : Itu lho mbak ngucapinnya ngga jelas.
 R : Oh, mungkin karena vocab yang kamu kuasai kurang.
 S : Iya e mbak. Tapi jadi lebih tau cara ngucapin kata-kata dari vocab yang mbak kasih tadi.
 R : Jadi *vocabulary* sama *Pronunciation* exercisenya ngebantu kamu ya?
 S : Alhamdulillah iya mbak.
 R : Kalau tentang *speaking* pas *role playing* tadi, kamu kesulitan ngga?

S : Iya mbak. Tadi pas maju tak campur campur bahasanya, lha bingung.
 R : Jadi percaya diri dong kalo ngomongnya lancar?
 S : Iya dong mbak. Tapi ya di hafalin bentar.
 R : Oke makasih ya dek.

No. : Interview 11
Day : Friday
Date : April 25th, 2014
Time : 10.20 a.m.
Respondents : R : Researcher
S : Student (Bilqis)

R : *What is your name?*
 S : *My name is Bilqis.*
 R : *What do you think about today's activity?*
 S : Hmm I think it's funny.
 R : Yes, you mean fun to do and you enjoyed it.
 S : Yes, Miss. Pakai bahasa Indonesia aja, mbak.
 R : Trus tadi ada kesulitan ngga pas pelajaran?
 S : Ngga ada Miss.
 R : Kalau *role playing* tadi gimana menurut kamu?
 S : Gampang Mbak. Cuma agak malu tadi kalau maju.
 R : Ya itu kan buat latihan kalian supaya bisa ngomong pakai bahasa Inggris jadi nantinya bisa lebih percaya diri.
 S : Iya betul.
 R : Jadi lebih termotivasi belajar Bahasa Inggris kan dek?
 S : Iya Mbak.
 R : Oke dek, makasih ya,
 S : Sama sama.

No. : Interview 12
Day : Friday
Date : April 25th, 2014
Time : 10.20 a.m.
Respondents : R : Researcher
S : Student (Rizqi)

- R : Halo dek, namanya siapa?
 S : Rizqi mbak.
 R : Gimana pelajarannya tadi?
 S : Ngga ngebosenin, banyak *speaking*-nya
 R : Apa aja tadi yang ngebantu *speaking* kamu?
 S : Vocab, cara pengucapan, sama *role playing* mbak.
 R : Bingung ngga sama *role card* yang dikasih?
 S : Awalnya bingung, tapi langsung dijelasin Miss Arin jadi mudeng lah.
 R : Ngerasa ada peningkatan di *speaking* gak?
 S : Iya mbak jadi banyak latihan *speaking*-nya, nambah kata sama cara pengucapannya.
 R : Ok, thank you.
 S : Sama-sama, Miss.

No. : Interview 13
Day : Friday
Date : April 25th, 2014
Time : 10.20 a.m.
Respondents : R : Researcher
S : Student (Rara)

- R : Hallo, dek. Ngobrol bentar yuk?
 S : Ngobrol apa, mbak?
 R : Tentang pelajaran hari ini. O ya namanya siapa?
 S : Rara, mbak. Jangan yang sulit-sulit ya mbak nanyanya.
 R : Ok. Gimana pelajaran hari ini?
 S : Lebih menantang mbak.
 R : Maksudnya menantang?
 S : Ya, kita diajarin supaya lebih bicara dalam bahasa Inggris.
 R : Ada kesulitan nggak?
 S : Paling ngucapinnya mbak yang susah.
 R : Tadi kan udah banyak dikasih contoh cara ngucapinnya kan?
 S : Iya sih mbak. Mau ngucapin tu ragu-ragu e mbak.
 R : Ngga usah ragu, kan baru belajar, nanti juga dibenerin diakhir performance. Ngomong-ngomong seneng nggak sama pelajaran tadi?
 S : Seneng.
 R : Merasa ada peningkatan di *speaking* gak?
 S : Iya mbak soalnya lebih banyak latihannya. *Role play*nya juga ganti-ganti topiknya, jadi ngga bosen.

R : Kalau begitu makasih ya waktunya.
 S : Ya, mbak.

No. : Interview 14
Day : Friday
Date : May 16th, 2014
Time : 10.20 a.m.
Respondents : R : Researcher
S : English Teacher (Yani Sri N, S. Pd.)

R : Selamat pagi, Bu.
 ET : Pagi, mbak.
 R : Langsung saja ya, Bu?
 ET : Ya, gimana mbak?
 R : Jadi, apakah aktifitas yang dilakukan dua kali pertemuan ini sesuai dengan pembelajaran *speaking*?
 ET : Ya, saya rasa sudah cukup bagus mbak, *listening* dulu baru ke *speaking*, anak anak juga banyak diberi latihan berbicara.
 R : Menurut ibu apakah murid murid menyukai proses belajar mengajar?
 ET : Kalo dilihat dari videonya ya pada suka kelihatanya. Tapi masih ada yang rame ya mbak.
 R : Iya bu. Menurut ibu bagaimana saya *menghandle* yang rame, biasanya saya dekati trus saya peringatkan.
 ET : Itu juga sudah bagus, kalo gak mau diam ya di pindah saja tempat duduknya.
 R : Lalu bagaimana menurut ibu cara saya mengajar?
 ET : Ya lumayan mbak, paling cuma kelas manajemnya yang perlu ditingkatkan, lalu juga time management. Siswa itu kalo mau dibuat lama ngerjain tugas ya bisa kalo sebentar ya bisa, besok diberi batasan waktu saja.
 R : Lalu apakah ada peningkatan pada *speaking skills* siswa?
 ET : Ya menurut saya ada. Mereka lebih banyak kesempatan belajar sendiri. Cari arti sama pronounciationnya jadi mereka lebih aktif belajar sendiri.
 R : Menurut ibu apakah *vocabulary practicenya* membantu siswa dalam mengembangkan kemampuan berbicara?
 ET : Oh iya pasti mbak, mereka semakin banyak tahu tentang vocab.
 R : Lalu bagaimana dengan materinya ibu apakah terlalu sulit atau malah terlalu gampang?
 ET : Sedengan mbak. Soalnya materi yang baik itu kan materi yang memberikan tantangan untuk muridnya.

- R : Mengenai teknikya ibu, apakah *Role Playing technique* effective untuk meningkatkan kemampuan speaking siswa?
- ET : Ya sudah cukup bagus mbak buat anak anak temotivasi belajar.
- R : Lalu mungkin ada saran untuk *cycle* yang selanjutnya bu?
- ET : Instruksinya mungkin bisa dibuat dalam Bahasa Indonesia jadi mereka lebih ngerti.
- R : Gitu ya bu. Mungkin cukup sekian. Terimakasih banyak atas waktunya.
- ET : O ya mbak sama sama.

No. : Interview 15
Day : Wednesday
Date : May 28th, 2014
Time : 11.20 a.m.
Respondents : R : Researcher
S : Student (Rika)

- R : Hallo, namanya siapa?
- S : Rika.
- R : Menurut kamu gimana pelajaran hari ini?
- S : Asik, Mbak.
- R : Sebelumnya kamu suka pelajaran Bahasa Inggris nggak?
- S : Lumayan mbak.
- R : O ya, asiknya bagian mana?
- S : Ada *listeningnya*.
- R : Tadi jelas nggak *listeningnya*?
- S : Jelas mbak, asal ngga ada yang rame.
- R : Bisa kejawab semua ngga tadi waktu *listening*?
- S : Salah satu.
- R : Ya lumayan tuh. Menurut kamu yang susah dari pelajaran *speaking* itu apa?
- S : *pronunciation*.
- R : Kalau dijelaskan pakai Bahasa Inggris, kamu paham nggak?
- S : Iya, mbak, ngerti tadi yang jelasin jelas.
- R : Trus ada peningkatan ngga setelah diberi pelajaran seperti ini?
- S : Ya ada lah mbak, mulai dari vocabnya, cara baca, sampai yang tadinya aku tu agak malu jadi sedikit-sedikit ya berani mbak buat ngomong Bahasa Inggris.
- R : Bagus deh kalau gitu. Oke, makasih ya.

