

**IMPROVING THE EIGHT GRADE STUDENTS' SPEAKING
SKILLS THROUGH ROLE PLAY AT SMP N 1 KLATEN 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 English Language Education**



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2014

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**IMPROVING THE EIGHT GRADE STUDENTS' SPEAKING SKILLS
THROUGH ROLE PLAY AT SMP N 1 KLATEN IN THE ACADEMIC
YEAR OF 2013/2014**

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

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DEDICATIONS

I dedicate this thesis to:

My beloved father, Sunarso

and

My beloved mother, Sri Handayani

for their everlasting love, support, and prayers

and

Taufik Junianto & Maya Kurnia Puspita

My inspiring brother and my sister-in law

MOTTOS

*“There are guardians over everyone, both before him and behind him, who guard him by Allah’s command. **Indeed, Allah does not change a people’s condition unless they change their inner selves.** And when Allah decides to make a people suffer punishment, no one can avert it. Nor can any help to such a people against Allah.”*
(QS. Ar Rad: 11)

*“**Allah does not charge a soul except [with that within] its capacity.** It will have [the consequence of] what [good] it has gained, and it will bear [the consequence of] what [evil] it has earned. "Our Lord, do not impose blame upon us if we have forgotten or erred. Our Lord, and lay not upon us a burden like that which You laid upon those before us. Our Lord, and burden us not with that which we have no ability to bear. And pardon us; and forgive us; and have mercy upon us. You are our protector, so give us victory over the disbelieving people.”*
(QS. Al Baqarah: 286)

“The only way to do great work is to love what you do. If you haven’t found it yet, keep looking. Don’t settle.”
(Steve Jobs)

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin, all praises be upon Allah SWT, the Almighty, for the completion of this thesis. I am very grateful to Allah SWT for giving me a chance to complete this thesis. His blessing has empowered me to finish this thesis.

My deepest appreciation and gratitude are addressed to my consultants, Dra. R.A. Rahmi D. Andayani, M.Pd and B. Yuniar Diyanti, S.Pd, M.Hum who have given me valuable encouragement, support, and suggestions in every step that I took in completing this thesis. I would also like to express my appreciation to all lecturers at English Education Department of Yogyakarta State University for the guidance during my academic years.

I also thank the school principal of SMP N 1 Klaten, Drs. Wariso for giving me permission to conduct the research in the school and the English teacher, Delta Rahmawati, S.Pd for her cooperation and help during the research. Great thanks are also given to the students of grade eight B class for being good students and for their cooperation during the research.

My gratitude goes to my beloved parents, Sunarso, S.Pd and Sri Handayani, S.Pd, and my brother, Taufik Junianto, who will always become my heroes in my life. Their loves, supports, and prayers lead me to reach my dreams.

I would like to thank my friends in PBI A class, Andhyka Murti, Asep setiadi, Laila, Amelia, Reni, Ika, Desti, Sasa, Zyah, Hardian, Yuni, Eka, Yesi, Puput, Mustika, Ragil, Zulimah, and Sintia for the beautiful memories for the time being.

Last but not least, I really thank my friends in my boarding house; Desy, Mbak Tami, Mbak mey, Ifa, Nobu, Banat, Leli, Heny, Sintia, and Yeni who have always cared, understand, and help me for three years.

Finally, I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from being perfect, so any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I hope this thesis will give some contributions to the improvement of the English teaching and learning.

Yogyakarta, April 18th 2014

The Writer

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IMPROVING THE EIGHT GRADE STUDENTS' SPEAKING SKILLS THROUGH ROLE PLAY AT SMP N 1 KLATEN IN THE ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This research was aimed at improving the students' speaking skills through role play at SMP N 1 Klaten in the academic year of 2013/2014.

This study was an action research study that consisted of two cycles. The participants of this research were forty students of VIII B class of Junior High School of 1 Klaten, the English teacher, and the collaborator. The research was carried out from October to November 2013 in two cycles. The researcher worked collaboratively with the English teacher, the students, and the collaborator. The data were collected through observation during the implementation of the actions, interviews the English teacher and the students' of VIII B class, and conducting pre-test and post-test on the students' speaking performance. The instruments of this research were observation sheet, interview guidelines, and speaking scoring rubric. The data were analyzed from field notes, interview transcripts, and students' score. The validity of the data was gained by applying democratic, outcome, process, catalytic, and dialogic validity. In order to get the trustworthiness, the researcher used time and investigator triangulation techniques. The steps of the research were reconnaissance, planning, action and observation, and reflection.

The results of the research showed that there was improvement of the students' speaking skills through the use of role play. Role play improved the students' grammar, fluency, pronunciation, vocabulary, and comprehension. Besides, they also gained their confidence to speak and participate more during the class. They were more confident to speak in English since they had a lot of chances to practice. Hence, the improvements could be seen from the scores of pre-test and post-test. It was 2.6 to 3.4 for grammar, 2.5 to 3.3 for fluency, 2.2 to 3.2 for pronunciation, 2.4 to 3 for vocabulary, and 2.7 to 3.5 for comprehension. The result revealed that the mean score of the students' speaking performances improved from 12.7 in the pre-test to 15.9 in the post test. The gain score of the students' speaking skills was 3.2.

CHAPTER 1

INTRODUCTION

This section consists of the background of the problem, identification of the problem, limitation of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Problem

English has become one of the main compulsory subjects in secondary schools. It is clearly stated in the national curriculum in which the students' are required to have certain levels of English proficiency. The students are expected to master several skills that include speaking, listening, reading, and writing.

In the process of teaching and learning, the students are to develop their ability in those four skills, particularly in speaking. Speaking is considered as an important skill to be achieved by the students since the ability to communicate with others orally is a need. As it is stated in the curriculum in junior high school, the students are expected to develop their communicative competence in spoken and written language in order to achieve functional literacy. The students should have good skills in speaking in order to achieve the proficiency level expected by the curriculum.

Based on the interview with the English teacher, the students and preliminary observation in the class, I still found some problems related to the students' speaking skills in the eighth B class. The students were shy and lack of confidence. They also had low motivation to learn. Moreover, they did not

participate the activities during the lesson. Besides, the problem also came from the teacher. The teacher gave more priority in teaching reading and writing skills rather than teaching the speaking skills. She also did not give appropriate time for the students to practice.

In relation with the problems above, the teacher, the collaborator, and I agreed to work collaboratively to overcome the problems and to improve the students' speaking skills through role play. There were some special reasons on why we chose role play. The first is because role play is a very wide variety of experience can be brought into the classroom. Second, Role play helps many shy students by providing them with a mask of their new role. Third, role play puts students in situations in which they are required to use and develop those forms of languages which are necessary in the social relationships. The last reason is because role play is fun. In addition, Hattings (1993:165) on his observation class, states that role play is an ideal activity in which students might find themselves excited and gives an opportunity to practice and develop their communication ability

The principal foundations conducting this research are to solve the identified problem and to understand the effects of some actions. The purposes of those two principals are to make improvement and to see whether something changes or not. Mills (2006:6) says that the aim of conducting action research are to develop reflective practice, to gain insight, to effect positive changes in the school environment and on educational practices, and also to improve student outcome. Based on the description above, it is necessary for the researcher to

make some efforts in English learning process by identifying any actions and implementing them in the class. The researcher aims to improve the students' speaking skills by using the action research, especially the actions in improving the students' English speaking skills at eight grade of SMP N 1 Klaten through role play.

B. Identification of the Problem

School as an education institution definitely has some problems internally and externally. This statement is also relevant to one of junior secondary school in Klaten, Central Java. SMP N 1 Klaten. This school also has its problem due to the lack of several things especially during the English class. Based on the interview with the English teacher and preliminary observation in the class VIII B on Thursday, 29th of August 2013, there were some problems in the teaching and learning process related to the students' English speaking skills. Those problems generally can be divided into some factors that contributed to the students' speaking skills; the students, the teacher, the technique, the materials, and the media being used by the teacher.

The first problem was related to the students. During the preliminary observation, the students had less motivation when they speak. Besides, the students were shy and lack of confidence when the teacher asked them to have a speaking practice in front of the class. They tended to have a practice or answer the teacher's question together. As a result, the teacher had to point out some students to have a practice in front of the class. Some students had excellent

results during the practice, but some others had not reached the good level yet. The students had a lot of mistakes during the practice especially their pronunciation and vocabulary. The Indonesian vocabulary and the English vocabulary were very different. It made them find it difficult to improve their vocabulary. Moreover, most of the students did not know what to say and how to say during the practice since they used Javanese and Indonesian in their daily life.

The second problem was concerned with the teacher. The English teacher in this class had a good communication with the students. She used bilingual language; English and Indonesian during the class. She explained the material in English and then repeated the explanation in Indonesian clearly. Besides, she also managed the class very well. Yet, she taught reading and writing skills more than the productive skills during the English class. She emphasized the reading and writing skills more than the speaking skills to help the students in doing the mid-term exam and the semester exam. Besides, she also emphasized the students to do the assignments from the students worksheet book (*Lembar Kerja Siswa*) during the English class.

The third problem concerned with the technique, the materials, and the media. The teacher did not use various techniques during the English class. The students felt bored since the teacher did not try to use the communicative technique during the class. She taught the students based on the course book and the students worksheet book (*Lembar Kerja Siswa*). The materials were taken from the students' worksheet book, but sometimes she found out the new materials from the internet so that the students would not feel bored. There was no

LCD in the classroom, so that the teacher should initially bring the LCD from the office to the classroom whenever they were going to use an LCD during the class.

C. Limitation of the Problem

Based on the identification of the problems above, there are some problems that can be found during the English class, especially during the speaking class. In reference to the background of the problem and the identification of the problem, the teacher and I had a discussion related to the technique being used in this research. This research is focused on improving speaking skills through role play. The decision was made due to several supporting reasons to improve the students' speaking skills. Role play may help the students to work together in pairs and in group. Moreover, role play supports the use of communicative activity that will encourage the students to speak. Furthermore, based on the interview during the preliminary observation, the teacher expected that the students would gain their interest and motivation during the English class after they had role plays. In reference to this decision, the research study was conducted by focusing on improving the speaking ability of the students in SMP N 1 Klaten by using role play.

D. Formulation of the Problem

From the identification and limitation of the problem above, the problem is formulated as follows: How can role play improve the students' speaking skills?

E. Objective of the Study

The objective of the study is to improve the speaking ability of the students of grade eight at SMP N 1 Klaten through role play.

F. Significance of the Study

The result of this research is expected to give some practical and theoretical significance for the following parties.

1. Practical Significance**a. For the English teachers**

The result of this research is expected to bring some benefits for the teachers at SMP N 1 Klaten, particularly in developing various teaching techniques.

b. For the students

It is expected that the result of this research will motivate the students of grade VIII B of SMP N 1 Klaten to improve their speaking skill and solve their problem in speaking English.

2. Theoretical Significance

Theoretically, this research provides both beneficial and referential contributions in giving general knowledge of the way to improve the students' speaking skills through role play.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter covers some theories as the basis of the discussion. It is aimed at gaining more understandings about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions to improving students' speaking skills through role play and also the figure of the framework.

A. Literature Review

1. The Nature of Speaking

a. The Definition of Speaking

There are a number of views related to the concepts of speaking. The terms speaking, according to Brown (2001:267) is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is not simply a process of producing sounds but the fact speaking is more complex. During the speaking process, the speaker will first receives the information, and then the brain works automatically to process the information and finally the speaker gets the stimulation to produce the language.

Chaney (1998:13) in Kayi (2006) describes that speaking is a process of building and sharing meaning through the use of oral form. In other words, speaking can be seen as a process of orally expressing thought and feelings. During the speaking process, the speaker intends to express thought and feeling through the use of verbal or oral form. Language deals with the ability to convey

meaning through words that has to be pronounced. In this case, the process will end up by producing sentences which figure out the speaker's intended meaning.

Speaking involves thinking language and social skills. The speaker has to understand that speaking is complex processes which need some considerations during the process happen. The speaker has to combine words to sentences and then the speaker has to choose a language style which is appropriate to the social context during the conversation takes place. The reason of choosing the language style is because of the human's social context. As a human being, a person has to take the responsibility in many others aspects which include the social life of that person.

b. The Speaking Ability

Speaking requires the ability to process the knowledge, information and language. Renandya (2002: 206-207) argues that in order to be able to communicate meaningfully, the speaker needs to know the knowledge of communicative competence consisting of grammatical competence, discourse competence, strategic competence and sociolinguistics competence. Grammatical competence enables the speaker to understand and apply the language structure in order to develop the students' fluency. Discourse competence contributes in turn-taking in conversation. Discourse competence concerns with the speaker's relationship, the rules of cohesion and coherence. Strategic competence means the ability to know when and how to take the flow, how to terminate the conversation, and how to clear up communication break dawn as well as comprehension

problems. Sociolinguistic competence means knowing what is expected socially and culturally by users of target language.

c. Micro – Skills and Macro – Skills of Speaking

There are four language skills which the learner should master; reading, writing, listening, and speaking. Along with the development of the theories of languages, Brown (2004) used several terms to divide the micro-skills and the macro-skills of speaking skills. The micro-skills of speaking refer to making and producing the smaller chunks of language; words, morphemes, and phonemes. The macro-skills of speaking concern with the speaker's focus on fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. Hence, Brown (2004:142) divides the micro-skills and the macro-skills of speaking as follows. The micro-skills are

Micro-Skills

- 1) produce differences among English phonemes and allophonic variants.
- 2) produce chunks of language of different lengths.
- 3) produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- 4) produce reduced forms of words and phrases.
- 5) use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- 6) produce fluent speech at different rates of delivery.
- 7) monitor one's own oral production and use various strategic devices -- pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.
- 8) use grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- 9) produce speech in natural constituents; 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.

The micro-skills are

Macro-Skills

- 1) appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) use appropriate styles, registers, implicature, redundancies, pragmatics conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistics features in face-to-face conversations.
- 3) convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

d. Types of Classroom Speaking Performances

There are many possible techniques available for teaching speaking skills.

The teacher has to choose the most appropriate one in order to teach the students.

Brown (2001) classifies speaking performances as six categories. The speaking performances can be divided as follows.

1. Imitative

Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. During the imitation activity for example the learners practice an intonation of a certain vowel sound. This kind of activity can be categorized as a drilling. Drills offer students an opportunity to listen and to orally repeat certain words.

2. Intensive

Intensive speaking focuses on the components of discourse includes phonemes, words, intonation, discourse makers. Intensive speaking includes any speaking performance that is designed some phonological or grammatical aspect of language. Moreover, intensive speaking activity can even form part of some pair work activities.

3. Responsive

Responsive speaking concerns with the short stretches of teacher language designed to elicit immediate responses. In other words, short replies to teacher or student initiated questions or comments are needed in responsive speaking. The replies should be sufficient and do not extend into dialogues in order to produce a meaningful and authentic language.

4. Transactional (dialogue)

Transactional language is an extended form of responsive language. Transactional language carried out for the purpose of conveying or exchanging specific information for example a conversation. A conversation has more negotiative nature than a responsive speech. The dialogues are typically short, grammatically, semantically simple, and we might find in everyday situations.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for the purpose of maintaining the social relationships than for the transmission of facts and information. Interpersonal dialogue is not just about what is actually said, but how it is said and the non-verbal messages expressed through the gesture, tone of voice, and body language. Learners need to learn the factors in interpersonal dialogue includes a

casual register, colloquial language, emotionally charged language, slang, ellipses, sarcasm, and a covert.

6. Extensive (monologue)

Extensive monologue is the last type of the classroom speaking performances. The students of intermediate to advanced levels are the most appropriate students to learn an extended monologue because the register in extensive monologue is more formal and deliberative. Extensive monologue has higher level difficulties than the others types of speaking performances.

e. The Difficulties in Speaking

Speaking is a complex activity which requires the control of several variables; hesitations, pauses, corrections. Moreover, in speaking, the hearers and the speakers have to react to what they hear and make their contributions during the process. In general, the speakers, especially the students feel that they find it difficult to react and to make a contribution during the speaking class. As a consequence, they are afraid to speak in English during the speaking class. Brown (2001:267) states that there are some indicators of spoken language which can make oral performance easy or difficult to acquire. The indicators include clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

1. Clustering

Clustering in spoken language has the similarities with the written language. In written language, we have to notice the sentence as the basic unit of organization. In spoken language, clustering occurs due to the memory

limitations so that we break down the speech into smaller groups of words. In speaking, fluent speech is phrasal, not word by word. In this case, the learners can organize the output both cognitively and physically through clustering.

2. Redundancy

Spoken language has a good deal of redundancy than the written language. Redundancy usually appears during the spoken language, such as conversation. The redundancy will help the speaker to emphasize the intention of the conversation. Besides, the speaker will get an opportunity to make meaning clearer through the redundancy of language.

3. Reduced forms

Spoken language contains both a good deal of redundancy and has many reduced forms. The learners who want to produce a sound like an English native speaker need to learn the reduced forms used in daily speech. The reduced forms are not written in Standard English, yet we might find in songs and advertisements. Reduced forms concerns with the colloquial contractions. Students who do not learn colloquial contractions sometimes find difficulties when they find a reduced form.

4. Performance variables

The learners are conditioned in mastering the performance variables which include hesitations, pauses, false start, backtracking and correction since the first time they learn a foreign language. There might be some mistakes that the learners make during the speaking activity, but they can learn to think about a certain number of appropriate performance hesitations, pauses, backtrackings, and

corrections. Learners actually can be taught how to pause and hesitate for example by introducing some filler such as *uh, um, well, you know, etc.*

5. Colloquial language

Colloquial language appears in both monologues and dialogues. Colloquial language shows an ordinary or familiar conversation rather than formal speech. The learners who have been exposed to Standard English sometimes find it difficult to deal with the colloquial language. The teacher's duty is to make sure that the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language.

6. Rate of delivery

Rate of delivery can be shown by helping the learners to achieve an acceptable speed along with other attributes of fluency. As Jack Richard (1983) points out that the number and length of pauses used by a speaker is more crucial to comprehension than sheer speed because a learner needs to comprehend language delivered at varying rates of speed and delivered with pauses.

7. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. Stress, rhythm, and intonation are the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns will convey the important messages.

8. Interaction

Conversation is especially subject to all the rules of interaction which include negotiation, clarification, attending signal, turn-taking, and topic nomination, maintenance, and termination. Interaction is very important during

the speaking process. Interaction shows how well the intended meaning is delivered by the speaker. So, to learn to speak is also to learn to respond and to continue the communication chain.

2. Teaching Speaking

a. The Roles of the Teacher

The role of teacher during the teaching and learning process may change from one activity to another. Teacher plays many roles in the classroom during the teaching and learning process. Harmer (2001: 347-349) states that teacher's role include assessor, prompter, participant, and feedback provider.

1. Assessor

Teacher as an assessor means the teacher acts as an assessor. The assessor has some duties such as offering the feedback and correction and grading the student in various ways. The teacher's role as an assessor will help the students to comprehend the indication whether they are getting their English better or not.

2. Prompter

Teacher as a prompter means the teacher acts as a prompter. In this situation, a prompter has some duties such as giving helps and supporting the students by offering discrete suggestions. For example, some students usually find many difficulties during the speaking activity. In this case, the teacher should change the role into a prompter in order to encourage the students to learn. On the other hand, the teacher should not drill the students to have an excessive practice since the teacher should not disrupt the activity during the learning process.

3. Participant

Teacher as a participant means the teacher acts as a participant during the speaking activity. The teacher sometimes finds a difficult situation when he or she is checking the students' progress in speaking. In order to overcome the situation, the teacher has to change the role into a participant. In this case, the teacher will take part of the speaking activity as a participant, not as a teacher. By changing the role as a participant, the teacher will be easier to monitor the students' progress during the speaking activity. However, there is one condition that the teacher should note that he or she has to provide the students enough opportunity to talk than the teacher.

4. Feedback provider

Teacher as a feedback provider means the teacher acts as a person who will give a feedback to their work. In speaking activity, the teacher's role as a feedback provider is very important because the students need to get a feedback immediately during the speaking activity. However, the teacher should consider the right occasion to give them a feedback.

b. Teaching Speaking for Junior High School

The main purpose of learning English in Junior High School is to direct and develop the skills in order to achieve the functional level to communicate both in oral and written forms in the daily life. Thus, according to *Peraturan Menteri Pendidikan Nasional* number 23 year of 2006 (*Permendiknas*), *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is the curriculum used in the Junior High School. Moreover, it is also stated that there are three goals in the teaching and learning

process in junior high school. First, the students are expected to develop their communication competencies in spoken and written form in order to reach the functional literacy. Second, the students are expected to have the awareness about the importance of English in improving the competitiveness of nation in the global community. Third, they are expected to develop the comprehensible about the relation between language and culture. The expected speaking competence of the eighth grade students of junior high school in the first semester can be seen in the table below.

Table 2. 1 The Standard of Competence and Basic Competencies

Standard of Competence	Basic Competencies
3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.	3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.
	3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and refusing, invitation, agreeing or disagreeing, complimenting and congratulating.

From the table above, it can be seen that the eighth grade students in the first semester need to acquire some expressions from the table. The expressions

are asking, giving, and refusing services; asking, giving, and refusing things; and asking and giving opinions. In addition, the students also have to learn expressions of inviting, accepting, and refusing; invitation, agreeing or disagreeing; and complimenting and congratulating. Hence, the teacher has to give them more chances to practice their speaking skills. Hence, it is expected that the students are able to master those expressions and implement it in their daily life.

c. The Characteristics of Secondary School Students

Being able to speak in a foreign language fluently which both speakers and the listeners can understand well should be the goal for all learners. In addition, both the speaker and the listener must also understand what is being said, and be able to respond appropriately to achieve the communicative goals. In contrast in school life, the teachers often focus narrowly on the development of the reading and writing skills than developing the students' speaking skills. In this case, teachers found out some characteristics of students in secondary school. The students in secondary school tend to feel that they lack of knowledge. Moreover, the students believe that learning a foreign language is not easy since it is not their mother tongue. Those who believe that learning English is difficult tend to have low motivation especially in learning English. In the contrary, there are also students who always have positive attitudes toward a new thing. The students who try to have a positive attitude toward a language which they never learn before will get some advantages. Those who believe that learning English is not difficult tend to have higher motivation especially in learning English.

d. Principles for Designing Speaking Technique

Teacher as a person who has some duties during the teaching learning process has to consider the appropriate teaching technique. The appropriate teaching technique will help both teacher and students to create a good interaction during the speaking class. Besides, the teacher should support the students' creativity during the practice with an appropriate technique. Brown (2001) proposes some principles for designing speaking technique as follows.

1. The teacher should consider using techniques that cover the spectrum of learner needs, from language based on accuracy to message based focus. The teacher needs to give and explain the technique design along with the task in order to help the students to perceive and use the building block of the language. Moreover, the teacher needs regain the students' creativity during the speaking class.
2. The teacher should provide intrinsically motivating techniques. The teacher tries to persuade the students so that the students will achieve their goals. Besides, the teacher should motivate the students to learn English based on their need for knowledge.
3. The teacher has to encourage the use of authentic language in meaningful contexts. Using the authentic language is a foundation in learning language. Hence, the teacher should try to encourage herself to use authentic language in meaningful contexts in teaching.

4. The teacher needs to provide appropriate feedback and correction. The teacher has a role as a feedback provider during the speaking class. As a consequence, the teacher should give feedback and correction during the speaking practice.
5. The teacher should capitalize on the natural link between speaking and listening. Speaking and listening were naturally linked as a spoken cycle. Hence, during the implementation of the technique, the teacher has to consider in integrating those two skills in order to achieve the learning goals.
6. The teacher should give students opportunities to initiate oral communication. The teacher needs to allow the students to initiate their oral communication by asking questions, giving directions, providing information. Besides, the teacher has to master part of oral communication competence which includes the ability to initiate conversation, to nominate topics, to ask questions, to control conversations, and to change the subjects.
7. The teacher has to encourage the development of speaking strategies. In developing the speaking strategies, the teacher should make the students become aware of and have a chance to practice such strategies as asking for clarification, asking someone to repeat something, using fillers, etc.

e. Assessing Speaking

Assessing speaking is an important step to be done as a teacher. However, it is not an easy job to do since there are some factors that need to be considered during the process such as how well someone can speak. Brown (2004: 144-182) states that assessing speaking is the designs of assessment tasks which includes

how to design various speaking performance, such as, imitative, intensive, responsive, interactive and extensive speaking.

Spratt (2005:102) states that assessment means collecting information about learner's performance in order to make judgements about their learning. It can be carried out through formal assessment and informal assessment. In formal assessment, the teacher usually uses a kind of test. Meanwhile, in informal assessment the teacher assesses the learners through observing or monitoring the students during the teaching and learning process.

The score of the students may differ from one teacher to other. Hence, in order to overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of several traits, like pronunciation, fluency, vocabulary use, grammar, and comprehensibility (Brown, 2004:140). In addition, Thornburry (2005: 127-129) states that there are two main methods in assessing oral speech. They are holistic scoring and analytic scoring. Holistic scoring means giving score by an overall impression, while analytic scoring means giving score by separating score for different aspects of the task. Holistic scoring is quick in assessing and maybe appropriate for informal assessing progress. Meanwhile, analytic scoring takes longer time, but it make the testers to take a variety of factors into account and it is perhaps fairer and more reliable.

In conclusion, assessment is a process of measuring the students' performance. The teacher may choose different types of assessment as it addresses

at different functions. To measure the students' performance, I referred to the oral proficiency scoring proposed by Brown (2004:172-173) in giving score.

3. Role Play

Ladousse (2004) states that role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation. Role play is an interesting method for both teacher and students. Role play can build the students' self-confidence to speak English without feel embarrass. Role play technique brings great benefit for both students and teacher. Through role play, the students simulate a real-life encounter such as conversation in asking direction, as in the real world. Role play can be used to encourage students to practice specific situation as if in the real world.

Role play is a method of acting out particular ways of behaving or acting to be other people based on the situation given. The researcher considers role play as a technique which involves creativities and imagination to act and improvise dialogue while creating a real world in scenario. The aims of role play are to encourage students to think and create, to develop students' new language and also to create the motivation in learning. Role play allows students to explore their knowledge, experiences, and cooperation with others. Therefore, the students will be able to work cooperatively in any situations.

a. The types and kinds of role play

Role play is very popular since give an opportunity to practice and develop the students' speaking ability. Moreover, Killen (1998) states that role play can

give students practice in thinking real-life roles and dealing with real-work problem. Role play provides some framework in which the students build their own sentences but they may decide by themselves what they want to say. Yet some of teachers have not realized that role play is actually can be divided into some types. Lasousse (1987) states that there are several types of role play. The first is role play which is in the real situation need of the students' lives. Second, role play which is in some various situations that happen in the daily life but the students may or may not have direct experience. Next, a role play that the students never experienced themselves before. The last, role play that requires the students' fantasy. This type of role play is fictitious, imaginary, and possible even absurd.

In addition, according to Byrne (2006) role play can be divided into two forms; scripted role play and unscripted role play.

1. Scripted role play

Scripted role play involves interpreting the text book dialogue and reading text in the form of speech. The function of the text is to convey the meaning of language items in a memorably way. Through scripted role play, the teacher will ask the students to practice and perform using scripted. The script can be either given by the teacher or the students have to prepare the scripted individually. After the students received the script, the students have to practice based on the script then after go through some practices, the students will be ready to perform in front of the classroom.

2. Unscripted role play

Unscripted role play is a free role play improvisation. The students have to decide what language to use and how the conversation should develop. The students have an opportunity to choose the language use and conversation based on the students' will and competencies. Through the unscripted role play, the teacher will ask the students to decide the language use for example the students are going to practice about asking direction. After both students and teacher decide the language use, the teacher asks the students to practice and perform in front of the classroom.

b. The Advantage of Using Role Play in Language Classroom

Role play is a technique which involves creativities to act the dialogue or the script as if in a real world scenario. Role play is effective in teaching speaking since it gives students enough opportunity to have speaking practice in any situations. According to Amato (2003), role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while. It can be implied that most of the researchers suggest the English teachers to use role play technique since role play gives big contribution in learning speaking in foreign language. The purpose of role play is to encourage students to think and create independently. Besides, role play will also encourage the students' motivation in learning, especially in learning speaking. Role play allows students to explore their knowledge, experiences, and cooperation with others. Therefore, the students will be able to work cooperatively in any situations.

Besides, role play technique brings many benefits for both the teacher and students. For the students also get some benefits such as get an opportunity to explore the inner resources, empathize with others, and use their own experiences. Moreover, the students will feel enjoyable, active, secure, and full of more exposure to language input and more choice to practice the languages which needs to develop his or her teaching techniques. Meanwhile, the teacher also gets benefits from teaching through role play. The teacher who applies role play as a technique in teaching speaking will learn how to set a role play activities since the role-play instruction requires good preparation and management. Besides, the teacher will also get an opportunity to explore the inner resources, empathize with the students, and use her own experiences to teach using role play. Lastly, the teacher will also gain awareness of the importance steps in teaching which includes goal setting, context, and role defining, role-playing introducing strategies, character researching and preparing, role performing, feedback providing, and concluding evaluation.

c. Procedures for Conducting the Role Play Technique

Brown (2001: 183) states that role play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish. Role play can be conducted in pairs or in groups then each person assigned a role to accomplish the objective.

According to Huang (2008), role play is really a worthwhile learning for both the students and teacher. Huang applies six major steps in the procedure for role play activities. The six majors are 1) deciding on the teaching materials, 2)

selecting situations and create dialogues, 3) teaching the dialogues for role plays, 4) having students practice the role plays, 5) having students modify the situations and dialogs, 6) evaluating and checking students' comprehension.

The first step is deciding the teaching materials. In this step, the teacher has to decide the teaching materials that will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, play-scripts, comic strips. Besides, the teacher can also create his or her authentic materials based on his or her creativity and the theme which are going to be taught. The second step is selecting situations and creates dialogues. Right after deciding the materials, the teacher has to select the situations which will be given along with the dialogues. The dialogues should be provided by the teaching materials or by the teacher or created by the students themselves.

The next step is teaching the dialogues for role plays. The teacher then has to teach the dialogues to the students by giving some example or simulation. The next step is having students practice the role plays. In this step, the teacher will let the students to have some practices with the partner. The next step is having students modify the situations and dialogs which means that the teacher has to give an opportunity to the students to modify both situations and dialogues. Finally, the last step is evaluating and checking students' comprehension based on the rubric assessment.

Moreover, role play is an imitation of the reality. The students are required to speak properly in line with contexts and their roles. The whole procedure is

when organizing the practice of role play, the teacher must provide a context and several roles for students to prepare and then perform in the class. The performance can be developed by several groups. When one is performing, the other students are audience and discuss its advantages and disadvantages because the discussion itself is also a kind of practice.

B. Relevant Research Studies

The previous studies by some researchers show that the use of role play can improve the students' English speaking skills. Many researchers had observed their research in English teaching learning process. Related to the title of this research, the first relevant study was done by Nguyen Thi thuy Nga (2011). In her research, she describes the use of role play is effective for the first-year chemistry majors at Ha Noi University of Industry.

The second relevant study was done by Sunardi (2012). In his research, he describes about the implementation of role play in teaching speaking. He also describes the strengths and the weaknesses of role play during the implementation. The third relevant study was done by Ratnawati (2012). She describes that the students feel grateful when they were doing role play in the classroom. The fourth relevant study was done by Mahmudah (2012). In her research, she describes that role play is also an appropriate technique for teaching young learners.

C. Conceptual Framework

Speaking as one of the four integrated skills along with listening, reading, and writing has become an important skill for more than six decades now. Speaking which is integrated with listening as a spoken or oral cycle illustrated as a verbal communication or interaction which delivered through gestures and facial expressions. As it is stated in the previous chapter, speaking is one of the important skills that should be acquired by students, especially for junior secondary school's students. Hence, the students of junior secondary school are expected to have the ability to express the meaning of short functional texts acceptably, accurately, and fluently based on the standard competence and basic competence of junior secondary school student.

However, as has been stated in the identification of the problem in Chapter 1, there are some problems related to the students' speaking skills. The eight grade students of SMP N 1 Klaten have a main problem which is related to the students' speaking skills. The main problem is technique being used in the teaching process. The teacher emphasized the written cycle; reading and writing skills more than the speaking skills in the teaching learning process. Sometimes, she asked the students to do the assignments from the students worksheet book (*Lembar Kerja Siswa*). As a consequence, the students did not get enough time to learn and practice speaking. In addition, the teacher did not use various techniques in teaching. These factor make them afraid in making mistakes in speaking. They prefer to silent than speak in English because they still lack of accuracy, fluency, and their pronunciation has not clear enough yet.

