IMPROVING STUDENT'S SPEAKING SKILL OF THE 4th GRADE STUDENTS OF SD NEGRI 1 SEWON IN THE ACADEMIC YEAR OF 2013/2014 THROUGH ROLE PLAY ACTIVITIES

A THESIS

By

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FACULTY OF LANGUAGES AND ARTS

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APPROVAL SHEET

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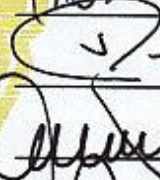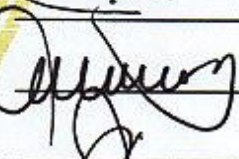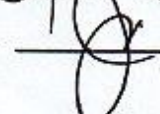
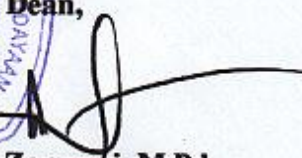**A THESIS**

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Accepted by the Board of Examiners
of Faculty of Languages and Arts, Yogyakarta State University,
on January 20nd, 2014 and declared to have fulfilled the requirement
for the attainment of the Degree of *Sarjana Pendidikan*
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Judul Skripsi : **IMPROVING STUDENT'S SPEAKING SKILL OF THE 4th GRADE STUDENTS OF SD NEGRI 1 SEWON IN THE ACADEMIC YEAR OF 2013/2014 THROUGH ROLE PLAY ACTIVITIES**

Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri dan sepengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya ilmiah yang lazim.

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

Yogyakarta, Januari 15th 2014

Penulis,

(Dini Susanti Tri Yanuartin)

MOTTOS

" Miracle is another name of hardwork"

"Winners are not people who never fail, but people who never quit."

" Never regret anything that has happen in your life. It canot be change, undone, or forgotten. Just take it as a lesson, learned and move on."

~ Dini~

DEDICATION

I gratefully dedicate this thesis to:

- ♥ My beloved Father in Heaven "Jesus Christ"
- ♥ My beloved mother and father,
- ♥ My beloved brother and sister,
- ♥ My Anom, one of the most beautiful parts of my life,
- ♥ My beloved Alma Mater and the teachers: TK Jomegatan, SD N Sindurejan I Yogyakarta, SMP N 7 Yogyakarta, SMA N 1 Tirtonirmolo, and English Language Departement of Yogyakarta State University,
- ♥ My friends, and
- ♥ All who have contributed to the writing of this thesis.

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In accomplishing this study, I felt indebted to a lot of people for the supports, guidance, assistance, and help without whom this thesis would ever have been finished. It is hardly possible, however, to mention all those people by names.

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Finally, needless to say this thesis is still far from being perfect even though it is a result of hard work. I hope that this thesis will give some contributions to the improvement of the English language teaching especially teaching speaking in the Language Program of Elementary School.

Yogyakarta, January 15th 2014

Dini Susanti Tri Yanuartin

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IMPROVING STUDENT'S SPEAKING SKILL OF THE 4th GRADE STUDENTS OF SD NEGRI 1 SEWON IN THE ACADEMIC YEAR OF 2013/2014 THROUGH ROLE PLAY ACTIVITIES

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ABSTRACT

This action research study aims to improve the speaking competence of Grade IV students of SD Negri 1 Sewon, Bantul, using the role play activities in the academic year 2013/2014

This action research study involved 21 students of class IV, SD Negri 1 Sewon, Bantul. This was qualitative in nature. The researcher collaborated with the English teacher in implementing the actions. The research steps were research finding, planning, action and observation, and reflection. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions and interviewing students, while the quantitative data were obtained by giving the pre and post speaking tests. The data were in the form of fieldnotes, interview transcripts, and test scores.

The results of this study show that the implementation of role play activities in the speaking class was effective to improve students' English speakingskill made the students become more eager in their learning process and it will cause English speaking skill to be mastered by students in a comfortable way. It can be shown by the improving scores from pre-test to post-test which are from 58,472 to 86,727 respectively. This implies that the implementation ofrole play gives positive effects to the improvement of students' performance and achievement in the teaching and learning process.

CHAPTER I

A. Background tothe Study

English is one of the subjects in the Elementary Schools in Indonesia although it is not mentioned in the 2014 curriculum anymore. The aim of applying English at the Elementary School in Indonesia is to make the graduates of Elementary Schools have the competence that will be useful for preparing them to learn English at Junior High School level.

The target of the English curriculum of the Elementary School in Indonesia is to achieve the performative ability. It means that the students of Elementary School are expected to understand the instruction in the class and the school environment. In other word, they are expected to actively participate in the class and the school environment by using the common language that is usualy use in the classroom environment for the teaching and learning process and interact with the school environment.

According to the 2006 curriculum, there are two objectives of teaching English in Elementary school. The first is aimed at providing the learners with abilities to develop the communicative competence in the simple oral form to accompany the action (language accompanying action) within the school context. The second is aimed at arousing the learners' awareness of the nature and the importance of English in order to be ready to compete in the global world.

Based on the rule of the Ministry of Indonesian National Education, the English teaching learning process at the Elementary school should cover four basic language skills which are mentioned at the standard of graduates' competence. Those are listening, speaking, reading, and writing. Every skill should be thought with the materials that are relevance with the children's daily life, so the teacher can choose the materials related to the children, their friends, school, family, etc. Besides that, the teacher also should know the techniques of the English teaching learning process for each skill because they have the different focus. Listening and reading are receptive skills because the focus is on receiving information from an outside source. Speaking and writing, on the other hand, are productive skills because the focus is producing information. Therefore, the teacher should motivate the students to actively participate in English teaching learning process by giving the interesting and challenging materials which are relevant for those skills.

The English teaching learning to young learners should help the learners to achieve the goal of language learning that is to communicate fluently and accurately. The materials which are given in the English learning process should be based on the student need. In this case, the students are children who are really easy to get bored, like doing much things in the same time, and need some different activities in one teaching learning process.

Realizing these facts, the use of activities in English learning process of the fourth grade of Elementary school in SDN 1 Sewon should be improved by using the activities which are needed by the children. One of the appropriate activities for the children is based on Role-Play. Most children like playing act because it is an interesting activity. Through Role-Play, children experiment, discover, and interact with their environment among the students and the students with their English teacher. Role-Play have important thing in helping children develop meaningful language. Role-Play gives children a chance to actively participate and to play as they try out words and phrases. Role-Play is safely environment to learning a foreign language. The purposes of using Role-Play in the language classroom are to practice a certain language skill and to have fun. So it is absolutely needed by the teacher of Elementary school SDN 1 Sewon to using the Role-Play activities for the fourth grade students of Elementary school SDN 1 Sewon on the school-based curriculum of the academic year of 2013/2014.