S : Sam-sama, Mbak.

No. : Interview 16
Day : Wednesday
Date : May 28th, 2014
Time : 11.20
Respondents : R : Researcher
S : Student (Zulfi)

R : Hallo, Zulfi.
S : Iya Mbak,
R : Ngobrol bentar ya. Kamu suka Bahasa Inggris gak?
S : Ya suka mbak, tapi susah juga e.
R : Emnag susahnya apa?
S : Grammar mbak, jadi kalau mau nulis apa ngomong itu susah keluarnya.
R : O gitu. Menurut kamu pelajaran hari ini gimana?
S : Ya lumayan mbak, soalnya diwulang mbaknya.
R : Kalo gitu inget ngga tadi kegiatannya ngapain aja?
S : Vocabulary practice, cara ngucapin, jawab pertanyaan, listening, sama maju ke depan.
R : Role Play itu.
S : Woy a itu mbak maksudnya.
R : Menuru kamu role play gitu gimana?
S : Asik mbak, banyak latihan *speaking* jadinya. Trus ngga jauh-jauh gitu lo materinya sama kegiatan sehari-hari.
R : Jadi suatu saat bisa dipraktikin langsung ya?
S : Iya mbak.
R : Besuk besuk latihan kayak gitu lagi mau dong?
S : Hehehe.
R : Oke kalo gitu makasih ya.

No. : Interview 17
Day : Wednesday
Date : May 28th, 2014
Time : 11.20 a.m
Respondents : R : Researcher
S : Student (Iksan)

- R : Hallo dek.
 S : Hallo mbak.
 R : Ngobrol tentang pelajaran tadi yuk? Bagaimana dengan pelajaran hari ini?
 S : Ya kayak biasanya mbak, asik-asik aja.
 R : Bosen gak pas role play?
 S : Enggak mbak, kan banyak yang maju jadi pada punya kesempatan buat ngomong.
 R : Tadi ngapain aja role playnya?
 S : Ya tadi latihan ngomong pake kata kata yang ada di role cards?
 R : Tadi tu belajar ekspresi apaa?
 S : Asking and giving directions. Loh pinter to mbak aku?
 R : Iya-iya. Tadi ngomongnya pake Bahasa Inggris kan?
 S : Iya dong.
 R : Susah ngga?
 S : Udah latihan, jadi mending lah mbak.
 S : Ok. Jadi lebih termotivasi belajar speaking gak?
 R : ya kalo belajarnya kayak tadi ya termotivasi mbak, soalnya asik.
 S : Oke makasih ya.

No. : Interview 18
Day : Wednesday
Date : May 28th, 2014
Time : 11.20 a.m.
Respondents : R : Researcher
S : Student (Salma)

- R : *Hallo, what is your name?*
 S : *My name is Salma.*
 R : *Oke Salma, do you like English?*
 S : *Yes Miss.*
 R : *Why do you like English?*
 S : *Hmmm,, because.... Karena besok bakal berguna buat cari kerja. Mbak.*
 R : *Oke, kamu paling suka bahasa Inggris yang apa? Listening, speaking, reading atau writing?*
 S : *Speaking, mbak.*
 R : *Wow, jadi kegiatan belajar selama ini favorit kamu dong. hehe*
 S : *Hehe iya mbak.*

- R :Oke, lalu gimana tadi pelajaran hari ini?
 S :Menyenangkan Mbak, latihan *speaking*.
 R :Tadi tau dong mau ngomong apa terutama dalam Bahasa Inggris?
 S :Iya Mbak, soalnya kan udah diajarin pakai contoh mbak.
 R :Tadi latihanya pake Bahasa Inggris kan?
 S :Iya dong.
 R :Lalu menurut kamu ada peningkatan dalam *speaking* gak?
 S :Iya ada mbak, dapet kata kata baru sama cara bacanya. Lalu tadi pelajarannya juga banyak kesempatan buat latihan *speaking*.
 R :Oya makasih ya.
 S :Sama sama mbak.

No. : Interview 19
Day : Wednesday
Date : May 28th, 2014
Time : 11.30 a.m.
Respondents : R : Researcher
ET : English Teacher (Yani Sri N, S. Pd.)

- R : Selamat siang, Bu.
 ET : Selamat siang, mbak.
 R : Saya mau menanyakan tentang pendapat ibu mengenai cara saya mengajar tadi bu?
 ET : Gitu ya, kalau gitu di luar aja yuk, mbak.
 R : Baik Bu.
 R : Jadi menurut ibu bagaimana?
 ET : Ya menurut ibu sudah lumayan.
 R : Kalau dibandingkan dengan *Cycle I*, bagaimana *Cycle 2* menurut ibu?
 ET :Ya jauh lebih baik. Anak-anak lebih antusias sama enjoy mengikuti pelajaran, mungkin karena mereka juga udah ngga banyak yang rame-rame kayak sebelumnya dan mendengar instruksi dari mbaknya jadi tau apa yang harus dilakukan dalam setiap aktifitas.
 R : Terimakasih bu, tadi juga menurut saya yang murid yang jalan jalan berkurang meskipun masih ada yang duduk di belakang ngusilin temannya.
 ET : kalau yang duduk dibelakang memang gitu, mbak. Palingan minta diperhatiin aja.
 R : Menurut ibu bagaimana dengan activity yang saya gunakan?

- ET : Dari yang saya amati, mbak. Dari yang mengenalkan *vocabulary* baru dan *pronunciation*nya, itu bagus mbak buat menambah vocab mereka sama pengucapannya biar kemampuan speaking siswa itu nambah. Media yang digunakan untuk listeningnya ya sangat membantu, mbak.
- R : Kalau *role play*nya, Bu?
- ET : Ya bagus itu karena latihan seperti itu bisa meningkatkan kemampuan *speaking* anak-anak. Apalagi *role play*nya berhubungan langsung dengan konteks yang ada di sekitar. Selain itu kepercayaan diri mereka juga nambah untuk berbicara bahasa Inggris in front of their classmates
- R : Oh ya. Seneng sih bu kalau bisa improve kemampuan speaking mereka.
- R : Menurut ibu bagaimana peran *role play* tersebut dalam meningkatkan kemampuan speaking siswa?
- ET : Lewat kegiatan itu anak anak jadi lebih terbiasa meggunakan ekspresi-ekspresi yang di ajarkan. Mereka juga jadi banyak speak English during the class.
- R : Baik bu, terimakasih,
- ET : Lalu setelah ini post test ya mbak?
- R : Iya bu rencananya Jumat minggu depan, apa ibu mau menggunakan kelas H?
- ET : Oh enggak mbak. Pokoknya silahkan masuk ke kelas secukupnya mbak.
- R : Baik bu, Insyaallah besok. Saya rasa sudah cukup Bu interviewnya, saya ucapkan banyak terimakasih atas waktu yang diberikan.
- ET : Ya mbak, sama-sama.
-

APPENDIX F

COURSE GRIDS

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE USE OF ROLE PLAYING TECHNIQUE FOR GRADE VIII
STUDENTS OF SMPN 1 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014**

COURSE GRID

Standard of Competency:

9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.

Basic Competency:

9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving opinion, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

Objective

At the end of the learning process, the students are expected to be able to use the expressions of asking and giving opinion in a conversation appropriately.