Based on these problems, role play will be applied as a technique in the effort to improve the students' speaking skills. Role play is a technique which involves creativities to act the dialogue or the script as if in a real world scenario. Ladousse (2004) illustrates that when students assume 'Role', they play apart (either their own or somebody else's) in specific situation. 'Play' means that is taken on in safe environment in which students are playful as possible.

The use of this technique is based on some reasons. Role play technique can be categorized as one of promising teaching technique for students since through role play the students will tend to be more creative in expressing the scenario. In addition, role play technique will improve the students' communication skills, creativity, and also increase the social awareness since students will have more sense in the environment. Moreover, role play provides some framework in which the students build their own sentences but they may decide by themselves what they want to say.

Based on the previous explanation, it is expected that role play helped the students improve their speaking skills. As stated before, the implementation of the use of mind mapping involved the researcher, the English teacher, and the eight drade students of SMP N 1 Klaten in the academic year of 2013/2014.

CHAPTER III

RESEARCH METHOD

This chapter consists of eight sections including the research type, subject and research setting, the research procedure, research instrument, data collection technique, technique of data analysis, and validity and reliability of the data.

A. Type of the Research

This study is an action research study. This research deals with the classroom setting and implementing the teaching technique in a specific class in order to find the solutions to the classroom problems. Burns (1999) defines action research as the application of fact finding to practical problem solving in social situation by involving the collaboration and cooperation of researcher, practitioners, and laymen. Based on this definition, it could be concluded that a researcher collaboratively conducted an action research to change what was going on in the classroom including the approaches, methods, techniques, materials, curriculum, media, evaluation system, classroom management, and classroom setting used in the teaching learning processes.

Action research has become increasingly popular in second language teaching circles nowadays. Carr and Kemmis (1986) in Burns (2010) argue that action research is a self-reflective study conducted by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out. In addition, Kemmis and McTaggart in Burns (1999:32) state that

action research occurs through a dynamic and complementary process, which consists of four essential moments; planning, action, observation, and reflection.

The action research process was conducted following the cycles below:

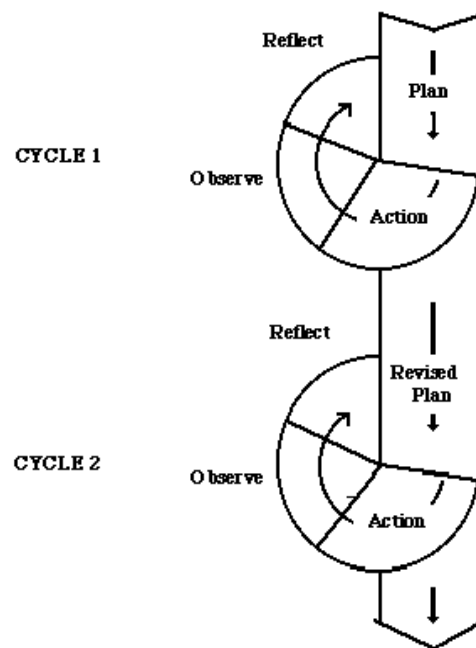


Figure 3 1 Action Research Cycles by Kemmis and McTaggart

Based on the figure above, I found and implemented the actual actions to improve the students' speaking skill. The teacher and I collaborated to find the obstacles and weaknesses of speaking skills, identified the existing problems, plan and carried out the actions, evaluated and reflected the action, and discussed the action.

B. Subject of the Research

The subject of this research was the students at grade VIII of SMPN 1 Klaten in the academic year of 2013/2014. Based on the discussion with the English teacher, the students in class VIII B were selected as the source of collecting the data since the students had problems in speaking skills.

C. Research Setting

The research was conducted in SMPN 1 Klaten. It is located in Jalan Dr. Wahidin Sudirohusodo 20, Sekarsuli, Klaten Utara, Klaten. SMPN 1 Klaten is one of the favorite schools in Klaten. This school has 26 classrooms with 8 classes for grade VII, 8 classes for grade VIII, 8 classes for grade IX, 2 classes for *akselerasi* class. Related to English learning and teaching activities, SMPN 1 klaten has 6 English teachers. The facilities in this classroom are a whiteboard, 20 tables, 40 student chairs, a teacher table, and a teacher chair.

The school had many facilities in order to support the students' teaching learning process. There are some facilities at this school such as a teacher's office, a headmaster's office, a meeting room, a school health unit, a mosque, halls, laboratories, classrooms, a library, football field, and basketball field.

D. Procedure of the Research

The research used the procedure of action research proposed by Kemmis and McTaggart. The procedure is as follows.

1. Reconnaissance

This step was conducted to determine the thematic concern of the research steps.

a. Identifying the Field of Problem

In this step, the problems identified based on the observation and questionnaires. The collaborator and I collaboratively identified the problems and gave their ideas and suggestion to formulate the problems.

b. Weighing the Field Problem

The collaborator and I classified the problem based on the level of urgency. The problems classified into three categories; most urgent, urgent, and less urgent. From the result of the observation, I selected the most urgent problems.

c. Assessing the Field Problems Feasibility

The collaborator and I determined the problems of speaking skills which were necessary and most feasible to be solved as soon as possible.

2. Planning

The teacher and I worked collaboratively in planning some actions which was conducted to improve the speaking skills of students of grade VIII B in SMP N 1 Klaten. I had some interviews with the English teacher and the students to find out more information related to the problems. The teacher and I then had a discussion in order to find the way to solve the problems. Finally, we decided to use role play technique in order to improve the students' speaking skills.

3. Action and Observation

In this step, I implemented the actions and observed the situation in the classroom. The actions were implemented in two cycles with four meetings for each cycle. Moreover, during the actions the collaborator and I had to observe the teaching learning process in order to find out the impact of the technique had been used. Besides, I interviewed the English teacher and some students to find out the problems during the actions.

4. Reflection

In this phase, I had to reflect the efforts that had been done in implementing the actions. I had to evaluate and analyze the effects, obstacles, difficulties, and other possibilities in implementing the actions. If the action was considered successful, then role play would be taken as one of the alternative efforts to improve the students' speaking skills. After that, I tried to propose other actions in the same cycle. On the contrary, if the action was considered as unsuccessful, then the action would be improved in the next cycle.

E. Instruments of the Data Collection

The instruments being used in this research to collect the data consist of field notes, observation checklist, interview guidelines, and the speaking rubric. Field notes were various notes written by the researcher during the observation and implementation of the actions. Field notes contained some information related to everything happened in the class. Field notes helped me to find out the students' speaking progress during the actions. The other instruments were

observation checklist and interview guidelines. Observation checklist was used to find out the progress of the implementation of the actions by completing the observation checklist. Interview guideline helped me to lead the discussion in a right way. The last instrument was speaking rubric. The speaking rubric was used to find out the students' progress after role play had been implemented in the class. Furthermore, speaking rubric helped the researcher to get the valid data during the speaking performances.

F. Data Collection Technique

The data were collected in the form of qualitative data and were supported by quantitative data. The qualitative data provided description of the students' speaking skills and the students' attitude toward the lesson. The qualitative data were obtained through some techniques that had been used in this research in the forms of observation, interview, and tests. On the contrary, the quantitative data were collected by pre-test and post-test process which aimed to get the statistical grades in their speaking improvement. In collecting the data, I collected the data by using some data collection techniques as follows.

1. Interview

Some interviews were carried out to get more data during the actions. Interviews were aimed at finding out the students' and teacher's attitude toward the implementation of the actions. Lodico, Spaulding, & Voegtle (2010:338) state that interviews can reveal participant's own perception of their views, feelings, and experiences. Through interview, I could explore the students' and the teacher

opinions, responses, and expectations toward the implementation of the role play. Moreover, Brinkmann (2008:470) states that an interview is a conversation where information is obtained and knowledge is created through the interaction between an interviewer and interviewees. In this research, the interview was conducted to get the information related to the students' and teacher's opinions and ideas in the implementation of role play.

2. Observation

Observation was conducted to get the direct evidence and result of the students' speaking skills during the English teaching learning process. The aspects of the observation included the students, the teacher, the technique, and the media. Cohen, Manion and Morrison (2000:305) state that observation can allow the researcher to gather live data from the live situation. During the observation, I would be able to compile the live data as much as possible through the field notes. Hence, I had to refer to the observation guidelines to make the field notes. The observation guideline for the teacher focused on pedagogical and intrapersonal skills of the teacher. Meanwhile, the observation guideline for the students focused on the students' skills.

3. Test

The quantitative data of the research was collected through the tests. The purpose of the test was to compare the students' speaking achievement before conducting the research (pre-test) and after conducting the research (post-test). Brown (2001: 384) states that test is a method of measuring a person's ability or

knowledge in a given domain. The test was conducted twice, in the last meeting of each cycle.

G. Technique of data Analysis

The collaborator and I had conducted the action research of teaching speaking through role play by using qualitative and quantitative data collecting technique. It had been stated by Burns (1999: 157-160) that to analyze the qualitative data, I had to refer to the stages of data analysis. They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. The first step was assembling the data which is shown by collecting the data from the observation and interviews in the form of field notes and interview transcripts. The next step was coding the data which is shown by reducing the large amount of data to be manageable categories of concept.

The third step was comparing the data by making a comparison whether patterns were repeated. The fourth was building interpretations. Building interpretations had a purpose to make sense the data by letting the researcher analyzed the data several times to pose questions, rethink the connections, and develop explanation of the situation. The last step was reporting the outcomes. In the last step, the researcher was describing the context of the research, outlining the finding and providing data samples to support them, interpreting how the findings relate to the context and suggesting how the project could lead to other areas for research. On the contrary, the quantitative data of this research were

obtained from the test. In this research, a pre-test and a post-test were administered to compare the students' speaking skills.

H. Validity and Reliability of the Data

The data which were obtained from the research must be valid and reliable. Hence, it was important to know whether the data were valid and reliable or not. Based on Burns (1999:161-162) there were five kinds of validity to make the data valid as follows.

1. Democratic validity

Democratic validity was related to the extent to which the research was truly conducted collaboratively. In order to achieve this validity, I needed to interview both the students and teacher. Besides, I had to discuss the matter to the students in order to find out the difficulties. In democratic validity, the collaborator was given a lot of chances to give comments and suggestions toward the research.

2. Outcome validity

Outcome validity is related to the notion of actions leading to the result that are successful within the research context. I will fulfill the outcome validity by providing the genuine data and showing the improvement of the action. In this case, it was shown by the students' improvement in speaking.

3. Process validity

The process validity was related to the criterion to make the action research believable. In achieving this validity, I had to fulfill the process validity

by planning, implementing, and revising the action just as the process of conducting the research.

4. Catalytic validity

Catalytic validity was related to the extent to which the research allows the participants to deepen their understanding of the social realities of the context and how they can make change within it. In order to fulfill this validity, I asked the students and the teacher's response after the implementation of the actions.

5. Dialogic validity

Dialogic validity was the process of peer review that is commonly used in the academic research. This validity was fulfilled by discussing the research findings with the teacher and collaborator. The teacher and collaborator were invited to give their opinions and critics related to the research report. Besides, it was done to find out the strength and the weaknesses of the action.

Meanwhile, the triangulation technique was used to enhance the trustworthiness of the data and to reduce the subjectivity in analyzing the data. Burns (1999:163) states that triangulation is a way of arguing that 'if different methods of investigation produce the same result, then the data is likely to be valid'. The aim of triangulation is to gather multiple perspectives on the situation being studied. Burns also proposes three forms of triangulations as follows.

1. Time triangulation

Time triangulation means that the data are collected over period of time. in this research, the researcher conducted the action from October 19th 2013 until November 9th 2013.

2. Investigator triangulation

Investigator triangulation means that there was more than one observer involved in the same research setting. The researcher invited the teacher and the collaborator in the class in order to avoid the subjective observations.

3. Theoretical triangulation

In theoretical triangulation, the data were analyzed from more than one perspective from some theoretical reviews. In this research, the researcher reviewed the theories from some related books.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process of the research and the findings. There are three sections in this chapter. The first section presents the reconnaissance steps. The second section presents the report of the implementation of the action and discussion. The third section presents the scores of the students' speaking skills during the teaching and learning process.

A. Reconnaissance

In this step, I have conducted some activities in order to determine the problems. First, I have conducted some observations related to the English teaching and learning process of class VIII B at SMPN 1 Klaten. Second, I interviewed the English teacher and the students in order to confirm the data collected from the observation.

1. Identification of the Field Problems

In this step, I identified the problems which occurred in the English teaching learning process at VIII B. The findings of the problems were collected through the classroom observation and the interviews with the English teacher, students. The observation was conducted on Thursday, September 26th 2013 at 09.00 a.m. in the VIII B class. Based on the observation, I found some problems in English teaching and learning process. The result of the classroom observation was presented on the Appendix A. The quotation of the field note during the observation could be seen below.

... Right after that, ET asked some volunteers to read the homework from the *LKS*. Unfortunately, there were only two Ss who raised their hand. The rest of the Ss remained silent and pretended to look at the homework. As a consequence, ET pointed out random students to read their homework.

(FN.04; Appendix A)

Based on the field note on the Appendix A, there were some problems in the teaching and learning process. First, the teacher was dominant in the teaching and learning process. During the teaching learning process, the students did not have a lot of chance to participate and practice because the teacher was too dominant. Moreover, the students which had less time to practice would make them not confident to speak English due to the limited speaking practice time during the English class.

The second problem was the students were afraid of making mistakes when they spoke because they did not have enough time to practice it. In addition, they had low motivation to speak English. It was because they did not have much time to practice so that they did not understand the attractiveness of English. Besides, the teacher always taught the students based on the students worksheet (*LKS*). In every meeting, the teacher always taught them using *LKS* because she rarely used course book to teach. Yet, it made the students became passive during the lesson. Since they usually learnt from *LKS*, they looked little bit flustered during the speaking class.

After conducting the observation, I interviewed the English teacher and the students regarding the teaching and learning process in VIII B class. The quotations of the interviews could be seen in the following interview transcript.

R : Researcher
ET : English Teacher

R : *Bagaimanakah kemampuan speaking siswa kelas VIII B, Bu?* (How is the students' speaking performance in the classroom?)

ET : *Di kelas VIII B ini sebagian siswa tergolong sudah agak paham dan bisa agak lancar speaking tapi sebagian lainnya masih kurang lancar dan belum bisa memahami.* (Some of the students in this class were able to speak English little bit fluently, but the rest of them have not reach that level yet.)

(Interview transcript 2; Appendix B)

Based on the interview transcript above, it could be seen that every student had different level concerning their knowledge of English. It was because the students went through different English teaching and learning process in the previous class or even in their primary school in the past. As the teacher explained that the students of this school were passive during the English class, besides they were also still lack of pronunciation and intonation in speaking.

In order to get additional reconnaissance data, I interviewed some students of VIII B of SMP N 1 Klaten. The following were some quotations of the interview transcripts with those students that show their opinion toward English speaking.

R : Researcher
S1 : Student 1
S2 : Student 2

R : *Dek, menurut adek pelajaran bahasa Inggris itu gimana?* (What do you think of English lesson?)

S1 : *Sulit, Miss. Soalnya aku ga bisa gitu kalau ngerjain.* (It's difficult, Miss. It's difficult to do the task in English)

S2 : Kalau menurutku biasa aja sih, Miss. Kadang kalau kata-katanya gampang gitu aku bisa paham tapi kalau kata-katanya susah aku ga paham. (In my opinion, it depends. If the words are familiar then I will easily understand. But, if the words are not familiar then I will find it difficult to understand.)

(Interview transcript 3; Appendix B)

Based on the interview transcript above, it could be seen that the students faced some problems in English teaching learning process. They had problems in understanding the difficult words and they were afraid of making mistakes when they spoke. The materials they have learnt from *LKS* were not communicative enough to help the students in improving their speaking skills.

In this identification step, I also conducted a pre-test to measure the students' speaking skills. It was done on Saturday, October 28th 2013. In this chance, I explained about the topic being tested and the language functions. It aimed at helping the students to feel ready to do the test so their score could describe their speaking skills. The collaborator and I became raters to score the pre-test and post-test in order to check the reliability and to fulfill the democratic validity of the research.

Table 4. 1 The Students' pre-test mean score

Indicators	Mean Score
Grammar	2.625
Fluency	2.55
Pronunciation	2.125
Vocabulary	2.45
Comprehension	2.626

Based on the observation and interviews, the collaborator and I identified the problems related to the English teaching and learning process in VIII B. The problems could be seen as follows.

Table 4. 2 Field Problems in the English Teaching and Learning Process

No.	Field Problems	Code
1.	The students were afraid of making mistakes when they spoke.	S
2.	The students were not confident to speak English.	S
3.	The students used Javanese and Indonesian in the English class	S
4.	The students had low motivation to speak in English.	S
5.	The students lacked vocabulary.	S
6.	The class did not have any LCD projector	Md
7.	The teacher was dominant in the teaching and learning process.	T
8.	The teacher taught the students based on the students worksheet (<i>LKS</i>).	T
9.	The teacher more emphasized the students' reading skills than the speaking skills.	M
10.	The teaching technique was monotonous.	Tec
11.	Some students were passive during the class	S

S: Students

Tec: Technique

T: Teacher

M: Materials

Md: Media

From the table above, it could be seen that the problems in the English teaching and learning process are related to the teacher, students, the teaching method, and the media being used in the teaching process.

2. Selecting the Field Problems to be Solved

This research aimed at improving the students' speaking skills by using role play technique. Therefore, the collaborator and I weighed the problems that were closely related to speaking skills based on the urgency level and feasibility level. By having discussion with the collaborator, I decided the problems to be solved in this research. The decision was made considering what was needed by the students based on the data from classroom observation, pre-test, and interviews with the students and English teacher and what was feasible to overcome. The problems are presented as follows.

Table 4. 3 The problems based on the level of urgency and feasibility

No.	Field Problem	Code
1.	The students were afraid of making mistakes when they spoke.	S
2.	The teacher more emphasized the students' reading skills than the speaking skills.	T
3.	The teaching technique was monotonous.	Tec
4.	The students lacked vocabulary.	S
5.	The students had low motivation to speak in English.	S
6.	Some students were passive during the class	S

S: Students

Tec: Technique

T: Teacher

M: Materials

Md: Media

After selecting the field problems based on the level of urgency and feasibility, the collaborator and I conducted a pre-requisite analysis to find causes and relationship of the problems in the field. This step needed to be conducted in order to explain the causes from which appropriate actions towards the problems could be generated. The result of the discussion was the collaborator and I had the

same ideas of the causes of the problems. Thus, there were two main problems which caused the other problems.

The first problem was the teaching technique was monotonous. The teacher in this class did not apply various techniques and activities during the class. She usually used the *LKS* to teach the students. Therefore, this problem causes some other problems such as the students easily got bored during the teaching learning process; some students were passive during the class; the students lacked vocabulary; the students had low motivation to speak in English; and the students were afraid of making mistakes when they spoke.

The second problem was the teacher put more emphasize on the students' reading skills than the speaking skills. The teacher always asked the students to do the task about many kinds of texts in the *LKS* during the class. As a result, the students were more familiar with many kinds of texts than some expressions which should being taught during the speaking class. Yet, this problem causes some other problems like the students had low motivation to speak in English; the students were afraid of making mistakes when they spoke; some students were passive during the class.

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems and their possible causes mentioned above, the collaborator and I discussed to design some actions to overcome the problems. First, role play would be used as the technique in teaching the students in order to support the students' speaking skills and facilitate their interest. Therefore, the teaching technique in this research was PPP technique (*Presentation, Practice,*

and Production). Second, in line with the use of role play, there would be some different topic in each meeting so that the students would experience different kinds of roles. It would be applied to give the students ample opportunity to practice speaking.

Moreover, the collaborator and I decided to use classroom English during the teaching learning process so that the students could carry out conversations using English in their class. Next action was giving a handout of today's materials as a brief guideline. Giving handout to the students was expected to help the students to be more focus on my explanation rather than making notes in every meeting, besides it would help them to study when they were home.

Table 4. 4 The Relationship between the Field Problems and the Actions

No.	The Field Problems	Actions
1	The students were afraid of making mistakes when they spoke.	<ul style="list-style-type: none"> - Using classroom English during the teaching and learning process - Applying role play technique - Giving feedback to the students' pronunciation
2.	The teacher more emphasized the students' reading skills than the speaking skills.	<ul style="list-style-type: none"> - Using classroom English during the teaching and learning process - Applying role play technique
3	The teaching technique was monotonous.	<ul style="list-style-type: none"> - Applying role play technique with the activities
4	The students lacked vocabulary.	<ul style="list-style-type: none"> - Using classroom English during the teaching and learning process
5	The students had low motivation to speak in English.	<ul style="list-style-type: none"> - Applying role play technique with the activities
6	Some students were passive during the class.	<ul style="list-style-type: none"> - Using classroom English during the teaching and learning process

		- Applying role play technique with the activities
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The process of determining the solvable problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which the researcher and the English teacher worked collaboratively. In this process, the English teacher and the students' participations about their opinions, feelings, and expectation related to the English teaching and learning process were also accommodated.

Besides, some preparations were also made in order to succeed the implementation of the actions. The preparations are:

- 1) Developing the research instruments,
- 2) Selecting the materials,
- 3) Deciding the teaching and learning activities,
- 4) Developing the course grid and the lesson plans, and
- 5) Developing learning materials or handouts for students.

B. The Report of Cycle I

1. Planning

Considering the problems identified above, some efforts were planned to solve the problems in the VIII B class. The efforts focused on improving the students' speaking skills through role play technique. As stated before, the actions in this research were focused on improving the students' speaking skills through role play. The actions designed were expected to create the following situations.

- 1) Students were expected to be more confident to speak during the speaking class
- 2) Students were expected to participate actively in the classroom activity
- 3) Students were expected to conduct communication fluently and accurately in English
- 4) Students were expected to improve their vocabulary mastery
- 5) Students were expected to be more aware of their pronunciation

Based on the result of the discussion with the collaborator, the action plans of Cycle I that would be performed were presented as follows.

a. Using Classroom English During the Teaching and Learning Process

During the actions, I acted as the teacher in VIII B class. In the English teaching and learning process, I used the classroom English during the teaching and learning process to encourage the students to speak English. I planned to use English for some functions such as to greet the students in the beginning of the lesson, to give the instruction of the activities, to explain the materials, and to give the students feedback. However, Bahasa Indonesia was still used in some occasions considering the students' limitation in understanding spoken English. Based on the interviews with some students of VIII B class, they basically did not understand when the teacher used English during the lesson, especially when the teacher explained the materials in English. Hence, the students chose to ask about the teacher's explanation to their classmates who were considered smarter than they were rather than asking to the teacher immediately. As a consequence, I

planned to use English and Bahasa Indonesia interchangeably in explaining the materials and giving instructions.

b. Giving a Handout of Today's materials as a Brief Guideline

I gave some handouts for each student of VIII B class during the English class. The handouts were distributed in every meeting when the students learnt new material. It consisted of the explanation of the materials and activities in every meeting. The handouts were expected to help the students to learn the material not only during the English class but also when they were studying at home.

c. Applying Role Play Technique

Role play technique was applied during Cycle I in this research. The students played the role based on the situation given in pairs and also in groups. Besides, they also worked together to create a simple dialogue based on the situation before they practice it. During the implementation of role play, I provided some cue cards and role play cards in every meeting. The cue cards helped the students to understand the situation, while the role play cards helped them to comprehend the instruction. Later, they practiced it with their pairs and group before acting it out in front of the class.

d. Giving Feedback to the Students' Pronunciation

The researcher gave feedback to the students' pronunciation in every meeting in cycle I. Feedback was given during the teaching and learning process. The feedback covered both fluency and accuracy. As states by Harmer (2001: 106-107), the feedback was implemented using several ways such as in the form

of comment, grades, or marks on the learner's record sheet. Feedback in the form of comments could be seen when the researcher showed the students' mistake by repeating the words and asking question. The students of VIII B were being expected to be aware of their mistakes and be able to correct the mistakes by themselves once they found the mistakes.

2. Actions and Observation of Cycle I

The actions were carried out four times on October 23th until November 14th 2013. The schedule of Cycle I can be seen in the table below.

Table 4. 5 The Schedule of Cycle I

Meeting	Day and Date	Time	Material
I	Wednesday, October 23 rd 2013	2 x 40 minutes (09.15 a.m.— 10.35 a.m.)	Expressions of asking and giving, and refusing services
II	Thursday, October 24 th 2013	2 x 40 minutes (07.00 a.m.— 08.20 a.m.)	Expressions of asking and giving, and refusing services and things
III	Saturday, October 26 th 2013	1 x 40 minutes (10.35a.m.— 11.15 a.m.)	Expressions of asking and giving opinions
IV	Wednesday, October 30 th 2013	2 x 40 minutes (09.15 a.m.— 10.35 a.m.)	Expressions of asking and giving opinions

The actions were focused on applying role play technique which required the students to work in pairs and in groups. In Cycle I, I acted as a teacher in the class, while the English teacher became an observer. The English teacher gave

feedback to me when she found some obstacles during the teaching learning process. The data during Cycle I were collected from interviews with the students and classroom observation. Hence, the further explanation is provided below.

a. Using the Classroom English during the Teaching and learning Process

As stated previously, I acted as a teacher in the class during the actions in the Cycle I. I used the classroom English during the teaching and learning process to encourage the students to speak English. The classroom English was used in some ways, such as in opening the lesson, greeting the students, explaining the materials, giving instructions, and closing the lesson. In addition, I used Indonesian translation in some difficult aspects to help the students understand the materials during the teaching learning process. In the Cycle I, the use of classroom English was effective in improving the students' confidence especially in speaking English. It can be seen in the extract below.

=====

R started to distribute the handout to the students. R asked the Ss, *"Does everybody get the paper?"*, *"Not yet, Miss"*, answered the Ss. *"How many students? Please raise your hand"*, asked the R. Three students raised their hands. Then, the R asked, *"Is that all?"*. The Ss remained silent and seemed confuse. Hence, R asked the Ss with Bahasa Indonesia *"Apa cuma itu aja? Maksud saya apa cuma tiga siswa saja?"*. All of the Ss said *"Yes"* together.
(FN.04, Thursday, October 24th 2013)

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According to the interview with one of the students of VIII B class, the classroom English had helped the students in speaking. The use of classroom

English encourage the students to learn new vocabularies and to speak in English.

The quotation is presented in the following transcript interview.

=====

R : *Bagaimana dengan penggunaan Bahasa Inggris yang sering dipakai sama Miss Husnul? Apakah kalian bisa memahaminya dengan mudah?* (What do you think of the use of classroom English during the teaching and learning process? Is it easily understood?)

S : *Bisa dipahami kok, Miss. Aku bisa tau artinya gitu. Kita jadi bisa nambah kosa kata baru, Miss.* (It was understandable, Miss; I understand the meaning of the words. Moreover, I could get more new vocabularies.)

(Interview transcript 9; Appendix B)

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b. Giving a Handout of Today's materials as a Brief Guideline

Handout was given when the students learn a new topic and material. Giving the handout was important for the students of this class because they usually only studied the materials from the *LKS*. Hence, it helped them to study the materials given and saved the time for writing. In this case, the students were supposed to pay attention to my explanation more. Moreover, it also helped the students to learn the material not only during the English class but also when they were studying at home. The handouts helped the students to enrich their knowledge. The following interview transcript described the students' feeling towards the use of handout during the teaching and learning process.

=====

R : *Menurut Adek, handout itu membantu dalam belajar apa tidak?* (Does the handout support your study?)

S : *Iya, Miss. Kita kan biasanya pakai LKS, tapi sekarang ada bahan belajar lain dari handout gitu, Miss.* (Yes, it does. We

usually used *LKS*, but now we got to know another learning material from a handout.)

(Interview transcript 15)

c. Applying Role Play Technique

During Cycle I, role play was employed in every meeting. The students played the role based on the situation given in pairs and also in groups. In addition, the students were given some role play cards and cue card in every meeting. The role play cards were contained the rules, the goals and the explanation of the situation, meanwhile the cue cards were contained the roles of the students during the implementation of role play. In the Cycle I, I demonstrated one of the situations. This demonstration gave the students an opportunity to observe the role play. It was also expected that the demonstration could become a good model for them.

1). First Meeting

In the first meeting, the materials were expressions of asking, giving, and refusing services or helps. The topic on this meeting was *In the restaurant*. Hence, before going further about the material, I showed some pictures of activities in the restaurant. After that, I gave some questions to the students in order to get their background knowledge. For example, I asked whether they have ever went to the restaurant or not. Besides, I also asked them about what would they say if they need some services or helps from the waiter. The students showed their interest after I gave them some handouts about the restaurant. They felt engaged with the topic and read the handouts as soon as I distributed it.

After giving the handouts and explaining the materials, I showed them some pictures about things in the restaurant so that the students would understand the name of those things in English. Moreover, I showed a dialogue which contained some expressions of asking, giving, and refusing services or helps. Some students made mistakes when I asked them to pronounce the name of things in the pictures. The same thing had happened when we read and practiced the dialogue. As a consequence, I asked them to repeat the pronunciation after me especially the difficult words. Moreover, this kind of activity would help the students to recognize the new vocabulary and the way to pronounce it. It can be seen in the interview transcript below.

=====

R : *Dek, menurutmu mengulang-ulang pengucapan dari saya atau drilling kayak tadi itu gimana?* (What do you think about repeating the teacher's pronunciation?)

S : *Bagus kok, Miss. Kita jadi bisa lebih memahami pengucapan setiap kata yang kita pelajari.* (It was good. It helped us to comprehend the way to pronounce the words)

(Interview transcript 8; Appendix B)

=====

After that, I gave some questions to the students in order to know their comprehension. The questions were about the expressions which were used in the dialogue. Next, I asked them to make a short dialogue in asking, giving, and rejecting the services or helps related to the restaurant. But, before that I had to make sure that the students had known the difference between asking, giving, and refusing services or helps. By making a short dialogue, it was expected that the students would not feel burdensome during the speaking class. Next, I gave them

some examples of cue cards and role play cards in order to introduce role play to them. They paid more interest when they saw the cue cards and role play cards. After showing the cue cards and the role play cards, I started to explain about role play. I told them that we would conduct a role play in group in every meeting. The students felt happy and their expression seemed brighter than before.

In the second half of the lesson, I re-explained the technique to the students in order to make them more familiar with the technique. Hence, I also gave a simulation of role play to them. Since it was the first meeting, I decided to do the role play with some students randomly. Some students were still confused with the technique. Yet, they began to understand the rules as they read the role play cards. They looked enthusiastic with my example of role play. Next, I asked them make the dialogue first then they have to show their role play. The students then started to make the dialogue in group of four. When they have already finished, I pointed some students to practice it in group. In this meeting, they supposed to practice the role play with the topic in the restaurant. They were a bit flustered when I asked them not to read their note. In the end, they still read the note. They were hesitating when they had to face their classmates and were still shy to practice the role play with the others. It can be inferred from the vignette below.

=====

... I asked the students to be a volunteer to practice the role play but no one would. I decided to point out random group to practice, but they were still shy and afraid. “*Regar’s group, please do*” pointed the R, “*Miss, jangan kita, yang pinter dulu aja*” responded the Ss...

(FN.06, Wednesday, October 23rd 2013)

=====

In the end of the lesson, I reviewed the materials they had learnt on that day. They looked happy with the lesson on that day. They asked me to teach the role play again the next meeting. It can be seen in the following interview transcript.

=====

R : *Dek, pelajaran hari ini gimana?* (What do you think of today's lesson?)

S : *Menyenangkan, Miss. Ga bikin bosan deh. Soalnya ga kayak pelajaran-pelajaran lain, Miss. Kita ga terus terusan mendengarkan ceramah.* (It's fun, Miss. It's not like the other subjects which make us to listen the explanation continually.

(Interview transcript 8; Appendix B)

=====

2) Second Meeting

The second meeting was on Thursday, October 24th 2013. The material was about expressions of asking and giving, and refusing services and things. The topic was *In the post office*. Before I started to give them a new material, I asked the rest of the group to practice because the previous materials had not finished yet. The students seemed still shy and hesitant when they were practicing the role play. They seemed still shy when I asked them to explain the differences of the expressions that they have learnt. They even asked me to choose the students who considered smartest in this class to explain the expressions. Yet, they also hesitated whenever I asked them to practice without looking at their notes. They practiced while sneakily looking at their notes in the class even I have already warned them not to take a look at the notes. Besides, there were some students who have not been as active as the others yet. They were still afraid and shy to

speak in the class. They told me that they were not confident to express their opinion in English. Hence, I had to ask for many times for getting someone who wanted to be a volunteer to answer my questions. As a result, I had to repeat the same questions and instructions to get more their attention.