B. Identification of The Problem

Based on the preliminary observation in Elementary School SDN 1 Sewon, the English teaching to the fourth grade students does rarely focused on spoken skill. If there was so, the students were not provided with opportunities for meaningful practice. Even though language function had been introduced, the teaching still focuses on the written form. Another else,

the new functions were rarely introduced by the teacher. I did not know when and in what situation certain functions would be used. The students still could not communicate well in classroom context.

The next problem came from the students. Many students still did not have self-confidence to speak English. They were afraid to ask questions and participate in the class. The students were also shy, and afraid of making mistakes. This was not because of they did not mastered the vocabulary but this problem was related to the language input that they recieved. There was not enough language input for the students. It made the students feel a lack of confidence in speaking because they did not know the right way to apply some English language functions. The students did not really practice speaking, they just practice reading aloud and repeat the teacher.

Then, problem was related to the teaching technique. The English teaching and learning process at SD Negri 1 Sewon only focused on teaching vocabulary and grammar to the students. It was also conducted in a conventional technique which gave less opportunity for the students to speak. Most of the students tended to be passive in the class. As a result, the students could not develop their speaking skills.

C. Limitation of The Problem

The study focuses its discussion on improving students' speaking skill through role-play activities of fourth grade students of Elementary school 1

Sewon in English Teaching and Learning process of the first semester at academic year of 2013/2014. Based on the identification of the problem, there are two reasons why the researcher chooses that focus of this study. The first, there are less speaking activities in English teaching learning process of SD 1 Sewon, finding an appropriate activities is absolutely needed. Secondly, role-play activities which are really appropriate for English teaching learning process for children because they give some advantages to improve the students' speaking skills.

a. Role play activities were important in the teaching learning process of speaking because they give the students lots of opportunity to communicate in different social contexts and social roles.

b. Role play activities allowed the students to be creative to practice because the students can express their ideas, opinion and be brave to speak up by using words or sounds of articulation, and also can develop their speaking skills. They got a lot of vocabulary and correct pronunciation while they are given some situations and contexts.

Role-play activities make the foreign language immediately useful to the children. They bring the target language to life. They give the learners an opportunity to practice the foreign language in a relaxed, enjoyable way, and safe environment. Role-play also let the children get their body moved so it is very appropriate with the children who are physically active. It will be better for the English teacher to give the English lesson by using role-play activities because they are very appropriate with the children need.

D. Formulation of The Problem

Based on the limitation of the problem, the problem of this study will be formulated as follows:

1. Does the using of roleplay activities improve students' speaking skill of the fourth grade students of Elementary School 1 Sewon, in English teaching learning process of the first semester of the academic year of 2013/2014?

2. How can role-play activities improve the speaking skills of the fourth grade students of elementary School 1 Sewon, in English teaching learning process of the first semester of the academic year of 2013/2014?

E. Objective of The Research

Corresponding to the formulation of the problem, the objectives of this study are

- to improve students' speaking skill through role-play activities for the fourth grade students of Elementary School 1 Sewon, in English teaching learning process in the semester I of the academic year 2013/2014

- to find out how proficiency of the fourth grade students of Elementary School 1 Sewon in English teaching learning process in the semester II of the academic year 2013/2014, will be improve by role-play activities

F. Significance of The Research

The research study is expected to give some contribution to the English teacher, learners, school, government, book writer, and researchers. The significances of this research study are:

1. Theoretically

The findings of this study may verify the validity of the theories that using role play activities to improve students' speaking skill.

2. Practically

a. The English teacher of Elementary School 1 Sewon

This research can motivate the English teacher at Elementary School 1 Sewon to provide the appropriate activities based on the students' need, especially in improving student's speaking skill through role-play activities on the school based curriculum in teaching learning process.

b. The students of The Fourth Grade of Elementary School 1 Sewon

It is expected that the fourth grade student of Elementary School 1 Sewon enjoy the English teaching learning activitiesby using role-play, so the objective of giving English to children can be reached.

c. The Principal of Elementary School 1 Sewon

The result of the study can encourage the principal of Elementary School 1 Sewon to support the English teacher, in making the interesting and appropriate activities especially role-play for children in English teaching learning process.

d. The Students of English Education Department

The result of the research is expected to be the inspiration for the students of English education, to take the same topic in developing role-play activities to improve students' speaking skill because it is very appropriate for children.

e. The Government

It is expected that the result of this study will encourage the government to write specific policy for all the English teacher of Elementary School in Indonesia, related to using appropriate activities like role-play to improve students' speaking skill in English teaching learning process for children like giving a seminar, module, training etc.

f. The Other Researchers

The result of the study can be an alternative resource for other researchers who have the same topic with this research.

Chapter II

Literature Review

A. Theoretical Description

In this section, the researcher presents terms and concepts that are related to the topics. Those are English and learning for children, materials and the importance of role play in English teaching and learning to children.

1. Teaching English to Young Learners

a. Children's Characteristics

Young children have different characteristics from older learners. They cannot be treated like adults because they are not the miniature of adult. Harmer (2001:38) states that children at the age of nine or ten learn differently from older children, adolescents, and adults. It is necessary for the teacher to be familiar with children's characteristics in order to provide appropriate methods, techniques and approaches when can lead children to obtain the goal of the language learning.

In line with Harmer, Brown and Edmonson (2001:32) state that chidren or pupils of elementary school (at the ege of 7-12) are still at the "pre-puberty age". They still have sufficient sensitivity and flexibility in learning new linguistics systems. The children acquiring second languages in natural environments are more likely to eventually sound like native speaker than adults. They are different in developmental terms that are in the physical cognitive as well as phychological development. They are some

general characteristic of their capability and aptitude like their basic concepts are formed, they have very decided views of the world , they can differenciate the fact and fiction, they ask question all the time, they rely on the spoken world as well as the physical world to convey and understand meaning. They are able to make some decisions about their own learning, they have definite views about what they like and do not like doing, they have a developed sense of fairness about what happens in the classroom and begin to question to teacher's decisions and they are able to work with others and learn from others.

A major difference between children and adult is about their attention span. Unlike adults' attention span, children's attention span can be shortened when they are involved in activities that they find boring, useless, and complicated (Brown, 2001:88). In line with Brown, Harmer (2001:38) states that children's limited attention span makes them easily get bored unless the activities are engaging.