Cycle I

Indicators	Learning Materials	Teaching Activities	Role Play	Learning Sources and Media
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	Vocabulary	Language Functions and Expressions	Pronunciation	Teaching	Learning		
<p>Students able to :</p> <ul style="list-style-type: none"> pronounce the words correctly, identify the expressions of asking and giving opinion. use the expressions of asking and giving opinion. 	<p>Verb: Buy, give, suggest, fit.</p> <p>Noun: Opinion, blouse, jacket, skirt, swimsuit, store.</p> <p>Adjective: Nice, small.</p>	<p>The expressions of asking opinion:</p> <ul style="list-style-type: none"> What do you think ...? What is your opinion about ...? How do you feel about ...? What is your reaction to that? Any comments, John? <p>The expressions of giving opinion:</p> <ul style="list-style-type: none"> Well, I think ... In my opinion I think ... Feel that we should ... In my reaction is that we 	<p>/baɪ/ /ɡɪv/ /sə'dʒest/ / 'pɪn.jən/ /bla z/ /bu ts/ /kæp/ / 'flɪp.flɒps/ /k t/ / d æk.t/ / 'swɪm.s j u:t/ /sk t/ /dres/ /gl vs/ /hæt/ /d i nz/ / d m.p r / / 'mɪt. ə n/ /sk f/ / u s/ / ts/ /s ks/ / tra .z z/ / ti . t/ /naɪs/</p>	<p>1. Presentation</p> <ul style="list-style-type: none"> T shows the slides about asking and giving opinion. T shows some words related to the topic and asks them to match the words with the pictures given and then try to pronounce the words. T plays a recording about asking and 	<p>1. Presentation</p> <ul style="list-style-type: none"> Ss pay attention to the slides shown by the T. Ss match the words with the pictures given of the words and then try to pronounce the words. Ss listen to the recording. 	<p>The Ss are given role cards and cue cards and after that they have to make a conversation according to the clues and situations on the cards. The Ss practice the conversation before perform they role play in front of the class.</p>	<p>Media :</p> <ul style="list-style-type: none"> Audio Recording. Power Point Presentation Slides. Dictionary. LCD projector Role cards and Cue cards <p>Learning Sources:</p> <ul style="list-style-type: none"> Scaffolding: English for Junior High School Students Oxford Advance Learner's

		<p>should ...</p> <ul style="list-style-type: none"> • May I make a comment on that? <p>Short dialogues of asking and giving opinion.</p> <p>The dialogue between a saleswoman and customer.</p> <p>S : How can I help you?</p> <p>C: I need to buy clothes for a business meeting. What do you suggest?</p> <p>S : I suggest a nice skirt and a blouse.</p> <p>C : Ok, I like the grey skirt and the pink blouse. I also need some tights.</p> <p>S : Okay, I will get them for you. What's your size?</p>	/sm :l/	<p>giving opinion.</p> <ul style="list-style-type: none"> • T provides a question and answers session to check Ss' pronunciation and asks them to imitate her in pronouncing the words. • T plays again the recording and asks them to fill the missing words. • T asks Ss to find the expression of asking and giving opinion in the text. 	<ul style="list-style-type: none"> • Ss imitate the T. • Ss listen to the recording and fill the missing words. • Ss find the expression of asking and giving opinion in the text. 		Dictionary
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		<p>C : I am not sure here, but I am size 4.</p> <p>S : Oh, I think here you would be a medium. I will give you a size 38.</p> <p>C : Can you also give me a bigger size?</p> <p>S : Sure, I will give you a 40 as well.</p> <p>C : Where is the fitting room?</p> <p>S : It is at the back of the store on your left. How do they fit?</p> <p>C : Oh, the 38 is too small, but the 40 fits nicely. Thank you.</p>		<ul style="list-style-type: none"> • T provides a question and answer session related to the questions. <p>B. Practice</p> <ul style="list-style-type: none"> • T asked Ss to practice the dialogue with a partner. • T says some words related to the clothes and asks Ss to imitate her. • T shows a dialogue with 	<ul style="list-style-type: none"> • Ss and T discuss the answers. • Ss practice the dialogue with their partners. • Ss imitate the T. • Ss fill the missing expressions. 		
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				<p>some missing words and asked Ss to fill the missing words by listening the recording.</p> <ul style="list-style-type: none"> • T provides a question and answers session related to missing words. • T asks Ss to practice the dialogue with a partner. <p>3. Production</p> <ul style="list-style-type: none"> • T divides the Ss in pairs to play a role play. 	<ul style="list-style-type: none"> • Ss and T discuss the missing words. • Ss practice the dialogue with a partner. • Ss divide themselves in pairs. 		
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				<ul style="list-style-type: none"> • T distributes the role play's materials. • T explains the role play. • T asks Ss to make a dialogue based on the role cards and cue cards they have got. • T asks Ss to practice their dialogue in pairs. • T asks Ss to perform their role play in front of the class. • T gives feedback. 	<ul style="list-style-type: none"> • Ss got the role cards and cue cards. • Ss pay attention to the explanation. • Ss make a dialogue in pairs based on the role cards and cue cards given. • Ss practice the dialogue they have made in pairs. • Ss perform the dialogue in pairs in front of the class. 		
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**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH THE USE OF ROLE PLAYING TECHNIQUE FOR GRADE VIII
STUDENTS OF SMPN 1 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014**

COURSE GRID

Standard of Competency:

9. Expressing the meaning in simple transactional and interpersonal conversations to interact with the closest environment.

Basic Competency:

9.2 Expressing the meaning in transactional (to get things done) and interpersonal (social) conversations using a variety of simple spoken languages accurately, fluently, and acceptably to interact with the closest environment involving expressions of asking and giving direction, responding to a statement, paying attention, starting, expanding, and ending a telephone conversation.

Objective

At the end of the learning process, the students are expected to be able to use the expressions of asking and giving direction in a conversation appropriately.

Cycle I

Indicators	Learning Materials			Teaching Activities		Role Play	Learning Sources and Media
	Vocabulary	Language Functions and Expressions	Pronunciation	Teaching	Learning		

<p>Students are able to :</p> <ul style="list-style-type: none"> • pronounce the words correctly, • identify the expressions of asking and giving direction. • use the expressions of asking and giving direction. 	<p>Verb: Excuse, go, turn, keep going, walk, take, park, buy.</p> <p>Noun: Baber shop, drugstore, bank, subway station, department store, parking lot, launderette, gas station, bakery, travel agency, map.</p> <p>Adjective: Near, well, good, opposite,</p>	<p>The expressions of asking direction:</p> <ul style="list-style-type: none"> • Excuse me, Sir/ Miss/ Mam. • How do I get to ... • Where is the ...? • Is there any ... here? • Do you have a map? <p>The expressions of giving direction:</p> <ul style="list-style-type: none"> • Go straight on. • Turn right. • Turn left. • Keep going for about ... m/ km • You are going the right way. • It is this way. <p>Short dialogues of</p>	<p>/t n/ /ɪk'skju:z/ /w k/ /p k/ /b .b . p/ /'dr g.st :r/ /bæ k/ /l ɪn'dret/ /'ɒp.ə.zɪt/</p>	<p>1. Presentation</p> <ul style="list-style-type: none"> • T shows the slides about asking and giving direction. • T shows some words related to the topic and asks them to match the words with the pictures given and then try to pronounce the words. • T plays a recording about asking and giving 	<p>1. Presentation</p> <ul style="list-style-type: none"> • Ss pay attention to the slides shown by the T. • Ss match the words with the pictures given of the words and then try to pronounce the words. • Ss listen to the recording. • Ss imitate the 	<p>The Ss are given role cards and cue cards and after that they have to make a conversation according to the clues and situations on the cards. The Ss practice the conversation before perform they role play in front of the class.</p>	<p>Media :</p> <ul style="list-style-type: none"> • Audio Recording. • Power Point Presentation Slides. • Dictionary. • LCD projector • Role cards and Cue cards <p>Learning Sources:</p> <ul style="list-style-type: none"> • Scaffolding: English for Junior High School Students • Oxford Advance Learner's Dictionary
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		<p>asking and giving direction.</p> <p>Conversation 1 Woman : Excuse me, is there a post office near here, please? Man : Yes, there is. Take the next road on the right, walk for about fifty metres and the post office is on your left. Woman : Thank you very much.</p> <p>Conversation 2 Woman : Excuse me, can you tell me how to get to nearest pharmacy, please? Man : Yes, there is a chemist quite near here. Turn left the traffic lights,</p>		<p>direction.</p> <ul style="list-style-type: none"> • T provides a question and answers session to check Ss' pronunciation and asks them to imitate her in pronouncing the words. • T plays again the recording and asks them to fill the missing words. • T asks Ss to find the expression of asking and giving direction in the text. 	<p>T.</p> <ul style="list-style-type: none"> • Ss listen to the recording and fill the missing words. • Ss find the expression of asking and giving direction in the text. 		
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		<p>then take the second right and the pharmacy is on the corner.</p> <p>Conversation 3 Man : Excuse me, do you know the way to the station, please? I need to take a train. Woman : I'm sorry. I don't know this area very well. Why don't you ask the policeman over there? Man : Good idea.</p> <p>Conversation 4 Woman : Excuse me, where is the nearest supermarket, please? Man : There is one on Smith</p>		<ul style="list-style-type: none"> • T provides a question and answer session related to the questions. <p>B. Practice</p> <ul style="list-style-type: none"> • T asked Ss to practice the dialogue with a partner. • T says some words related to the clothes and asks Ss to imitate her. • T shows a dialogue with 	<ul style="list-style-type: none"> • Ss and T discuss the answers. • Ss practice the dialogue with their partners. • Ss imitate the T. • Ss fill the missing 		
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		<p>Street, opposite the church.</p> <p>Woman : And where is Smith Street?</p> <p>Man : Oh, it's the main road that goes through the town. It's also called High Street.</p> <p>Conversation 5</p> <p>Man : Excuse me, how do I get to Bellina Restaurant, please?</p> <p>Woman : Go to the end of this road, then turn left at the traffic lights. I think Bellina is the Italian restaurant on the corner of Harris Road and Carter Avenue.</p>		<p>some missing words and asked Ss to fill the missing words by listening the recording.</p> <ul style="list-style-type: none"> • T provides a question and answers session related to missing words. • T asks Ss to practice the dialogue with a partner. <p>3. Production</p> <ul style="list-style-type: none"> • T divides the Ss in pairs to play a role play. 	<p>expressions.</p> <ul style="list-style-type: none"> • Ss and T discuss the missing words. • Ss practice the dialogue with a partner. • Ss divide themselves in pairs. 		
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				<ul style="list-style-type: none"> • T distributes the role play's materials. • T explains the role play. • T asks Ss to make a dialogue based on the role cards and cue cards they have got. • T asks Ss to practice their dialogue in pairs. • T asks Ss to perform their role play in front of the class. • T gives feedback 	<ul style="list-style-type: none"> • Ss got the role cards and cue cards. • Ss pay attention to the explanation. • Ss make a dialogue in pairs based on the role cards and cue cards given. • Ss practice the dialogue they have made in pairs. • Ss perform the dialogue in pairs in front of the class. 		
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APPENDIX G