Later, I started to give the materials and introduce the topic on that day about the post office by presenting some pictures and asking some questions related to the background knowledge. After that, I started to give each student some random cue cards about things in the post office. During the second meeting, they have already brought a dictionary just like what I told them in the previous meeting. After that, I asked some students to attach the cue cards in the whiteboard and we started to pronounce them one by one. Besides, I also asked them to check the name of the pictures from the dictionary since the pictures would be used during the role play practice in the end of the lesson.

In the second half of the lesson, I asked them to practice the role play based on the cue cards which they have got. Before that, I read and explained the rules from the role play card. The students started to understand what they have to do. They started to make a dialogue based on the example before. Next, I asked them to memorize the dialogue based on their role. Some students started to memorize it as soon as I asked them, but the rest did not have any confidence to memorize it. In the end, all of the students have succeeded in memorizing the dialogue but they were still unable to control the pronunciation when they were practicing the role play. As a consequence, I gave a lot of feedback during this meeting. Besides, they were still unable to manage the gestures. The gestures here

were movement of the hands, arms or head, etc. to express an idea or feeling of the speakers or the students in this class. Moreover, gestures helped the students to express their feelings or intentions into some movements. Meanwhile, it was important to control the gestures during the role play since the students had to act based on their roles so that the gestures should be represented their roles. However, the students were happy for that meeting since they have just realized that they actually have an ability to speak without reading the note. The following interview transcript describes the situation.

=====

R : *Dek Alfin, menurutmu hari ini pelajarannya gimana?*
(Alfin, what do you think about the lesson today?)

S : *Menyenangkan, Miss. Kalau kemarin kan kita belum ada practice. Pas ada practice kita senang, Miss. Soalnya kita jadi bisa tau kalau kita akhirnya bisa perform kalau kita berusaha.* (It was fun, Miss. On the previous meeting, we have not got a chance to practice. I was happy because we are able to perform if we work hard.)

(Interviews transcript 10; Appendix B)

=====

3) Third Meeting

The third meeting was on Saturday, October 26th 2013. The materials for the meeting were expressions of asking and giving opinions. Meanwhile, the topic was *Visiting the doctor*. In this meeting, the students were asked to mention the things they usually found in the doctor's room and then wrote them in the whiteboard. After that, we had a practice to pronounce those things together. Besides, I also let the students to hear the correct pronunciation from the dictionary. After they heard the correct pronunciation, then they pronounced them together. Next, I explained the difference between asking and giving opinions. In

addition, I provided some examples of expressions in asking for and giving opinions related to the topic visiting the doctor.

The students seemed to be more excited in this meeting since the topic was more familiar than the previous topic *In the post office*. Moreover, they looked more confidence because they have succeeded in performing the dialogue for role play in the previous meeting. In this meeting, I asked them to pay attention to their body movements during the role play. In the previous meeting, they did not pay attention to their gesture when they speak because they were still hesitated to speak without a note. In this case, I encouraged them to not only memorize the dialogue in correct pronunciation but to speak in an appropriate intonation by giving them some examples of falling and raising intonation. Besides, I also re-explained about the use of gestures during the role play practice. To make sure the students' understood, I asked them to have a practice by themselves in pairs based on the dialogue in the handout.

Next, I divided them into groups of four and distributed the role play card and the cue cards for each group. In this meeting, I asked them to comprehend the rules from the role play cards and also they have to make a dialogue based on the situation in the role play card. In this meeting, they seemed understand the instruction than the previous meeting. Hence, I informed them that on this meeting, they were going to find out the best doctor among the groups. The best doctor was the doctor who took care of the patient very well and also the one who used the correct expressions in facing the patients. Right after the information had been announced, the class situation has changed. The students who seemed tired

after having physical exercise lesson before became excited that they were asking many questions related to the rules. This class had a high desire to win when it came to be the winner. The students who did not know what to do in the previous meeting have changed into students who have a lot of idea to make the dialogue. But, due to the limited time of this meeting, the students have to practice in the next meeting. The students disappointed that they unable to perform directly on that day. Then I tried to make them more patient to perform in the next meeting.

4) Fourth Meeting

The fourth meeting was on Wednesday, October 30th 2013. The materials for the meeting were still about asking for and giving opinion with the topic visiting the doctor. During this meeting, I used the first forty minutes to deal with their dialogue and the rest to observe the students' practice because they have not get a chance to practice in the previous meeting. As soon as I entered the class, the students were very excited. They have already arranged the chair so that they would able to sit in groups in the class. As I started the lesson, I asked them to take a look at their handout to review the previous materials. In this occasion, I asked them whether they used the handouts to study or not, fortunately they told me that the handouts were helpful especially when they studied at home.

After that, I asked them to pronounce the words that had been taught in the previous meeting. Some students were still mispronounced the words, yet the others were correct. After re-explaining the mispronounce words, I asked them to take a look at the role play cards and cue cards and then asked one of the groups to explain the rules. Later, I asked them to take a look at their dialogue. Next, I

took a look at their dialogue that they have made in groups. The result was better than before. In this meeting, they made the correct dialogues based on the situation in the role play card, but they still had some errors during the role play. Yet, I correct their errors on the spot during the role play.

In the second half of the lesson, I asked the volunteer to practice, surprisingly the groups wanted to be the volunteer. As a result, the class became noisy. In the end, I gave the number for each group and I chose the group which would be the first. All groups were practicing excitedly in the class. They tried to observe the others to find out the best doctor among the groups. The indicator of the best doctor was a doctor who helped the patients very well. As they finished the practice, the bell has rung. The students were generally improved their speaking skills, but some of the students somehow still use a note to avoid the mistake.

d. Giving Feedback to the Students' Pronunciation

Feedback was given during the teaching and learning process in this cycle. I usually gave the feedback in some different ways such as repeating the students' mistakes, stating confirmation like "*are you sure?*", giving option of the right pronunciation, and also giving a gesture or giving a facial expression such as slightly nodding when they spoke using correct intonation. Giving the feedback in those different ways was in line with what has been said by Harmer (2001: 104-109) that the feedback was implemented using several ways such as in the form of comment, grades, or marks on the learner's record sheet. Feedback helped the

students be aware of their mistakes and be able to correct the mistakes. It can be inferred from the vignette below.

=====

... The R and the Ss discussed about their friends' performance.
"Which is right /cofi/ or /ka:.fi/ asked the R. *"/ka:.fi/, Miss",*
 answered the S. The R asked a confirmation, *"Are you sure?"*.

(FN.06, Wednesday, October 23rd 2013)

=====

Giving feedback helped the students became aware of the mistakes that they have made. Moreover, it encouraged them to improve their speaking confidence, especially their confidence to speak in English. Hence, they would improve their English as they had already known which one was wrong and which was correct.

3. Reflection

In order to make some reflections, the collaborator and I discussed the teaching learning process after we were conducting the actions in Cycle I. It was to fulfill the democratic validity and the dialogic validity as mentioned in the Chapter III. The discussion was based on the observations in the teaching and learning process. Moreover, we also analyzed the data from the interviews transcript in order to evaluate the action. The following were the results of the reflection.

a. Using the Classroom English During the Teaching and Learning Process

Classroom English was used in the teaching and learning process during Cycle I. It was applied regularly in opening the lesson, main activity, and closing the lesson. Hence, the implementation of the classroom English was successful in

improving the students' speaking skills. Besides, it encouraged them to speak English since they got more opportunities to practice their English speaking during the teaching and learning process.. Moreover, the implementation of the classroom English was beneficial because it drove the students to be more familiar with the foreign language. It was shown by their ability to respond to my questions. When I asked them some questions in English, they answered in English. This shown that they could understand and respond the expression appropriately.

In the first meeting, some students were still confuse and did not know how to respond my instructions and explanations in English since they were unfamiliar with the English classroom. Besides, it was because of my health. In the first meeting, my voice was not louder enough due to influenza so that the students who sat in the back of the class were unable to hear my voice clearly. However, the problem was fixed in the next meeting as my condition got better. As a consequence, the students were doing well in the next meetings as they were able to respond using English. It can be seen from the following extract.

R : *Dek, menurutmu gimana sih penggunaan classroom English yang biasa kita pakai waktu dikelas itu?Bermanfaat untuk kalian ga?(What do you think about the use of classroom English? Is there any benefit for you?)*

S : Menyenangkan, Miss dan tentu bermanfaat bagi kita dong. Kan kita jadi terbiasa mendengar percakapan Bahasa Inggris dan ikutan ngomong pakai Bahasa Inggris gitu. (It is interesting, Miss. Moreover, it gave a lot of benefits for us. Since we were listening to English conversation, as a result it encouraged us to speak in English.)

The result of the questionnaires below supported the students' responses towards the use of classroom English in the teaching learning process during Cycle I.

Table 4. 6 The questionnaire result on the benefits of using classroom English (in the teaching and learning process of speaking)

Statement	Option	Students' Choice	
The use of classroom English in the teaching and learning process motivate me to speak English.	Strongly Agree	15	37.50%
	Agree	25	62.50%
	Disagree	0	0%
	Strongly disagree	0	0%
The use of classroom English in the teaching and learning process gave a lot of benefits for me.	Strongly agree	10	25%
	Agree	28	70%
	Disagree	2	5%
	Strongly disagree	0	0%

From the questionnaires above, it can be seen that more than 50% of the students responded that the use of English classroom were beneficial for them. The use of English classroom was effective to motivate the students to speak.

b. Applying Role Play Technique

In this Cycle I, role play technique was regularly used during the teaching and learning process. This technique improved the students' involvement in the teaching and learning process since they had to interact with their partners and groups in every meeting. Although some of them were still shy to express their feeling and opinion when they were performing, this activity helped them to improve their speaking skills. Moreover, the students were supposed to get a feedback from their partners and groups because they worked together. As a result, the students were more active during the lesson, especially in speaking

class. It is proven through the following interview transcript below.

R : *Bagaimana dengan kemajuan siswa setelah diperkenalkan dengan role play, Bu?* (What do you think about the students' improvement after they learnt role play?)

ET : *Saya rasa siswa mengalami kemajuan, Mbak. Yang saya lihat paling pertama itu adalah mereka jadi lebih aktif. Kalau dulu kan mereka passive sekali. Mbak juga lihat waktu observasi itu kan ya. Tapi sekarang, beberapa siswa juga sudah menunjukkan rasa percaya dirinya saat speaking...*(In my opinion, the students gained some improvements. The first aspect that could be seen was they became more active. As you can see when you had an observation previously, the students were very passive. But, now some students showed their confidence during speaking activity.)

(Interview Transcript 12; Appendix B)

The students' responses toward the role play implementation were also positive. The following table is the result of the questionnaire filled by the students.

Table 4. 7 The questionnaire result on the benefits of applying role play (in the teaching and learning process of speaking)

Statement	Option	Students' Choice	
Role play motivates me to speak English confidently	Strongly Agree	11	27.50%
	Agree	26	65.00%
	Disagree	3	7.50%
	Strongly disagree	0	0%
The use of role play brings a lot of benefits for me.	Strongly agree	14	35.00%
	Agree	24	60.00%
	Disagree	2	5.00%
	Strongly disagree	0	0%
Role play helps me to express my ideas.	Strongly agree	16	40.00%
	Agree	24	60.00%
	Disagree	0	0%
	Strongly disagree	0	0%

From the questionnaires above, it can be seen that more than 50% of the students responded that the role play implementation brings some positive effects

to them. The role play implementation was effective to motivate students to speak English, to guide them in expressing their ideas and their mind, and it also gave a lot of benefits for them especially in their speaking skills. In addition, role play was a new experience for them since they have never learnt about role play before. As a result, the students were excited during the implementation.

However, some problems occurred during the implementation of role play in this class. First, it was related to the time management. The students often got uncooperative so I spent too much time to handle them. As a consequence, I did not manage to provide the students with sufficient time for practice using role play. Each group in which the class was divided did not have the same time allocation to perform. The lack of time management happened because that was the first time I taught this class so I had to adapt quickly. Second, it was related to the teacher's control. In the third meeting, I got difficulties in controlling and observing them during the teaching and learning process. Third, the students had not performed the role play optimally during the Cycle I. In the Cycle I, the students performed twice and the results were not maximal yet. During the second meeting there were some students who did not get a chance to perform because they did not attend the English class. It was because they had to conduct an practicum in Biology laboratory for a contest. Besides, the students who left in the class seemed had not showed their potential yet. It might be because it was the first time for them to learn and perform role play. As a consequence, the collaborator and I decided to conduct the Cycle II in the next meeting. Thus, those problems would be improved for the next meetings in the Cycle II.

c. Giving Feedback to the Students' Pronunciation

Based on the observation, it was found that the students' pronunciation improved during the teaching and learning process. In every meeting, I drilled them with some words for many times in order to encourage them to pronounce correctly when they were performing. Besides, their participation during the teaching and learning process improved. It was shown when I asked them to have perform, they were performing confidently. Some feedback given before their performance had improved their confidence even some students still mispronounced the words. Hence, it was important to give feedback after the performance in order to know the strengths and weaknesses of the students' performance.

Giving feedback was effective to encourage the students to speak English.

Thus, it can be inferred from the following interview.

=====

R : *Dek, hari ini udah tambah berani ngomong pakai bahasa Inggris apa belum?* (Have you improved your confidence in speaking?)

S : *Lumayan berani, Miss. Tapi kadang masih malu gitu kalau dilihat banyak temen-temen.* (Yes, I am. But, sometimes I was still shy whenever my classmates were watching my performance.)

(Interview transcript 11; Appendix B)

The students' responses towards getting feedback were also good. The following table is the result of the questionnaire filled by the students.

Table 4. 8 The questionnaire result on the benefits of giving feedback for the students (in the teaching and learning process of speaking)

Statement	Option	Students' Choice	
The teacher guides me whenever I find difficulties.	Strongly Agree	11	27.50%
	Agree	29	72.50%
	Disagree	0	0%
	Strongly disagree	0	0%
The teacher gives feedback and correction in every meeting.	Strongly agree	18	45.00%
	Agree	22	55%
	Disagree	0	0%
	Strongly disagree	0	0%

d. Giving Handout of Today's Materials as a Brief Guideline

The handout given had helped the students in learning the materials. It was very efficient because the students would save their time to listen the explanation. They did not need to write the teacher's explanation since the explanation and the material had been given in the handout. As a result, they could pay more focus on the teacher's explanation while looking at the handout instead of making notes. Giving handout was effective to help the students learn the materials during the lesson even when they were at home. It can be inferred from the following interview.

R : *Dek, bagaimana menurutmu tentang handout yang selalu Kakak berikan pada setiap pertemuan itu? Bermanfaat ga, Dek?* (What do you think about the handout which I always gave in every meeting? It is helpful?)

S : *Iya, Miss. Itu bisa buat nambah pengetahuan selain dari buku paket dan LKS.* (Yes, it is. It helps us to enrich our knowledge other than from the book and the students' worksheet.)

From the interview above, the collaborator and I decided to use this action in the Cycle II because it was effective to enrich the students' knowledge.

The collaborator and I wrote some notes in order to check the students' speaking progress and mark their performances' score in the end of the meeting. There were some indicators which were being used to assess the students' performance. The indicators which were being used during the assessing consisted of grammar, fluency, pronunciation, vocabulary, and comprehension. Thus, the students' mean score in the Cycle I was presented as follow.

Table 4. 9 Students' mean score in Cycle I

Indicators	Mean Score
Grammar	3
Fluency	2.8
Pronunciation	3
Vocabulary	2.825
Comprehension	3.15

With regard to the interviews with the students and the discussion with the collaborator, all the actions were effective to improve the teaching and learning process of speaking. The weaknesses and the problems which were still found would be fixed in the next cycle.

C. The Report of Cycle II

1. Planning

Based on the discussion with the collaborator, it was determined that Cycle II still focused on the some problems found in Cycle I. Hence, I decided to apply the same activities and some new actions with the hope that the teaching

and learning process would be more enjoyable and the students' speaking skills would significantly improve. The action plans of Cycle II can be seen as below.

a. Using the Classroom English During the Teaching and Learning Process

This action was the same as the planning in the first cycle. English would be used in some functions such as opening the lesson, greeting the students, explaining the materials, giving the instructions, giving feedback, and closing the lesson. Meanwhile, the difference with the previous action in the Cycle I was that in this Cycle, I would speak English without translating the expressions which were usually used during Cycle I. That was because the students were already familiar with the simple instruction. Hence, it would motivate the students to speak English better than before.

b. Applying Role Play Technique

In cycle II, role play technique was implemented in every meeting. In the previous Cycle, role play was successfully implemented to help the students to speak. Therefore, through this Cycle II, role play was expected to be more as successful as the previous Cycle. Alongside with the Cycle I, I would provide the practice for the students before they have to perform the role play. Considering the problems during the meetings in the first cycle, I would manage the time given to give students more opportunity to speak in English.

c. Giving feedback to the Students' Pronunciation

According to the reflection from the first Cycle, it was found that the students' pronunciation was still poor. But, even their pronunciation was still

poor, they had a good motivation and very enthusiastic to know the correct pronunciation of some words. They still needed to be guided in pronouncing the words correctly from the teacher. Hence, I planned to give feedback on the students' pronunciation in every meeting. It was expected that through giving feedback in every meeting, the students would improve their speaking skills.

d. Giving Handout of Today's Materials as a Brief Guideline

As found in Cycle I, the handout was helpful in helping the students to learn. The students paid attention more on the explanation and the lesson rather than busily writing the explanation. They did not need to write the teacher explanation since the materials and the explanation had been given in the handout. Moreover, Hence, I planned to keep providing the handout until the last meeting to maintain the situation during the teaching learning process.

e. Giving Rewards to the Best Performance

The finding in the Cycle I indicated that the students increased their motivation to compete with the others friends. In the contrary, they looked anxious and less enthusiastic when they had a lot of homework to do for the other subject on that day. Hence, I planned to give rewards to the students in the hope that they would increase their motivation to give their best performance during the lesson. The rewards were in the form of credit points for those who were active during the class. It was expected that rewards would encourage the students to give their best performance.

f. Helping the Students to Install the Electronic Dictionary in Their Gadgets

In order to support the learning process, I would help the students to install an electronic dictionary since most of them had mobile phone which supported the installation of a dictionary program. The electronic dictionary was chosen because most of the students in this class had never brought a printed dictionary since it was heavy. Moreover, dictionary was an important tool for those who were learning a new language. By installing the electronic dictionary, the students would be able to find the words quickly just by typing the words on the gadget, besides they would also be able to find the right meaning of the word. Furthermore, the electronic dictionary was an attractive tool since it was simple and only being installed on the electronic stuffs such as mobile phone and laptop.

Table 4. 10 The Comparison of the Actions in Cycle I and Cycle II

Cycle I	Cycle II
Using classroom English during the teaching and learning process.	Using classroom English during the teaching and learning process.
Applying role play technique.	Applying role play technique.
Giving feedback to the students' pronunciation.	Giving feedback to the students' pronunciation.
Giving handout of today's materials as a brief guideline.	Giving handout of today's materials as a brief guideline.
	Giving rewards to the best performance.
	Helping the students to install the electronic dictionary in their gadgets

2. Actions and Observations of Cycle II

Cycle II consisted of three meetings. The actions were conducted on 31st October, 6th November, and 7th November 2013. The second meeting should be held on 2nd November 2013, but it was cancelled to 6th November 2013 due to the school birthday. The schedule of Cycle II can be seen in the table below.

Table 4. 11 The Schedule of Cycle II

Meeting	Day and Date	Time	Material
I	Thursday, 31 st October 2013	2 x 40 minutes (07.00 a.m.— 08.20 a.m.)	Expressions of inviting, accepting, and rejecting, invitation
II	Wednesday, 6 th 2013	2 x 40 minutes (09.15 a.m.— 10.35 a.m.)	Expressions of agreeing and disagreeing
III	Thursday, 7 th 2013	2 x 40 minutes (07.00 a.m.— 08.20 a.m.)	Expressions of congratulating and complementing

The actions were still focused on the implementation of role play technique. The students learnt three topics and some expressions in Cycle II. The topics were holiday, my favorite sport, and birthday party.

a. Using the Classroom English During the Teaching and Learning Process

The use of classroom English has proven to be an effective way to improve the students' speaking skills. The implementation of classroom English had significantly improved their speaking skills. Moreover, they increased their confidence in speaking. Besides, they understood the expressions that were usually said by the teacher during Cycle I without translation such as greeting the students. In addition, the students' participation to answer questions improved

especially during asking and answering questions. It can be inferred from the following vignette.

=====
 ... “Good Morning, class. How are you today?” greeted R. “Good Morning, Miss. I’m fine thank you, and you?” responded the Ss. R answered “I’m fine. Thank you.”. ... (FN.11, October 31st 2013)
 =====

b. Applying Role Play Technique

In the Cycle II, I also implemented role play technique in every meeting just as in the Cycle I. They had to study the dialogue and expressions from the handout, then they had to find their group, discuss and make a dialogue based on the topic in the role play cards and the cue cards, and finally they had to perform according to their roles. Role play improved the students’ confidence during the teaching and learning process. During this cycle, I asked them to find their own group in order to avoid the boredom. Besides, they would get more experience to work with different person.

1) First Meeting

The first meeting in Cycle II was conducted on Thursday, October 31st 2013. The topic in this meeting was holiday and the material in the lesson was the expressions of inviting, accepting, and rejecting invitation. I started the class by greeting them and then checking the students’ attendance list. After that, I reviewed the previous materials in order to make sure that they had understood. Before explaining the materials, I gave them blank papers and then I asked them to write down their name of the place that they want to visit during the holiday. The students were enthusiastic since they could write their favorite place to be

visited someday. Some students were asking whether they could write Sahara desert and many more objects in foreign country. They started to talk and joke around with their friends because of the excitement toward this topic. After that, I asked them to compile the paper in the table. Then, I showed some expressions of inviting, accepting, and rejecting, invitation to them. The students had already understood those expressions because they told me that the words did not seem to be difficult for them. Next, I picked some random papers and asked the students who had those papers to tell their destination to their friends. Besides, I asked them to try to invite their friend to join him or her to visit that place during the holiday. The students laughed and joked a lot since some students were playing hard to get whenever their friend invite them. The students who were eager to join would accept the invitation. In the contrary, those who did not want to join would reject it by using the expressions that had been taught before.

The students seemed understand the materials quickly than the previous Cycle. Thus, I asked them to study the dialogue in the handout with their pairs. After that, I asked them about the differences of those three expressions. It can be seen in the extract below.

...The R then asked the Ss about the differences between expressions of inviting, accepting, and rejecting the invitation. "Miss, inviting is mengundang seseorang, accepting is menerima undangan itu, and rejecting is menolak undangan" answered one of the Ss. "That's a great explanation, Desta" complimented the R...(FN.11, October 31th 2013)

Next, I gave them some explanations about the expressions. I asked them to ask me if they got something difficult to be understood. In the contrary from the

previous meeting, in this meeting the students started to ask confidently without hesitating. They were not shy anymore to tell about their difficulties in this meeting.

=====
 ...I asked the difficult words in expressions during this meeting.
 "Is there any question?" asked the R. "Miss, kalau sure. I'd love too, artinya apa ya?" asked one of the Ss. Then, I explained the meaning of the words.
 (FN.11, October 31th 2013)
 =====

After explaining, I asked them to repeat the vocabulary related to the topic. The vocabulary list was provided in the form of pictures of some interesting places. Next, asked them to find their own group. After they divided themselves into groups, I started to give them the role play cards and the cue cards. I explained the rules, and then I informed them that the mission of the day was to find out the best group performer during the role play. The students looked excited as they hurriedly make the dialogue based on the situation given. The first thing they had to do was they have to use their holiday destination which was written on the paper. The holiday destination which was written in the paper would be their keyword during this meeting.

The students started to perform in the class. Meanwhile, the others were excitedly watching their friends' performances. The students were clapping their hands when they watched a good performance. However, the class situation became really noisy because some groups wanted to be the next group to perform. In the end, I asked the group who was performing to choose the next group to perform. The students seemed to be satisfied with my decision. The role play

perform became more interesting when the time was almost over. The role play technique helped them in being engaged with the lesson since the students were enjoying the role play performance in this meeting. It can be seen in the following transcript.

=====

R : *Dek Melin, pelajaran hari ini gimana?* (Melin, how's the lesson today?)

S : *Menyenangkan, Miss. Kita jadi aktif banget pas perform hari ini.* (It was fun, Miss. We were performing actively today.)

(Interview transcript 16)

=====

2) Second Meeting

The second meeting in Cycle II was conducted on Wednesday, November 6th 2013. The materials were about expressions of agreeing and disagreeing. Meanwhile, the topic was about my favorite sport. The Ss understood some simple expressions without translation. It can be inferred from the following transcript.

=====

... "How was the school's anniversary? Did you enjoy it?" asked the R. "Very happy, Miss" answered Ss. "Did you win the contest?" continued the R. "Iya, Miss" answered the Ss. "In English please" asked the R. then, one of the students, Poppy answered "Alhamdulillah VIII B class won in five categories.". "Wow, great. Your English has gotten better. Congratulations on your winning" complimented the R. ... (FN.07, November 6th 2013)

=====

I started the lesson by reviewing the materials in the previous meeting before go on to the new materials. After that, I showed some pictures of many kinds hobbies to them. The students looked happy with this topic, especially the

boys. Later, I asked their opinion whether sky-diving was dangerous or not. Some of them shouted that it was dangerous hobby, but the rest of the students disagree with it. They thought that sky-diving was an interesting hobby because they could see everything from the top.

Next, I showed some expressions of agreeing and disagreeing to them and explained the use of those expressions in the daily life. After that, I asked the students to form the groups and then gave them the role play cards and the cue cards. In this meeting, one of the group members would act as a reporter and the three people acted as public figures. I was little bit surprised because the students finished to make the dialogue faster than the previous meeting. Later, they started to perform the role play by acting as a reporter and the public figures to talk about whether their hobby was dangerous not. The students looked so engaged with the lesson today since it was an interesting topic. In the end of the lesson, I gave them feedback toward today's performances, besides I also gave the feedback on the students' pronunciation. Thus, they seemed enjoying the teaching and learning class. It can be inferred from the interview transcript below.

=====

- R : Dek Naufal, hari ini pelajarannya gimana? (Naufal, what do you think about the lesson today?)
 S : Aku seneng sama topic nya hari ini, Miss. Pokoknya menyenangkan deh hari ini. (I love the topic today, Miss. It was fun today, Miss.)

(Interview transcript 18)

=====

3) Third Meeting

The third meeting was on Thursday, 7th November 2013. The materials were expressions of congratulating and complementing. The topic was about birthday party. After reviewing the last materials and warming up the lesson, I started to show some pictures related to the birthday party. I asked some questions to them while showing the pictures. Next, I asked them to write the things that they could find in the birthday party in the box in the whiteboard. They were hurriedly come in front of the whiteboard to write down their idea. As soon as they have finished, we started to pronounce those things together.

In addition, I also showed some expressions of congratulating and complementing to them. Next, I gave them a dialogue and then asked them to categorize the expressions of congratulating and complementing into two boxes. Fortunately, they worked very fast on that day. Thus, I decided to let them to form a group to perform the role play later. In this meeting, the role play was about a birthday party. In this birthday party, every member of the group got different role. One of the students would act as the one who celebrate the birthday; meanwhile the rest of the person in the group would act as his or her friends.

Next, they had to discuss and make the dialogue with their group before they performed. During this meeting, the students did their best to perform. The students were doing well in this meeting. In every meeting they were getting better in performing. Every group was being creative in elaborating the situation. Even they tried to use any properties provided in the classroom such as flower in

order to make an impression. Thus, all of the students really happy and they also enjoying the activity. It can be seen in the extract below.

=====

R : *Dek Helene, hari ini pelajarannya gimana dek?* (Helene, how's the lesson?)

S : *Seneng, Miss. Soalnya kita jadi bisa tau cara mengucapkan temen kalau pas ultah gitu.* (It was fun because it could help us to know how to congratulate our friends in his or her birthday, Miss)

R : *Tadi kan kita pakai Role play. Menurut adek, itu membantu tidak?* (Did Role Play technique help you in this meeting?)

S : *Kalau menurut saya sih sangat membantu, Miss.* (In my opinion, it helped us a lot).

(Interview transcript 14; Appendix B)

=====

In the end of the lesson, I checked the students' understanding about the materials that had been learnt in this meeting. Besides, I also gave the reward to the students who gave the best performance in this meeting.

c. Giving Feedback to the Students' Pronunciation

Giving feedback on the students' pronunciation was effective to help the students in improving the speaking skills. Thus, it was always given in every meeting in Cycle II. My feedback generally not only related to the pronunciation but also other aspects of English. Therefore, I always gave the feedback to the students so that they would feel more comfortable to ask any questions. As a result, in every meeting some students always asked the things that they did not know. The students were actively participated in asking and answering session during the class. It showed that a good relationship between the students and teacher would influence the teaching and learning process. In addition, it also

created a good atmosphere in the class, so that the student would not feel burdensome during the lesson. It can be seen from the extract below.

=====

... The R and the Ss discussed about the performance of their friend. "*Which is right /pir.a.mid/ or /'pir.e.mid/*" prompted the R. The Ss answered, "*/'pir.e.mid/*". "*Wow, great*" compliment the R. ... (FN.05. October 31st 2013)

=====

I usually gave feedback which was then followed by drilling. It was expected that the students would learnt from their mistakes and minimize the errors. As I gave much feedback on their pronunciation, the students' errors and mistakes in pronouncing words could be minimized. As a result, in the end of the meeting, they rarely made the same mistakes and errors.

d. Giving a Handout of Today's Materials as a Brief Guideline

During this Cycle, handout was also has an important role during the teaching learning process. It could not be separated from the teaching and learning process as it always helped the students to learn the materials. Besides, it also helped the students in completing the tasks given by me. As a result, the students could give more attention to my explanation while looking at the handout because the materials were already written on the paper. They just made a note if there was additional information which as not stated in the handout.

e. Giving Rewards to the Best Performance

In this Cycle, the rewards were given to certain students based on their performance. The students who received the reward were the students with the

best performance. The best performers were chosen every meeting in this cycle. Thus, the students were encouraged to do their best in every meeting after knowing that there would be rewards in the end of every meeting. As a result, each group has gained their awareness to keep the cooperation among the members. They also became more active in discussion and in answering the questions. It can be inferred in the following field note.

=====
 ...”Miss, jadi kita berkelompok terus bikin dialog buat perform role play ya?”.
 “Yes, that’s right. You can use your creativity and imagination to create the
 dialogue, but you should do it based on the role play cards”, answered the R.
 ... (FN. 07. Thursday, 31st 2013)

f. Helping the Students to Install the Electronic Dictionary in Their Gadgets

The idea of installing the electronic dictionary came up when I realize that the students never bring a dictionary during the English class. Yet, they always asked the meaning to me whenever they find some difficult words because they did not know how to find out the meaning instead of looking up at the dictionary. However, they felt lazy to bring dictionary in the class. On the next day, those who never brought a dictionary had installed an electronic dictionary application in their mobile phone and also in their laptop. They used it during the teaching and learning process. The class became conducive since there was no any noise from the students who asked the meaning of the words to me or to the other friends. Moreover, they preferred to use the electronic dictionary since they did not need to bring a thick dictionary. Besides, it was simpler since we could bring it everywhere, even after the lesson has ended.

3. Reflection

The collaborator and I did the final reflection after all actions had been implemented in three meetings. The problems which happened during the second cycle were discussed with the collaborator in order to fulfill the democratic validity and dialogic validity. The results of the reflection were gained from the observations during the teaching and learning process and the interviews in every meeting in this cycle. Thus, they are described as follows.

a. Using the Classroom English During the Teaching and Learning Process

The use of classroom English was effective to encourage the students' participation in speaking English. The students' participation in using English improved during the teaching and learning process. Their participation was not only in answering some simple questions and greeting, but also in stating their answer related to the material and when they were performing. Moreover, classroom English was effective to increase the students' opportunities to speak English. It was because by using classroom English, the students got more chances to speak English with special guided from me. Even, sometimes the students talked to me in English when we met outside the class. Their progress in speaking really improved during this Cycle. It was proved by the following interview transcript.