Brewster (2004:27) also states that young children are very active in teaching learning process. They have a wide range of emotional needs and emotionally excitable. Besides, the children are at an early stage of their schooling. They are developing conceptually and literacy in their first language. They learn more slowly and forget things quickly, tent to be self-oriented and preoccupied with their own world, so they tend to have high ego, get bored easily, exelent mimics, can concentrate for a surprisingly long time if they are interested, can be easily distracted but also very

enthusiastic. That is why the children are different with adults in teaching learning process, so the teacher also needs a certain technique to teach them.

The other characteristics are that children tend to be self-oriented and like to talk about themselves. According to Brewster and Ellis (2001:27), children preoccupied with their own world. Furthermore, Harmer (2001:38) explains that children respond well to learning that uses themselves and their own lives as the main topics because they keen to talk about themselves. In other words, they will be more interested in learning when the topic and activities are closely related to them.

According to Brown (2001:88-90) student responses are based on their knowledge, skills and emotion. The three responses are related one another and influence the quality of the interaction in class.

1) Knowlede based

The student's knowledge about the essence of the interaction, particularly in the English class, is various. It is dependent on the students'competence to define an interaction. It is obvious that most students of elementary school like the English lesson because they like their English teacher.

The students belive that an interaction is something that should be given equally. The teacher have to be equal to the boys and girls or to the clever and weak students. The equal interaction is considered on the teachers' willingness to know their names since they believe that remembering their names is part of the interaction.

The students' knowledge about interaction with peers is necessarily concerned with the students' relationship with the opposite sex. They realize that interaction is important in the fluency of the teaching learning process.

2) Skill Based

The students' knowledge about interaction is entirely different from the implementation in a real communication. Some students are unable to interact with the opposite sex since they are not used to working together.

Concerning the interaction between the students and their teacher, the girls seem to be friendlier, close to their teacher. It is interesting for the girls to talk about their daily activities and problems. On the other hand, the boys seem to be different. They are not as friendly as the girls.

3) Emotion Based

Emotion influences much on the implementation of the students' knowledge and skills about their interaction both with the teacher and peers. It is the emotion that stimulates the student's interest to do something or to be involved in the lesson. The students like following the English lesson since they are interested in activities which the teacher sets The other students are pleased following the lesson because they like their teacher. They like to get involved in the class because their teacher is nice and friendly to them.

Children cannot rely only on teachers' explanation in learning a new language, because children learn indirectly rather than directly. They take information from everything around them and their understanding comes

from what they see, hear, touch and interact with (Harmer, 2001:38).In line with Harmer, Brewster and Ellis (2002:40) states that children are excellent observers who can comprehend meaning from body language, intonation gesture, facial expression and social context.

There are three major class of children's development: emotional, cognitive, and physical (Linse, 2005:2). A teacher of young learners should take all of these developments into account. Children develop emotionally, morally, cognitively and physically at different rates so one child may have ability that others do not have. By being aware of what children can and cannot do developmentally, teachers are better able to provide appropriate learning experiences for the learners.

Scott and Ytreberg (1990:1) divide children into two main groups: the five to seven years old and eight to ten years old. The fourth grade students who are about nine or ten years old belong to the second group. The children belong to the second group tend to be different from the children who belong to the first group. They are relatively mature with an adult side and a childish side. Here is the first of their characteristics proposed by Scott and Ytreberg (1990:3-4):

1) Their basic concepts are formed. They have very decided views of the worried.

2) They can tell the difference between fact and fiction.

3) They ask question all the time.

4) They rely on the spoken word as well as the physical world to convey and understand meaning.

5) They are able to make same decisions about their own learning.

6) They have definite views about what they like and don't like doing.

7) They have developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.

8) They are able to work with others and learn from others.

Since nine to ten years old Children are different from when they were younger, they cannot be treated like younger children. They are still children but they are more mature and they have a language with all the basic elements. The children's Characteristics should be taken into account in language teaching to give the appropriate materials and activities in order to meet their needs and interest.

b. Teaching English to Children

Brown (2000:87-90) propose some approaches to teach children a second language. Those are intelectual development, attention span, sensory input, affective factors, and authentic, meaningful language.

a) Intelectual developmental

The teacher should remember that the children who are still in an intellectual stage (up to the age of about eleven) have limitation in understanding the rules, explanations and abstract talk about language. They have little appreciation for adult correctness and explanation in

linguistics concepts, so the teacher should pay attention to some rules

for classroom:

a.	Do not explain grammar using terms like "present progressive" and "relative clause".
b.	Rules stated I abstract terms (to make a statement into a question, teacher add a "do" or "does") should be avoided.
c.	Some grammatical concepts, especially at the upper levels of childhood can be called to learners' attention by showing them certain patterns ("notice the-ing at the end of the word") and examples ("this is the way we say it when it's happening right now I'm watching movies")
d.	Certain more difficult concept of patterns require more repetition than adults need. For example, repeating certain pattern (without boring student) may be necessary to get the brain and the ear to cooperate.

b)   Attention span

The children will pay attention to something that they are

interested in when the lesson in the teaching learning process is to

difficult for children, bored, and useless, the teacher needs to move

children attentions of immediate situation to focus the language lesson

by providing enjoyable, interesting and fun activities to some rules:

a.	Because children are focused on the immediate here and now, activities should be design to capture their immediate interest.
b.	A lesson needs a variety of activities to keep interest and attention alive.
c.	A teacher needs to be animated, lively, and enthusiastics about the subject matter.
d.	A sense of humor will go a long way to keep children laughing and learning.
e.	Children have a lot of natural curiosity. Make sure tap into that curiosity whenever possible, and you will thereby help to maintain attention and focus.

c) Sensory input

In this part the teacher should plan the activities that strive to go well beyond the visual and auditory modes, that are usually sufficient for a classroom. There are some suggestion on how to develop activities related to sensory input:

a.	Space up the lesson with physical activity, such as having students act out things (role-play), play games, or do total physical response activities.
b.	Project and other hands on activities go a long way toward helping children to internalize language. Small-group science, for example is excellence ways to get them to learn words and structures and to practice meaningful language.
c.	Sensory aids (the smell of flowers, the touch of plants, taste of food, etc.) and audiovisual aids (videos, pictures, tape, music, etc.) help children to internalize concept.
d.	The teacher non verbal language is very important because the students will indeed attend very sensitively to the teacher facial features, gesture, and tauching.

d) Affective factors

In this point, the teacher gerenate children confidents and self-esteems, should make them ignore anything which can interupt their minds when learning language and doing activities in the language lesson and should help the students to laugh with each other at various mistakes that they all make.

e) Authentic meaningful language

Children are focused on what this new language can actually be used for here and now. In this point, the class is forbidden to have an

overload of language that is neither authentic nor meaningful because children are good at sensing language that is not authentic.