LESSON PLANS

LESSON PLAN

School	: SMP N 1 Banguntapan
Subject	: English
Grade/ Semester	: VIII/2
Text Type	: <i>Transactional/ Interpersonal</i>
Topic	: Fashion
Skill	: Speaking
Time Allocation	: 2x40 minutes

A. Standards of Competence:

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

- 9.1. Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indicators

The students are expected to be able to:

1. Identify vocabulary related to the topic.
2. Pronounce the vocabulary related to the topic
3. Identify the expressions of ask for and give opinion.
4. Express how to ask for and give opinion.
5. Express how to ask, offer, give, and reject an item

6. Express how to ask for and give suggestion.
7. Using the expressions of asking for and giving opinion in a conversation.

D. Learning Objective:

After learning the lesson in this section, you are expected to be able to:

- Identify vocabulary related to the topic.
- Pronounce the vocabulary related to the topic.
- Express how to ask for, give, and decline opinion correctly.
- Express how to ask for and give suggestion correctly.
- Express how to ask, offer, give, and reject an item correctly.
- Express how to respond to a statement correctly.
- Using the expressions of asking for and giving opinion in a conversation appropriately.

E. Material of Teaching

Task 1

Lead in

The teacher shows the students a picture of a department store. Then he/she asks them to mention many kinds of clothes that they can buy in this place.



<http://upload.wikimedia.org/>

Task 2

Match the words with the picture.



Task 3

Learn how to pronounce the words above correctly by using dictionary.

Task 4

Fill in the blanks by listen to the dialogue between a saleswoman and customer.

- Saleswoman** : How can I help you?
- Customer** : I need to buy clothes for a business meeting. What do you suggest?
- Saleswoman** : I suggest a nice skirt and a blouse.
- Customer** : Ok, I like the grey skirt and the pink blouse. I also need some tights.
- Saleswoman** : Okay, I will get them for you. What's your size?
- Customer** : I am not sure here, but I am size 4.
- Saleswoman** : Oh, I think here you would be a medium. I will give you a size 38.
- Customer** : Can you also give me a bigger size?
- Saleswoman** : Sure, I will give you a 40 as well.
- Customer** : Where is the fitting room?
- Saleswoman** : It is at the back of the store on your left.
How do they fit?
- Customer** : Oh, the 38 is too small, but the 40 fits nicely. Thank you.

Task 5

Find the expression based on the dialogue above.

Asking for Suggestion	Responding Suggestion
Asking for Opinion	Responding Opinion

Task 6

Have a small group role play.

Work in groups of four. Listen to your teacher's explanation. Discuss with your group member on what will you say and do in your role play performance. Act based on the situation in the role card given to your group.

F. Method

PPP (Presentation – Practice – Production)

G. Teaching and Learning Activities

Each meeting is always done with 3 phases, namely:

1. Meeting 1 (Cycle 1)

1) Opening Activity (5minutes):

- Greeting
- Praying and Calling the roll
- The teacher shows a picture of department store. Then he/ she asks them to mention many kinds of clothes that they can buy in this place.

(Task 1)

2) Main Activity (70 minutes):

a. Presentation:

- The teacher plays the recorder and asks the students to identify the appropriate word to the pictures given. *(Task 2)*
- The teacher asks the students to pronounce the words on Task 2 correctly. *(Task 3)*
- The teacher plays the recording of conversation between two people are having dialogues using the expression of asking for and giving suggestion and asking for and giving opinion. *(Task 4)*
- The teacher explains about the expression of asking for and giving suggestion and asking for and giving opinion.

b. Practice :

- The students look at the picture of clothes shop and then answer the teacher's questions about the pictures. *(Task 1)*
- The students identify and pronounce the names of clothes correctly. *(Task 2 & 3)*

- The students listen to the recording of conversation played by the teacher. (*Task 4*)
- The students study the expressions of asking for and giving suggestion and asking for and giving opinion. (*Task 5*)

c. Production:

- The students work in groups. They have to make a dialogue and practice role plays based on the situation in the card that they have got. (*Task 6*)

3) Closing Activity (5 minutes):

- The teacher asks the students' difficulties.
- The teacher and the students conclude the learning activities and the material.
- The teacher ends the activities by saying parting expressions.

H. Resources and Media

- Text book:
Wardiman A., Jahur, M. B., and Djusma, M. S. 2008. *English in Focus for Grade VIII Junior High School(SMP/ MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Pictures and role card.

I. Evaluation

Assesment Technique: speaking performance

J. Rubric for Speaking Assessment

The test will be scored by using the rating scores of oral test by David P. Harris as followed:

Table 1
The Rating Score of Oral Test

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

Note: maximum score = 25

Score = $\frac{\text{the result of score} \times 100}{\text{Maximum score}}$

Banguntapan, April ..., 2014

English Teacher

Researcher

Yani Sri N, S. Pd

Arini Isnaen M.

NIP. 131281574

NIM. 10202241044

LESSON PLAN

School	: SMP N 1 Banguntapan
Subject	: English
Grade/ Semester	: VIII/2
Text Type	: <i>Transactional/ Interpersonal</i>
Topic	: Health
Skill	: Speaking
Time Allocation	: 2x40 minutes

A. Standards of Competence:

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Basic Competence

- 9.1. Mengungkapkan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, memberi, menolak barang, memberi dan mengingkari, menolak pendapat dan menawarkan/ menerima/menolak sesuatu.