R : ... menurutmu kita perlu pakai classroom English biar bisa lebih membantu bisa terbiasa berbicara dalam Bahasa Inggris atau kita cukup pakai Bahasa Indonesia aja selama pelajaran Bahasa Inggris, Dek?(Do we need to use classroom English in order to help you to familiarize with speaking or we just need to use Indonesian during the lesson?)

S : Pakai classroom English dong, Miss. Karena kita terbiasa mendengar kata-kata dalam Bahasa Inggris kan kita jadi terbantu. Kayak

kita kemarin ini, Miss. (It will be better if we use classroom English. If we often hear the English words, it will help us in understanding the language. Just like us, Miss.)

(Interview Transcript 15; Appendix B)

b. Applying Role Play

Role Play technique was successful in improving the students' confidence to speak in English. The students were actively involved in the speaking activity during this Cycle. Hence, I gave them more opportunities to practice in these three meetings than in the previous Cycles. They had more opportunity to practice speaking with their friends. As a result, the students gained their confidence to speak English. Besides, they were more enthusiastic in doing the group work to make the dialogue for the role play performance. In addition, they were able to perform role play in a good and appropriate dialogue with proper pronunciation, expression, and gesture.

From the teacher side, the way I managed the time during the teaching and learning process increased. I could give more time for the main activity. Besides, I could manage the students during the role play implementation.

c. Giving Feedback to the Students' Pronunciation

Giving feedback on the students' pronunciation had improved their confidence in speaking. It also encouraged them to understand the materials being taught on that meeting. The feedback helped them to pronounce the words correctly. The feedback that I gave to them frequently made our relationship become closer. We felt that we were closer than before. Thus, they did not hesitate to ask many questions related to the materials when they found it difficult to

understand. Besides, the objective of the teaching and learning process could be achieved.

d. Giving a Handout of Today's Materials as a Brief Guideline

The handout which was distributed during the teaching and learning process helped students of VIII B class in studying and understanding the materials. Besides, they gave more attention on my explanation so that they were more concentrating during the lesson.

e. Giving Rewards to the best Performance

The rewards which were given during these meetings successfully encouraged the students to do their best. The students were really excited in making the dialogue for the role play performance. Their involvement to make the dialogue increased as they started to explore their creativity. Besides, they were being well-prepared for the performances. They were practicing the dialogue for many times before they had to perform it. During the performance, they expressed their words through gesture, too. As a result, they performed the role play amazingly.

f. Helping the Students to Install the Electronic Dictionary in Their Gadgets

Giving instruction to the students to install an electronic dictionary to their gadgets brought some positive effects for the students. One of the positive effect was it improved the students' vocabulary. The students' vocabulary had improved because it did have so many advantages in learning process. One of the advantages was because of its simplicity to be used in the teaching and learning process. The following table presented the students' mean score in Cycle II.

Table 4. 12 Students mean scores in Cycle II

Indicators	Mean Scores
Grammar	3.45
Fluency	3.3
Pronunciation	3.2
Vocabulary	3
Comprehension	3.575

Since the objective of the research was fulfilled and all actions were successful in improving the students' speaking skills, the collaborator and I decided to end the research in this cycle. The improvement of the teaching and learning process during Cycle I and Cycle II can be seen in the following table.

Table 4. 13 The Result after Implementing Role Play Technique in Improving the Students' Speaking Skills

No	Actions	Cycle I	Cycle II
1	Using classroom English during the teaching and learning process.	Some students responded the questions in English, such as responding the greeting. After explaining the materials in English, I usually gave the translation to the students.	All of the students actively answered the greeting and the questions related to the materials without hesitation. I gave them more time to understand the materials by themselves by decreasing the amount of translation giving by me.
2	Applying Role Play technique	Role play helped the students in improving their vocabulary because they had to make the dialogue in group and memorize the words and dialogue before performing the role	Role play was successful in improving the students' confidence to speak. During this Cycle, the students were able to perform good dialogue with appropriate

		<p>play. Besides, it also encouraged the students to think creatively because they had to make performance look so real. However, in this cycle, they were still shy to speak. Moreover, they lacked of expression, gesture, and pronunciation when performing the role play. In addition, it was difficult to control the students when we were conducting the role play.</p>	<p>pronunciation, gesture, and expression. Besides, they also improved their participation in asking and answering questions. In addition, I could manage and control the students when conducting role play technique.</p>
3	Giving feedback to the students' pronunciation	<p>Some of the students made a lot of errors and mistakes in pronouncing the words. Thus, feedback helped the students to correct their pronunciation.</p>	<p>Giving feedback helped the students to speak better. As a result, they were confident in pronouncing the words since they knew how to pronounce the words correctly. The students were made less errors and mistakes.</p>
4	Giving a handout of today's materials as a brief guideline	<p>The handout given successfully facilitated the students' learning.</p>	<p>The handout given successfully facilitated the students' learning.</p>
5	Giving rewards to the best performance		<p>The rewards successfully increased their motivation to do task and to be the best performer. Hence, they did their best to be the best group.</p>
6	Instructing the students		<p>The students had</p>

	to install the electronic dictionary in their gadgets		installed the electronic dictionary. As a result they had both manual and electronic dictionary. The class became more conducive than the before.
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4. The Scores of the Students' Speaking Skills

As had been stated in the reflection of the Cycle II, the implementation of the technique was successful in improving the students' speaking ability. The finding can be concluded from the observations of the teaching and learning process and the interviews with the students and the collaborator. To support the data from the observation and interviews, the researcher assessed the students' speaking skills when the students performed role play in the class.

The assessment was conducted in the fourth meeting of Cycle I, on Wednesday, October 30th 2013. The students formed groups then they made the dialogue based on the role play card and the cue card. After that, they performed the dialogue through role play. The students in each group had to act their own role to be shown during the performance. The second assessment was on November 7th 2013. The students worked in groups in order to make the dialogue based on the situation given in the role play card. Moreover, they had to act their roles using appropriate gestures. The comparison between two performances supported the findings of the research. The scores gained were from the

accumulation of the total scores from the collaborator and I. After that, the scores were divided by two to get the mean scores.

The students' mean score in the Cycle I was 2.9 and 3.3 in Cycle II. Thus, based on the comparison between each student mean score in both performances, there was an improvement in the students' speaking skills. Almost all of the students got higher scores in the second performance or second Cycle. In general, the students achieved a higher improvement in pronunciation, vocabulary, and also interactive communication. This can be seen in the appendix.

5. Discussion

The implementation of the actions of this research was finished. The research was focused on improving students' speaking skills using role play. Role play was implemented in the first cycle and second cycle. Moreover, based on the finding of the research, it is shown that role play was successfully improved the students' speaking skills. Based on the observation, actions, and reflections, the research findings can be seen as follows.

First, role play was effective to improve the students' speaking skills in some aspects such as in grammar, fluency, pronunciation, vocabulary, and comprehension. By using this technique, the students would get more opportunities to practice with their pairs and groups in the class.

Second, role play was effective to give the students more opportunity to speak. During the implementation of role play, the students have a lot of chances to interact with their partner and their group. This interaction encouraged them to

speak English more, yet they should not feel shy because all of the students were also practicing.

Third, role play was effective to encourage the students' motivation in speaking. The students were motivated to learn because they enjoy the class situation and the technique being used. Besides, in order to increase the students' motivation, the teacher needs to give some rewards to the students in the form of point for the students.

Fourth, role play was effective to gain the students' self confidence in speaking. During the observation, the students were seemed shy and had less confidence especially when they had to speak. Yet, role play supported the teacher to guide and give feedback to the students during their practice so that it would encourage them to speak confidently.

Fifth, the teacher should consider some factors in order to minimize the problem during the implementation of the technique. The factors covered class control and time management. The teacher should be able to control the class during the role play implementation. Controlling the class would help the teacher to maintain good atmosphere in the class. Next, the teacher should consider the time. It means that the teacher should be able to manage the time during the implementation so that there would be no obstacles during teaching and learning process.

Lastly, role play implementation provides positive effects to the students' speaking skills. The students were able to speak fluently and confidently after they had being taught by using role play. In addition, the steps in conducting role play

facilitated them to have more practice and encourage their motivation to speak English. Thus, role play required them to be active speakers.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions, implications, and suggestions of this research. There are three sections in this chapter. The first section presents the conclusions, the second section presents the implications, and the third section presents the suggestions.

A. Conclusions

This action research study was conducted among the grade eight students of SMP N 1 Klaten in the academic year of 2013/2014. The aim of this research was to improve the students' speaking skills through role play. The actions were conducted in two cycles which consisted of seven meetings. Hence, as stated in the discussion in the previous chapter, it can be concluded that the use of role play was effective in improving the students' speaking skills. In addition, there were two kinds of data that I collected in this research. The first data were qualitative data which could be seen as follows.

In the Cycle I, it was found that there were successful and unsuccessful actions due to some factors. Thus, in order to overcome the unsuccessful actions, there were some additional actions to be conducted in the Cycle II. In the end of the Cycle II, it was found that role play could improve the students' participation and motivation during the speaking class. Moreover, it also successfully improved the students' speaking skills.

In terms of quantitative data, there was an improvement on the students' speaking skills which could be seen from the result of the test in the end of each cycle. The mean of the students' scores improved from pre-test 2.4 to 2.9 in Cycle I to 3.3 in Cycle II or post-test.

The findings presented previously also led to the following conclusions.

1. Classroom English in the teaching and learning process supported the students to obtain more vocabulary and improve their pronunciation. Besides, it helped them to understand the expressions which were being used during the lesson. Thus, it encouraged the students to speak during the English class.
2. Role play was effective to improve the students' speaking skills. Role play as interesting technique provided some attractive activities which were appropriate to be applied during the speaking class. Hence, the students were more active to participate the classroom activity. As a result, they would improve their speaking skills and also their self-confidence.
3. Giving feedback helped the students to improve their speaking skills. There were some considerations to give the feedback such as the class condition. It is inappropriate to give feedback when the students were noisy and do not focus on the lesson. Therefore, the feedback was implemented using several ways such as in the form of comment, grades, or marks on the learner's record sheet.

B. Implications

There were some implications due to the result of this research. The implications of the actions were described as follows.

1. The use of classroom English in the teaching and learning process supported the students to obtain more vocabulary and improve their pronunciation. It implies that the English classroom was effective to help the students in mastering English. Yet, the teacher has to use English and interact with the students using English continuously during the speaking class.
2. Role play was effective to improve the students' speaking skills. Role play was an interesting technique to be applied in the speaking class. It supported the students to be more active and also made them participate in the speaking class. They had understood how to practice and act based on the situation given in role play so that they had more opportunities to interact with their friends using English. It implies that the English teacher could use role play as one of an alternative techniques in the teaching and learning process in speaking class since it was effective to improve the students' speaking skills.
3. The use of interesting activities by using role play was effective to improve the students' motivation to learn and participate in every activity. Hence, it encouraged the students to do the task because the activities were attractive. It implies that the English teacher had to provide various

activities during the speaking class in order to increase the students' focus and involvement.

4. Giving feedback was effective in encourage the students' confidence in pronouncing the English words because it motivated them to learn how to pronounce it correctly. Thus, it helped them to make less errors and mistakes in speaking class. It implies that the English teacher needs to give feedback to students in every meeting so that they would not forget how to correct the errors during the practice.

C. Suggestions

Based on the conclusions and implications, some suggestions are offered for English teacher, the students, and other researchers. The suggestions are presented as follow.

1. To the students

The students as the subject in the teaching learning process should participate in every activity in the class. It was because when the students as the participants were actively involved in the class then the teaching learning process would run effectively. In addition, they need to practice more in order to be more fluent in speaking. They should not be afraid of making mistakes during the practice. When they feel that English was a difficult, then they have to find a way to make it easy to be learnt.

2. To the English Teacher

It is important for English teacher to consider the students' need in learning English in order to choose an appropriate technique and activities in the class. Yet, the teacher also needs to use various techniques that appropriate with those needs. Besides, she has to add some materials to attract the students to learn inside or outside the class. Moreover, it is important for the teacher to use classroom English and apply some interesting activities during the lesson.

3. To other researchers

It is expected that the researcher who would conduct similar research will be able to find other alternative and develop some communicative techniques such as role play in order to support the students to interact with others. It is also suggested that the results of this research can be used as an input in conducting another research.

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APPENDICES

APPENDIX A: Field Notes

FIELD NOTES

No : FN.01
Date : Friday, 20th 2013
Time : 09.00 a.m.
Activity : Asking research's permission
Respondent : R : Researcher
 S : Security guard
 ET : English Teacher

The R arrived at the school at 09.00 a.m. and went to the security guard office in front of the school. R asked S permission to enter the school in order to meet the ET. Before the R entered the school, S asked to see the observation letter and then he let the R to go inside the teacher's office. In the teacher's office some teachers greeted the R and some of them still remember that the R had done the KKN-PPL in that school before. The R then went to the ET's desk. The ET was welcoming the R friendly. After that, the R explained her intention to conduct a research in this school. She continued the conversation by asking the students' problems during the English class. The ET agreed the R's plan to conduct a research in this school. The ET then suggested conducting the research in VIII class, but she asked the R to ask the permission to the school headmaster first. Moreover, she told that the R supposed to conduct the research in VIII B class. It was because the students of VIII B had problems in speaking English. Next, the R told the ET while giving the observation letter that before she held the research, she had to observe the English teaching learning process in the class. The ET asked the R to observe the teaching learning process on Wednesday 25th 2013. Later, the R went to the headmaster's office, but unfortunately, the school principal had a meeting with the others school principal somewhere. Hence, the S asked the R to visit the headmaster on the next day.

No : FN.02
Date : Saturday, September 21st 2013
Time : 08.00 a.m.
Activity : Asking research's permission
Respondent : R : Researcher
 HM : Headmaster

The R arrived at the school at 09.00 a.m. and asked the security guard's permission to meet HM. The R was asked to wait for an hour because there were some guests visited the HM. An hour later, the HM asked the R to go inside the

headmaster's office. The R then met the HM and talked about her intention to conduct a research in this school. The HM kindly responded the R's intention and he gave the permission. In addition, he also asked the R to discuss the research planning with the ET. Yet, before conducting the research, HM asked her to bring the permit letter from the faculty and then bring the letter to the related office in the Bupati's office. She told the HM that she has already brought the letter but she did not take it to the Bupati's office yet. Hence, she would immediately bring the letter to the Bupati's office. After that, she thanked the HM and asked permission to meet the ET. The R met the ET in the teacher's office during the break time. The R asked the ET's teaching schedule and confirming the date for the classroom observation. Later, the ET showed the schedule and then the R asked permission to go home.

No : FN.03
Date : Monday, September 23rd 2013
Time : 11.20 a.m.
Activity : Giving the permit letter
Respondent : R : Researcher
HM : Headmaster
ET : English teacher

R arrived at school at 11.20 a.m. and went to the headmaster's office to show the permit letter to the HM. The HM then took the permit letter and gave some suggestions to the R. The HM explained that after the R conducted the research, the R had to give the thesis to the school and some related offices in Klaten. Moreover, the HM expects that the research which would be conducted bring some benefits for the students in learning English. After that, the thanked the HM and asked permission to go home.

No : FN. 04
Date : Wednesday, September 25th 2013
Time : 09.15 a.m.
Activity : Observation
Respondent : R : Researcher
ET : English Teacher

On Thursday, the English class in VIII B began on 09.00 a.m. As the bell rang, ET entered the classroom first, and then she invited R to the classroom. As

R entered the class, the ET introduced R that R would conduct an observation in the VIII B class. Then ET asked one of the students to bring a chair from the library to the classroom for R. After that, ET asked R to sit at the back of the class. R started to take notes while observing the lesson.

ET started the lesson by greeting Ss and asking the homework. ET told Ss that they were going to check the homework. ET asked Ss who likes drawing. Some Ss raised their hands; ET asked one of the Ss called Destian to draw a tree in the whiteboard. ET asked Ss to open the *LKS* on page 5, 6, and 7 about parts of a tree. ET told Ss that they must speak in English during the English lesson. After that, ET started to explain parts of the tree based on the picture in the whiteboard. ET asked Ss to guess the parts of the tree which consist of leafs, branch, trunk, stem, fruits, and root. ET gave some questions to the Ss and asked them to answer the questions orally. Most of the Ss were shy and afraid in expressing their answers. As a result, they made wrong pronunciations. Hence, sometimes the ET did not give any feedback to the Ss' pronunciation.

Right after that, ET asked some volunteers to read the homework from the *LKS*. Unfortunately, there were only two Ss who raised their hand. The rest of the Ss remained silent and pretended to look at the homework. As a consequence, ET pointed out random students to read their homework. ET told the Ss that she was doing this because she wanted to know those who did not do the homework. Therefore, ET really appreciated Ss for doing the homework. All of the Ss in the class did their homework, so they will get A. ET then continued the lesson by asking the students to complete the next task in the *LKS*. After ten minutes passed, ET asked Ss, "Complete now?", "Any questions?". Ss answered, "No, Ma'am". ET then invited Ss to come in front of the class, "Ayo silakan maju dan menuliskan jawaban kalian.". One of the students called Alfin stood up and came in front of the class to write his answer. ET praised Alfin's braveness to come in front of the class, she also encouraged the others Ss to come in front of the class.

The bell rang on 10.20 a.m. showed that the lesson has already finished for that day. When the bell has rang, the Ss shouted happily. ET gave some homework on page 13-14 on *LKS* and asked the Ss to study hard in case that she would hold an exam. Finally, ET ended the English lesson on that day by greeting.

No : FN. 05
Date : Wednesday, October 2nd 2013
Time : 09.15 a.m.
Activity : Pre - Test
Respondent : R : Researcher
 : S : Students
 ET : English Teacher
 C : Collaborator

R arrived at the school at 8 a.m on that day. As the decision with the English teacher before, R was going to conduct a pre-test in order to check the students' speaking skills. R met ET in the teachers' office to explain the process and asked her to observe Ss. On 09.15 a.m, R entered the VIII B class and started the class by greeting and checking the attendance lists. Before the pre-test started, R explained to Ss first that on that day R was going to conduct a pre-test to check the Ss' speaking skills. The result of the pre-test would be compared with the post-test' result or the last assessment later.

R gave some lead in questions related to Ss' experience in how to ask for help, how to respond help and how to refuse help. R then asked the Ss to take a look at their book and *LKS* to see the example of those expressions. R gave some examples on how to express appropriately and the Ss had to repeat that for many times. After that, R spread the handouts which were contained those expressions and asked Ss to study with that. Next, R asked Ss to study the examples of the dialogues in the handout. There were some possible situations that they would get. The situations were *asking for a help, responding for a help and giving a help, and refuse a help*. T asked the Ss to work in pairs. They had to find their own partner in the class. After that, R asked one of the students in each pair to take the role card which contains a situation. Next, Ss wrote their name on the whiteboard in order to know the list of performance.

Next, the Ss are asked to read and study the situation card given. After they have understood, they had to make a dialogue based on the situation that they have got in pairs. Some students were still asking many things to me such as the meaning of the words and some others asking about the expressions in the handout. As twenty minutes went by, R then asked some volunteers to perform the dialogue. Unfortunately, nobody wanted to be the volunteer. In consequence, R pointed out the students' name to perform the dialogue. While the Ss were performing the dialogue, R and C assess their performances based on the scoring rubric that has been made.

No : FN. 06
Date : Wednesday, October 23rd 2013
Time : 09.15 a.m.
Activity : Meeting I (Cycle I)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

The class started at 09.15 a.m. R together with C went to the VIII B class. When we came in the class, Ss were busy talking to each other. Some students were sweeping and cleaning the floor since there were a lot of trashes in the class after the art class. After they finished cleaning the floor, ET greeted the Ss and also introduced R once again. ET explained that the R would teach the class for a couple of weeks in order to conduct a research. After that, ET let R to handle the class. The ET and C sat at the back of the class.

R started the lesson with greeting and then checking the students' attendance. On that day, all of the Ss attended the class. After that, R started to explain the materials about asking and giving, and refusing services. R gave apperception to the Ss. *"Have you ever went to restaurant and you need some helps from the waiter?"*, asked the R. *"Yes"* answered the Ss. *"What did you say to express it? For the example you want to look at the menu"* asked the R. The Ss seemed little bit confuse. *"Can I have menu, please?"*, answered one of the Ss. The R then distributed the handout for Ss in VIII B class. *"Does everybody get the paper?"*, asked the R. *"Not yet, Miss"*, answered the Ss. *"How many students? Please raise your hand"*, asked the R. Three students raised their hands. Then, the R asked, *"Is that all?"*. The Ss remained silent and seemed confuse. Hence, R asked the Ss with Bahasa Indonesia *"Apa cuma itu aja? Maksud saya apa cuma tiga siswa saja?"*. All of the Ss said *"Yes"* together.

After giving the handout, R then explained about the topic on that day. The topic on that day was *In the Restaurant*. Next, R showed some pictures about things in the restaurant. Besides, R also explained and gave some examples of expressions which were being used between the customer and the waiter in conversation. *"What picture is it?"* asked the R. *"Restaurant, Miss"*, shouted the Ss. *"What would you say if you need some help from the waiter?"*, asked R. The Ss were silent and one of them shouted, *"Can you help me?"*. *"Good..What else? How would the waiter respond?"*, asked R. The Ss seemed did not know the other expressions, R then asked them to look at the handout. After that, R explained those expressions in a dialogue. R then made sure that the Ss had understood the differences between asking, giving, and refusing services or helps. Next, R asked

them to make a short dialogue which contained asking, giving, and rejecting the services or helps with the topic *In the Restaurant*. Some of the students had difficulties in finding the right vocabulary. “*Miss, kalau bahasa Inggrisnya saus itu apa ya?*” asked one of the Ss. “*Disini kita pakai ketchup ya*”, answered the R. R monitored and helped Ss in making the dialogue until they have finished.

In the second half of the lesson, R showed the examples of role play cards and cue cards in order to introduce role play. Role play cards and cue cards attracted the Ss’ attention. “*Miss, itu apa kok banyak banget?*”, asked one of the Ss. “*Have you ever seen these things?*”, asked R. “*Not yet, Miss. Itu apa sih?*”, asked one of the Ss. After showing the cue cards and the role play cards, R started to explain about role play. R also informed the Ss that they would conduct role play in group in every meeting. In order to make them more familiar with the technique, R explained it one more time and also gave a role play simulation in the class. The Ss seemed have high interest in role play since they said they have never know role play before.

Fifteen minutes passed, R asked the students to be a volunteer to practice the role play but no one would. I decided to point out random group to practice, but they were still shy and afraid. “*Regar’s group, please do*” pointed the R, “*Miss, jangan kita, yang pinter dulu aja*” responded the Ss. R then tried to encourage Ss to practice, “*It’s okay..Tidak apa-apa. Ayo dek.*”. Finally, R pointed some random pairs to have a practice in the class. After that, he R and the Ss discussed about their friends’ performance. “*Which is right /cofi/ or /’ ka:.fi/* asked the R. “*/’ ka:.fi/, Miss*”, answered the S. The R asked a confirmation, “*Are you sure?*”. “*Yes, Miss*” responded Ss.

Five minutes before the class has ended, R reviewed the materials that they have learnt. “*What have you learnt today?*” asked the R. “*Expressions, Miss*” answered the Ss. “*What kind of expressions?*” asked the R. the Ss answered “*Expressions asking, giving and refusing services and help, Miss.*”. R ended the lesson by greeting Ss.

No : FN. 07
Date : Thursday, October 24th 2013
Time : 07.00 a.m.
Activity : Meeting II (Cycle I)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

R came to school at 6.00 a.m since the school bell rang on 6.45 am everyday. On 6.45 a.m the bell has rang, the Ss and the teachers started to enter the class. On 6.45 a.m until 7.00 was the developing students' moral time. All of the Ss and the teachers who were Muslim would read al-qur'an together. Meanwhile the students and teachers who were not Muslim would pray in their own religion. On 07.00 a.m the bell has rang again. ET, R and C came in the class. Some students were still in the other room after praying before. R waited for some Ss who have not been in the class yet. ET and C sat at the back of the class and observed the teaching and learning process. *"Good morning, class. How are you today?"*, greeted R. *"Good morning, Miss. I'm fine, and you?"* responded the Ss. *"I'm great"*, responded R. The Ss seemed to be whispering each other. *"What does I'm great mean?"* asked the R. The Ss shake their head as they said *"I don't know, Miss"*. *"I'm great is another way to say I'm fine"*, answered the R. The Ss looked understand the meaning now. Then, R checked the attendance list. *"Who's absent today?"* asked the R. *"Nihil, Miss"* answered the Ss.

The R started to review the last material and asked about what they have done in the previous meeting. Then, Ss performed their dialogue in the class. The Ss were shy when they were practicing. In this meeting, R gave new materials about expressions of asking and giving, and refusing services and things with the topic *In the Post Office*. R preseted some pictures and gave apperception to the Ss before explaining the materials. *"Have you ever been in the post office?"* asked R. *"Yes, Miss"* answered half of the Ss. The rest of Ss have never been there before. *"What did you do there?"* asked R. *"Mengirim surat sama mengirim paket, Miss"* shouted one of the Ss. *"Good. Well, actually there were some activities in the post office as we can see the picture there. Do you bring your dictionary?"* asked R. *"Yes, Miss"*, some Ss brought the dictionary and the rest said that they did not bring it because it was heavy.

Next, R gave some cue cards contain the pictures of things in the post office to the Ss. The Ss then had to attach the cue cards in the whiteboard and we started to pronounce them. R asked the Ss to check the name of the things from

the dictionary they have brought. The Ss were enthusiastic to do this kind of activity attaching the cue cards and find the name in the dictionary.

In the second half of the lesson, R asked the Ss to study the dialogue which contained expressions of asking and giving, and refusing services and things with the topic *In the Post Office*. R asked the Ss to work in group of four and spread the ole play cards for the groups. Next, R explained about the rules in the role play cards. The students seemed little bit confuse as they asked some questions. “*Miss, jadi satu siswa jadi officer nya terus yang lain jadi customers ya?*” asked one of the Ss. “*That’s right*” responded R. R then monitored and helped the Ss in making a simple dialogue.

After that they had to memorize the dialogue based on their role. “*Hah masa tanpa teks, Miss? Kita ga bisa dong..*” responded the Ss. R then tried to encourage the Ss to perform without the notes. The Ss succeeded in performing without the notes but they still hesitant when they had to practice in the class. Ninety minutes has passed, R reviewed the materials that they have learnt. “*What have you learnt today?*” asked the R. “*Expressions of asking for, giving and refusing things, Miss*” responded the Ss in the class. “*Today, we have a practice about role play for the first time. What do you think?*” asked R. “*Menyenangkan, Miss. Pertemuan selanjutnya masih pakai role play ga, Miss?*” responded Ss. “*Yes. We will.*” responded R. The bell has rang. R ended the lesson by greeting.

No : FN. 08
Date : Saturday, October 26th 2013
Time : 10.35 a.m
Activity : Meeting III (Cycle I)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

The class started at 10.35 a.m. R has been in the school at 9 a.m. to have a discussion with the ET. On 10.35 a.m. R together with ET and C went to the class. The Ss were noisy since they had physical exercises in the previous lesson. After a while, R asked ET and C to sit at the back of the class. R greeted the Ss and checked the students’ attendance. Next, R reviewed the materials from the previous meeting. “*Do you still remember what we have learnt in the last meeting?*” asked the R. “*Yes, Miss. Expressions of asking for, giving and refusing things*” responded Ss. “*Great*” responded R.

R explained what they would learn on that meeting. *“Is there anyone who was never sick in this class?”* asked R. The Ss laughed and pointed on one of the Ss. *“Ini lho, Miss. Dia ga pernah sakit”* responded one of the Ss. *“Really? Is that true?”* asked R. *“Yes, Miss. Paling kalau sakit masuk angin gitu aja ga yang parah”* replied the S. The Ss, ET and C laughed at him again. *“Masuk angin itu juga termasuk sakit kan”* responded R. *“Yes, Miss”* replied them. *“When we were sick, sometimes we had to visit a doctor, right?”* Prompted R. *“Yes, Miss”* replied Ss. R then explained that on that meeting they would learn about asking and giving opinions with the topic visiting a doctor.

R started to some pictures of the doctor, nurse, and patient having conversations. Besides, there were also pictures of the things that we could see in the doctor’s room. R led Ss to pronounce the things in the pictures and then let them to find the other thing based on their experience. Next, R explained the difference between asking and giving opinions. Ss seemed to be more interested during this meeting since the topic was more familiar than the previous meeting. *“Miss, kita practice dialognya kan?”* asked one of Ss. *“Yes. You have to practice it in pairs. But, before that we will try to categorize the expressions there”* responded R. After they successfully categorized the list of expressions, Ss then started to have a practice with their partner. Before they had a practice, R gave some explanations and examples on how to pronounce the right expressions.

The Ss were doing well during the practice. They practiced the dialogue in the handout with their pairs without complaining as the previous meeting. Next, R divided them into groups of four. Then, R distributed the role play cards and the cue card in each group. R explained the role play rules and the use of the cue cards in this meeting.. They hurriedly sat in the group and discussing the dialogue that they were going to make. Ss looked so excited when R informed that they were going to find out the best doctor among the groups.

Ss seemed understand the instruction better in this meeting. Right after the information had been announced, the class situation has changed. The students who seemed tired after having physical exercise lesson before became excited that they were asking many questions related to the rules. Not for a long time, they started to make a dialogue in group according to the situation. Unfortunately, in the five minutes later, R had to end the lesson because the bell has rang. As a consequence, Ss had to perform in the next meeting.

No : FN. 09
Date : Wednesday, October 30th 2013
Time : 09.15 a.m
Activity : Meeting IV (Cycle I)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

The class started at 09.15 a.m. R together with ET and C went to the class. The Ss were in the outside of the classroom because they were having a practicum in the laboratory before. R then asked Ss to enter the class and sit in their desk properly. R was surprised to see the chairs were arranged in groups. *"Wow. Did you just arrange the chairs according to the groups?"* R looked amazed. *"Yes, Miss"* responded Ss with giggling. Hence, R started the lesson by greeting and leading them to pray. Then, R checked the Ss' attendance and reviewing the material from the previous meeting. *"What we have learnt in the previous meeting?"* asked R. *"Expressions of asking and giving opinions, Miss"* responded Ss. *"Good. As our decision in the previous meeting, we are going to perform today. Are you ready?"* prompted R. *"Yes, Miss. Ready. Kan kita mau perform hari ini"* responded Ss excitedly.

Before they perform, R led Ss to pronounce the words that had been taught in the previous meeting. R was correcting the mispronounced words after the pronunciation session has ended. Next, R asked Ss to take a look at the role play cards and the cue cards. *"Could you explain the rules one more time to us? Any group want to try to explain?"* asked R. *"Saya, Miss. Saya"* shouted Aldika one of Ss. *"Okay. Dika try to explain it for your friend"* responded R. *"Jadi hari ini kita perform role play dengan topic visiting a doctor seperti contoh kemarin"* explained Aldika. *"Good job, Dika. Anyone want to explain something more"* praised R. *"Hari ini kita mencari best doctor diantara grup dikelas VIII B"* shouted Regar. *"Good job Aldika and Regar. Everyone applause for your friends"* responded R. The Ss seemed to look forward to the performance in this meeting.

In the second half of the lesson, the Ss started to perform the role play. The groups performed one by one. They were very enthusiastic in doing the role play. The winner of this meeting was being selected by the Ss and the R based on the criteria and the decision. Later, R gave feedback of their performance and reviewed the materials on today's meeting. R ended the lesson by greeting the Ss.

No : FN. 10
Date : Wednesday, October 30th 2013
Time : 12.00 p.m
Activity : Discussing the result of Cycle I and planning action in Cycle II
Place : Teachers' office
Respondent : R : Researcher
 ET : English Teacher

R waited ET until the school bell has rang and came to the teachers' office. She greeted ET and then discussed the implementation of the technique in the research. ET and R decided to end Cycle I. Then, they discussed the plan for Cycle II. However, ET and R planned to continue applying role play, giving feedback and added some actions such as giving credit point in order to encourage the students' motivation to speak English. R then asked permission to go home.