Based on the principles, there are some considerations for the teachers before conducting the teaching and learning process. The first is the children should be given the familiar topics. Elementary school students will easily learn something that is familiar with them. The second, it is very important to give interesting and various activities. The consideration is that Elementary school students are children that bored quickly because they have a short attention span.

Linse (2005:2-3) state that the teacher of young learners should provide the care necessary to meet the children's basic physical and psychological needs so they can thrive and focus on learning. In other words, teachers of young learners have two jobs. First, to provide care and the second to provide instruction. Children require and deserve professional who interact with them in appropriate ways based on the child's social, physical, cognitive and moral development (Brazelton and Greenspan, 2000). Second, being aware of what children can and can not do developmentally, teachers are better able to provide appropriate learning experiences for their young learners.

According to Cameron (2001: VII), the teacher of children needs to be highly skilled to reach into children's worlds and lead them to develop their understandings towards more formal, more extensive and differently organized concept. Primary teachers need to understand how children make

sense of the world and how they learn. They need skills of analyzing learning tasks and using language to teach new ideas to groups and classes of children. Beside that, the children are not only need to learn simple language but also more complex with the syllabus and methodology, changing as the child changes and grow. So, the English teacher should have the interesting activities which are able to help children in learning English.

2. Teaching Speaking for Children

a) The nature of speaking

Speaking is one of the four language skills that are taught in English teaching. The goal of teaching speaking is the ability to communicate with other speakers of the language. In order to be able to communicate, language learners need to have communicative competence. Communicative competence includes knowledge of grammar and the vocabulary of the language, knowledge of rules in speaking, knowing how to use and respond to different types of speech acts, and knowing how to use language appropriately (Richards in Nunan, 1999:226).

According to Riddell (2003:120), speaking in English lesson is not reading aloud (pronunciation), reading answer to a grammar question (accuracy), or reading the answer to a reading/listening question (comprehension) because the aims are not speaking related. Riddell adds that speaking is one of the following two things. The first one is that it could

be a speaking activity designed to give practice of language just learned or reviewed.

In line with Riddell, Brown (2001:140) state that speaking is a productive skill that can be directly and empirically observed, Involving two people who are engaged in talking to each other (Harmer, 2007:67), using language to express meaning so that other people can make sense of them (Cameroon, 2001:40). The productive skill is the skill that is used by learners to produce language. In this case the speakers' performance can be directly observed and empirically measured in the speaking process, involving two people who are engaged to talking each other; this situation means that the speakers share their understanding with each other in some kinds of information exchanges. Here, the speakers deliver their intention in appropriate diction so that the listener will understand the meaning. By using language to express meaning, the speakers express their intended meaning to the listener so that the listener can make sense of the speakers. Here, the participants have the same knowledge so that the speaker's intended meaning can be easily delivered.

3. **Role Play**

    a. **The Nature of Role play**

    In defining role play, Ladousse (1995:5) state's that role plays are activities where students are asked to play a part as either their own or somebodys character in specific situation. Harmer (2001:273) adds that in role plays teachers add the element of giving the participants information

about who they are and what they think and feel. Students must not think themselves as students, but as real participants in the situation. It can be an interesting activity for the students because they can explore their imagination. Here, students will be involved actively in the process of teaching and learning.

A role play is also a technique that can build the students self confidence. They can work in pairs or in group in role play, so each student can support one another. It can make the class more interesting and reduce students' boredome in the classroom. There will be more chances for the students to reform and being active during the speaking class. Furthermore, through role plays, students can begin to take responsibility for themselves, take charge of their own actions, and experiment with various solutions to problem (Morales, 2008 : vii). In line with significance of role plays in teaching speaking, Ladousse (2009 : 6) mentions several reason for using role play in teaching speaking. They are mention as follows:

a) A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.

b) Role play puts students in the situation in which they are required to use and develop the forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

c)   Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

d)   Role play helps many shy students by providing them with a mask.

e)   The most important reason for using role play is that it is fun.

In conclusion, role play is a technique which can develop students' fluency in target language, promote students to speak or interact with others in the classroom, increase motivation and make the teaching process more enjoyable.

b.   Types of role play

In case of role play activities, according to Byrne (1986:122-123) role play can be categorized into two groups, scripted and unscripted role play. Scripted role play involves interpreting either the textbook dialogue or reading text in the form of speech. In this role play, the teacher only needs to provide dialogue script with a certain situation. Then, asked the students to come in front of the class to perform the dialogues. It can be performed in pairs or in group depend on how many number of character in the dialogues. Furthermore, the students can bring and read the scripts during the performance.

In contrast to scripted role plays, the situations of unscripted role plays do not depend on textbook or dialogues. Here, the students are free to make improvisation because the teacher does not provide dialogues or scripts for the role plays. The teacher only tells the students about the situation of the roleplays that they are going to perform. Then, the students make dialogues depend on the given situation. During the performance, the students do not bring the scripts but they have to memorize all what they want to say and do during the performance. The teacher has to make sure that the student understand the situation clearly and know what must be done in the performance. Moreover, he/she also need to give the students an opportunity to practice the role plays first before they have the real role play performance in front of the class. Therefore, in order to do this type of role plays the teacher needs to have good preparation because the activities will be more complicated then scripted role plays.

c.   **How to Set Up a Role Play**

From some definition of role plays it can be infered that role plays are students' speaking performances in which they act a certain character in specific situation. In setting up this activity, teacher do not need to worry because they do not have to experience in drama. The role of the teacher in these activities is as a guide to let the students lead the activities. He/she only need to give the students a brief explanation at the start of every activity and allow the students to perform the role play (Morales, 2008 :

viii), Ladousse (2009 : 12) propose ten points that teachers have to remember when setting up a role play.

a)   The teacher should be able to distinguish between norse and chaos. Like any other pair work or group work activity, role play can also create a crowd classroom if it is not properly organized. Therefore, the teacher is demanded to be able to control the activity so the other classrooms will not be disturbed.

b)   The teacher should begin the role play with pair work rather than group work. Maybe it will be much easier to talk to one person than to two or more persons. One-to-one communication will make the students more focuse on the issue of the conversation.

c)   The teacher should keep the role play activity short until students get it. In designing the role plays, the teacher has to pay into account toward the participant that will be involved. Using simple topic and short dialogue in role play are recomended for the beginner classes. Furthermore, after the students have got more experiences in speaking, the teacher can apply the longer role play performance.