C. Indicators

The students are expected to be able to:

1. Identify vocabulary related to the topic.
2. Pronounce the vocabulary related to the topic
3. Identify the expressions of asking, offering, giving, and rejecting help.
4. Identify the expression of asking for and giving advice.

5. Express how to ask, offer, give, and reject help.
6. Express how to ask and give advice.
7. Using the expressions of asking and responding help in a conversation.
8. Using the expression asking and responding advice in a conversation.

D. Learning Objective:

After learning the lesson in this section, the students are expected to be able to:

- Identify vocabulary related to the topic.
- Pronounce the vocabulary related to the topic.
- Express how to ask, offer, give, and reject help correctly.
- Express how to ask and give advice correctly.
- Use expression to ask and respond help in a conversation appropriately.
- Use expression to ask and respond advice in a conversation appropriately.

E. Material of Teaching

Task 1

Lead in

The teacher shows the students a picture of a hospital. Then he/ she asks them to mention what they will find in this place.



Task 2

Learn how to pronounce the words below correctly by using dictionary.

1. A band-aid	/ bænd.eɪd/	:	a. Batuk
2. A bloody nose	/ bl d.i/ /n z/	:	b. Benjol
3. A broken arm	/ br .k n/ / m/	:	c. Bersin
4. A bruise	/bru z/	:	d. Demam
5. A bump	/b mp/	:	e. Ruam
6. A cough	/k f/	:	f. Diare
7. A cut	/k t/	:	g. Resep
8. Diarrhoea	/,daɪ.ə'ri:.ə/	:	h. Goresan
9. A fever	/ fi .v r /	:	i. Hidung berdarah
10. A rash	/ræ /	:	j. Infus
11. A headache	/ hed.eɪk/	:	k. Luka teriris/ terpotong
12. An IV	/,aɪ'vi:/	:	l. Memar
13. Prescription	/prɪ'skrɪp.ʃ n/	:	m. Muntah
14. Medicine	/'med.ɪ .sən/	:	n. Obat
15. A runny nose	/ r n.i/ /n z/	:	o. Patah lengan
16. A scratch	/skræt /	:	p. Pilek
17. A shot	/ t/	:	q. Plester
18. An Ailment	/'eɪl.mənt/	:	r. Penyakit
19. A sneeze	/sni z/	:	s. Sakit gigi
20. A stomach ache	/'stʌm.əkeɪk/	:	t. Sakit kepala
21. A sunburn	/ s n.b n/	:	u. Sakit perut
22. A thermometer	/ ə'mɒm.ɪ.tə r /	:	v. Suntik
23. A throw up	/ r // p/	:	w. Terbakar sinar matahari
24. A toothache	/ tu .eɪk/	:	x. Termometer
25. An ointment	/'ɔɪnt.mənt/	:	y. Salep

Task 3

Learn how to pronounce the words above correctly.

Task 4

Fill in the blanks by listen to the dialogue between a doctor and patient.

Doctor : How are you 1) feeling today?
 Patient : Not very well, Doctor.
 Doctor : Tell me about it.
 Patient : Well, I have a 2) terrible headache.
 Doctor : How about your 3) throat?
 Patient : It hurts a little.
 Doctor : Do you have a 4) cough?
 Patient : Yes, I have a cough, too.
 Doctor : Do you feel 5) weak?
 Patient : Yes. I get tired very quickly.
 Doctor : Let me take your 6) temperature. Your temperature is 39.1 degrees C. You have a 7) fever. It seems that you have the flu.
 Patient : Oh, that's terrible.
 Doctor : Don't worry. Take this 8) medicine and rest.
 Patient : OK. I understand.
 Doctor : Please come back next week for a 9) check-up.
 Patient : I will. 10) Thank you, Doctor.

Task 5

Find the expression based on the dialogue above.

Ask help	Give help
	<ul style="list-style-type: none"> Let me take your temperature.
Give Advice	Respond Advice
Take this medicine and rest.	OK. I understand

Language Function

Speech Act	
Informal — Formal — (to older people or a stranger)	You can use these expressions to ask for a help. <ul style="list-style-type: none"> • Can you help me? • Would you mind if I ask your help to • I do apologize, but would you kindly helping me to ...? (do something)
	You can use these expressions to offer help. <ul style="list-style-type: none"> • What can I do to help ...? • May I help you? • May I be assistance?
	You can use these expressions to give help to someone. <ul style="list-style-type: none"> • Let me • You look like you could do with some help
Informal — Formal — (to older people or a stranger)	You can use these expressions to decline someone's help. <ul style="list-style-type: none"> • No, thanks. • That's very kind of you, but
	To ask for an item, you could use these expressions. <ul style="list-style-type: none"> • Can I have ...? • Would you be so kind to give me ...?

Give Advice	Respond to an Advice
<ul style="list-style-type: none"> ▪ I think you should ... ▪ I don't think you should ... ▪ How about ... ▪ What about ... ▪ Why don't you ... ▪ Why don't we ... (do something together) ▪ Let's ... ▪ Does it matter if ... ▪ Couldn't we ... 	<ul style="list-style-type: none"> ▪ Ok. Yes, let's. ▪ Yes, I'd like to. ▪ Yes, I'd love to. ▪ What a good idea! ▪ Why not? ▪ Yes, with pleasure. ▪ Yes, I feel like taking a walk. ▪ That sounds like a good idea. ▪ Thanks, but ... ▪ Thanks for the advice, but

Task 6

Learn the dialogue and practice with your friend. After that, make a dialogue based on the role card given. (*Pelajari dialog dan berlatihlah dengan teman. Setelah itu, buatlah dialog sesuai dengan kartu peran yang diberikan*)

Doctor : Hi. Come on in and have a seat.

Now what seems to be the problem?

Patient : I have a rash on my arm.

Doctor : How long have you had the rash?

Patient : It's been about a week.

Doctor : Are you taking anything for it?

Patient : I put some cream on it but it doesn't seem to be helping.

Doctor : I see. Are you allergic to any medications?

Patient : Not that I know of.

Doctor : I'm going to give you a prescription for some ointment. I want you to apply it three times a day. You should also avoid scratching your skin. And it's important to use as little soap as possible. Make an appointment to see me next week if it doesn't get better over the next few days.

F. Method

PPP (Presentation – Practice – Production)

G. Teaching and Learning Activities

Each meeting is always done with 3 phases, namely:

1. Meeting 1 (Cycle 1)

1) Opening Activity (5minutes):

- Greeting
- Praying and Calling the roll
- The teacher shows a picture of hospital. Then he/ she asks them to mention what they will find in this place. (*Task 1*)

2) Main Activity (70 minutes):

a. Presentation:

- The teacher asks the students to do the matching words and then try to pronounce the words correctly. (*Task 2 & 3*)
- The teacher plays the recording of conversation between two people are having dialogues in hospital. (*Task 4*)
- The teacher explains about the expression of ask and respond help and ask for and give advice.

b. Practice :

- The students look at the picture and then answer the teacher's questions about the pictures. (*Task 1*)
- The students identify and pronounce words based on the topic correctly. (*Task 2 & 3*)
- The students listen to the recording of conversation played by the teacher. (*Task 4*)
- The students study the expressions of ask for and respond help and ask and give advice. (*Task 5*)

c. Production:

- The students work in pairs. They have to make a dialogue and practice based on the situation in the card that they have got. (*Task 6*)

3) Closing Activity (5 minutes):

- The teacher asks the students' difficulties.
- The teacher and the students conclude the learning activities and the material.
- The teacher ends the activities by saying parting expressions.

H. Resources and Media

- Text book:

Wardiman A., Jahur, M. B., and Djusma, M. S. 2008. *English in Focus for Grade VIII Junior High School(SMP/ MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

- Role card.

I. Evaluation

Assesment Technique: speaking performance

J. Rubric for Speaking Assessment

The test will be scored by using the rating scores of oral test by David P. Harris as followed:

Table 1
The Rating Score of Oral Test

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.