No : FN. 11
Date : Thursday, 31st October 2013
Time : 07.00 a.m
Activity : Meeting V (Cycle I)
Respondent : R : Researcher
 Ss : Students
 ET : English Teacher
 C : Collaborator

R went to the school at 6 a.m and went to the Ss' store to wait the bell rang. The bell rang at 06.45 a.m. as usually, the Ss had to read the al-qur'an and having a class with their homeroom teachers. Fifteen minutes later, the bell rang at 07.00. R together with ET and C entered the classroom. Some Ss were still outside in the praying room. R then asked ET and C to sit at the back of the room. *"Good Morning, class. How are you today?"* greeted R. *"Good Morning, Miss. I'm fine thank you, and you?"* responded the Ss. *"I'm fine. Thank you."* responded R. After checking the attendance list, R reviewed the last materials. *"Why the students of other classes were not enter the class?"* asked R. *"Itu lho, Miss. Pada latihan kayaknya"* responded one of the Ss. *"What for? Latihan untuk apa ya?"* Asked R. *"Besok kan ulangtahun sekolah, Miss. Terus ada lomba-lomba gitu"* responded Ss. The Ss outside the class were very noisy, ET told R that they should have the class today.

R then move on to the next material. *“What did you do during your holiday?”* prompted R. *“Sleep, Miss”* shouted one of Ss. *“Hangout with family, Miss”* shouted the other Ss. *“That’s great. Have you ever got an invitation to join a trip somewhere? We have to try to talk in English”* asked R. *“Invitation itu undangan kan, Miss?”* asked one of Ss. *“Yes, that’s right. Have you ever got”* asked R. *“Me, Miss. From my uncle”* responded Ss. *“So, did your uncle invite you somewhere?”* asked R. *“To go to Bandung, Miss”* responded S. *“Wow you look so happy to be there. Doni, do you still remember what did your uncle said to invite you?”* prompted R. That student seemed to be confused and did not know what to say. *“Well, Doni you may tell us in Indonesian. It’s alright. I’ll explain to the other in English later”* responded R. That student then told the way how his uncle invite him while R explaining in English.

R distributed blank papers and then asked them to write down their name of the place that they want to visit during the holiday. After that, R also distributed the handouts for the Ss. They started to talk and joke around with their friends because of the excitement toward this topic. They were happy just by imagining being there in those places. R showed some pictures and pronounced the name in the pictures together. Next, R explained about the expressions of inviting, accepting, and rejecting, invitation. The R then asked the Ss about the differences between expressions of inviting, accepting, and rejecting the invitation. *“Miss, inviting is mengundang seseorang, accepting is menerima undangan itu, and rejecting is menolak undangan”* answered one of the Ss. *“That’s a great explanation, Desta”* complimented the R.

R then asked the Ss to study and practice the dialogue in the handout in pairs. Ten minutes later, Ss had to find their own group to make a dialogue for performing the role play. R asked the difficult words in expressions during this meeting. *“Is there any question?”* asked the R. *“Miss, kalau sure. I’d love too, artinya apa ya?”* asked one of the Ss. Then, R explained the meaning of the words. The Ss started to study the role play card and the cue cards. They made the dialogue faster in this meeting since they experienced it for some times. R then informed them that the mission of the day was to find out the best group performer during the role play. The best group would get credit points. Ss were engaged with the performances in this meeting, yet in the end of the class, they selected the winner in this meeting.

After giving feedback to the Ss’ performances, the R brushed up the material in that day. *“What have you learnt today?”* asked R. *“expressions of inviting, accepting, and rejecting the invitation”* answered Ss. *“Wow. Good job”*, complimented the R. R then ended the class by greeting Ss.

No : FN. 12
Date : Wednesday, 6th 2013
Time : 09.15 a.m
Activity : Meeting VI (Cycle II)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

At 09.15 a.m. R together with C and ET came to VIII B class. ET and C were sitting at the back of the class. *"Good morning, class"* greeted R. *"Good morning, Miss"* responded Ss. *"How are you today?"* asked R. *"I'm fine thank you. And you?"* responded Ss. *"I'm fine, too. Thank you. By the way, how was the school anniversary? Did you enjoy it?"* asked the R. *"Very happy, Miss"* answered Ss. *"Did you win the contest?"* continued the R. *"Iya, Miss"* answered the Ss. *"In English please"* asked the R. then, one of the students, Poppy answered *"Alhamdulillah VIII B class won in five categories."* *"Wow, great. Your English has gotten better. Congratulations on your winning"* complimented the R" responded R.

R reviewed the previous material before explaining the new materials. The Ss were still remember the expressions in the previous meeting. In this meeting, the Ss were going to learn expressions of agreeing and disagreeing with the topic hobby especially their favorite sports. R distributed the handouts and showed some pictures of many kinds of sports. The students looked happy with this topic, especially the boys. The Ss looked engaged to this topic as R explained the expressions of agreeing and disagreeing. As usually, R and Ss had a practice in pronouncing the words from the pictures before practicing in pairs. After that, R asked Ss to study the dialogue in the handouts and practice it with the partner. They understood the instruction better in this meeting.

Ten minutes later, they had to find their own group to perform the role play. As R distributed the role play card and the cue cards, Ss were asking about the rules. In this meeting, one of the group members would act as a reporter and the three people acted as public figures. R helped and monitored Ss in making the dialogue. However, some Ss were meticulously found the difficult words in the dictionary. Later, they started to perform the role play by acting as a reporter and the public figures to talk about whether their hobby was dangerous not. As the time has passed, they had to perform the role play in the class. The other group had to select the winner in this meeting.

Ten minutes before the class ended, R gave feedback to the Ss' performance. The Ss were doing well in this meeting as they understood the

instructions better. Then, R reviewed the material in this meeting. *“What have you learnt today?”* asked R. *“Expressions of agreeing and disagreeing, Miss”* responded Ss. *“Good. Did you enjoy the lesson today?”* asked R. *“Of course, Miss. Besok masih kayak role play kan?”* asked Ss. *“Great. Yes, the next meeting is the last meeting for me to teach you”* responded R. *“Really, Miss? Miss kok cepet banget. Jangan pergi, Miss”* responded Ss with gloomy face. *“Don’t worry. I’ll come here often”* responded R. At last, R ended the class by greeting the Ss.

No : FN. 13
Date : Thursday, 7th 2013
Time : 07.00 a.m
Activity : Meeting VII (Cycle II)
Respondent : R : Researcher
 : Ss : Students
 ET : English Teacher
 C : Collaborator

R went to the school at 06.00 a.m. She sat in the chair in front of the class and had a chat with some Ss there. On 06.45 a.m. the bell rang and R asked Ss to have a class with their home room teacher first. On 07.00 a.m R began the class by greeting. *“Good morning, class. How are you today”* asked R. *“Good morning, Miss. I’m fine and you?”* replied Ss. *“Miss, hari ini benaran hari terakhir ngajar kelas VIII B ya?”* asked one of Ss. *“Yes, it’s true.”* responded R. *“Yah. Ya ampun, Miss. Mbok ngajar disini lagi, Miss. Masa baru sebentar udah pergi”* said the Ss. *“It’s alright. I’ll visit you often later. So, don’t be sad ya. I’ll gave you my phone number, too. So that, you’ll be able to call or send me a message.”* Responded R. R then checked the Ss’ condition and attendance list. After that, R reviewed the last meeting material. *“Do you still remember what we have learnt last meeting?”* asked R. *“Yes, Miss. Expressions of agreeing and disagreeing.”* responded Ss. *“Good”* complimented R.

R gave a prompt related to the next material. She showed some pictures about birthday party. R asked some questions to them while showing the pictures. Then, R asked them to write the things that they could find in the birthday party in the box in the whiteboard. *“Who wants to write them in the whiteboard?”* prompted R. *“Me, Miss”* shouted Ss. *“Alright, now please line up here and write in the whiteboard one by one”* responded R. After that, R asked some difficult words and led Ss to pronounce the words together. *“Have you ever went to a birthday party?”* prompted R. *“Yes, Miss. A week ago”* responded Ss. *“So, is she or he your classmate?”* asked R. *“Yes, Miss”* answered Ss. *“Who is he or she?”* asked R. *“Annida, Miss”* answered Ss. *“Wow. Congratulations, Nida”* prompted

R. Nida seemed a bit confused how to say. “*Nida, you have to say thank you if someone is congratulating you*” prompted R. The Ss looked understand as Nida responded “*Thank you, Miss*”. Later, R explained that they were going to learn about expressions of congratulating and complementing in this last meeting.

Next, R showed some expressions of congratulating and complementing in order to enrich their background knowledge. R gave them a dialogue and then asked them to categorize the expressions of congratulating and complementing into two boxes. R asked Ss form groups to perform last role play. Since the Ss worked very fast on this meeting, R then distributed the role play card and the cue card. As soon as they understood the instruction, they started to discuss and make dialogue with their group.

In this meeting, the role play was about a birthday party. One of the students would act as the one who celebrates the birthday; meanwhile the rest of the person in the group would act as his or her friends. Ss made the dialogue by their own, they did not even ask R for some difficult words because they had experience during their classmate birthday a week ago. Ten minutes later Ss were performing the role play. Ss were excited during the role play performing. They were more focus and paid attention to the other groups’ performances. fifteen minutes before the bell rang, R summarized the lesson and explained what they have learn during seven meetings. In the end, R tried to say some words to the Ss. R was being thankful for the Ss’ attention, participation, and help for this time being. R ended the lesson by greeting.

APPENDIX B: Interview Transcripts

INTERVIEW TRANSCRIPTS

Interview 1

Date : Friday, 20th 2013

Time : 09.00 a.m

R : Researcher

ET : Teacher

R : Selamat siang, Bu Delta.

ET : Eh, mbak Husnul. Mari mbak duduk disini. Gimana kabarnya, Mbak?

R : Alhamdulillah sehat, Bu. Bu Delta bagaimana kabarnya?

ET : Saya juga sehat, Mbak. Wah ada keperluan apa ini, Mbak? Kok tumben kesini.

R : Iya, Bu ada keperluan berkaitan dengan skripsi saya. Jadi, saya mau bertanya-tanya mengenai masalah yang berkaitan dengan pembelajaran Bahasa Inggris di kelas bu Delta. Kira-kira Ibu punya waktu kapan ya?

ET : Oh begitu. Sekarang juga ga apa-apa, Mbak. Gimana, Mbak?

R : Jadi begini, Bu. Kan saya kemarin KKN PPL nya disini, Bu. Sepertinya ada masalah pada speaking skills siswa ya, Pak?

ET : Iya memang, Mbak. Para siswa masih kayak takut gitu kalau disuruh ngomong pakai Bahasa Inggris. Masih malu-malu gitu lah, Mbak. Apalagi kan mereka masih SMP ya, jadi mungkin masih bawaan dari SD belum terlalu sering ngomong menggunakan Bahasa Inggris.

R : Iya, Bu. Jadi begini, saya Insyaallah akan mengadakan penelitian skripsi disini. Saya ingin mengobservasi proses belajar mengajar Bahasa Inggris di kelas Ibu.

ET : Iya, Mbak Husnul silakan. Biasanya nanti menemui pak kepala sekolah dulu mbak untuk menyerahkan surat observasi dan penelitian.

R : Iya, Bu. Surat observasi sudah saya masukkan tadi. Kalau surat penelitian saya serahkan besok, Bu soalnya pak kepala sekolah baru ada rapat diluar sekolah. Kalau menurut Ibu, kelas yang akan saya teliti kelas apa ya, Bu?

ET : Kalau speaking kelas VIII B saja, Mbak. Sebenarnya siswa-siswanya pintar, tapi malas kalau speaking.

R : Oh begitu, Bu. Kalau begitu saya minta jadwal Ibu sekalian ya.

ET : Iya, Mbak. Ini silakan. Berarti Mbak Husnul masuk ke kelas saya di meeting berikutnya gitu ya.

R : Iya, Bu. Baik, Bu. Kalau begitu saya pamit dulu. Terima kasih atas waktunya. Mari, Bu.

ET : Iya, Mbak. Sama-sama.

Interview 2

Date : Wednesday, September 25th 2013

Time : 09.15 a.m.

R : Researcher

ET : English Teacher

R : Bu Delta, maaf setelah ini apakah bapak juga mengajar?

ET : Tidak, Mbak. Tapi saya mau jaga koperasi dulu ketika istirahat. Gimana, Mbak?

R : Maaf, Bu. Saya mau minta waktunya sebentar untuk ngobrol mengenai pembelajaran yang tadi, Bu.

ET : Oh iya, Mbak, 15 menit lagi ya, Mbak. Saya jaga koperasi dulu. Mbak Husnul duduk didalam koperasi saja tidak apa-apa.

R : Oh iya, Bu.

ET : Bagaimana, Mbak Husnul? Ada yang mau ditanyakan?

R : Tadi ketika observasi, saya melihat siswa kurang aktif. Ketika Ibu menyuruh siswa untuk menjawab tidak ada yang mau tunjuk tangan, malah pada diam. Bagaimana kemampuan speaking siswa kelas VIII B ini, Bu?

ET : Di kelas VIII B ini sebagian siswa tergolong sudah agak paham dan bisa agak lancar ketika speaking, tetapi sebagian siswa lainnya masih tergolong kurang lancar dan belum bisa paham, Mbak. Jadi seperti itu, Mbak. Banyak siswa yang masih malu-malu dan tidak mau berbicara. Yang mau menjawab itu paling hanya tiga orang saja.

R : Oh begitu, Bu. Lalu menurut Ibu kesulitan-kesulitan apa saja yang dihadapi siswa dalam berbicara Bahasa Inggris?

ET : Kalau menurut saya sebenarnya siswa masih banyak yang malas untuk belajar bahasa inggris karena mereka merasa bahasa inggris itu mata pelajaran yang sulit. Ya motivasinya lah mbak yang kurang.

R : Apakah ada hal lain lagi, Bu?

ET : Siswa kelas VIII B ini sebenarnya banyak yang aktif, Mbak. Mereka banyak yang menjadi pengurus osis dan sebagainya. Kalau pelajaran lain juga nampaknya mereka bisa mengikuti dengan baik. Jadi saya rasa kalau mereka mendapatkan input yang menarik mereka dapat mengikuti pelajaran bahasa inggris terutama speaking dengan baik, Mbak.

R : Iya saya rasa juga begitu, Bu. Soalnya saya sering melihat mereka itu mempunyai kemauan.

ET : Iya, Mbak memang begitu.

- R : Mungkin itu dulu saja, Bu. Untuk hari ini. Terima kasih atas waktunya ya, Bu. Permisi.
- ET : Iya, Mbak. Sama-sama. Sukses ya mengajarnya.
- R : Terima kasih, Bu.

Interview 3

Date : Wednesday, September 25th 2013

Time : 12.05 a.m

R : Researcher

S1 : Student 1 (Alrensa)

S2 : Student 2 (Anisa)

- R : Hai, Dek. Lagi pada ngapain nih?
- S1 : Lagi nunggu jemputan, Miss.
- R : Oh gitu. Dek, sambil nunggu jemputan boleh ngobrol bentar ga nih?
- S2 : Boleh dong, Miss.
- R : Namanya dek siapa aja dulu nih?
- S1 : Aku Alrensa kalau yang ini Anisa. Mau nanya apa, Miss?
- R : Menurut Adik pelajaran bahasa Inggris itu gimana?
- S1 : Sulit, Miss. Soalnya aku ga bisa gitu kalau ngerjain.
- R : Kalau menurutmu gimana, Dek?
- S2 : Kalau menurutku biasa aja sih, Miss. Kadang kalau kata-katanya gampang gitu aku bisa paham tapi kalau kata-katanya susah aku ga paham.
- R : Oh begitu. Kalian sering diajarin speaking sama bu guru ga dek?
- S2 : Speaking yang gimana ya, Miss?
- R : Misalnya disuruh ngobrol sama temen pakai bahasa Inggris gitu.
- S1 : Eh, kita pernah apa ga sih, Nis?
- S2 : Bentar tak ingete dulu.
- S1 : Oh iya. Pernah ding, Miss. Tapi pas kelas VII dulu.
- R : Dulu disuruh gimana, dek?
- S1 : Dulu suruh bercerita, Miss. Tentang pengalaman pas liburan.
- R : Terus pada bisa ga?
- S2 : Ya lumayan sih, Miss. Miss, jemputan ku udah datang. Ini dilanjutin apa udah ya?
- R : Udah kok, Dek. Makasih ya waktunya.
- S1 : Sama-sama, Miss. Sampai ketemu besok, Miss.

Interview 4**Date : Wednesday, September 25th 2013****Time : 10.00 a.m****R : Researcher****S : Student (Bayu)**

R : Hai Dek lagi ngapain nih?

S : Ga ngapa-ngapain, Miss. Ada apa ya?

R : Mau nanya-nanya. Tapi kenalan dulu dong. What's your name?

S : Bayu, Miss.

R : Udah tau namanya Miss belum?

S : Miss siapa ya tadi. Pakai Andini gitu kan?

R : Iya. Kenalan dulu deh kalau gitu. My name is Husnul. You can call me Husnul.

S : Hehe aduh Miss aku grogi kalau diajakin ngomong pakai bahasa Inggris.

R : It's alright. Can you speak English?

S : Yes, Miss tapi ga lancar hehe.

R : Tapi suka sama pelajaran bahasa inggris kan, Dek?

S : Suka kok, Miss. Maksudnya ga benci gitu lho.

R : Lho emangnya ada pelajaran yang ga disukain?

S : Ada, Miss tapi rahasia.

R : Oke deh kalau rahasia. Dek, menurutmu bahasa Inggris itu susah ga?

S : Tergantung sih, Miss. Kadang kalau kita tau topiknya jadi mudah malahan.

R : Oh gitu ya. Kalau speaking suka ga, Dek?

S : Kalau speaking susah, Miss. Pengennya sih bisa, Miss biar bisa ngomong sama bule.

R : Pantasan kok tadi pas ditanya diem aja ga jawab. Malu apa gimana, Dek?

S : Lha itu, Miss. Sebenarnya susah sama malu e.

R : Susah sama malu lebih banyak mana?

S : Hmmm..Malu sih, Miss hehe. Jarang ada speaking juga soalnya dikelas jadi ya gitu lah, Miss.

R : Pengennya pembelajaran Bahasa inggris itu kayak gimana, Dek?

S : Pengennya yang lengkap, Miss. Ada speakingnya juga. Jadi kita bisa latihan ngomong deh.

R : Oke deh. Makasih ya waktunya.

S : Iya, Miss. Sama-sama.

Interview 5**Date : Wednesday, October 2nd 2013****Time : 11.00 a.m****R : Researcher****ET : English Teacher**

R : Selamat pagi, Bu.

ET : Pagi, Mbak. Ada yang bisa Ibu bantu?

R : Ini Bu saya mau ngobrol sedikit tentang pre-test tadi.

ET : Silakan, Mbak. Ayo duduk sini.

R : Bu, tadi kan saya sudah melakukan pre-test, menurut ibu pre-test itu efektif tidak?

ET : Efektif mbak. Saya jadi ikut tau kemampuan siswa selama ini itu seberapa. Saya juga ikut terbantu, Mbak.

R : Iya, Bu. Menurut Ibu para siswa tadi bagaimana?

ET : Para siswa kelihatan agak kaget tadi, Mbak. Soalnya kan mereka jarang mendapat pelajaran speaking apalagi sampai tiba-tiba practice gitu. Tapi malah tidak apa-apa. Biar mereka mendapatkan pengalaman dari pre-test ini.

R : Oh begitu. Lalu apa ada saran untuk saya, Bu?

ET : Untuk pre-test ini saya rasa berjalan lancar ya, Mbak. Semoga pas mulai ngajar semuanya berjalan lancar. Sukses ya, Mbak.

R : Amin. Terima kasih banyak, Bu.

Interview 6**Date : Wednesday, October 2nd 2013****Time : 12.00 p.m****R : Researcher****S : Student (Nanda)**

R : Wah lagi ngapain, Dek kok duduk disini?

S : Ini nunggu ekskul, Miss.

R : Ekskul apa, Dek? Kok sendirian sih.

S : PMR temen-temen lagi pada sholat, Miss.

R : Oh gitu. Boleh minta waktu sebentar ga, Dek?

S : Iya, Miss. Boleh dong.

R : Dek., tadi kan kalian perform. Pendapat kalian gimana?

S : Oh iya, Miss. Tadi aku kaget lho masa udah perform.

R : Memangnya kenapa, Dek?

- S : Kaget aja, Miss. Bu guru jarang ngajar speaking jadi kita bingung mau gimana. Eh malah tiba-tiba tampil. Untung dulu pas kelas VII kita udah pernah diajarin bu guru. Kita jelek banget ya, Miss tadi?
- R : Bagus kok, Dek. Bingungnya itu gimana?
- S : Bingung harus gimana, Miss. Masalahnya kita belum terbiasa jadi tadi kayak gugup gitu.
- R : Jadi kalau terbiasa nanti kalian ga gugup ya?
- S : Iya, Miss. Eh tapi kalau susah kita boleh nanya gitu kan, Miss?
- R : Boleh dong.
- S : Iya, Miss. Miss masuk kelas lagi kapan?
- R : Sekitar 2 minggu lagi
- S : Yah kok lama banget sih, Miss. Mbok besok aja masuknya.
- R : Nunggu dulu, Dek 2 minggu
- S : Yah yaudah deh, Miss. Besok tak bilang sama temen-temen.
- R : Ya sudah. Makasih ya, Dek. Selamat ekskul.
- S : Bye, Miss.

Interview 7

Date : Wednesday, October 23rd 2013

Time : 11.00 a.m

R : Researcher

S : Student (Shofi)

- R : Udah sembuh, Dek?
- S : Udah, Miss hehe. Ada apa, Miss kok tumben ke uks?
- R : Kan pengen nemuin kamu.
- S : Masa, Miss hehe.
- R : Dek, kok kamu kemarin bilang maunya kelompokan sama Kharisma aja sih? Memangnya kenapa?
- S : Iya, Miss. Maunya Cuma berdua aja. Kalau sama yang lain ga enak.
- R : Lha kenapa kok ga enak?
- S : Ga suka aja.
- R : Memangnya kalau pelajaran lain disuruh berkelompok gitu kalian maunya juga cuma berdua?
- S : Ya ga sih, Miss.
- R : Tuh kan. Disuruh sama pak guru yang lain mau tapi sama Miss ga mau.
- S : Hehe iya deh, Miss. Besok-besok mau. Tadi cuma iseng ngomong kayak gitu hehe.
- R : Beneran lho ya. Pelajaran hari ini gimana, Dek menurutmu?
- S : Sebenarnya asik, Miss. Tapi gara-gara aku ga enak badan jadi lemes deh.

- R : Iya ga apa-apa. Kesan pertemuan pertama gimana?
 S : Hari ini kita belajar hal-hal baru, Miss. Kayak pakai nglihatin gambar terus dikenalin tentang role play itu apa. Kan kita sebelumnya belum tau role play itu apa.
 R : Oh gitu. Makasih ya, Dek. Cepet sembuh.
 S : Iya, Miss. Thank you.

Interview 8

Date : Wednesday, October 23rd 2013

Time : 12.10 p.m

R : Researcher

S : Student (Indah)

- R : Dek, kok belum pulang?
 S : Nunggu sepeda masih belum bisa keluar dari parkiran, Miss.
 R : Kalau gitu boleh minta waktunya sebentar ya
 S : Iya, Miss. Gimana?
 R : Pelajaran hari ini gimana, Dek?
 S : Menyenangkan, Miss. Ga boring deh hehe.
 R : Ga boringnya gimana?
 S : Soalnya ga kayak pelajaran-pelajaran lain, Miss. Kita ga terus terusan mendengarkan ceramah.
 R : Oh gitu. Tadi kan ada pengulangan pengucapan gitu sama kita sering ngomong pakai bahasa inggris kan. Menurutmu gimana, Dek?
 S : Oh itu malah bagus kok, Miss. Ngajarin kita buat lebih memahami pengucapan biar benar.
 R : Bisa menambah matovasi buat ngomong bahasa Inggris ga?
 S : Iya dong, Miss.
 R : Gitu ya. Makasih ya, Dek waktunya.
 S : Iya sama-sama, Miss,

Interview 9

Date : Thursday, October 24th 2013

Time : 10.00 a.m

R : Researcher

S : Student (Hilda)

- R : Habis jajan ya, Dek?
 S : Iya, Miss.

- R : Lha temen lainnya mana?
 S : Makan dikantin, Miss. Miss kok belum pulang.
 R : Belum, mau ngobrol bentar sama kamu boleh kan.
 S : Iya, Miss. Mau ngobrolin tentang apa nih?
 R : Tentang pelajaran tadi. Pelajaran hari gimana, Dek? Seneng ga?
 S : Seneng, Miss. Bikin melek hehe.
 R : Bikin melek gimana?
 S : Kan biasanya kalau pelajaran jam pertama bikin ngantuk, Miss. Tapi tadi gara-gara ngerjain task sama pertama kali kita perform role play.
 R : Bagaimana dengan penggunaan Bahasa Inggris yang sering dipakai sama Miss Husnul? Apakah kalian bisa memahaminya dengan mudah?
 S : Bisa dipahami kok, Miss. Aku bisa tau artinya gitu. Kita jadi bisa nambah kosa kata baru, Miss.
 R : Makasih waktunya ya, Dek. Selamat makan jajanan.
 S : Sama-sama, Miss.

Interview 10

Date : Thursday, October 24th 2013

Time : 12.15 p.m

R : Researcher

S : Student (Alfin)

- R : Alfin, lagi ngapain?
 S : Lagi nungguin Miss Husnul.
 R : Masa hehe. Dek, boleh nanya bentar ya.
 S : Bentar beneran lho, Miss. Lima detik ya.
 R : Ga, Dek. Lima menit deh.
 S : Mau nanya apa, Miss?
 R : Dek Alfin, menurutmu hari ini pelajarannya gimana?
 S : Menyenangkan, Miss. Kalau kemarin kan kita belum ada practice. Pas ada practice kita seneng, Miss. Soalnya kita jadi bisa tau kalau kita akhirnya bisa perform kalau kita berusaha.
 R : Wah, bener banget itu, Dek. Ada saran buat Miss ga?
 S : Topiknya dibikin menyenangkan kayak tadi ya, Miss.
 R : Sip deh. Makasih, Dek.
 S : Sama-sama, Miss.

Interview 10**Date : Saturday, October 26th 2013****Time : 12.05 p.m****R : Researcher****S : Student (Putri)**

R : Dek Putri, boleh minta waktu sebentar?

S : Iya, Miss. Mau wawancara ya?

R : Iya. Dek, ini kan udah pertemuan ketiga. Menurutmu selama tiga pertemuan ini pelajarannya gimana?

S : Asik, Miss. Semuanya asik aktivitasnya.

R : Yang paling asik apa?

S : Role play, Miss.

R : Kenapa?

S : Seru, Miss. Kita pura-pura memainkan profesi orang lain. Kita jadi ga bosan deh,

R : memotivasi kalian buat ngomong pakai bahasa Inggris ga?

S : Tentu dong, Miss. Lama-lama bikin kita pede juga.

R : Ada saran untuk pertemuan hari ini?

S : Sedih, Miss. Soalnya kita ga bisa perform hari ini karena waktunya habis.

R : Kan masih disambung pertemuan yang akan datang.

S : Iya sih, Miss.

R : Yaudah, Dek. Makasih ya.

S : Iya, Miss. Bye.

Interview 11**Date : Saturday, October 26th 2013****Time : 12.10 p.m****R : Researcher****S : Student (Wildan)**

R : Kok ngalamun, Dek?

S : Ga, Miss. Lagi mikirin sesuatu nih.

R : Jangan ngalamun. Mending ngobrol sama Miss aja. Dek, seneng sama pelajaran hari ini ga?

S : Seneng dong, Miss. Hari ini aku lebih paham daripada pertemuan yang kemarin-kemarin.

R : Asik. Tapi tadi kok pas ditanyain diem aja?

S : Habis bingung mau jawab gimana, Miss. Ga tau bahasa inggrisnya.

R : Soalnya ga bawa kamus jadi ga bisa lihat dikamus ya?

- S : Iya bener banget, Miss.
 R : Tapi paham kan sama apa yang Miss Husnul omongin?
 S : Paham kok. Kalau ga paham kan nanya.
 R : Ada kekurangan ga pelajaran hari ini?
 S : Hari ini ga ada, Miss. Tapi kemarin itu malah pada berisik yang duduk di belakang.
 R : Kan kamu juga di belakang kemarin.
 S : Lha itu makanya, Miss. Aku jadi terpengaruh.
 R : Oke deh. Makasih ya Dek wildan.
 S : Sama-sama, Miss. Hati-hati ya dijalan.
 R : Hehe. You, too.

Interview 11

Date : Wednesday, October 30th 2013

Time : 10.00 a.m

R : Researcher

S : Student (Prita)

- R : Dek Prit, kok ga ke kantin?
 S : Ga, Miss. ini udah bawa bekal.
 R : Wah kalau gitu boleh dong nanya bentar.
 S : Iya, Miss. Mau nanya apa?
 R : Kesan pelajaran hari ini gimana, Dek?
 S : Pelajaran hari ini asyik, Miss. Task sama activity nya menyenangkan gitu.
 R : Selain itu apa lagi?
 S : Oh iya. Role play nya Miss. Seneng sama role play nya soalnya topiknya aku suka. Kan aku cita-citanya jadi dokter hehe.
 R : Yang kemarin kemarin apa ga menyenangkan, Dek?
 S : Menyenangkan juga sih. Tapi ini lebih seneng, Miss.
 R : Oh gitu. Dek, kenapa sih pada ga bawa kamus?
 S : Berat, Miss soalnya.
 R : Tapi kan kalau ga bawa kamus jadi susah kalau mau mencari arti kan.
 S : Iya sih, Miss.
 R : Besok dibawa ya.
 S : Iya, Miss hehe.
 R : Makasih ya, Dek waktunya.
 S : Sama-sama, Miss.

Interview 11**Date : Wednesday, October 30th 2013****Time : 10.10 a.m****R : Researcher****S : Student (Rizki)**

R : Hai Dek. Boleh minta waktu sebentar?

S : Iya, Miss. Ada apa?

R : Dek, hari ini udah tambah berani ngomong pakai bahasa Inggris apa belum?

S : Lumayan berani, Miss. Tapi kadang masih malu gitu kalau dilihat banyak temen-temen.

R : Dek, menurutmu handout itu membantu dalam belajar apa tidak?

S : Iya, Miss. Kita kan biasanya pakai LKS, tapi sekarang ada bahan belajar lain dari handout gitu.

R : Jadi handout itu membantu belajar ya.

S : Iya, Miss. Selain itu kita juga jadi bisa lebih konsentrasi pas dikelas. Kan ga perlu ribet mulis catatan.

R : Ada saran buat pertemuan hari ini, Dek?

S : Ga ada, Miss. Cuma waktunya kurang aja hehe. Harusnya lebih lama, Miss. Pengennya ding.

R : Iya deh. Besok lebih lama. Makasih ya, Dek.

S : Sama-sama, Miss.

Interview 12**Date : Wednesday, October 30th 2013****Time : 12.25 p.m****R : Researcher****ET : English Teacher**

R : Selamat siang, Bu.

ET : Sini, Mbak Husnul. Duduk sini.

R : Maaf, Bu. Apa Ibu sedang sibuk?

ET : Tidak, Mbak. Ini Cuma nunggu jemputan. Gimana?

R : Saya mau ngobrol sedikit, Bu.

ET : Iya, Mbak. Silakan.

R : Bagaimana proses belajar mengajar selama empat pertemuan ini, Bu?

ET : Menurut saya sudah tergolong lancar, Mbak. Kelihatannya tidak ada hambatan ya. Saya lihat kekurangannya Cuma sedikit.

R : Kekurangannya pada bagian apa, Bu?

- ET : Dari time management, Mbak. Mungkin karena baru mulai ngajar juga jadi masih susah menyesuaikan. Dulu waktu saya baru ngajar juga seperti itu kok, Mbak. Bahkan sampai sekarang juga masih seperti itu.
- R : Selain itu, Bu?
- ET : Oh iya. Ketika awal-awal pertemuan itu siswa juga kelihatannya sulit diatur ya, Mbak. Malah pada berisik.
- R : Iya, Bu. Bagaimana dengan kemajuan siswa setelah diperkenalkan dengan role play, Bu?
- ET : Saya rasa siswa mengalami kemajuan, Mbak. Yang saya lihat paling pertama itu adalah mereka jadi lebih aktif. Kalau dulu kan mereka passive sekali. Mbak juga lihat waktu observasi itu kan ya. Tapi sekarang, beberapa siswa juga sudah menunjukkan rasa percaya dirinya saat speaking.
- R : Kalau mengenai handout, Bu? Handout nya bermanfaat atau tidak?
- ET : Bermanfaat sekali, Mbak. Bisa dibilang itu sebagai sumber materi selain dari LKS dan buku paket.
- R : Ada saran untuk saya, Bu?
- ET : Untuk pertemuan selanjutnya semoga semua siswa sudah menjadi aktif dan mengalami kemajuan dalam speaking. Harapan saya, semoga siswa dapat menyerap ilmu dari Mbak Husnul. Sukses ya, Mbak.
- R : Terima kasih atas waktunya, Bu. Saya permisi dulu.
- ET : Mari, Mbak.