d)   The teacher should make sure that the role plays can be used with different numbers of students. Considering that each role play group usually consists of different number of students, so the teacher has to make sure that the role play he/she has designed can be flexibly performed by the students.

e)   The teacher has to make sure the students have understood the situation and what is on the role cards before starting the role plays. The teacher should provide an adequate opportunity for the students to understand the situation of the role plays that they will perform. Furthermore, the teacher also need to monitor the students that they have had well preparation about everything for their role plays, so they are really ready if they are invited to perform the role plays in front of the class.

f)   The teacher needs not to worry about the one or two pairs or groups which are not participating in the activity, unless they are disturbing the other students. Sometimes, afraid if their students will not want to participate in those activities. In relation to the role play activity, it is normal if there are some students in the back doing activity that is not related to the lesson. However, it should not be taken as serious problem since they do not disturb the students performing the role play that need to use complex language.

g)   The teacher should be able to set up the task more progressively if he finds the students stop to speak or break into their native language in the role play performances. The teacher should do something when he/she find the students suddenly get blank and do not know how to continue the conversation in the middle of the performance. In this case, the teacher or dialogues that they have been already know when they forget.

h) The teacher should always give a feedback for the groups that finish the role play before the others. Therefore, the students know whether or not they make mistakes during they perform the role plays. Furthermore, the feedback given by the teacher will also useful for next groups that are going to perform the role plays. They can study the strength and the weakness from the previous performances, so they can perform a better performance.

i) The teacher should set strick time limit and make every attempt to stick to it. Applying adiscipline time management is needed in holding the role play activity in the classroom. Therefore all the students can perform their role play performances in front of the class before time is up.

B. Conceptual Framework

The concepts of role play activity to improve students' speaking skill have been explored in the previous section. In this section, a conceptual framework derived from those concepts will be presented.

Speaking is one of an important skill for students to learn English but they often find difficulties in learning speaking.It is because the teaching learning process only depends on the strength of writing. They feel bored in the class because the teaching learning process is monotonous. Therefore, it

is not surprising if the students find difficulties in speaking. Teachers should find the effective ways of teaching speaking.

That is why in this study, a role play has been chosen by the writer as the activity for which it is most like playing a role that is capable of giving constructive effect in education. Furthermore, learning speaking using a role play will make the students become more eagerly in their learning process and it will cause English speaking skill is easy to be mastered by students in a comfortable way.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research was conducted will be explained in detail. This chapter is divided into seven parts. They are: type of the research, research setting, and subject of the research, time of the research, data collecting procedure, the analysis of the data, and procedure of the research.Each of them will be presented in the following discussion.

A. Type of the Research

This research was action research in a natural setting. The researcher and all of other research team members collaborated and worked together in identifying the input about the obstacles and the weakness of the English teaching-learning process.

B. Research Setting

The research took place at SDN 1 Sewon, focusing on class IV. It was located at Sewon, Bantul. The available rooms in this school were the headmaster's room, teacher's room, a room for guidance and counseling, an administration room, a school health unit, a kitchen, a mosque, two teacher's toilets, five students' toilets, six classrooms. Each class consisted of about 20 to 25 students. Totally, there were 280 students, one headmaster, thirteen teachers, one school guard, and one English teacher.

C. Subjects of the Research

The research involved the school principal, the English teachers, the students of SDN 1 Sewon; especially the students of class IV of SDN 1 Sewon in the academic year of 2013/2014, and the researcher.

D. Time of the Research

The researcher conducted the action research in the first semester of the academic year 2013/2014. The observation and actions were conducted on April 2014. In conducting the actions the researcher followed the school calendar in which the English class was taught twice times a week. Each meeting has 70 minutes but for one hour lesson it has 35 minutes. The schedule of English for class IV of SDN 1 Sewon is as follows.

Tuesday   : 07:00 - 08:10 am.

Thursday   : 11:00 – 12.10 am.

E. Data Collecting Procedure

The data collected were qualitative in nature. They were obtained by interviewing the English teacher and the students of class IV, observing the teaching and learning English process in class IV, and taking pictures of teaching and learning process in the class.

The instruments of data collection were a recorder, interview, and a photo camera. The data were in the form of audio records of the research, interview transcripts, field notes of the teaching and learning processes, and photo of the teaching and learning processes.

F. The Analysis of the Data

The first step that has been done by the researcher in order to analyze the data was data presentation. In this step, the researcher collected all the data such as interview transcripts, field notes and photos of the teaching and learning processes. The second step was data reduction. In this step, the researcher chose, determined the focus, simplified, summarized and changed the form of the data that was in the field. The third step was classification. In this step, the researcher classified all the data that had been passed the data reduction process.

The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher had authentic knowledge, which could help the writer in interpreting the data. In analyzing the data, the researcher holds a discussion with the English teacher as the collaborator and the students of IV. It was used to see the data from different point of views.

G. Validity and Reliability of Data

Burns (in Madya 2006: 37-45), states that there are five validity criteria that can ensure data validity of action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

a. Democratic validity

Burns (in Madya 2006: 38) states that democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research. In order to get democratic validity, the researcher interviewed the stakeholders of SDN 1 Sewon (teacher and students,).

In the interview, the stakeholders were given chances to express their ideas, opinion and attitudes toward the problems faced where the focus is to look for the solution of the problems. The interview was conducted during the research runs.

b. Outcome validity

Outcome validity was related to the outcome achieved by the researcher. The achievement of the outcome involved not only problem solving but also appearing new questions in the related research (Burns, in Madya 2006: 40). To get the outcome validity, the researcher put back the problems at the fourth grade students of SDN 1 Sewon in a scheme in order to make new questions. The researcher did this when the researcher did the reflection in the end of the action.

c. Process validity

Process validity meant that actions that were done in the research were believable (Burns, in Madya 2006: 40). To get the process validity, the researcher collected the data by doing observation, and noted during the research runs. The researcher noted/recorded anything that happened in the teaching learning processof the fourth grade students at SDN 1 Sewon. It means that during the researcher observed the participants of the research, the researcher focused his attention only on anything that could be caught by the researcher's senses.

d. Catalytic validity

The catalytic validity was related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). The researcher got the catalytic validity through the cycle of the action plans, implementation and its

observation, and reflection that were done at the fourth grade students of SDN 1 Sewon.

Dialogic validity means that the stakeholders could participate in the process of the research (Burns, in Madya 2006: 44). To get the dialogic validity, the researcher did per review in action research. It would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with 'critical friends' or other practitioner researchers who can act as 'devil's advocates'.