		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

Note: maximum score = 25

Score = $\frac{\text{the result of score} \times 100}{\text{Maximum score}}$

Banguntapan, April ..., 2014

English Teacher

Researcher

Yani Sri N, S. Pd

Arini Isnaen M.

NIP. 131281574

NIM. 10202241044

<p>Ailment: diarrhoea</p> <p>Prescribe: some medicine Take twice daily.</p> <p>Extra Advice: (a) Drink plenty of fluids. (b) Avoid foods containing milk.</p>	<p>Ailment: flu</p> <p>Prescribe: antiviral medication. Take three times daily after meals.</p> <p>Extra Advice: (a) Get lots of rest. (b) Drink plenty of fluids</p>	<p>Ailment: constipation</p> <p>Prescribe: laxative. Take every morning when you wake up.</p> <p>Extra Advice: (a) Get some exercise. (b) Eat plenty of fruits and vegetables.</p>
<p>Ailment: sore throat</p> <p>Prescribe: some medication Take every four hours.</p> <p>Extra Advice: (a) Drink plenty of liquids. (b) Drink warm tea with honey.</p>	<p>Ailment: rash</p> <p>Prescribe: an ointment. Apply four times a day.</p> <p>Extra Advice: (a) Avoid scratching your skin. (b) Use as little soap as possible.</p>	<p>Ailment: indigestion</p> <p>Prescribe: antacid. Take after meals.</p> <p>Extra Advice: (a) Avoid spicy food. (b) Cut down on eating and drinking.</p>
<p>Ailment: cuts</p> <p>Prescribe: an antibacterial ointment. Apply three times daily.</p> <p>Extra Advice: (a) Wash carefully with mild soap. (b) Keep dirt out of it.</p>	<p>Ailment: sprained ankle</p> <p>Prescribe: some pain killers Take whenever you have pain. (maximum five times daily)</p> <p>Extra Advice: (a) Keep your foot elevated. (b) Keep ice on it for 24 hours.</p>	<p>Ailment: high blood pressure</p> <p>Prescribe: some pills. Take after meals three times daily.</p> <p>Extra Advice: (a) Exercise daily. (b) Loose some weight. (c) Cut down on salt and alcohol.</p>

<p>Ailment: Stomach-ache</p> <p>Prescribe: some pills. Take before meals three times daily.</p> <p>Extra Advice: (a) Eat some fruits and vegetables. (b) Drink enough water</p>	<p>Ailment: Fever</p> <p>Prescribe: antiviral medication. Take three times daily after meals.</p> <p>Extra Advice: (a) Get lots of rest. (b) Eat some fruits.</p>	<p>Ailment: Cough</p> <p>Prescribe: antiviral medication. Take three times daily after meals.</p> <p>Extra Advice: (a) Get lots of rest. (b) Drink enough water.</p>
<p>Ailment: Headache</p> <p>Prescribe: some pills. Take before meals three times daily.</p> <p>Extra Advice: (a) Get lots of rest. (b) Take some mineral and vitamin pills.</p>	<p>Ailment: A high cholesterol level</p> <p>Prescribe: some pills. Take after meals three times daily.</p> <p>Extra Advice: (a) Consume garlic. (b) Drink enough water. (c) Exercise daily.</p>	<p>Ailment: Backache.</p> <p>Prescribe: an ointment. Apply three times a day.</p> <p>Extra Advice: (a) Mustn't lift anything heavy. (b) Take some mineral.</p>

<p>Ailment: You have high blood pressure</p> <p>Duration: You have had it for 2 months.</p> <p>Previous Medication: You haven't taking any medication for it.</p>	<p>Ailment: You have a rash on your arms and legs.</p> <p>Duration: You have had it for about four days.</p> <p>Previous Medication: You have put a cream on it.</p>	<p>Ailment: You have diarrhoea.</p> <p>Duration: You have had it for three days.</p> <p>Previous Medication: You have taken some pills that you bought at the drugstore, but they didn't help.</p>
<p>Ailment: You have the flu.</p> <p>Duration: Two days.</p> <p>Previous Medication: You took some aspirin.</p>	<p>Ailment: You sprained your ankle.</p> <p>Duration: You sprained this morning.</p> <p>Previous Medication: You took a painkiller.</p>	<p>Ailment: You have a sore throat</p> <p>Duration: You have had it for two days.</p> <p>Previous Medication: You have been taking some throat lozenges (throat candies).</p>
<p>Ailment: You have indigestion.</p> <p>Duration: You have had it for three weeks.</p> <p>Previous Medication: You have been taking some ant-acid but it hasn't helped.</p>	<p>Ailment: You have constipation.</p> <p>Duration: You have had it for two weeks.</p> <p>Previous Medication: None.</p>	<p>Ailment: You have a bad cut.</p> <p>Duration: You cut yourself this morning.</p> <p>Previous Medication: None.</p>

Ailment: You have a stomachache

Duration: You have had it for three days.

Previous Medication: You have been taking some ant-acid but it hasn't helped.

Ailment: You have a fever.

Duration: You have had it for a week.

Previous Medication: You took some aspirin.

Ailment: You have a cough.

Duration: You have had it for two weeks.

Previous Medication: None.

Ailment: You have a headache.

Duration: You have had it for three days.

Previous Medication: You have been taking aspirin but it hasn't helped.

Ailment: You have a high cholesterol level.

Duration: You have had it for three months.

Previous Medication: You haven't taking any medication for it.

Ailment: You have a backache.

Duration: You have had it for 2 weeks.

Previous Medication: You haven't taking any medication for it.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 1 Banguntapan
Mata pelajaran : Bahasa Inggris
Kelas / Semester : VIII/2
Jenis teks : *Transactional/ Interpersonal*
Topik : *Places and Buildings*
Aspek/ Skill : Berbicara
Alokasi waktu : 4 x 40 menit (2x pertemuan)

A. Standar Kompetensi

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 9.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

C. Indikator

1. Mendefinisikan dan melafalkan kosakata yang berkaitan dengan topik.
2. Mengidentifikasi tindak tutur meminta, memberi informasi suatu denah tempat.
3. Menggunakan tindak tutur meminta, memberi informasi suatu denah tempat.
4. Merespon tindak tutur meminta, memberi informasi suatu denah tempat.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi dan melafalkan kosakata yang berkaitan dengan topik dengan benar.
2. Mengidentifikasi tindak tutur meminta, memberi informasi suatu denah tempat dengan benar.

3. Menggunakan tindak tutur meminta, memberi informasi suatu denah tempat secara akurat.
4. Merespon tindak tutur meminta, memberi informasi suatu denah tempat secara akurat.

E. Materi Pembelajaran

TASK 1

LEAD IN

Answer the following questions.

1. Do you ever found someone who is lost?
2. What do you say when someone asks you how to get a certain place?
3. Do you know how to give directions in English?

TASK 2

WORD POWER: Places

Match the words and the definitions. Then practice asking the questions with a partner. (*Mencocokkan kosakata dengan penjelasannya. Kemudian mempraktikkan dengan bertanya kepada teman.*)


What is a?