Interview 13

Date : Thursday, 31st October 2013

Time : 11.00 a.m

R : Researcher

S : Student

- R : Wah ada Dek Melin.
- S : Halo, Miss Husnul. Lagi ngapain, Miss?
- R : Mau ke perpustakaan. Gimana persiapan lombanya?
- S : Nanti pulang sekolah ada latihan latihan buat lomba, Miss.
- R : Oh gitu. Dek, bisa ngobrol sebentar?
- S : Iya, Miss.
- R : Dek Melin, pelajaran hari ini gimana
- S : Menyenangkan, Miss. Kita jadi aktif banget pas perform hari ini.
- R : Kalau dibanding sama pertemuan-pertemuan sebelumnya, Dek?
- S : Lebih enak yang ini, Miss. Soalnya kan kita udah paham, ga kayak dulu ga tau blas. Terus juga topik-topiknya sering kita jumpai, Miss. jadi itu membantu kita.

- R : Kalau kesan pelajaran hari ini gimana, Dek?
- S : Seru, Miss. Jadi bikin kita pengen piknik deh. Pokoknya menghidupkan imajinasi kita deh, Miss. Apalagi pas bikin dialog.
- R : Menurutmu kamus elektronik itu bermanfaat apa ga, Dek?
- S : Bermanfaat dong, Miss. Kan ga usah berat berat bawa kamus. Cukup bawa laptop aja. Kan setiap hari kita juga bawa laptop.
- R : Oke. Makasih ya, Dek.
- S : Sama-sama, Miss.

Interview 14

Date : Thursday, 31st October 2013

Time : 12.15 p.m

R : Researcher

S1 : Student 1 (Dinda)

S2 : Student 2 (Satria)

- R : Lagi pada ngapain, Dek?
- S2 : Eh, ada Miss Husnul.
- S1 : Ini mau gladi bersih lomba fashion show, Miss.
- R : Kalau gitu sekalian nanya-nanya ga apa-apa ya. Kan belum mulai.
- S1 : Iya, Miss. Mau ngobrolin apa nih?
- R : Pelajaran hari ini gimana, Dek?
- S2 : Saya seneng, Miss.
- R : Kenapa?
- S2 : Hari ini kan kita belajar expressions of inviting, accepting, and rejecting the invitation. Kan itu baru, Miss. Kita belum pernah mendapat pelajaran itu sebelumnya. Terus role play nya juga pakai topic holiday. Bikin kita semangat pas pelajaran deh.
- R : Kalau kamu, Dek?
- S1 : Sama, Miss. Tapi kalau aku ada tambahan, Miss. Aku paling suka sama role play. Soalnya kita jadi bisa mengekspresikan hati kita pas perform gitu.
- R : Menurut kalian bahasa Inggris kalian sudah mengalami kemajuan belum?
- S1 : Insyaallah sudah, Miss.
- S2 : Saya juga insyaallah sudah, Miss.
- R : Alhamdulillah kalau gitu. Makasih ya, Dek waktunya. See you.
- S1 : Iya, Miss. Sama-sama. See you.

Interview 14**Date : Wednesday, 6th 2013****Time : 12.15 p.m****R : Researcher****S : Student (Naufal)**

R : Dek Naufal lagi nunggu jemputan ya?

S : Iya, Miss.

R : Boleh ngobrol bentar ga, Dek?

S : Iya, Miss. Kenapa?

R : Dek Naufal, hari ini pelajarannya gimana?

S : Aku seneng sama topik nya hari ini, Miss. My favorite sport, sesuai sama aku yang suka sama olahraga. Pokoknya menyenangkan deh hari ini.

R : Kalau role play nya gimana, Dek?

S : Role play nya kayak lagi debat di tv itu, Miss. kan aku belum pernah, pas tau kayak gini rasanya jadi seneng bisa nambah pengetahuan.

R : Jadi bisa nambah percaya diri dong, Dek?

S : Iya, Miss.

R : Ada saran buat Miss Husnul ga?

S : Semoga dipertemuan terakhir besok juga menyenangkan, Miss.

R : Oke deh. Makasih ya.

S : Sama-sama, Miss.

Interview 14**Date : Wednesday, 6th 2013****Time : 11.50 a.m****R : Researcher****S : Student (Shodik)**

R : Dek, kok belum pulang?

S : Belum, Miss. Lagi nungguin temen nih.

R : Oh gitu. Bisa ngobrol sebentar ya, Dek.

S : Iya, Miss.

R : Dek, kita kan udah enam kali pertemuan ya ini tadi. Menurutmu ada kemajuan ga bahasa Inggris nya?

S : Ada, Miss.

R : Gimana kemajuannya?

S : Sekarang lebih berani ngomong, Miss.

R : Yang paling mengesankan apa sih?

S : Diajarin role play itu, Miss. Itu bener-bener baru buat kita dan ternyata seru.

R : Jadi role play membantu kalian ya?

- S : Iya, Miss.
 R : Selain itu ada lagi?
 S : Oh iya. Sama pemberian point plus itu, Miss. itu juga nambah semangat kita.
 R : Oke. Makasih ya, Dek. Hati-hati dijalan.
 S : Bye, Miss.

Interview 14

Date : Thursday, 7th 2013

Time : 11.00 a.m

R : Researcher

S : Student (Helene)

- R : Dek Hellene, lagi sibuk ga?
 S : Ga, Miss. Ada apa, Miss?
 R : Mau ngobrol bentar ya.
 S : Iya, Miss.
 R : Dek Helene, hari ini pelajarannya gimana dek?
 S : Seneng, Miss. Soalnya kita jadi bisa tau cara mengucapin temen kalau pas ultah gitu.
 R : Tadi kan kita pakai Role play. Menurut adek, itu membantu tidak?
 S : Kalau menurut saya sih sangat membantu, Miss.
 R : Diantara semua topic yang pernah kita pelajari yang paling Dek Hellen sukai yang mana?
 S : Suka semua, Miss.
 R : Kenapa?
 S : Soalnya setiap topic punya kelebihan masing-masing, Miss. Di setiap topic ada expressions yang berbeda-beda gitu. Jadi semuanya penting.
 R : Dek Hellen mengalami peningkatan kemampuan ga bahsa Inggrisnya?
 S : Iya, Miss. Sekarang makin pede kalau diajak ngomong.
 R : Wah syukurlah. Kesan selama Miss Husnul ngajar gimana, Dek?
 S : Miss Husnul menyenangkan. Sedih banget Miss udah ga ngajar VIII B. Miss, janji ya main kesini lagi.
 R : Beres, Dek. Kalau saran buat Miss apa?
 S : Ga ada, Miss. Semoga Miss Husnul cepet lulus dan sukses ya.
 R : Amin..Makasih ya, Dek.
 S : Sama-sama, Miss.

Interview 15**Date : Thursday, 7th 2013****Time : 11.55 a.m****R : Researcher****S : Student (Ega)**

R : Dek, udah dijemput?

S : Belum, Miss. Mau wawancara ya, Miss?

R : Iya, Dek. Minta waktunya sebentar ya.

S : Iya, Miss.

R : Dek, menurutmu kita perlu pakai classroom English biar bisa lebih membantu bisa terbiasa berbicara dalam Bahasa Inggris atau kita cukup pakai Bahasa Indonesia aja selama pelajaran Bahasa Inggris, Dek

S : Pakai classroom English dong, Miss. Karena kita terbiasa mendengar kata-kata dalam Bahasa Inggris kan kita jadi terbantu. Kayak kita kemarin ini, Miss.

R : Jadi classroom English terbukti bisa membantu kamu buat speaking ya?

S : Iya, Miss.

R : Kalau role play juga membantu ga, Dek?

S : Kalau role play malah yang paling bikin aku seneng, Miss. Soalnya seru dan mengasyikkan sih. Baru tau aja aku udah seneng kalau pelajaran ada role play.

R : Oh gitu ya. Dek, ada pesan atau saran buat Miss ga?

S : Miss, ngajar disini aja. Jangan pergi, Miss.

R : Hehe iya besok Miss main kesini deh.

S : Kalau bohong nanti kita yang datengin rumahnya Miss lho.

R : Ya ga apa-apa, Dek. Yaudah makasih ya buat bantuannya selama ini. Sukses ya buat kalian.

S : Miss jugs ya sukses selalu.

APPENDIX C: Observation Sheets and Checklists

OBSERVATION SHEET

Cycle : ...

Meeting : ...

Day/Date : ...

Respondent : R (Researcher)

ET (English Teacher)

S (Students)

C (Collaborator)

[illegible]

OBSERVATION CHECKLIST OF THE TEACHING AND LEARNING PROCESS

Filled by the collaborator

No.	Observation Items	Meetings													
		1		2		3		4		5		6		7	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.	Pre-Teaching														
	a. The teacher greets the students.	√		√		√		√		√		√		√	
	b. The teacher responds to the students' greeting.	√		√		√		√		√		√		√	
	c. The teacher asks the students' condition.	√		√		√		√		√		√		√	
	d. The teacher checks the students' attendance.	√		√		√		√		√		√		√	
	e. The teacher leads a prayer.	√		√		√		√		√		√		√	
	f. The reviews the previous materials.		√	√		√		√		√		√		√	
	g. The teacher asks whether there are any questions about the last materials.		√	√		√		√		√		√		√	
	h. The teacher explains the goal of teaching.	√			√		√	√		√		√		√	
	i. The teacher gives apperception to the students.	√		√		√			√	√		√		√	

2.	Whilst Teaching														
a.	The students are ready to learn.		√		√	√		√		√		√		√	
b.	The students take a note in identifying the language functions of the dialogue.	√		√		√			√	√		√		√	
c.	The students study the handout.		√	√		√		√		√		√		√	
d.	The teacher gives the explanation.	√	√	√		√		√		√		√		√	
e.	The teacher gives a chance to the students to ask questions or give opinions.	√		√		√		√		√		√		√	
f.	The students repeat the pronunciation after the teacher.		√	√		√		√		√		√		√	
g.	The students practice a dialogue with their partner.	√		√		√		√		√		√		√	
h.	The teacher gives the situation to the student.		√	√		√		√		√		√		√	
i.	The teacher asks the students to make a dialogue in groups.		√	√		√		√		√		√		√	
j.	The students discuss with their partner about the situation.		√	√		√		√		√		√		√	
k.	The students perform in groups.		√	√			√			√		√		√	
l.	The teacher gives feedback on the	√		√		√				√		√		√	

	students' performances. m. The students and the teacher discuss the performance of the students. n. The teacher gives rewards to the students.	√		√		√		√		√		√		√	
3.	Post-Teaching a. The teacher summarizes the materials given. b. The teacher gives reflection towards the teaching and learning process. c. The teacher gives preview of the next materials.	√		√		√		√		√		√		√	
4.	Class situation a. The students' enthusiasm/ motivation in the class. b. The students' involvement in the class. c. Time allocation used by the teacher d. Role play is effective to be used in teaching and learning process.	√		√		√		√		√		√		√	

	e. The students understand the teacher's instruction.	√		√		√		√		√		√		√	
	f. The students' response toward the technique and activities used by the teacher.	√		√		√		√		√		√		√	
	g. The students understand the materials.	√		√		√		√		√		√		√	

APPENDIX D: Blueprint of Interview Guideliness

BLUEPRINT OF INTERVIEW GUIDELINES

A. Planning

No.	Content	References	Items	
			For Teacher	For Students
1	The obstacles in the teaching and learning process of speaking.	Nunan (1989:18) Brown (2000:270)	<ul style="list-style-type: none"> - What are your obstacles or difficulties in teaching speaking skills? - What are the difficulties faced by the students in learning speaking? - How do you deal with those problems? 	<ul style="list-style-type: none"> - What are your problems in speaking? - What do you do to solve those problems?
2	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> - What kind of activities you use to practice your students' speaking skills? 	<ul style="list-style-type: none"> - Does your teacher often give you speaking practice? What are they? - What kind of learning activities do you like?
3	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> - How do you explain the materials? - Can you explain the teaching and learning process? 	<ul style="list-style-type: none"> - How does your teacher explain the material? - Tell me about the teaching and learning

			<ul style="list-style-type: none"> - How to give feedback on the students' speaking activities? 	<ul style="list-style-type: none"> - process in your class? - Is the teaching and learning process interesting?
4	The students' attitudes and speaking abilities	Graves (2000:103) Nunan (1989:36)	<ul style="list-style-type: none"> - Are the students motivated during the speaking class? - Are the students active in the classroom activities? - How are the students' speaking skills? - Are the students always engage in every activity in the class? 	<ul style="list-style-type: none"> - Do you like English? - Is it a difficult subject? - Do you enjoy the teaching and learning process in the classroom? - Do you have much time to practice your speaking regularly? - Do you feel confident to speak English? - Do you need improvement in your speaking skills?
5	Materials	Gower, et al (1995:77)	<ul style="list-style-type: none"> - Have you ever developed your teaching materials? - Have you ever took the material from other source such as internet? - Could you please tell me about materials that you use in the teaching and learning process? 	<ul style="list-style-type: none"> - Are the materials interesting? - Are the materials difficult?

			- What are you teaching resources?	
6	Assessment	Brown (2004:140)	- How do you evaluate or assess the students' skills?	
7	Role Play in language classroom (Technique)	Ladousse (1987)	<ul style="list-style-type: none"> - Have you ever taught the students using role play? - In your opinion, do you think role play is helpful to support the speaking practice? 	<ul style="list-style-type: none"> - Do you know role play in speaking? - Have you ever being taught using role play? - Do you think it is interesting?

B. Reflection

No.	Content	References	Items	
			For Teacher	For Students
1	The classroom activities	Brown (2001:271) Harmer (2004:271) Kayi (2006)	<ul style="list-style-type: none"> - What kinds of activities which are suitable for teaching speaking to the students? - Do the students enjoy the activities? - In your opinion, do the students' speaking skills improve? - Is there still any problems we should deal with? 	<ul style="list-style-type: none"> - Do you like the activities in the teaching and learning process? - What do you think about the activities? - Have you ever got the same activities from your teacher? - Is there any difficulties?
2	The teacher	Harmer (2007:108) Nunan (1989:19)	<ul style="list-style-type: none"> - Do you find some problems occurred during the implementation of the actions? - What do you think about the previous teaching and learning process? - Which part indicates some failures and improvement? - Could you give some suggestions for the next teaching and learning process? 	<ul style="list-style-type: none"> - Is the reaching and learning process interesting? - Could you give your opinion about my teaching? - What is your suggestion for the next meeting?

3	The students' attitudes and speaking abilities	Graves (2000:103) Nunan (1989:36)	<ul style="list-style-type: none"> - Are the students active in the teaching and learning process? - What do you think about the students' achievement in their speaking skills? 	<ul style="list-style-type: none"> - Is there any improvement with your speaking skills? - How do you feel about your speaking skills? - Do you enjoy the previous teaching and learning process?
4	Materials	Gower, et al (1995:77)	<ul style="list-style-type: none"> - What do you think about the materials? - Are the materials easy or difficult for the students? 	<ul style="list-style-type: none"> - What do you think about the materials? - Are the materials difficult or easy? - Are the materials interesting?
5	Role Play in language classroom (Technique)	Ladousse (1987)	<ul style="list-style-type: none"> - Does role play help the students' in improving their speaking skills? 	<ul style="list-style-type: none"> - Is the role play interesting? - Is it helpful in improving your speaking skills?

APPENDIX E: Speaking Test

Pre-Test Instrument

Type of the test: Speaking Performance (Role-Plays)

Skill : Speaking

Language function:

1. Expressing how to ask for a help.
2. Expressing how to respond for a help and giving a help
3. Expressing how to refuse a help.

Situation:

- a. You forget to bring the dictionary during the English class. You want to borrow your friend's dictionary from other class. Fortunately, your friend brings the dictionary and he lends the dictionary to you.
- b. You do not bring a pencil during the art class. You ask your friend to borrow her pencil but unfortunately she does not bring extra pencil.
- c. You meet your friend walks alone on the way home. You offer her a ride, but she refuses because she is going to meet her friend in the park.

Procedure:

- a. The teacher divides the students into pairs.
- b. The teacher asks one of the students to take the role card which contains a situation then writes their name on the whiteboard in order to know the list of performance.
- c. The students are asked to read and comprehend the card then prepare the performance for about twenty minutes.
- d. The teacher point out the students' name to perform the dialogue in front of the class with the partners.

- e. The teacher, researcher, and collaborator will assess the students' performance based on the scoring rubric that has been made.

Post-Test Instrument

Type of the test: Speaking Performance (Role-Plays)

Skill : Speaking

Language function:

1. Expressing how to invite someone
2. Expressing how to accept an invitation
3. Expressing how to refuse an invitation
4. Expressing how to congratulate someone

Procedure:

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

Situation:

1. One of the students acts as a birthday girls while the others become the guests.
2. The teacher gives the role play card and cue cards for each group which includes the role of each member.

APPENDIX F: Speaking Rubric

SPEAKING RUBRIC

Scores	Aspects				
	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension
5	Grammatical and lexical accuracy are extremely high.	Speak fluently without hesitation or searching for words.	Very clear, stress and intonation help to make meaning clear.	Effective words choice.	Understand everyday conversation in normal speech.
4	Quite accurate; some errors, but meaning is always clear.	Some hesitations and sometime has to search for words.	Generally clear; reasonable control of stress and intonation.	Mostly effective words choice.	Understand nearly everything at normal speech. Although occasional repetition may be necessary.
3	Frequent errors; meaning is not always clear.	Quite hesitant, limited range of vocabulary and structure.	Frequent errors; not always clear enough to understand.	Frequently errors in words choice.	Understand most of what is said at slower speed with repetition.
2	Very frequent errors; difficulty in making meaning clear.	Extremely hesitant; very limited range of language	Very frequent errors; often very difficult to	Ineffective words choice.	Difficult to understand what is said. Able to comprehend only

		available.	understand.		social conversation spoken slowly and with frequent repetition.
1	Almost unable to communicate.	Almost unable to communicate.	Almost unable to communicate.	Almost unable to communicate.	Almost unable to understand even simple conversation.

Adapted from Brown (2001:406-407)

APPENDIX G: Speaking Score

The Students' Speaking Skills Scores in Pre-Test

Assessment sheet for role play Pre-Test						
Student's	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	Total
S1	3	2	2	2	3	12
S2	3	3	2	2	3	13
S 3	3	2	3	2	2	12
S 4	3	3	2	3	3	14
S 5	3	2	2	2	3	12
S 6	2	2	2	3	3	12
S 7	2	3	2	2	3	12
S 8	3	2	2	3	2	12
S 9	3	3	2	2	3	13
S 10	3	3	2	2	2	12
S 11	2	3	3	3	3	14
S 12	3	2	3	3	2	13
S 13	2	3	2	2	3	12
S 14	3	2	2	3	2	12
S 15	3	3	3	2	3	14
S 16	3	2	2	2	3	12
S 17	2	3	2	3	2	12
S 18	3	3	2	2	3	13
S 19	3	2	2	2	3	12
S 20	2	3	2	2	3	12
S 21	3	2	2	3	3	13
S 22	2	3	2	3	2	12
S 23	3	2	2	2	3	12
S 24	3	3	2	2	3	13
S 25	3	2	2	3	2	12
S 26	3	3	2	2	3	13
S 27	2	3	2	2	3	12
S 28	3	2	2	3	2	12
S 29	2	3	2	2	3	12
S 30	3	2	2	3	2	12
S 31	2	3	2	3	3	13
S 32	2	3	2	2	3	12
S 33	3	2	2	3	3	13
S 34	2	3	2	3	2	12

S 35	2	3	2	3	2	12
S 36	3	2	2	3	3	13
S 37	3	2	2	3	2	12
S 38	2	3	2	2	3	12
S 39	3	2	2	3	2	12
S 40	2	3	2	3	2	12
Mean Score	2.625	2.55	2.125	2.45	2.626	

The Students' Speaking Skills Scores in Cycle I

Assessment sheet for role play Assessment I						
Student's	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	Total
S1	3	2	3	3	3	14
S2	3	3	3	3	3	15
S 3	3	2	3	3	4	15
S 4	4	3	3	3	4	17
S 5	3	3	2	3	3	14
S 6	3	2	3	3	3	14
S 7	2	3	3	3	3	14
S 8	3	3	3	3	3	15
S 9	3	3	3	3	4	16
S 10	3	3	3	2	3	14
S 11	3	3	3	4	4	17
S 12	4	3	3	3	3	16
S 13	3	3	3	2	3	14
S 14	3	2	3	3	3	14
S 15	4	3	3	3	4	17
S 16	3	3	3	2	3	14
S 17	2	3	3	3	3	14
S 18	3	3	3	3	3	15
S 19	3	3	3	2	4	15
S 20	3	3	3	2	3	14
S 21	3	3	3	3	4	16
S 22	3	3	3	4	2	15
S 23	3	3	3	2	3	14
S 24	3	3	3	3	4	16
S 25	3	2	3	3	3	14
S 26	3	3	3	3	4	16
S 27	3	3	3	2	3	14
S 28	3	3	3	3	3	15
S 29	2	3	3	3	3	14
S 30	3	2	3	3	3	14
S 31	3	3	3	3	4	16
S 32	3	3	3	2	3	14
S 33	3	3	3	3	3	15
S 34	3	3	3	3	2	14

S 35	3	3	3	3	2	14
S 36	3	3	3	3	3	15
S 37	3	2	3	3	3	14
S 38	3	3	3	2	3	14
S 39	3	2	3	3	3	14
S 40	3	3	3	3	2	14
Mean Score	3	2.8	3	2.825	3.15	

The Students' Speaking Skills Scores in Post-Test

Assessment sheet for role play Post-Test						
Students	Grammar	Fluency	Pronunciation	Vocabulary	Comprehension	Total
S1	4	3	3	3	3	16
S2	4	3	3	3	4	17
S 3	3	3	3	4	4	17
S 4	4	4	3	4	4	19
S 5	4	3	3	3	3	16
S 6	3	3	3	3	4	16
S 7	3	3	3	3	4	16
S 8	4	3	3	3	4	17
S 9	3	4	4	3	4	18
S 10	3	4	3	3	3	16
S 11	4	4	3	4	4	19
S 12	4	3	4	3	4	18
S 13	3	4	3	3	3	16
S 14	3	3	3	4	3	16
S 15	4	3	4	4	4	19
S 16	4	3	3	3	3	16
S 17	3	3	3	3	4	16
S 18	4	3	3	3	4	17
S 19	4	3	3	3	4	17
S 20	3	4	3	3	3	16
S 21	3	3	4	4	4	18
S 22	3	3	4	4	3	17
S 23	4	3	3	3	3	16
S 24	4	4	3	3	4	18
S 25	3	3	3	3	4	16
S 26	4	4	3	3	4	18
S 27	3	3	3	3	4	16
S 28	3	3	4	3	4	17
S 29	3	3	4	3	3	16
S 30	3	3	3	4	3	16
S 31	3	4	3	4	4	18
S 32	4	4	3	3	3	17
S 33	3	4	3	3	4	17
S 34	4	3	3	3	3	16
S 35	3	4	3	3	3	16
S 36	3	3	4	4	3	17
S 37	4	3	3	3	3	16
S 38	3	3	3	3	4	16
S 39	3	3	3	3	4	16

S 40	4	3	3	3	3	16
Mean Score	3.45	3.3	3.2	3		

APPENDIX H: Course Grid

COURSE GRID

The Teaching and Learning Process of Speaking through Pictures For Grade VIII of SMP Negeri 1 Klaten

Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts

Basic Competency

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

Cycle 1 (Meeting 1-4)

Topic	Indicators	Teaching Learning Activities	Role Play	Learning Materials			Assessment	Resources
				Grammar	Vocabulary	Expression		
In the Restaurant	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to pronounce the things in the restaurant correctly. The students are able to use the expressions of 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of things in the restaurant. The teacher mentions the things in the restaurant one by one with correct pronunciation. The teacher shows some pictures of a restaurant's waiter and a customer having 	<ul style="list-style-type: none"> Actor: a waiter and customers Setting: Restaurant Steps: <ol style="list-style-type: none"> One of the students acts as a waiter of restaurant while the others become the customers. The teacher 	Asking for services or helps. e.g. could you give me the menu, please. Giving services or helps. e.g. Sure. Here you are.	Help; order; price; menu; drinks; dessert; meals; restaurant; fries; doughnut; burger; milkshake	Customer: Could you give me the menu? Waiter: Sure. Here you are. What do want to order? Customer: I'd like steak and cola float, please.	Choose the role play card and study the situation given. Then act it out in group of four based on the character. Situation: One of the	Role Plays for Today; Jason Anderson Scaffolding English For Junior High School students; Jaka Priyatna

	<p>asking and giving, and refusing services or helps appropriately.</p> <ul style="list-style-type: none"> The students are able to respond the expressions of asking, giving, and refusing services or helps appropriately. 	<p>a conversation using expressions asking, giving, and refusing services or helps.</p> <ul style="list-style-type: none"> Practice <ol style="list-style-type: none"> The students pronounce the things in the restaurant along with the teacher's guidance. The students study and practice conversation using the expressions of asking, giving, and refusing services or helps in pairs. <ul style="list-style-type: none"> Production <ol style="list-style-type: none"> The teacher divides the students into groups which consist of four students, then the students perform the role play based on the situation given for each group. 	<p>gives the role play card and cue card for each group which includes the role of each member</p> <ol style="list-style-type: none"> For the waiter's cue card there will be the lists and prices of the foods in the menu. 	<p>Refusing services or helps.</p> <p>e.g.</p> <p>No. Thank you.</p>		<p>Waiter: do you want any dessert?</p> <p>Customer: No. Thanks.</p>	<p>students becomes the waiter of a fast food restaurant meanwhile the others become the customers. The three customers will order different meals.</p>	
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In the Post Office	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to pronounce the things in the post office correctly. The students are able to use the expressions of asking and giving, and refusing services and things appropriately. The students are able to respond the expressions of asking, giving, and refusing services and things appropriately. 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of things in the post office. The teacher mentions the things in the post office one by one with correct pronunciation The teacher shows some pictures of a post office officer and a customer having a conversation using expressions asking, giving, and refusing services and things. Practice <ol style="list-style-type: none"> The students pronounce the things in the post office along with the teacher's guidance. The students study and practice conversation using the expressions of asking, giving, and refusing services and things Production <ol style="list-style-type: none"> The teacher divides the students into groups and then the teacher 	<ul style="list-style-type: none"> Actor: a post office officer and customers Setting: Post Office <p>Steps:</p> <ol style="list-style-type: none"> One of the students acts as a post office officer while the others become the customers. The teacher gives the role play card and cue card for each group which includes the role of each member For the customers' cue card there will be the lists of the things that they should ask to the post 	<p>Asking and giving services and things:</p> <p>C: Do you have a stamp?</p> <p>P: Sure. Here you are.</p> <p>Refusing services and things:</p> <p>C: I'd like to deliver this package to Thailand P: I am very sorry. We cannot deliver the package on Friday.</p>	Post office; deliver; package; phone	<p>Expression:</p> <p>P: Next, please</p> <p>C: I need four stamps and four envelope please.</p> <p>P: Is that all? C: Yes. Thank you.</p>	<p>Divide the class into groups which consist of five students. One of the students of each group acts as an cashier while the rest will act as the customers. The customers will act based on the situation given in the cards. The teacher will round up in the class and find the most difficult customer and also the most polite customer.</p>	Role Plays for Today; Jason Anderson
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		asks the students to have a role play based on the situation given for each group.	office officer.					
Visiting a Doctor	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to pronounce the things in the doctor's room correctly. The students are able to use the expressions of asking and giving opinions appropriately. The students are able to respond the expressions of asking and giving opinions appropriately. 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of things in the doctor's room. The teacher mentions the things in the doctor's room one by one with correct pronunciation The teacher shows some pictures of a doctor and patient having a conversation using expressions of asking and giving opinions. Practice <ol style="list-style-type: none"> The students pronounce the things in the doctor's room along with the teacher's guidance. The students study and practice conversation using the expressions of asking and giving 	<ul style="list-style-type: none"> Actor: a doctor and a patient Setting: In the doctor's room Steps: <ol style="list-style-type: none"> One of the students acts as a doctor while the others become the patient. The teacher gives the role play card and cue card for each group which includes the role of each member For the doctor's cue card there will be the lists of the 	<p>Asking for opinion:</p> <p>P: What kind of treatment I should take?</p> <p>Giving opinion:</p> <p>D: You should try the alternative medicine first.</p>	<p>Doctor;</p> <p>patient; sick; medicine; treatment; stethoscope; hurt; serious; prescription</p>	<p>Expression:</p> <p>D: How was your feeling?</p> <p>P: I feel tired.</p> <p>D: Since when did you feel tired?</p> <p>P: Two days ago.</p>	<p>Choose the role play card and study the situation given. Then act it out in group of four based on the symptom that you get.</p>	<p>Role Plays for Today; Jason Anderson</p>

		<p>opinions</p> <ul style="list-style-type: none"> • Production <p>6. The teacher divides the students into groups which consist of four students, and then the teacher asks the students to have a role play based on the situation given for each group.</p>	<p>things that he should ask when the patients enter the room.</p>					
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Cycle II (Meeting 5-7)

Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts

Basic Competency

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and refusing, invitation, agreeing or disagreeing, complimenting and congratulating.