To enhance the trustworthiness of the data and the subjectivity in analyzing the data, the researcher uses triangulation. Burns states that triangulation is a way of arguing that if different methods of investigation produce the same result then the date is likely to be valid. Furthermore, Burn (1999:164) proposes four forms of triangulation. They are as follows:

a. Time triangulation

   Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

b. Space triangulation

   In this form, data were collected across different subgroups of people to avoid the limitation of studies conducted within one group.

c. Investigator triangulation

   In this way, more than one observer was involved in the same research setting to avoid the biased interpretation.

d. Theoretical triangulation

In this form, data were analyzed from more than one perspective. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

H. Procedure of the Research

a. Determining the Thematic Concern-Reconnaissance

The researcher did the reconnaissance step to find out information concerning students' speaking skill. Based on the interview and observation in SDN 1 Sewon, the researcher found and identified the existing problems. Then, she determined the thematic concern.

The problems were obtained from the information of the school principal, the English teacher, and the students. After the problems were identified, the problems were grouped based on the possibilities to be overcome. In grouping them, the research members considered the scale of priorities in solving the problems.

In speaking teaching learning process, the English teacher rarely created an interesting activity. The English teacher wrote the difficult words on the blackboard and asked the students to memorize them. Besides, the students just know the first meaning of the word, they ignore the other meanings of the word. They did not make a sentence in different context using the same word. They also often made a noise during the teaching learning process. From the result of the survey, it was found that there were some problems related to the students'

speaking skill. The researcher thought that the students had low attention in speaking. Besides, they also seem bored in learning English so they often make noise during the English teaching-learning process. They had low attention and seemed bored in learning English because teacher rarely used media or created an interesting activity during the English teaching-learning process. Therefore, the students' speaking skill mastery is low.

b. Planning

After the researcher identified the problems, he made some planning to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the English teacher of class IV of SDN 1 Sewon. Both researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. The action plans were suitable with the communicative language teaching and principles of using media in teaching language to Elementary school students. Those action plans were as follows:

1) The teacher asked the students to make a group.

2) Discussing the role play.

3) Pronouncing the difficult words in those used in the role play correctly.

4) Act role play.

c. Action and Observation

After the planning was agreed, the actions were implemented in the class. The action was implemented in two cycles. One cycle consisted of three meetings. The researcher asked help to the helper to observe and record the action of the

students during the class activities. The researcher himself observed and noted anything that was found in the class. Based on the observations, notes, and records of the students' responses in the actions, the research members discussed the implementation. They evaluated the implementation of the actions and if the actions were not satisfied, they would improve the actions for the next cycle.

d. Reflection

After each cycle of the action was completed, the reflection was done. All the members of the research discuss circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the action carried out was successful, the researcher would continue to implement it. But if the actions were not successful, the researcher would try to find the suitable actions so that the condition would be better.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the finding and discussion which refer to the efforts to improve students' speaking skillthrough role play activities.

A. Reconnaissance

The research began with finding problems in the field. The interviews with the English teacher and students were conducted to gain information about the problems of teaching and learning speaking. Besidesthe interviews, the researcher observed the classroom to get the descriptions of the speaking teaching and learning process.

1. Identification of the Students'Problems.

To identify the problems that occurred in English teaching learning process of the fourth grade students at SD 1 Sewon, the researcher did some observations. Below was one of the field notes during the researcher did observations.The situation could be seen in the Field Note 1,2,3.

> Siswa membaca dan menyebutkan satu-persatu warna-warna yang tertulis dalam buku paket secara bersama-sama.GBI lalu memberikan perintah "Next page". Katadi bawah gambar itu coba dibaca." Siswa langsung memperhatikan gambar yang ada dalam buku paket. Kemudian, GBI menunjuk beberapa siswa untuk membaca kata tersebut. Beberapa siswa yang ditunjuk membaca dengan keras. GBI lalu menanyakan beberapa pertanyaan dalam buku secara lisan dan siswa menjawab secara bersama- sama.
>
> (Appendix A1, Field Note 2)

P mencoba berkenalan dengan para siswa dan mendekati salah satu siswa dan bertanya "What's your name?" siswa tersebut menjawab dengan malu-malu dan sangat pelan hampir tidak terdengar "Berliana". Kemudian P berpindah ke siswa yang lain dengan pertanyaan yg sama, dan diteruskan dengan How old are you? Siswa menjawab dengan hampir sama pelannya "Hesna" dan hanya senyum-senyum pada pertanyaan kedua. P bertanya kanapa pada menjawab pelan? Belum sarapan ya? Dan beberapa siswa ada yg mengatakan malu dan ada beberapa siswa mengatakan takut salah.

(Appendix A1, Field Note 2)

GBI menyuruh siswa membuka halaman selanjutnya pada buku paket dan menyuruh siswa membaca keras nomor-nomor yang ada di dalam buku bersama-sama. GBI kemudian bertanya "Sudah bisa semua?" Siswa mengatakan "Ya Miss." GBI kemudian mengajak siswa menyanyi lagu "Numbers" dan semua siswa sangat antusias menyanyi.

(Appendix A1, Field Note 2)

Siswa membaca dan menyebutkan satu-persatu benda yang tertulis dalam buku LKS secara bersama-sama. Ada siswa yang menjawab dan ada siswa yang tidak menjawab.GBI kemudian menunjukkan benda-benda yang ada di dalam kelas dan menyebutkannya dalam bahasa Inggris. Selanjutnya menyuruh semua siswa menirukan.Setelah itu GBI mengangkat benda dan menyuruh siswa menyebutkannya dengan keras. Kemudian GBI menanyakan kepada siswa satu persatu.

(Appendix A1, Field Note 3)

Beside conducting observation in the English teaching and learning process, the researcher also interviewed the students to identify the problems.

P   : Mbak mau tanya, kalau pelajaran bahasa Inggris ngapain aja?
S   : Ya kayak kemarin, membaca, ngerjain soal, nyanyi , permainan kadang-kadang
P   : Diajari ngomong sama temen ga?
S   : Belum mbak.