1. Barber shop
2. Drugstore
3. Bank
4. Subway station
5. Department store
6. Parking lot
7. Launderette
8. Gas station
9. Bakery
10. Travel agency

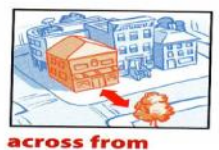
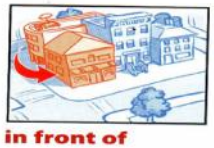
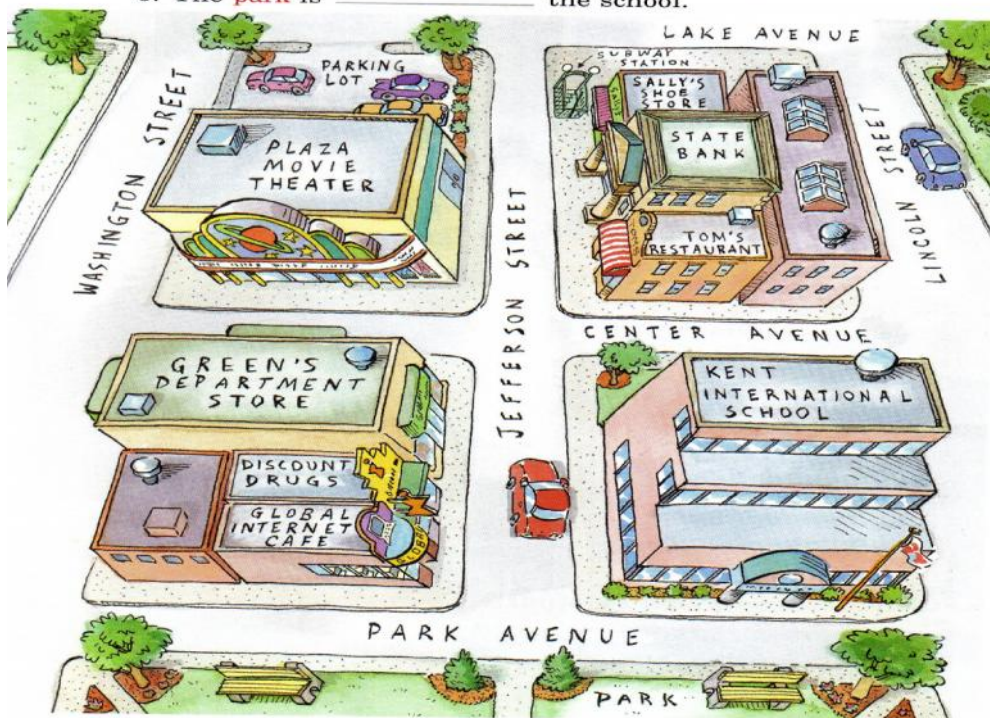
It's a place where you

- a. keep your money
- b. make a reservation for trip
- c. buy medicine
- d. Take a train underground
- e. park your car
- f. wash and dry your clothes
- g. get fuel for your car
- h. buy clothes
- i. buy bread
- j. get a haircut

TASK 3

 **A** Look at the map. Complete the sentences.
Then listen and practice.

1. The **drugstore** is on Jefferson Street.
2. The **department store** is in front of the movie theater.
3. The **parking lot** is behind the movie theater.
4. The **bank** is across from the restaurant and the shoe store.
5. The **subway station** is between the shoe store.
6. The **park** is on the school.



TASK 4

Listen to the recording and fill in the blanks. (Dengarkan rekaman dan lengkapi kalimat yang kosong)

Conversation 1

Woman : Excuse me, is there a post office near here, please?

Man : Yes, there is. Take the next road 1) on the right, walk for about fifty metres and the post office is on your 2) left.

Woman : Thank you very much.

Conversation 2

Woman : Excuse me, can you tell me how to get to 3) the nearest pharmacy, please?

Man : Yes, there is a chemist quite near here. 4) Turn left the traffic lights, then take the second right and the pharmacy is on the corner.

Conversation 3

Man : Excuse me, do you know the way to the 5) station, please? I need to take a train.

Woman : I'm sorry. I don't know this area very well. Why don't you ask the 6) policeman over there?

Man : Good idea.

Conversation 4

Woman : Excuse me, where is the nearest 7) supermarket, please?

Man : There is one on Smith Street, 8) opposite the church.

Woman : And where is Smith Street?

Man : Oh, it's the main road that goes through the 9) town. It's also called High Street.

Conversation 5

Man : Excuse me, how do I get to Bellina Restaurant, please?

Woman : Go to the end of this road, then turn left at the traffic lights. I think Bellina is the Italian restaurant 10) on the corner of Harris Road and Carter Avenue.

HOW DO I GET THERE?

Language Focus

Amy is on her way to visit Jenny, who lives in the neighborhood in 1A. Amy calls Jenny to get directions. Listen and practice.

Amy : Hi, Jenny. I just go off the subway. How do I get to your apartment?

Jenny : where are you exactly?

Amy : I'm on Blue Street, in front of newsstand.

Jenny : OK. Cross the street and turn left. Go straight ahead to the first intersection. There's a flower shop on the corner, on your right.

Amy : uh – huh.

Directions

Turn right on Orange Street.

Turn left at the first corner.

Go straight ahead.

Go past the subway entrance.

Cross the street.

Locations

It's **on the corner**.

It's **on the left / on your left**.

It's **on the right / on your right**.

It's **across from** the bakery.

Jenny : Turn right on Orange Street and go straight ahead.

Amy : Yeah.

Jenny : My apartment building is on the next corner, on your right. To get to the entrance, turn right. It's across from the bakery. Got it?

Amy : I think so. I can call you again if I get lost.

ROLE PLAY

Example: You are in **Skyscraper** now and want to go to **Bakery**. Ask your friend how to get there.

A : Excuse me, how do I get to Bakery from here, please?

B : **Go ahead** Blue Street, **go past** the Flower shop and then **turn right**. You are now **on Orange Street**. **Go straight ahead to the intersection**. The Bakery is **on your right**.

A : Let me repeat it, **go ahead** Blue Street, past the flower shop and then **turn left**.

B : No, no, **turn right**.

A : Oh ok, and ... **Turn right**, when I'm on Orange Street, **Go straight ahead to the intersection**. The Bakery is **on my right**.

B : That's right.

A : OK, thank you very much.

NOW, IT'S YOUR TURN.

Make a dialogue based on the situation given on role card. Do it in pairs. (Buatlah percakapan sesuai dengan situasi yang telah diberikan pada role card. Kerjakan secara berpasangan.)

F. Metode Pembelajaran

PPP (Presentation – Practice – Production)

G. Aktivitas Belajar Mengajar

Setiap pertemuan menggunakan 3 tahap, yaitu:

Cycle 2: pertemuan 3

1) Aktivitas pembuka (5 menit):

- Guru menyapa siswa.
- Guru menanyakan kehadiran siswa.

2) Aktivitas Inti (70 menit):

a. Presentation:

- Guru menampilkan *slideshow* dengan yang memuat gambar yang berkaitan dengan materi yang akan disampaikan “*asking and giving direction*”.
- Guru memberikan pertanyaan pengalaman siswa mengenai “*asking and giving direction*”.
- Guru memberi lembar kerja kepada siswa.
- Guru memutarkan rekaman lima dialog singkat tentang meminta, memberi informasi suatu denah tempat.
- Guru menjelaskan tindak tutur meminta, memberi informasi suatu denah tempat.

b. Practice :

- Siswa mengamati gambar yang ditunjukkan guru dan menjawab pertanyaan lisan yang diberikan guru mengenai gambar tersebut.
- Siswa mencocokkan kosakata dengan pengertiannya, kemudian siswa menjawab dengan mempraktikkan dengan bertanya kepada temannya.
- Siswa mendengarkan rekaman lima dialog singkat tentang meminta, memberi informasi suatu denah tempat kemudian mengisi kalimat yang rumpang.
- Siswa mempelajari tindak tutur menawarkan, memberi, menolak barang, memberi dan mengingkari, menolak pendapat.

c. Production:

- Siswa bekerja berpasangan. Siswa diminta untuk membuat dialog berdasarkan pada situasi yang telah diberikan dalam “*role card*” dan menampilkannya di depan kelas.

3) Penutup (5 minutes):

- Guru menanyakan kesulitan siswa.
- Guru dan siswa membuat kesimpulan mengenai materi pelajaran.
- Guru memberikan tugas rumah untuk membuat denah sekolah.
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru mengakhiri pelajaran.

Cycle 2: Pertemuan 4

4) Aktivitas pembuka (5 menit):

- Guru menyapa siswa.
- Guru menanyakan kehadiran siswa.