Topic	Indicators	Teaching and Learning Activities	Role Play	Learning Materials			Assessment	Resources
				Grammar	Vocabulary	Expression		
Holiday	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to mention the places that we can visit during the holiday correctly. The students are able to use the expressions of 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of things the places that we can visit during the holiday. The teacher mentions the things the places that we can visit the holiday one by one with correct pronunciation The teacher 	<ul style="list-style-type: none"> Actor: a manager of travel agency and customers Setting: In travel agency room Steps: <ol style="list-style-type: none"> One of the students acts as a manager of travel agency while the others become the customers. The teacher gives the role 	Inviting M: would you like to join us to have a vacation in Bali? Accepting invitation: Sure. I will Refusing invitation: I'd love to, but I have an appointment on the day we depart.	Holiday; vacation; depart; arrive; travel; agency; leave	Expression: M: We invite some customers to join a trip in Bali with us. Would you like to come? C: Sure. I'd love to.	Choose the role play card and study the situation given. Then act it out in group of four based on the place and the reason you choose.	Role Plays for Today; Jason Anderson

	<p>inviting, accepting, and rejecting, invitation appropriately</p> <ul style="list-style-type: none"> The students are able to respond the expressions of inviting, accepting, and rejecting, invitation appropriately. 	<p>shows some pictures of a people having a conversation using expressions of inviting, accepting, and rejecting, invitation.</p> <ul style="list-style-type: none"> Practice <p>4. The students pronounce the places that we can visit during the holiday along with the teacher's guidance.</p> <p>5. The students study and practice conversation using the expressions of inviting, accepting, and rejecting, invitation.</p> <ul style="list-style-type: none"> Production <p>6. The teacher divides the</p>	<p>play card and cue card for each group which includes the role of each member</p> <p>3. For the customers' cue card there will be the answers and the reasons whether they will join the trip or not.</p> <p>4. For the manager's cue card, there will be the list of people and the destination of the trip. The manager's job is to invite the customers to join the trip.</p>					
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		students into groups which consist of four students, and then the teacher asks the students to have a role play based on the situation given for each group.						
My Favorite Sport	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to pronounce many kinds of sports correctly. The students are able to use the expressions of agreeing and disagreeing 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of many kinds of sports. The teacher mentions many kinds of sports one by one with correct pronunciation The teacher shows some pictures of a people having a conversation 	<ul style="list-style-type: none"> Actor: a reporter and three public figures Setting: In a sport centre Steps: <ol style="list-style-type: none"> One of the students acts as a reporter of a famous magazine while the others become the famous public figure. The teacher gives the role 	<p>Agreeing</p> <p>Yes. I agree with you.</p> <p>Disagreeing.</p> <p>No. I disagree with you.</p>	Sport; favorite; hockey, softball; badminton ;tennis; agree; disagree	<p>Expression:</p> <p>R: What is your favorite sport?</p> <p>P: I love basketball.</p> <p>R: Why do you like it?</p> <p>P: Basketball is good choice for those who do not have much time to exercise.</p> <p>R: Yes. I think so.</p>	Choose the role play card and study the situation given. Then act it out in group of four based on the sports and the reasons that you choose.	Role Plays for Today; Jason Anderson

	<p>appropriately.</p> <ul style="list-style-type: none"> The students are able to respond the expressions of agreeing and disagreeing appropriately 	<p>using expressions of agreeing and disagreeing</p> <ul style="list-style-type: none"> Practice <p>4 The students pronounce many kinds of sports along with the teacher's guidance.</p> <p>5 The students study and practice conversation using the expressions of agreeing and disagreeing</p> <ul style="list-style-type: none"> Production <p>6. The teacher divides the students into groups which consist of four students, and then the teacher asks the students to have a role play based on the situation given</p>	<p>play card and cue card for each group which includes the role of each member</p> <p>3. For the reporter's cue card there will be lists of questions related to their favorite sports.</p> <p>4. For the public figures' cue card, there will be the list of their favorite sports.</p>			I agree with you.		
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		for each group.						
Birthday party	<ul style="list-style-type: none"> The students are able to identify the vocabularies related to the topic. The students are able to pronounce the things in the birthday party correctly. The students are able to use the expressions of congratulating and complementing appropriately The students are able to respond the expressions of congratulating and complementing appropriately 	<ul style="list-style-type: none"> Presentation <ol style="list-style-type: none"> The teacher shows some pictures of things in the birthday party The teacher mentions many kinds of clothes one by one with correct pronunciation The teacher shows some pictures of a people having a conversation using expressions of congratulating and complimenting Practice <ol style="list-style-type: none"> The students pronounce things in the birthday party with the teacher's guidance. 	<ul style="list-style-type: none"> Actor: a person who holds a birthday party and three guests. Setting: In a birthday party Steps: <ol style="list-style-type: none"> One of the students acts as a person who holds the birthday party while the others become the guests. The teacher gives the role play card and cue card for each group which includes the role of each member The content of the guests' cue card includes the congratulatory 	Congratulating: Congratulations on your birthday today. Complementing You look very beautiful today.	Birthday; party; congratulations; beautiful; handsome; cool	Expression G: Congratulations on your birthday. You look very beautiful. P: Thank you very much. You look so cool, too.	Choose the role play card and study the situation given. Then act it out in group of four based on the sports and the reasons that you choose.	Role Plays for Today; Jason Anderson

		<p>5. The students study and practice conversation using the expressions of congratulating and complimenting</p> <ul style="list-style-type: none"> • Production <p>6. The teacher divides the students into groups which consist of four students, and then the teacher asks the students to have a role play based on the situation given for each group.</p>	<p>and complimentary towards a person who holds the birthday party.</p>					
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APPENDIX I: Lesson Plan

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : In the Restaurant

Skill : Speaking

Time Allocation: 2 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to pronounce the name things in the restaurant correctly.
3. The students are able to use the expressions of asking and giving, and refusing services or helps appropriately.
4. The students are able to respond the expressions of asking, giving, and refusing services or helps appropriately.

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in asking, giving, and refusing services or helps accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	<p>Opening</p> <p>a. The teacher greets the students.</p> <p>b. The teacher checks the students' attendance list.</p> <p>Lead in</p> <p>c. The teacher shows some pictures of activities in restaurant and asks the students about their background knowledge about the pictures.</p>	<p>10</p> <p>Minutes</p>
2	<p>Main Activity</p> <p>Presentation</p> <p>d. The teacher shows some pictures of activities in restaurant and things in the restaurant.</p> <p>e. The teacher shows some expressions use of asking for, giving, and refusing service based on the situation on the pictures.</p> <p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of asking for, giving, and refusing service based on the situation on</p>	<p>60</p> <p>Minutes</p>

	<p>the pictures</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce the names of things in the restaurant based on the pictures.</p> <p>i. The students study and practice conversation using the expressions asking for, giving, and refusing service.</p> <p>j. The students make and practice short dialogues by using the expressions of asking for, giving, and refusing service.</p> <p>Production</p> <p>k. The students are in group of four to practice the role play based on the situation in the role play card.</p>	
3	<p>Closing</p> <p>l. The teacher asks the students difficulties.</p> <p>m. The teacher and the students make a conclusion and reflection on what they have learnt and done.</p> <p>n. The teacher informs the students the next learning activity in the following meeting.</p>	<p>10</p> <p>minutes</p>

G. The Teaching Material

- Appendix

I. Media

LCD

Role Play Card

Cue Card

J. References

*Wardiman Artono; 2008; English in Focus; Jakarta; Pusat Perbukuan
Departemen Pendidikan Nasional*

Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix

Teaching Material

Lead In

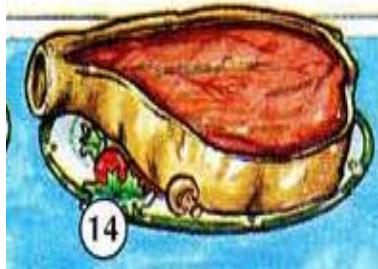
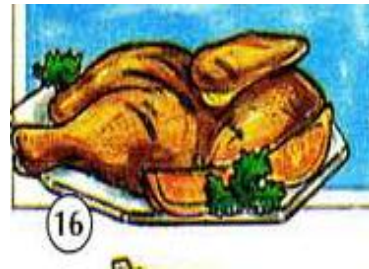
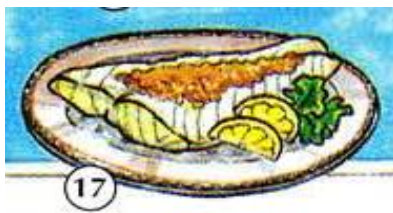
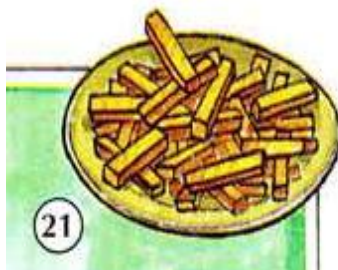
The teacher shows some picture related to the restaurant to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention the things they usually find in the restaurant.

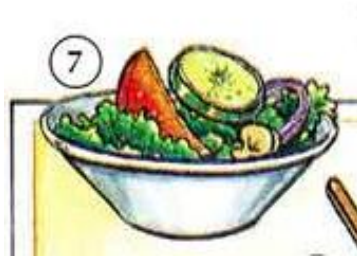


1.1 Pictures of the restaurant

Task 1

Study the following pictures and then pronounce the name of the things below by the teacher's guide.

**Roast Beef****Baked Chicken****Broiled Fish****Spaghetti****French Fries****Rice**



Salad



Chocolate Cake



Ice Cream



Orange Juice



Coke



Coffee

Task 2

Study the following picture and dialogue with your friend.

Customer : May I have the menu, please?

Waiter : Sure. Here you are.

Customer : I want baked chicken and french fries. Can you do me a favor?
Please move this candle to the other table.

Waiter : Sure. I will do it.



Expressions of asking and giving, and refusing services

Asking for a service	Giving a service	Refusing a service
<p>Could you give me the menu, please?</p> <p>Could you give me a napkin, please?</p> <p>Can you do me a favor?</p> <p>Please help me.</p>	<p>Sure. Here you are.</p> <p>Let me give you a hand.</p> <p>Here I'll do it for you.</p>	<p>I'm sorry. May be next appetizer.</p> <p>No. it is not necessary.</p> <p>Thank you for offering, but I already chose the salad.</p>

Task 3

Read and study the following dialogue, and then categorize the expression of asking for, giving, and refusing a service. Act it out the dialogue with your partner in front of the class.

Customer: Could you give me the menu, please.

Waiter : Sure. Here you are.

Customer: Could you give me a roast beef and spaghetti.

Waiter : We will give free ice cream for all customers today since there is a special event. Would you like an ice cream?

Customer: Thank you for offering, but I do not eat an ice cream because I'm not feeling well.

Waiter : It's okay, Sir.

Customer: Can you do me a favor? We need one more chair here.

Waiter : Sure. I'll do it for you.

Asking for a service	Giving a service	Refusing a service

Task 4

Choose one situation and make a short dialogue by using expressions of asking for, giving, and refusing a service based on the situation. The example is provided for you.

Customer: Can you do me a favor? I need more napkins here.

Waiter : Sure. Let me give you a hand.

Customer: Thank you.

Waiter : You're welcome.

Situation 1

You want to eat a pudding and a chocolate cake. Unfortunately, your spoon falls, you ask the waiter to bring a new spoon.

Situation 2

You are waiting for your friend in the restaurant. You ask the waiter to bring the menu and order the most delicious food there.

Task 5

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

Production

Role Play Card		
No	Component	Description
1	Actor	Customer - Waiter
2	Setting	In the Restaurant
3	Time	10 Minutes
4	Aim	a. To enable the students to use the expression of asking for, giving, and refusing a service.
5	Language Function	Asking for a service, giving a service, and refusing a service.
6	Organization	The students work in group of four
7	Preparation	Menu, role play cards, cue cards
8	Procedure	<p>6. One of the students acts as a waiter of restaurant while the others become the customers.</p> <p>7. The teacher gives the role play card and cue cards for each group which includes the role of each member.</p> <p>8. For the waiter's and customers' cue card there will be list of their duty</p> <p>** Please find out the friendliest waiter among the groups.</p>

Cue Card

Role: Waiter

Duty: Giving services to the customers.

Cue Card

Role: Customer 1

Duty: Asking for services, refusing services. You can choose the food you like.

Cue Card

Role: Customer 2

Duty: Asking for services, refusing services. You can choose the food you like.

Cue Card

Role: Customer 3

Duty: Asking for services, refusing services. You can choose the food you like.

A. Appetizers

- | | |
|-----------------------------|------------------|
| 1. fruit cup/fruit cocktail | 4. chicken wings |
| 2. tomato juice | 5. nachos |
| 3. shrimp cocktail | 6. potato skins |

B. Salads

- | | |
|----------------------------------|-----------------------|
| 7. tossed salad/
garden salad | 10. antipasto (plate) |
| 8. Greek salad | 11. Caesar salad |
| 9. spinach salad | 12. salad bar |

C. Main Courses/Entrees

- | | |
|--------------------------|--------------------------------|
| 13. meatloaf | 16. baked chicken |
| 14. roast beef/prime rib | 17. broiled fish |
| 15. veal cutlet | 18. spaghetti and
meatballs |

D. Side Dishes

- | | |
|---------------------|----------------------|
| 19. a baked potato | 22. rice |
| 20. mashed potatoes | 23. noodles |
| 21. french fries | 24. mixed vegetables |

E. Desserts

- | | |
|--------------------|----------------------|
| 25. chocolate cake | 28. jello |
| 26. apple pie | 29. pudding |
| 27. ice cream | 30. ice cream sundae |

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : In the Post Office

Skill : Speaking

Time Allocation : 2 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to pronounce the name things in the post office correctly.
3. The students are able to use the expressions of asking and giving, and refusing services and things appropriately.

4. The students are able to respond the expressions of asking, giving, and refusing services and things appropriately.

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in asking, giving, and refusing services and things accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	Opening a. The teacher greets the students. b. The teacher checks the students' attendance list. Lead in c. The teacher shows some pictures of activities in post office and asks the students about their background knowledge about the pictures.	10 Minutes
2	Main Activity Presentation d. The teacher shows some pictures of activities in post office and things in the post office.	60 Minutes

	<p>e. The teacher shows some expressions use of asking for, giving, and refusing service and things based on the situation on the pictures.</p> <p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of asking for, giving, and refusing service and things based on the situation on the pictures</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce the names of things in the post office based on the pictures.</p> <p>i. The students study and practice conversation using the expressions asking for, giving, and refusing service and things.</p> <p>j. The students make and practice short dialogues by using the expressions of asking for, giving, and refusing service and things.</p> <p>Production</p> <p>h. The students are in group of five to practice the role play based on the situation in the role play card.</p>	
3	<p>Closing</p> <p>k. The teacher asks the students difficulties.</p> <p>l. The teacher and the students make a conclusion and reflection on what they have learnt and done.</p> <p>m. The teacher informs the students the next learning activity in the following meeting.</p>	10 minutes

I. Media

LCD

Role Play Card

Cue Card

J. References

Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix

Teaching Material

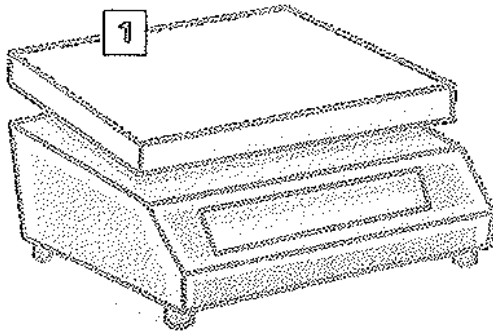
Lead In

The teacher shows some picture related to the post office to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention the things they usually find in the post office.

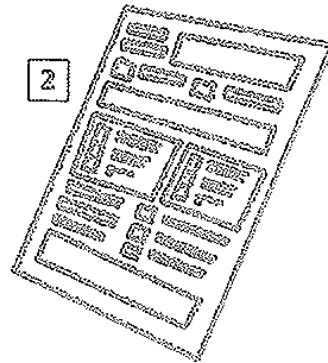


Task 1

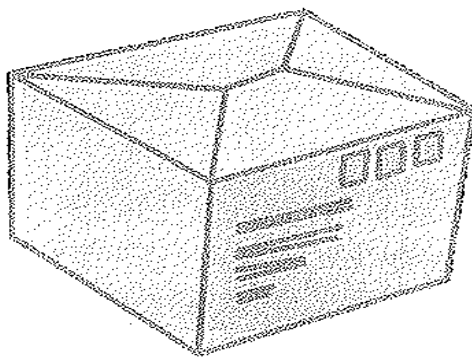
Study the following pictures and then pronounce the name of the things below by the teacher's guide.



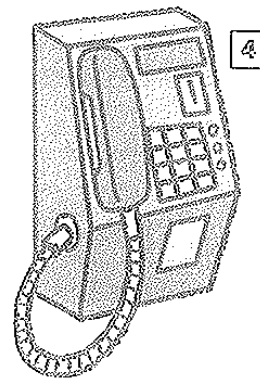
Scale



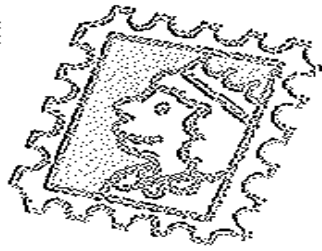
Form



Parcel

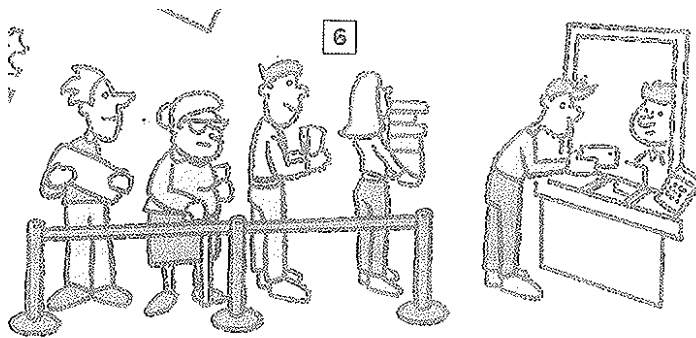


Payphone

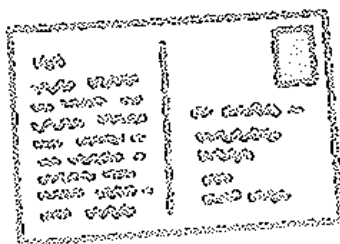


5

Stamp

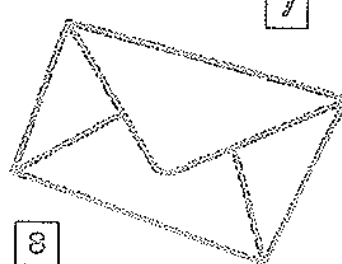


Queue



7

Postcard



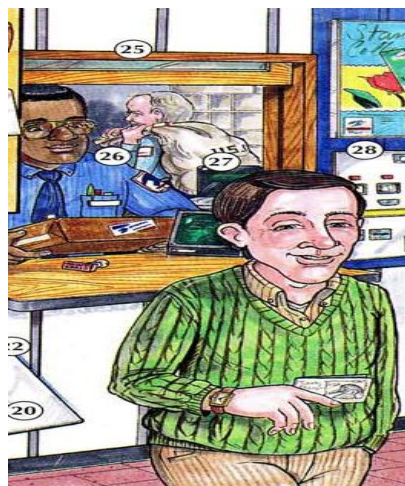
7

8

Envelope

Task 2

Study the following picture and dialogue with your friend.



Post Office officer: Good morning, Sir.
Can I help you?

Customer : I'd like to send this
letter to New Zealand.

Post office officer: How do you want to
send it?

Customer : Express mail, please.

Expressions of asking and giving, and refusing services and things

Asking for a service and things	Giving a service and things	Refusing a service and things
Could you please send this parcel to China?	Sure. Here you are.	I'm sorry.
Can you help me to attach the stamp?	Let me give you a hand.	No. it is not necessary.
Can I have three envelope, please?	Here I'll do it for you.	Thank you for offering, but I choose the regular one.

Task 3

Read and study the following dialogue, and then categorize the expression of asking for, giving, and refusing a service and things. Act it out the dialogue with your partner in front of the class.

Post office officer: Good morning, Sir. Can I help you?

Customer : Do you have four stamps, four envelopes, and a postcard?

Post office officer: Sure. Do you need anything else?

Customer : I want to post this package to London.

Post Office officer: You have to go to the next counter to post the package, Sir.

Customer : Do I need to go to that queue?

Post Office officer: That's right, Sir. Do you need anything else?

Customer : No. That's all. Thank you very much.

Post office officer: You're welcome.

Asking for services and things	Giving services and things	Refusing services and things

Task 4

Study the following pictures and the dialogues then find out the missing word from the box below.

a.



[1-4]

A. Where are you going?

B. To the post office.

I have to mail a/an _____.

b.



[5-10]

A. How do you want to send it?

B. _____, please.

c.



[11-17]

A. Next!

B. I'd like a _____, please.

A. Here you are.

d.

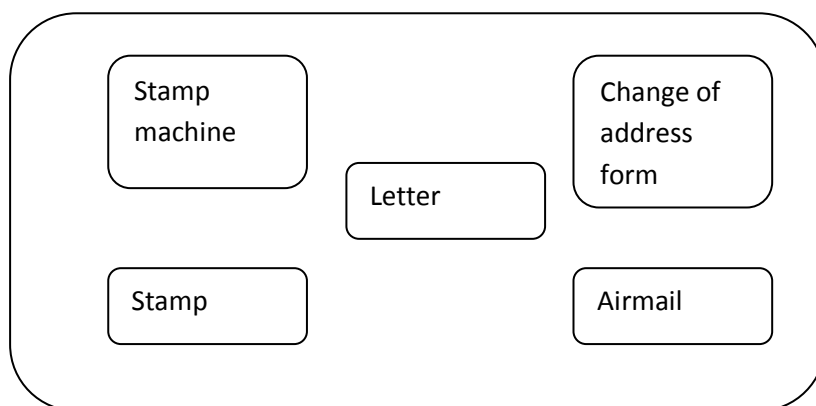


[19-22]

A. Do you want me to mail this letter for you?

B. Yes, thanks.

A. Oops! You forgot the _____!



Task 5

Choose one situation and make a short dialogue by using expressions of asking for, giving, and refusing a service and things based on the situation. The example is provided for you.

Post office officer: Next!

Customer : I'd like to post this postcard, please.

Post office officer: How do you want to send it?

Customer : By registered mail, please.

You want to post a letter to New York by airmail system. You want to buy a stamp, too. Then, you want to know how long the letter will arrive there.

You want to post a parcel to your brother in Bali. You want to know the parcel's weight, and then you ask the officer about your parcel weight.

Task 6

Have a small group role play which consists of five students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and five cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you

will say and your role in the role play performance. Finally, act it out with your group in the class.

Production

Role Play Card		
No	Component	Description
1	Actor	Customer – Cashier of post office
2	Setting	In the post office
3	Time	10 Minutes
4	Aim	b. To enable the students to use the expression of asking for, giving, and refusing a service and things.
5	Language Function	Asking for a service and things, giving a service and things, and refusing a service and things.
6	Organization	The students work in group of five
7	Preparation	Role play cards, cue cards
8	Procedure	<p>a. One of the students acts as a cashier of the post office while the others become the customers.</p> <p>b. The teacher gives the role play card and cue cards for each group which includes the role of each member.</p> <p>c. For the customers' cue card there will be lists of things that they should do in the post office.</p> <p>** Please find out the most polite cashier among the groups.</p>

The cue cards

Post Office – Customer A

You need...

- to send three postcards to your country
- to pay a gas bill
- to change \$100 into pounds sterling
- to find out how much a parcel costs to send to your country (don't send it yet!)

Post Office – Customer B

You need...

- to buy an International phone card (£10)
- to buy an envelope
- to send £50 to your country by post
- to send your passport registered post

Post Office – Customer C

You need...

- to send two parcels to your country (one big, one small)
- to pay a telephone bill
- to change £50 into Euros
- to buy 10 stamps for letters (not international)

Post Office – Customer D

You need...

- to phone your country, but you don't have a mobile phone
- to buy 10 postcards
- to send an expensive present by registered post (it cost you £300)
- to send a letter to your parents

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : Visiting a Doctor

Skill : Speaking

Time Allocation : 4 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying facts, and asking and giving opinions.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to pronounce the name things in the doctor's room correctly.
3. The students are able to use the expressions of asking and giving opinion
4. The students are able to respond the expressions of asking and giving opinions.

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in asking and giving opinions accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	<p>Opening</p> <p>a. The teacher greets the students.</p> <p>b. The teacher checks the students' attendance list.</p> <p>Lead in</p> <p>c. The teacher shows some pictures of things in the doctor's room and asks the students about their background knowledge about the pictures.</p>	15 Minutes
2	<p>Main Activity</p> <p>Presentation</p> <p>d. The teacher shows some pictures of activities in doctor's room and things in the doctor's room.</p> <p>e. The teacher shows some expressions use of asking for, giving, and refusing service and things based on the situation on the pictures.</p>	25 Minutes

	<p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of asking and giving opinions based on the situation on the pictures</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce the names of things in the doctor's room based on the pictures.</p> <p>i. The students study and practice conversation using the expressions asking and giving opinions.</p> <p>j. The students make and practice short dialogues by using the expressions of asking and giving opinions.</p> <p>Production</p> <p>h. The students are in group of four to practice the role play based on the situation in the role play card.</p>	<p>10 Minutes</p> <p>30 Minutes</p> <p>20 Minutes</p> <p>60 Minutes</p>
3	<p>Closing</p> <p>i. The teacher asks the students difficulties.</p> <p>j. The teacher and the students make a conclusion and reflection on what they have learnt and done.</p> <p>k. The teacher informs the students the next learning activity in the following meeting.</p>	<p>10 minutes</p>

G. The Teaching Material

- Appendix

H. Assessment

1. Technique : Performance Assessment
2. Speaking Rubric (Appendix F)

Goal : The purpose of the task is to perform the language function of asking and giving opinions

Task orientation: Guided. The participant are given role cards contains the situation.

Topic: Asking and giving opinions

Setting: In the hospital

Situation:

Divide the class into groups which consist of five students. One of the students of each group acts as a doctor while the others become the patient. Each patient will have a consultation about the symptoms with the doctor, and then the doctor will give an advice or opinion regarding to the illness.

[illegible]

I. Media

LCD

Role Play Card

Cue Card

J. References

*Wardiman Artono; 2008; English in Focus; Jakarta; Pusat Perbukuan
Departemen Pendidikan Nasional*

Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix **Teaching Material**

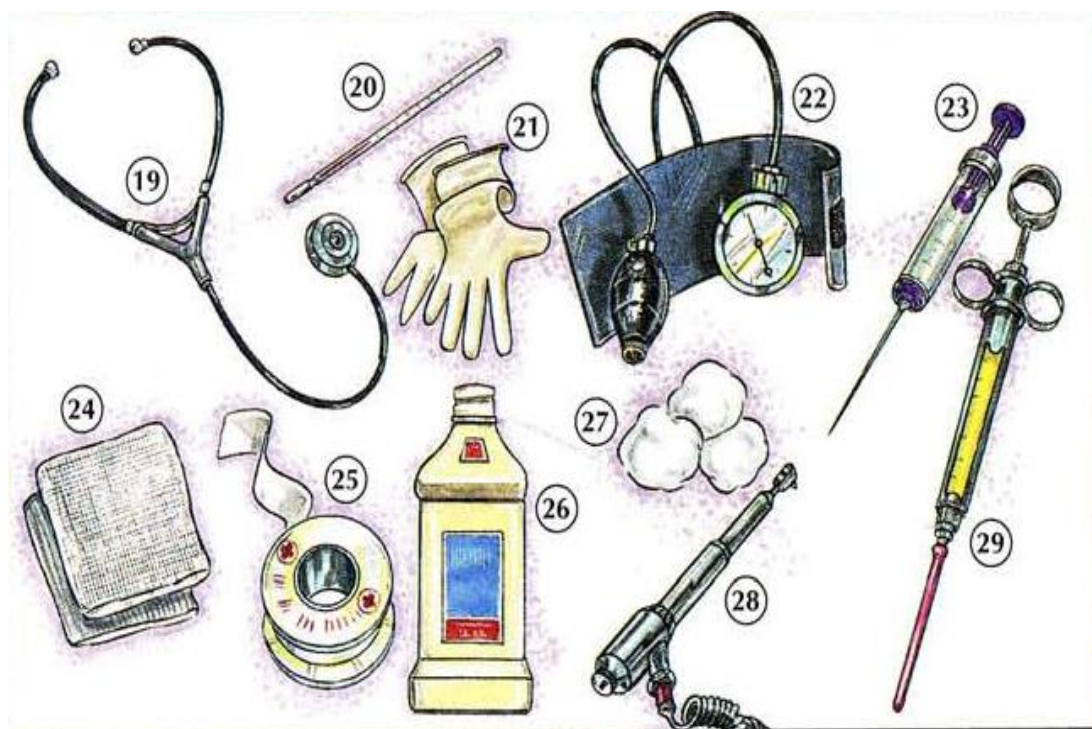
Lead In

The teacher shows some picture related to the doctor's room to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention the things they usually find in the doctor's room.



Task 1

Study the following pictures and then pronounce the name of the things below by the teacher's guide.



- | | |
|--------------------------|--------------------------|
| 19. stethoscope | 23. needle/syringe |
| 20. thermometer | 24. bandages/gauze |
| 21. gloves | 25. adhesive tape |
| 22. blood pressure gauge | 26. alcohol |
| | 27. cotton balls |
| | 28. drill |
| | 29. anesthetic/Novocaine |

Task 2

Study the following picture and dialogue with your partner.



Doctor: Please hand me a stethoscope.

Nurse : Sure. Here you are.

Doctor: How do you feel?

Patient: I feel very dizzy.

Doctor: Since when did you feel dizzy? Did you just arrive from a long journey?

Patient: Two days ago. Yes. I went abroad for a week before. What do you think about my symptoms?

Doctor: I think your blood pressure is low, that's why you feel very dizzy.

Expressions of asking and giving opinions

Asking for opinion	Giving Opinion
What do you think of my symptoms?	I think your blood pressure is low
What is your opinion about my condition?	In my opinion, you should eat three times a day.

Task 3

Read and study the following dialogue, and then categorize the expression of asking for and giving opinions. Act it out the dialogue with your partner in front of the class.

Doctor: Good evening. Is there any problem?

Patient: Good evening. Yes. I had a stomachache and it really hurts.

Doctor: Since when did you feel that? Did you eat something spicy before?

Patient: Three days ago. No, I am not. What do you think about my symptom, doctor?

Doctor: In my opinion, we need to observe you first. The nurse will bring you to the laboratory. After that I will try to find out the cause.

Patient: Thank you doctor.

Doctor: You're welcome.

Asking for opinion	Giving opinion

Task 4

Choose one situation and make a short dialogue by using expressions of asking for and giving opinion based on the situation. The example is provided for you.

Patient: Doctor, I had a runny nose and a headache.

Doctor: Since when did you feel like that? Besides, do you have a fever?

Patient: Yes, I am. I have a fever since last night.

Doctor: Well, I think you caught a cold. This is the prescription. The weather is not good nowadays so that many people caught cold.

Patient: Thank you very much.

Doctor: You're welcome.

You are visiting a doctor since you have a stomachache since two days ago. Unfortunately, the doctor says that you got a diarrhea.

You are visiting a doctor because you feel that you are not in a good condition. Fortunately, the doctor says that you are healthy, but you need to watch over your bed time.

Task 5

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

Production

Role Play Card		
No	Component	Description
1	Actor	Patient - Doctor
2	Setting	Visiting the doctor
3	Time	10 Minutes
4	Aim	c. To enable the students to use the expression of asking for and giving opinion.
5	Language Function	Asking for opinion and giving opinion
6	Organization	The students work in group of four
7	Preparation	Role play cards, cue cards
8	Procedure	<p>a. One of the students acts as a doctor while the others become the patients.</p> <p>b. The teacher gives the role play card and cue cards for each group which includes the role of each member.</p> <p>c. For the patients' cue card, there will be list of the symptoms they have, for the doctor's cue card there will be list of causes, advices, and opinions about the illness.</p> <p>** Please find out the good doctor among the groups.</p>

The cue cards

Role: A doctor

a. Stress:

- Cause: Too many problems, especially at work.
- Advice: Take a holiday.

b. Food Poisoning:

- Cause: Eating food that is not fresh.
- Advice: Do not eat anything for 24 hours, get some rest, drink some milk.

c. A sprained ankle

- Cause: an unexpected fall
- Advice: bandage the ankle, use crutches, get plenty of rest.

Role: Patient 1

Symptoms: Can't sleep (insomnia), worrying too much, loss of appetite.

Role: Patient 2

Symptoms: Stomachache, vomiting, diarrhea.

Role: Patient 3

Symptoms: A swollen ankle, can't walk.

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : Holiday

Skill : Speaking

Time Allocation : 2 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and refusing, invitation, agreeing or disagreeing, complimenting and congratulations.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to mention and pronounce the name of places that we can visit during the holiday correctly.

3. The students are able to use the expressions of inviting, accepting, and rejecting an invitation.
4. The students are able to respond the expressions of inviting, accepting, and rejecting an invitation.

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in inviting, accepting, and rejecting an invitation accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	Opening <ol style="list-style-type: none"> a. The teacher greets the students. b. The teacher checks the students' attendance list. <p>Lead in</p> <ol style="list-style-type: none"> c. The teacher shows some pictures of the place that we can visit during the holiday and asks the students about their background knowledge about the pictures. 	10 Minutes
2	Main Activity <p>Presentation</p> <ol style="list-style-type: none"> d. The teacher shows some pictures of the places that we can visit during the holiday 	60 minutes

	<p>e. The teacher shows some expressions use of inviting, accepting, and rejecting an invitation based on the situation on the pictures.</p> <p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of inviting, accepting, and rejecting an invitation</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce the places that we can visit during the holiday based on the pictures.</p> <p>i. The students study and practice conversation using the expressions inviting, accepting, and rejecting an invitation.</p> <p>j. The students make and practice short dialogues by using the expressions of inviting, accepting, and rejecting an invitation.</p> <p>Production</p> <p>k. The students are in group of four to practice the role play based on the situation in the role play card.</p>	
3	<p>Closing</p> <p>l. The teacher asks the students difficulties.</p> <p>m. The teacher and the students make a conclusion and reflection on what they have learnt and done.</p> <p>n. The teacher informs the students the next learning activity in the following meeting.</p>	10 minutes

G. The Teaching Material

- Appendix

H. Assessment

1. Technique : Performance Assessment
2. Speaking Rubric (Appendix F)

Goal : The purpose of the task is to perform the language function of inviting, accepting, and rejecting an invitation

Task orientation: Guided. The participant are given role cards contains the situation.

Topic: Inviting, accepting, and rejecting an invitation

Setting: In a travel agency

Situation:

Divide the class into groups which consist of four students. One of the students of each group acts as a manager of travel agency while the others become the customers. Each customer will choose the holiday destination by herself/himself. The manager duty is to explain the facility of the destination.