(Appendix A2, Interview3)

P   : "Suka nggak ngomong bahasa Inggris?"
S   : "Suka... suka... tapi nggak bisa. Susah."
P   : "Apa yang susah?"
S   : "Ya ngomongnya."

```
P        : kenapa ngomongnya?
S        : Kalau pake kalimat panjang nggak bisa, mbak.
                                            (Appendix A2, Interview4)
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After the researcher did some observations and interviews in the classroom, the researcher had a discussion with the English teacher. Then, based on the observations, interviews and the discussion, the researcher and the English teacher identified some problems that occurred in the English teaching learning process.

Table 1**The field problems of the English Teaching and Learning Process in**

Grade IV of SD 1 Sewon Bantul

No.	Problems	Code
1.	The interaction in the English teaching and learning process was less	TL
3.	The teacher used monotonous activity in the English teaching and learning process.	T
4.	The students often made noise during the teaching learning process.	S
5.	The teaching materials were not interested.	LM
6.	The students had low motivation in learning English, especially in speaking activities.	S
7.	Some students felt afraid of and shy to speak English	S
8.	The teacher used LKS too much	T
9.	The teacher lacked of idea in creating some interesting activities.	T
10.	Students' speaking skill was low	S
11.	The clasroom activity made the students felt bored.	TL
13.	The students don't have many time to practice speaking in the classroom.	S

2. Determining the actions to solve the field problems

After identifying the problems occurred in the English teaching learning process, the researcher and the colaborator discussed the most important problems that needed to solve. It could be seen that the problems which occured in the English teaching learning process were related to the theacher, students and learning activities. There were found five most important problems related to the student's speaking skill. The problems are listed in the following table.

The Field Problems which Influenced The Students's Speaking Skill

No.	Problems	Code
1.	The teacher used a monotonous activity in the English teaching-learning process especialy in speaking.	T
2.	The students had low motivation in learning English, especially in speaking activities.	S
3.	The students don't have many time to practice speaking in the classroom.	S
4.	Some students felt afraid and shy to speak English.	S
5.	The classroom activity made the students felt bored.	TL

The researcher and the colaborator agreed that those problems above related to lack activities. Then the researcher and colaborator tried to look for the appropriate way to improve students' speaking skill.

At that time, there were two options that were agreed by the researcher in order to improve students' speaking skill. They were using role play. Considering the strengths and the weaknesses of role play, finally they decided to use the role play to improve students' speaking skill.

That was why finally the researcher and the colaborator decided to use a role play to improve students' speaking skill. It was new for the students. Besides, they thought that children might like fun activities.

B. The Discussion

1. Cycle 1

1) Planning

A pre-test was given to measure students' speaking proficiency before the action. The speaking pre-test was given on April 10th, 2014. It was designed in the form of oral test which was assessed by using the speaking rubric. Based on the pre-test which had been conducted, it could be found that there were many students had low score in their speaking. From 22 students there were only 6 students (27, 27%) whose the score could pass the minimum passing criteria (KKM). It proved that the students' speaking skill needed to be improved. Therefore, after having identified the problems, the course grids and the lesson plans which would be applied in cycle 1 were shown to the English teacher. Moreover, the actions in this cycle were planned to cover the following efforts:

a. Preparing The students' for role play performance

    a) Using classroom English

       The students would be familiar with English if they often used it in daily communication. Therefore, English classroom would be applied during the lesson

    b) Conducting pre-communicative activities

The activities would cover the component of speaking, such as accuracy, fluency, grammar, pronunciation, and vocabulary. Therefore, the students would have more experiences in practice speaking before they do the role play.

c) Giving the students an opportunity to prepare and practice

The students need time to prepare anything related to the role play, so they were supposed to perform it maxymally.

b. Organize the role play activities

1. Applying a familiar topic

The topic of role play should familiar for the children to make the role play more understanable. Therefore, The children would could imagine the situation easily.

2. Using media

Using pictures, role cards, flash card, real things would be provide to motivate the students to do the role play. Beside, the media would also be used to deliver the presentation and explain the teaching material.

2. Action and Observation

The implementation of role play activities was planned and conducted by the teacher and the researcher. The researcher did 2 cycles. In the teaching and learning process, the researcher act as the teacher and the teacher as the colaborator. This formation hopefully could maximize both the teacher's and

the reseacher's performance during the action. Furthermore, related to the efforts which were acted in this cycle, the following discussion are presented.

1. Preparing the children' for role play performances.

   a) Using classroom English

   The children would be familiar with English if they often used it in daily communication. Therefore, English classroom would be applied during the lesson. In this part the researcher always tried to use English as often as possible during the English teaching and learning process. Furthermore, the implementation of classroom English in this meeting included greeting the children at the biginning of the lesson by saying "Good morning, class". The students always answered the greeting loudly "Good morning". Then, the researcher asking children' condition by saying "How are you, today?" The children answered the question by saying "I'm fine.Thank you." but few children looked confused and did not really know what to say. Then, she repeated the question loudly. All the the children answered the question loudly too.

   > R greets the students by saying "Good morning, class". The students answer "Good morning". Then the researcher asked "How are you today?" and the students responded it by saying "I'm fine. Thank you" but few of children still confused and did not really know what to say. Then the researcher repeat the question louder. The all children respond it louder too.
   > (Appendix A1 /field note 4)

Beside, the children gave more attention to the researcher because they want to know what the researcher talk about. However, sometimes the children got confused but they understand after looked the researcher's body language.

```
R    :  Tadi Rani paham nggak yang saya katakan saat pelajaran
        bahasa Inggris?
          (Do you understand what I talked about during the lesson?)
C    :  Aku pertamanya nggak ngerti tapi pas liat mbak nyontohin
        aku tahu.
        (No, I dont. But finally I understand after looking your
        example)
        Appendix A2 /interview 5
```

```
R    :  Sulit tidak saat mbak menerangkan aturannya pakai bahasa
        Inggris?
          (It was difficult while I explain the rule in English?)
C    :  Nggak, khan tadi sambil gini.. gini.. (mengacungkan jari ke
        depan) waktu bilang em.... apa mbak tadi?
        (No, it wasn't. There was a signal used your fingers you
        say.....)
R    :  Make a group of four?
C    :  Ya... ya... itu
        (Yes, that's right)
        Appendix A2  /interview 6
```

Furthermore, the classroom English was also implemented during the main activity included, presentation, practice and production. As could as possible avoided the use of Indonesian language or javanesse to explain the material. The media included pictures, role cards, flash card, and real things were provide to help the children anderstood the material. The detail media that used in this cycle could be checked in appendix.