5) Aktivitas Inti (70 menit):

d. Presentation:

- Guru mengingatkan kembali pelajaran pada pertemuan sebelumnya.
- Guru memutar rekaman dialog tentang meminta, memberi informasi suatu denah tempat.

e. Practice :

- Siswa mencocokkan kosakata dengan pengertiannya, kemudian siswa menjawab dengan mempraktikan dengan beertanya kepada temannya.
- Siswa mendengarkan rekaman dialog tentang meminta, memberi informasi suatu denah tempat kemudian mengisi kalimat yang rumpang.

f. Production:

- Siswa bekerja berpasangan. Siswa diminta untuk membuat dialog berdasarkan pada situasi yang telah diberikan dalam “*role card*” dan menampilkannya di depan kelas.

6) Penutup (5 minutes):

- Guru menanyakan kesulitan siswa.
- Guru dan siswa membuat kesimpulan mengenai materi pelajaran.
- Guru mengakhiri pelajaran.

H. Resources and Media

- Text book:
Wardiman A., Jahur, M. B., and Djusma, M. S. 2008. *English in Focus for Grade VIII Junior High School(SMP/ MTs)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.
- Lembar kerja siswa dan *Role card*
- Rekaman percakapan
- Peta dan gambar-gambar yang relevan

I. Evaluation

Assesment Technique: speaking performance

J. Rubrik Penilaian

The test will be scored by using the rating scores of oral test by David P. Harris as followed:

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		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
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4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.

(Continued)

5	Comprehension	2	Usually hesitant, often forced into silence by language limitation.
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		5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

Note: maximum score = 25

Score = $\frac{\text{the result of score} \times 100}{\text{Maximum score}}$

Banguntapan, April ..., 2014

English Teacher

Researcher

Yani Sri N, S. Pd

Arini Isnaen M.

NIP. 131281574

NIM. 10202241044

ROLE CARDS DIRECTION

1. You are in **Cafe** now and want to go to **Bakery**. Ask your friend how to get there.

2. You are in **Clothing Store** now and want to go to **Street Vendor**. Ask your friend how to get there.

3. You are in **Souvenir Shop** now and want to go to **Skyscraper**. Ask your friend how to get there.

4. You are in **Newsstand** now and want to go to **Video Store**. Ask your friend how to get there.

5. You are in **Restaurant** now and want to go to **Health Club**. Ask your friend how to get there.

6. You are in **Grocery Store** now and want to go to **Bakery**. Ask your friend how to get there.

7. You are in **Video Store** now and want to go to **Restaurant**. Ask your friend how to get there.

8. You are in **Jenny's Apartment Building** now and want to go to **Subway Entrance**. Ask your friend how to get there.

9. You are in **Post Office** now and want to go to **Health Club**. Ask your friend how to get there.

10. You are in **Laundromat** now and want to go to **Clothing Store**. Ask your friend how to get there.

11. You are in **Nail Salon** now and want to go to **Souvenir Shop**. Ask your friend how to get there.

12. You are in **Bakery** now and want to go to **Grocery Store**. Ask your friend how to get there.

APPENDIX H

SPEAKING SCORE

The test will be scored by using the rating scores of oral test by David P. Harris as followed:

Table 4
The Rating Score of Oral Test

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, though one is conscious of a definite accent.
		3	Pronunciation problem necessitates concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.
		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.

(Continued)

4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often forced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.
		1	Cannot be said to understand even simple conversation.

Note: maximum score = 25

Score = $\frac{\text{the result of score} \times 100}{\text{Maximum score}}$

Maximum score

APPENDIX I

DATA ANALYSIS

a. The Students' Speaking Score of Pre-Test

The mean score derived from the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1596}{26}$$

$$\bar{X} = 61.38$$

The percentage of the students who pass the minimum mastery criterion (KKM) derived from the following formula:

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

$$P = \frac{7}{26} \times 100\%$$

$$P = 26.92\%$$

b. The Result of Post-Test I

The mean score derived from the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1896}{26}$$

$$\bar{X} = 72.92$$

The percentage of the students who pass the minimum mastery criterion (KKM) derived from the following formula:

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

$$P = \frac{14}{26} \times 100\%$$

$$P = 53.84\%$$

The students' improvement score from the pre-test to the post-test derived from the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{72.92 - 61.38}{61.38} \times 100\%$$

$$P = 18.80\%$$

c. The Result of Post-Test II

The mean score of the students in the second post-test derived from the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1984}{26}$$

$$\bar{X} = 76.31$$

The percentage of the students who pass the minimum mastery criterion (KKM) derived from the following formula:

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

$$P = \frac{21}{26} \times 100\%$$

$$P = 80.77\%$$

The students' improvement score from the pre-test to the second post-test derived from the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{76.31 - 61.38}{61.38} \times 100\%$$

$$P = 24.32\%$$

APPENDIX J

ATTENDANCES LIST

THE STUDENTS' ATTENDANCE LIST

No	Name	M/F	Date April – May 2014			
			25 th	16 nd	28 th	30 th
1	ANDINI SAFA RAMADHANTY	F				
2	BERTHA INDRIANI PRAATMA	F				
3	BILQIS WIDYA PRASTIKA	F				
4	ELLENA DEWI HIDAYATI	F				
5	FARIHAT MUMTAZA	F				
6	FIYA AGISTA RAHMADIYANI	F				
7	IKSAN WICAKSANA	M				
8	ISA ISMAWAN	M				
9	LUKMANUL HAKIM	M				
10	MAHENDRA ABDURRASYID	M				
11	MA'RUFANDI AKBAR	M				
12	MIFTA HIKMAWATI	F				
13	MUHAMMAD AFNAN REZA SHOLIKAN	M				
14	MUHAMMAD ASNAN HABIB	M				
15	MUHRIZAL SYARIF	M				
16	PIKO SUSTRONG JAYABANDA	M				
17	RARASITA ALYA SABILA	F		-		
18	REGINA SAFIRA BALQISH SUPRIYATNA	F		-		
19	RIKA ANJASARI SUYONO	F				
20	RIZQI RAHMA GATTA	F				
21	SALMA DINA KHANIFA	F				
22	SHINTA PARAMITHA PUSPASARI	F				
23	SILVI NIA SARI	F				
24	SITI NUR FATIMAH	F				
25	SYINTYA FEBRIYANTI	F				
26	ZULFI DIMAS RAKHMADYA	M				

APPENDIX K

PHOTOGRAPHS

PHOTOGRAPHS



An interaction between the researcher and the students.



The students work in pairs.



The students practice speaking before performing their role play.



The researcher distributes the role cards.



The students perform role play by using pictures.



The students perform role play by using a map.

APPENDIX L

LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 394d/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

7 April 2014

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

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

IMPROVING STUDENTS SPEAKING ABILITY THROUGH THE USE OF ROLE PLAYING TECHNIQUE FOR GRADE VIII STUDENTS OF SMPN 1 BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama : ARINI ISNAEN MEILYANINGSIH
NIM : 10202241044
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April - Juni 2014
Lokasi Penelitian : SMPN 1 Banguntapan

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

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

Tembusan:

1. Kepala SMPN 1 Banguntapan



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814
(Hunting)

YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/REG/M/193/4/2014

Membaca Surat : **KASUBBAG PENDIDIKAN FBS**
Tanggal : **7 APRIL 2014**

Nomor : **394D/UN.34.12/DT/III/2014**
Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **ARINI ISNAENI MEILYANINGSIH** NIP/NIM : **10202241044**
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**
Judul : **IMPROVING STUDENTS SPEAKING ABILITY THROUGH THE USE OF ROLE PLAYING TECHNIQUE FOR GRADE VIII STUDENTS OF SMPN 1 BANGUNTAPAN IN THE ACADEMY YEAR OF 2013/2014**
Lokasi : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAHA DIY**
Waktu : **8 APRIL 2014 s/d 8 JULI 2014**

Dengan Ketentuan

1. Menyerahkan surat keterangan/izin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan izin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **8 APRIL 2014**

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub

Kepala Biro Administrasi Pembangunan



Endang Susilowati, SH

0580120 198503 2 003

Tembusan :

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
2. BUPATI BANTUL C.Q BAPPEDA BANTUL
3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAHA DIY
4. KASUBBAG PENDIDIKAN FBS, UNIVERSITAS NEGERI YOGYAKARTA
5. YANG BERSANGKUTAN