Assessment sheet for role play						
Topic :						
Date :						
Student's name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Final Score

I. Media

LCD

Role Play Card

Cue Card

J. References

*Wardiman Artono; 2008; English in Focus; Jakarta; Pusat Perbukuan
Departemen Pendidikan Nasional*

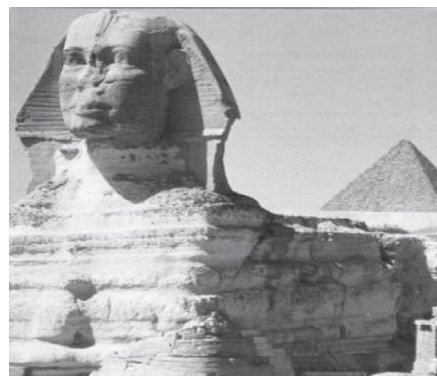
Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix

Teaching Material

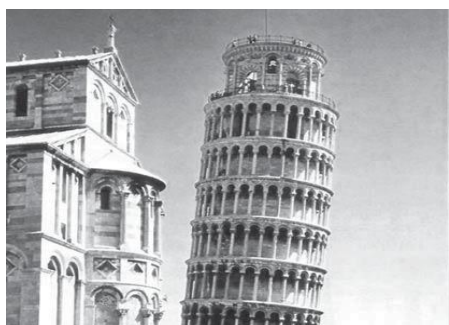
Lead In

The teacher shows some picture related to the doctor's room to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention the places they can visit during the holiday.



Task 1

Study and fill the blank of the following pictures by writing the name and the location of the tourist object and then pronounce the name of the things below by the teacher's guide.



a.



b.



c.....



d.....



e.....



f.....

Task 2

Study the following pictures and dialogue with your partner.



John: David, where are going to?

David: Hi John. I'm going to the bag store.

John: You will buy a bag for the trip to your uncle in Lombok, right?

David: That's right. I will be there next week. John, I'd like to invite you join us to have a trip in Lombok. There are many interesting things there. We will have many experiences there.

John: I'd love to. But, I need my father's permission first.

David: It's okay John, you can text me the decision tonight.

Inviting	Accepting an Invitation	Rejecting an Invitation
Will you join us to have a trip? Would you come to the trip?	Sure. I will Yes. I will. I'd love to.	I'm sorry. I have something to do. I'm afraid I can't join you.

Task 3

Read and study the following dialogue, and then categorize the expression of inviting, accepting an invitation and rejecting an invitation. Act it out the dialogue with your partner in front of the class.



Manager: Good night Mrs. Simpson. Can I help you?

Customer: Good night. I got a call from this travel agency last night.

Manager: That's right. We invite ten customers to join us to have a holiday trip in Paris. Would you mind to join us?

Customer: Is it a free trip?

Manager: No, it is not. But we give 50% discount for this trip. So, will you join us?

Customer: Sure. I will join you then.

Manager: Thank you very much. You may ask your daughter to join us too.

Customer: I don't think that she will. She has a lot of homework during the holiday.

Inviting	Accepting an invitation	Rejecting an invitation

Task 4

Choose one situation and make a short dialogue by using expressions of inviting, accepting invitation and rejecting invitation based on the situation. The example is provided for you.

Smith: Hi George. Do you have an appointment this weekend?

George: No, I don't.

Smith: Would you come to my father's trip to Borobudur?

George: Sure. I will.

Your friend invites you to join a trip to Yogyakarta with her family. You want to join but your father does not allow you to go there.

Your aunt invites you to join a trip to Australia with her. You get permission from your father, then you leave Indonesia on Monday.

Task 5

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

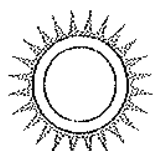
Production

Role Play Card		
No	Component	Description
1	Actor	Customers - Manager
2	Setting	Holiday
3	Time	10 Minutes
4	Aim	d. To enable the students to use the expression of visiting, accepting an invitation, rejecting an invitation.
5	Language Function	Visiting, accepting an invitation, rejecting an invitation.
6	Organization	The students work in group of four
7	Preparation	Role play cards, cue cards
8	Procedure	a. One of the students acts as a manager while the others become the customers. b. The teacher gives the role play card and cue cards for each group which includes the role of each member. c. For the customers' cue cards there will be list of facilities and the price of the trip.

The cue cards

Costa del Sol, Spain

ONLY £145 (7 days) or £205 (14 days)

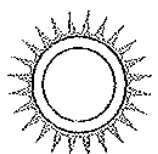


sunfun

- ★ hotel near the sea
- ★ flights and hotel included in price
- ★ excursions available

Rome and Naples, Italy

ONLY £165 (7 days)

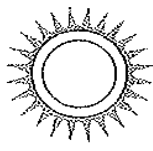


sunfun

- ★ luxury tour bus
- ★ bed and breakfast hotel accommodation included in price
- ★ city guide

Florida, USA

ONLY £380 (10 days)



sunfun

- ★ visit Miami or Disney World
- ★ flights, half-board hotel and hire car included in the price
- ★ available all year round

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : My Favorite Sport

Skill : Speaking

Time Allocation : 2 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and refusing, invitation, agreeing or disagreeing, complimenting and congratulations.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to mention and pronounce many kinds of sports correctly.

3. The students are able to use the expressions of agreeing and disagreeing something.
4. The students are able to respond the expressions of agreeing and disagreeing something.

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in agreeing and disagreeing something accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	<p>Opening</p> <p>a. The teacher greets the students.</p> <p>b. The teacher checks the students' attendance list.</p> <p>Lead in</p> <p>c. The teacher shows some pictures of many kinds of sports and asks the students about their background knowledge about the pictures.</p>	10 Minutes

2	<p>Main Activity</p> <p>Presentation</p> <p>d. The teacher shows some pictures of many kinds of sports.</p> <p>e. The teacher shows some expressions use of agreeing and disagreeing based on the situation on the pictures.</p> <p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of agreeing and disagreeing</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce many kinds of sports based on the pictures.</p> <p>i. The students study and practice conversation using the expressions agreeing and disagreeing something.</p> <p>j. The students make and practice short dialogues by using the expressions of agreeing and disagreeing something.</p>	<p>60 Minutes</p>
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	Production k. The students are in group of four to practice the role play based on the situation in the role play card.	
3	Closing l. The teacher asks the students difficulties. m. The teacher and the students make a conclusion and reflection on what they have learnt and done. n. The teacher informs the students the next learning activity in the following meeting.	10 Minutes

G. The Teaching Material

- Appendix

H. Assessment

1. Technique : Performance Assessment
2. Speaking Rubric (Appendix F)

Goal : The purpose of the task is to perform the language function of agreeing and disagreeing something.

Task orientation: Guided. The participant are given role cards contains the situation.

Topic: Agreeing and disagreeing something

Setting: My Favorite Sport

Situation:

Divide the class into groups which consist of four students. One of the students of each group acts as a reporter and the others will be the public figures. The reporter will ask each of the public figure about the sports they like and the reason why they choose that sport. Besides the reporter will also ask whether they agree or not, when they are working out or having an exercise, they must choose the expensive one.

Assessment sheet for role play						
Topic :						
Date :						
Student's name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Final Score

I. Media

LCD
Role Play Card
Cue Card

J. References

*Wardiman Artono; 2008; English in Focus; Jakarta; Pusat Perbukuan
Departemen Pendidikan Nasional*
Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix

Teaching Material

Lead In

The teacher shows some picture related to the post office to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention many kinds of sports.



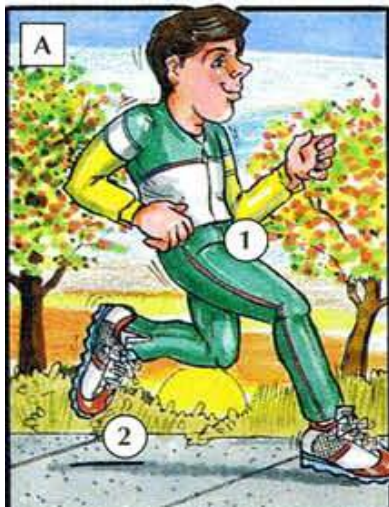
Golf



Archery

*Appendix***Teaching Material****Task 1**

Study the following pictures and then pronounce the name of the sports below by the teacher's guide.



Jogging



Bicycling



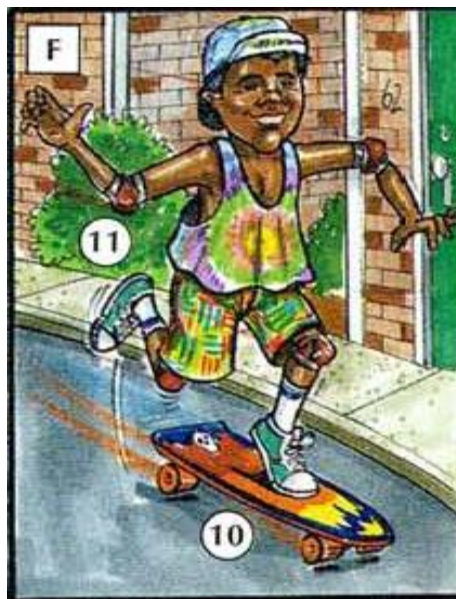
Bowling



Tennis



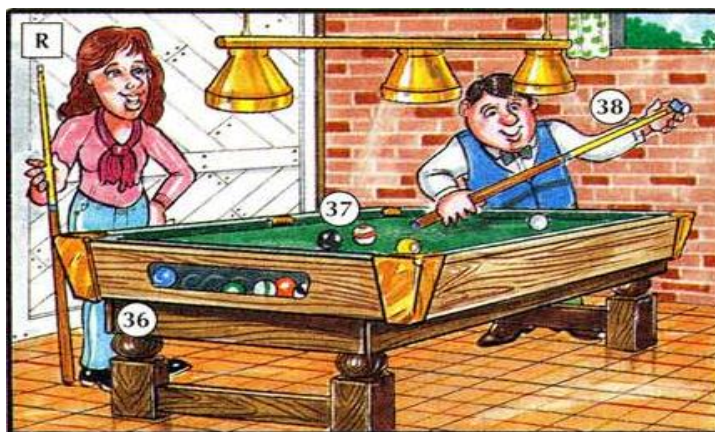
Hand Ball



Skateboarding

Task 2

Study the following picture and dialogue with your partner.



Anthony: Do you think playing billiard is easy?

Marry: No, I don't think so. Playing billiard needs some extra skills especially in pool stick mastery.

Expressions of agreeing and disagreeing something

Agreeing something	Disagreeing Something
That's great.	I don't think so
I agree with you.	I disagree
We seem to have same thought	I have a different thought

Task 3

Read and study the following dialogue, and then categorize the expression of asking for, giving, and refusing a service and things. Act it out the dialogue with your partner in front of the class.



Jeanne: Hi Vero. What are you doing here?

Vero: Hi Jeanne. I am watching Ronald's team football match. What about you?

Jeanne: I am watching them too. Do you think playing football when it's raining is good idea?

Vero: I agree. I think it is fun playing football when it's raining. They will feel more excited since the field becomes wet. It's okay as long as they still want to play in a rainy day. What do you think?

Jeanne: I don't think so. They may catch flu if they play football during a rainy day.

Vero: Well, that seems possible too.

Agreeing something	Disagreeing something

Task 4

Choose one situation and make a short dialogue by using expressions of agreeing and disagreeing something based on the situation. The example is provided for you.

Martin: Do you think this racquet is cool?

Jack: Sure. This racquet has a strong power especially for hitting the tennis ball. Do you want to buy this?

Martin: Yes, I will give it to my father since he loves tennis very much.

You think that riding roller skates is more difficult than riding a skate board. But, James your brother does not agree with you because he learns how to ride roller skates faster than skate board.

You think that basketball is more interesting than football. Your father does not agree with you since he loves football very much.

Task 5

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

Production

Role Play Card		
No	Component	Description
1	Actor	Public figures - Reporter
2	Setting	My favorite Sport
3	Time	10 Minutes
4	Aim	e. To enable the students to use the expression of agreeing and disagreeing something.
5	Language Function	Agreeing and disagreeing something
6	Organization	The students work in group of four
7	Preparation	Role play cards, cue cards
8	Procedure	<p>d. One of the students acts as a reporter while the others become the public figures.</p> <p>e. The teacher gives the role play card and cue cards for each group which includes the role of each member.</p> <p>f. For the reporter's cue card there will be list of questions that he/she would ask to the public figures, while for the public figures' cue card there will be a picture of their favorite sport.</p>

The Cue Cards

Public Figure 1 (Justin)

Favorite sport: Sky Diving



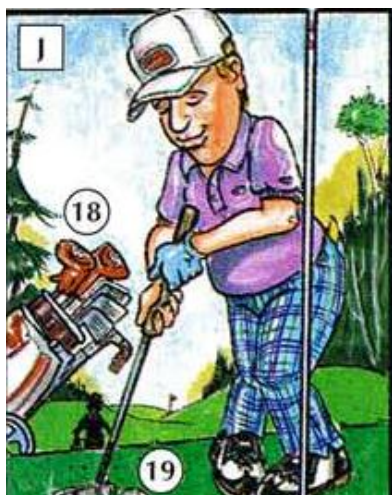
Public Figure 2 (Kimmy)

Favorite sport: Horseback riding



Public Figure 3 (Peter)

Favorite sport: Golf



Role: Reporter

List of questions:

- What is your favorite sport?
- Why do you like it?
- How many times you do this sport in a month?
- Do you agree with the others say that your favorite sport costs very expensive? Why?
- Even it is expensive will you still love it?

LESSON PLAN

School : SMP Negeri 1 Klaten

Subject : English

Grade : VIII

Semester : I

Topic : The Birthday party

Skill : Speaking

Time Allocation : 2 x 40 Minutes

=====

A. Standard of Competence

3. Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life contexts.

B. Basic Competence

3.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversations in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as inviting, accepting, and refusing, invitation, agreeing or disagreeing, complimenting and congratulations.

C. Indicators

1. The students are able to identify vocabulary related to the topic.
2. The students are able to mention and pronounce the things in the birthday party.

3. The students are able to use the expressions of congratulating and complementing someone.
4. The students are able to respond the expressions of congratulating and complementing someone

D. Learning Objective

At the end of the course, the students are expected to be able to make use English expressions conveyed in congratulating and complementing someone accurately, fluently, and politely according to the situation.

E. The Teaching Method

PPP (Presentation, Practice, Production)

F. The Teaching Learning Activities

No	Activity	Time Allocation
1	Opening <ol style="list-style-type: none"> a. The teacher greets the students. b. The teacher checks the students' attendance list. <p>Lead in</p> <ol style="list-style-type: none"> c. The teacher shows some pictures of things in the birthday party and asks the students about their background knowledge about the pictures. 	10 Minutes

2	<p>Main Activity</p> <p>Presentation</p> <p>d. The teacher shows some pictures of things in the birthday party.</p> <p>e. The teacher shows some expressions use of congratulating and complementing someone</p> <p>f. The teacher asks the students' attention while the teacher pronounces some expressions use of congratulating and complementing someone.</p> <p>Practice</p> <p>g. The students look at the pictures shown by the teacher and then answer the teacher's questions related to the topic.</p> <p>h. The students pronounce the things in the birthday party</p> <p>i. The students study and practice conversation using the expressions congratulating and complementing someone.</p> <p>j. The students make and practice short dialogues by using the expressions of congratulating and complementing someone.</p>	60 Minutes

	Production k. The students are in group of four to practice the role play based on the situation in the role play card.	
3	Closing l. The teacher asks the students difficulties. m. The teacher and the students make a conclusion and reflection on what they have learnt and done. n. The teacher informs the students the next learning activity in the following meeting.	10 Minutes

G. The Teaching Material

- Appendix

H. Assessment

1. Technique : Performance Assessment

2. Speaking Rubric (Appendix E)

Goal : The purpose of the task is to perform the language function of congratulating and complementing someone.

Task orientation: Guided. The participant are given role cards contains the situation.

Topic: Congratulating and complementing someone.

Setting: In the party

Situation:

Divide the class into groups which consist of four students. One of the students of each group acts as a person who holds the birthday party and the others will be guests. The guests will congratulate and compliment the person who holds the birthday party.

Assessment sheet for role play						
Topic :						
Date :						
Student's name	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Final Score

I. Media

LCD

Role Play Card

Cue Card

J. References

*Wardiman Artono; 2008; English in Focus; Jakarta; Pusat Perbukuan
Departemen Pendidikan Nasional*

Mollinsky J. S; 1994; Word by Word Picture; New York; Prentice-Hall Inc

Appendix

Teaching Material

Lead In

The teacher shows some picture related to the birthday party to find out the students' background knowledge of the topic. Then, the teacher asks the students to study and mention many kinds of things in the birthday party.



Task 1

Write down the things you find in the birthday party then pronounce the words by the teacher's guide.

Task 2

Study the following dialogue with your partner

Kimmy is celebrating her birthday party.

Johnny: Congratulations on your birthday, Kimmy.

Kimmy: Thank you, John.

Johnny: You look so gorgeous with this gown.

Kimmy: Thank you very much. You look gorgeous, too.

Expressions of congratulating and complimenting

Congratulating	Complimenting
Congratulations on your birthday.	What a gorgeous girl.
Congratulations for your special day.	You look very charming.
Congratulations for winning the	You look so cute

contest.	
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Task 3

Read and study the following dialogue, and then categorize the expression of asking for, giving, and refusing a service and things. Act it out the dialogue with your partner in front of the class.

Lindsay: Congratulations on your birthday, Jason.

Jason: Thank you, Lindsay.

Lindsay: Wow you look so charming today.

Jason: Thank you. You look so cute, too. Your long hair is amazing.

Lindsay: Your black coat looks so cool, too

Congratulating	Complementing

Task 4

Choose one situation and make a short dialogue by using expressions of agreeing and disagreeing something based on the situation. The example is provided for you.

Jack: Congratulations on your sister's birthday, Marry. May she gets a good qualification in ballet this year.

Marry: Thank you, Jack.

Jack: She looks very beautiful today. You look beautiful, too.

Marry: Thank you, Jack. You look so handsome, too.

You are attending your aunt wedding party. You congratulate her with her husband to have be happy ever.

You are attending your teacher's birthday party. You congratulate her to find a husband immediately.

Task 5

Have a small group role play which consists of four students. Listen to the teacher's explanation after the teacher distributes the role cards and cue cards. Each group will get a role card and four cue cards. After that, study and discuss the procedure of the role play on the role play card. Discuss and decide what you will say and your role in the role play performance. Finally, act it out with your group in the class.

Production

Role Play Card		
No	Component	Description
1	Actor	A birthday girl - guests
2	Setting	Birthday Party
3	Time	10 Minutes
4	Aim	To enable the students to use the expression congratulating and complementing
5	Language Function	Congratulating and complementing
6	Organization	The students work in group of four
7	Preparation	Role play cards, cue cards
8	Procedure	<ol style="list-style-type: none"> 1. One of the students acts as a birthday girls while the others become the guests. 2. The teacher gives the role play card and cue cards for each group which includes the role of each member. 3. The content of the guests' cue card includes the congratulatory and complimentary towards a person who holds the birthday party.

The Cue Cards

Role: The birthday girl

Duty: Accepting the
congratulatory and
complementary.

Role: Guest 1

Duty: Congratulating and
complementing the
birthday girl. Wishing her
to be prettier and smarter
than before.

Role: Guest 2

Duty: Congratulating and
complementing the
birthday girl. Wishing her
to be happier and being
grateful.

Role: Guest 3

Duty: Congratulating
and complementing the
birthday girl. Wishing
her to be more mature
and being a kind
hearted girl.

APPENDIX J: Questionnaire

Kepada.

Siswa-siswi kelas VIII B SMP N 1 Klaten

Di SMP N 1 Klaten

Dalam rangka penelitian sebagai tugas akhir skripsi tentang meningkatkan kemampuan berbicara Bahasa Inggris siswa-siswi kelas VIII B SMP N 1 Klaten melalui role play atau bermain peran, saya mengharap kesediaan Adik untuk meluangkan waktu untuk mengisi angket ini.

Bagian pertama dalam angket ini bertujuan untuk mengetahui gambaran umum tentang Adik. Sedangkan pada bagian kedua bertujuan untuk mengetahui pendapat Adik tentang proses belajar mengajar dan kemampuan berbicara Bahasa Inggris Adik setelah mengikuti pembelajaran berbicara Bahasa Inggris melalui teknik bermain peran atau role play.

Angket ini tidak bermaksud untuk menguji atau menilai kemampuan Adik, melainkan untuk mencari gambaran tentang hasil dari usaha meningkatkan kemampuan Bahasa Inggris bagi siswa-siswi SMP N 1 Klaten melalui teknik role play, sehingga angket ini tidak berpengaruh terhadap nilai Adik. Hasil dari angket ini akan sangat mempengaruhi data penelitian. Oleh karena itu, Adik dimohon untuk jujur atau apa adanya serta teliti dalam memberikan jawaban.

Akhirnya, atas bantuan dan kesediaan Adik untuk mengisi angket ini, Kakak ucapkan terima kasih.

Yogyakarta, 20 Oktober 2013

Peneliti

Husnul K.H.A

KUESIONER

Hasil Pembelajaran Berbicara Bahasa Inggris melalui Teknik Role Play

A. Profil Siswa

Nama :

Kelas :

B. Hasil Pembelajaran

Berilah tanda *check* (V) pada salah satu kolom

SS: Sangat Setuju

S: Setuju

TS: Tidak Setuju

STS: Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	ST
1	Kemampuan berbicara itu penting.				
2	Berbicara bahasa inggris itu mudah.				
3	Pemakaian Bahasa Inggris didalam kelas memberikan banyak manfaat bagi saya.				
4	Pemakaian bahasa Inggris di kelas memotivasi saya untuk berbicara menggunakan bahasa Inggris				
5	Saya merasa percaya diri ketika berbicara.				
6	Guru selalu berbicara dan member instruksi menggunakan Bahasa Inggris dikelas.				
7	Guru membantu saya ketika saya mengalami kesulitan.				
8	Guru selalu memberi <i>handout</i> yang membantu saya dalam belajar baik dikelas maupun diluar kelas.				

9	Saya menyukai topik-topik pembelajaran yang diberikan oleh guru.				
10	Materi yang diberikan oleh menarik dan mudah dipahami				
11	Kamus sangat bermanfaat dalam pelajaran Bahasa Inggris terutama ketika berbicara atau speaking.				
12	Kamus membantu saya dalam menemukan kata baru dan makna suatu kata.				
13	Saya berlatih perpasangan dan berkelompok dalam mengerjakan tasks.				
14	Saya mendapat banyak waktu untuk latihan berbicara.				
15	Guru membantu dan membimbing saya ketika kami menemui kesulitan.				
16	Guru selalu memberi <i>feedback</i> dan koreksi pada setiap pertemuan.				
17	Guru menggunakan teknik role play ketika mengajar.				
18	Role play adalah kegiatan yang menarik.				
19	Menurut saya kegiatan role play atau bermain peran sangat menyenangkan.				
20	Instruksi-intruksi dalam role play mudah dipahami.				

21	Situasi dan peran yang diberikan pada setiap role play menarik dan menyenangkan.				
22	Role play memberikan banyak manfaat untuk saya.				
23	Role play memotivasi saya untuk berbicara dalam Bahasa Inggris.				
24	Melalui role play saya terbantu untuk mengungkapkan ide-ide.				
25	Jika ada kesempatan saya ingin praktik role play lagi.				

Terima kasih Adik sudah mengisi dengan sejujur-jujurnya.

APPENDIX K: Questionnaire Analysis

THE RESULT OF THE QUESTIONNAIRES

Scale:

- SA : Strongly Agree
 A : Agree
 D : Disagree
 SD : Strongly Disagree

Total Respondent: 40 students of SMP Negeri 1 Klaten Grade VIII B

Aspect	Statement	Option	Cycle 1		Cycle 2	
			Frequency	Percentage	Frequency	Percentage
The students' attitudes towards speaking	Speaking skill is important	Strongly Agree	11	27.5%	19	47.5%
		Agree	23	57.5%	21	52.5%
		Disagree	6	15%	0	0%
		Strongly Disagree	0	0%	0	0%
The students' speaking abilities	Speaking is easy	Strongly Agree	2	5%	8	20%
		Agree	5	12.5%	18	45%
		Disagree	27	67.5%	12	30%
		Strongly Disagree	6	15%	2	5%
	My speaking ability is good	Strongly Agree	2	5%	6	15%
		Agree	5	12.5%	20	50%
		Disagree	23	57.5%	9	22.5%
		Strongly Disagree	10	25%	5	12.5%
	I can speak English fluently	Strongly Agree	4	10%	10	25%
		Agree	5	12.5%	19	47.5%

	I am confident to speak English	Disagree	18	45%	6	15%
		Strongly Disagree	13	32.5%	5	12.5%
		Strongly Agree	3	7.5%	12	30%
		Agree	6	15%	25	62.5%
		Disagree	13	32.5%	3	7.5%
		Strongly Disagree	18	45%	0	0
The roles of the teacher	The teacher gives clear instruction and understandable.	Strongly Agree	12	30%	16	40%
		Agree	25	62.5%	24	60%
		Disagree	3	7.5%	0	0
		Strongly Disagree	0	0	0	0
	The teacher speaks English in the classroom	Strongly Agree	17	42.5%	18	45%
		Agree	22	55%	22	55%
		Disagree	1	2.5%	0	0
		Strongly Disagree	0	0	0	0
	The teacher gives feedback on the students' performance	Strongly Agree	18	45.00%	17	42.5%
		Agree	22	55%	23	57.5%
		Disagree	0	0%	0	0
		Strongly Disagree	0	0%	0	0
	The teacher guides me whenever I find difficulties.	Strongly Agree	11	27.50%	17	42.5%
		Agree	29	72.50%	23	57.5%
		Disagree	0	0%	0	0
		Strongly Disagree	0	0%	0	0
Classroom English	The use of classroom English in the teaching	Strongly Agree	15	37.50%	18	45%
		Agree	25	62.50%	22	55%

	and learning process motivate me to speak English.	Disagree	0	0%	0	0
		Strongly Disagree	0	0%	0	0
	The use of classroom English in the teaching and learning process gave a lot of benefits for me.	Strongly Agree	10	25%	14	35%
		Agree	28	70%	26	65%
		Disagree	2	5%	0	0
		Strongly Disagree	0	0%	0	0
The benefits of using role play in the teaching and learning process	Role play is an interesting activity	Strongly Agree	8	20%	12	30%
		Agree	30	75%	28	70%
		Disagree	2	5%	0	0
		Strongly Disagree	0	0	0	0
	Role play motivates me to speak English confidently	Strongly Agree	16	40%	18	45%
		Agree	23	57.5%	22	55%
		Disagree	1	2.5%	0	0
		Strongly Disagree	0	0	0	0
	Role play helps me to express my ideas	Strongly Agree	13	32.5%	17	42.5%
		Agree	27	67.5%	23	57.5%
		Disagree	0	0	0	0
		Strongly Disagree	0	0	0	0
	The use of role play brings a lot of benefits for me.	Strongly Agree	12	30%	19	47.5%
		Agree	25	62.5%	21	52.5%
		Disagree	3	7.5%	0	0
		Strongly Disagree	0	0	0	0

APPENDIX L: Attendance List

ATTENDANCE LIST
VIII B CLASS
ACADEMIC YEAR OF 2013/2014

STD. NUMBER	NAME	MEETINGS						
		1	2	3	4	5	6	7
1	Adhitya Ryan Perdana	√	√	√	√	√	√	√
2	Adinda Meliana Eka P	√	√	√	√	√	√	√
3	Aldika Rahmadana	√	√	√	√	√	√	√
4	Alfin Anugrah Putra V	√	√	√	√	√	√	√
5	Alrensa Dida Aqila	√	√	√	√	√	√	√
6	Andika Feriyawan	√	√	√	√	√	√	√
7	Andreas Agang Pratama	√	√	√	√	√	√	√
8	Anisa Wijayanti	√	√	√	√	√	√	√
9	Annida Rahmalia	√	√	√	√	√	√	√
10	Bayu Indra Kusuma	√	-	√	√	√	√	√
11	Destian Reza Mahendra	√	√	√	√	√	√	√
12	Destiana Prita Ramadanani	√	√	√	√	√	√	√
13	Dionisius Rosy ade Nugraha	√	√	√	√	√	√	√
14	Fadhilla Rizki Rama S	√	√	√	√	√	√	√
15	Helene Valentina Putri DM	√	√	√	√	√	√	√
16	Hilal Nur Fauzan	√	√	√	√	√	√	√
17	Hilda Bramila Rati Maya	√	√	√	√	√	√	√
18	Indah Ayuningtyas	√	√	√	√	√	√	√
19	Joan Deva Putra M	√	√	√	√	√	√	√
20	Kharisma Annisa Fitri	√	√	√	√	√	√	√
21	Millenia Ega Rahmadhani	√	√	√	√	√	√	√
22	Mudidzatul Nur Hidayah	√	√	√	√	√	√	√
23	Muh. Aniq Bachtiar	√	√	√	√	√	√	√
24	Muh. Naufal Balangga	√	√	√	√	√	√	√
25	Muh. Willdan	√	√	√	√	√	√	√
26	Nadia Rizqi Amalia	√	√	√	√	√	√	√
27	Nanda Niken Wulandari	√	√	√	√	√	√	√
28	Novanka Anggi Satya Wati	√	√	√	√	√	√	√
29	Nyimas Alya Laita JF	√	√	√	√	√	√	√
30	Oktavia Farah Rahmawati	√	√	√	√	√	√	√
31	Popy Riliandini	-	√	√	√	√	√	√
32	Putri Dewi Wulan Kusumati	√	√	√	√	√	√	√
33	Regar Anggraini Fahma	√	√	√	√	√	√	√

34	Reza Cahya Alfandi	√	√	√	√	√	√	√
35	Rizki Nur Isnaini	√	√	√	√	√	√	√
36	Satria Bima Prakoso	√	√	√	√	√	√	√
37	Shodik Agik Utomo	√	√	√	√	√	√	√
38	Shofi Intan Pratiwi	√	√	√	√	√	√	√
39	Valentinus Benino S	√	√	√	√	√	√	√
40	Vidya Viveka MA	√	-	√	√	√	√	√

APPENDIX M: Photographs

PHOTOGRAPHS



The students practiced the dialogue in pairs



The students discussed and made the dialogue for the performance



The students performed role play in groups

APPENDIX N: 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 : 0981a/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin
Penelitian**

11 Oktober 2013

Kepada Yth.
Bupati Klaten
c.q. BAPPEDA Klaten
Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Klaten

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 THE EIGHT GRADE STUDENTS' SPEAKING SKILLS THROUGH ROLE PLAY AT SMPN 1
KLATEN IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : HUSNUL KHOTIMAH HANAR ANDINI
NIM : 09202241020
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – Desember 2013
Lokasi :
Penelitian : SMPN 1 Klaten

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

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

Dekan
u.b. Kabag Tata Usaha FBS,


M. Aqir, S.IP
NIP 19740629 199403 1 001

Tembusan:
1. Kepala SMPN 1 Klaten



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 1 KLATEN

Alamat : Jl. dr. Wahidin Sudirohusodo No. 20 Telp. (0272)321934 Klaten 57432

SURAT KETERANGAN

Nomor : 800/863/2013

Yang bertanda tangan dibawah ini :

Nama : **Drs. Sri Daryanto**
 NIP : 19670714 199802 1 003
 Pangkat / Golongan : Pembina IV / a
 Jabatan : Plh. Kepala Sekolah
 Unit kerja : SMP Negeri 1 Klaten

Dengan ini menerangkan bahwa :

Nama Mahasiswa : **HUSNUL KHOTIMAH HANAR ANDINI**
 NIM : 09202241020
 Fakultas : Bahasa dan Seni
 Jurusan : Pendidikan Bahasa Inggris
 Program Studi : S1
 Semester / Jenjang : IX
 Tahun Akademik : 2013/2014
 Nama PT : Universitas Negeri Yogyakarta

Telah selesai dengan baik melaksanakan penelitian dengan judul "*IMPROVING THE EIGHT GRADE STUDENT SPEAKING SKILLS TROUGH ROLE PLAY AT SMP NEGERI 1 KLATEN IN THE ACADEMIC YEAR OF 2013/2014.*"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di KLATEN
 Pada tanggal : 16 Nopember 2013
 Plh. Kepala SMP N 1 KLATEN



Drs. Sri Daryanto
 NIP. 19670714 199802 1 003