```
R shows some things in the classroom. While showing the things,
```

R pronounces them and asks the children to repeat after her. After that R ask to the children to pronounce them by showing the things one by one. Then R ask to the children showed their pen and sing "Can I have a pen" song. Next, R ask to a child and said
Appendix A1 / Field note 4

"Can I have a pen?" The child respond it by giving the pen and say "Sure, here's a pen."
Appendix A1 / Field note 5

b) Conducting pre-communicative activities.

The activities conducted to give the children more experiences in practice speaking before they do the role play. Beside, the activity could be the time to check their pronounciation, accuracy and fluency.

R ask to a child to sang "can I have a pen". R sing "Can I can I can I have a pen" to the child. Then, the child have to continued the song by sang "Sure, sure, sure, here's a pen." R went round class and asked to the children one by one. Then, R ask to the children to sang first and R continued the song. R went round the class and asked to the children one by one.
Appendix A1 / Field note 5

By asking the question to the children one by one. The children became more ready when they were invited to perform the role plays. Furthermore, by conducting the pre-communication activities the children could have more experiences to speak English, so they could be more confident and brave to do the role play. It can be seen in the following interviews.

R   : Bagaimana menurut Miss tentang pemberian materi role play dengan lagu?
          (What do you think about giving the role play material

> with a song?)
> ET   : Menurut saya bagus dan menarik mbak. Anak-anak suka sekali menyanyi dan tanpa sadar mereka sedang belajar,
> (I think It's good. The children love to sing and they do not know that they are learning)
>
> Appendix A2 / Field note 6

> R   : Menurutmu lagunya bikin kamu tambah pede buat ngomong bahasa Inggris ngga?
> Do you think that the song make you feel confident to speak English?
> S   : Iya mbak, khan udah di ajari sama lagunya itu. Jadi pas ngomong nggak susah lagi.
> Yes, I do. I learn from the song, so I speak English easier.
>
> Appendix A2 / Field note 5

c)   Giving the students an opportunity to prepare and practice

To ensure that the children could perform the role play maximally, the researcher always provide an opportunity for the children to have discussion about what they were going to perform. Beside having discussion with their partner, he also let the children to ask question if they found difficulties.

The children used the time to prepare the role plays effectivelly. They asked question when they found difficulties. It is supported by the following question.

> After that, R gives an opportunity for the children to have discussion and prepare what they are going to perform. *Class, I'll give you ten minutes to prepare your performance. Remmember, just ten minutes and I call you to come in front of the class. If you have any question please raise your hand.* Then few children ask to the researcher to repeat the pronunciation of things and she tells the correct pronunciation.
> Appendix A1 / Field note 4

Furthermore, the children also were given a chance to practice their dialogues before they were invited to perform. Therefore, they could master the vocabulary, pronunciation and language functions before they used them in the real role play performance. They were brave and confident enough to speak English and also act out their role plays in front of the class.

According to the English Teacher, however, there were still pronunciations mistake made by few of children but overall were good. The children made some improvements in their speaking. They were brave and confident to speak English in front of the class and they can speak English fluently. It is supported by the following interviews.

R : Menurut Miss bagaimana role play yang saya aplikasikan hari ini? (What do you think about the role play today, Miss?) ET : Bagus mbak, ternyata role play membuat anak-anak tertarik untuk bisa berkomunikasi dengan bahasa Inggris. (It's good. Obviously role play make the children interest to communicate in English) Appendix A2 / Field note 6

R : Bagaimana dengan aktingnya Miss? How about their acting? ET : Hahahaha..... saya paling suka itu mbak. Anak-anak ternyata bisa berakting seperti seperti bintang filem aja. (That is the most I like. The children can act like a movie star) Appendix A2 / Field note 8

2. **Organizing the role play activities**

In order the role play could beeffectively applied to improve the students' speaking skill, the following efforts were implemented:

a) Applying a familiar topic

The topic of role play should familiar for the children to make the role play more understanable. Therefore, The children would not feel could imagine the situation easily. The topics of the role play in this cycle were "Name" and "Things in the classroom". While the specifications of the role plays are given as follows:

Table 2**The specifications of role play wich are used in the cycle 1**

First Meeting		
No	**Component**	**Description**
1.	Topic	Things in the classroom
2.	Actors	Students
3.	Setting	In the classroom
4.	Time	15-20 minutes
5.	Aim	a. To anable students to spell her/his name b. To anable students to say thank you.
6.	Language	Functions: Asking someone's name
7.	Organization	The students work in pairs
8.	Preparation	Role cards
9.	Procedure	1. Student A ask to his/her friend's name. 2. Student B answer the question 3. Student A ask to spell it. 4. Student B spell his/her name
Second Meeting		
No	**Component**	**Description**
1.	Topic	Part of the body
2.	Actors	Students
3.	Setting	In the classroom
4.	Time	15-20 minutes
5.	Aim	a. To anable students to use the expression of asking something.

		b.	To anable students to use the expression of giving something.
6.	Language	Functions: expression of asking for something and expression of giving something	
7. I	Organization	The students work in pairs	
8.	Preparation	Role cards	
n9.	Procedure	1. Students forget to bring some thing in the classroom. 2. He/she has to borrow that thing from their friends.	

t

he first and second meeting, the children performed the role play in pairs. They act different situation in the first meeting and the second meeting. However, the situation of the role plays in this cycle were simple but the children were interested and happy to join the activity. This is supported by the following interviews.

```
R   :  Seneng ngga bisa bermain role play?
        Are you enjoy the role play?
S   :  Seneng
        Yes, I do.
R   :  Menurut kamu, role playnya tadi bagaimana?
        How do you think about the role play?
S   :  Gampang dipraktekin mbak.
        It's easy to performented.
Appendix A2 / Field note  8
```

```
R   :  Senang tidak sama role play hari ini?
        Do you like the role play today?
C   :  Senang.
        Yes, I do.
R   :  Bosan tidak belajar bahasa Inggris pakai role play?
        Are you bored learning English through role play?
C   :  Ngga. Aku suka mbak.
        No, I don't. I like it.
Appendix A2 / Field note  8
```

b) Using Media

The media of the role plays were provided in every meeting, because it makes the children more interesting. The first media was a real thing. It was a thing were the children could bring during the role play performances. In the first meeting the topic is the thing in the classroom, therefore the chilldren need to bring the real things like a book, a pencil, a ruler, a sharpener, an eraser, a pen, a bag etc.

In addition, the real things help the children to imagine the real situation during the role play performances. It is supported by the following interviews:

P	: Menurut Della penting ngga sih bawa pensil beneran pas role play? *Did you think that was important to bring the real things in role play?*
S	: Penting mbak, biar ada yang di kasih. Jadi kayak betulan hehehehe.... *Yes. To make it more naturally*
Appendix A2 / Field note 8	

The last media was role cards, they was cards where the rules of the role plays were writen. The children could read the detail rules of the role plays they were going to perform in these cards. Moreover, the role card could help the children to understand the rules of the role plays easily. It can be seen in the following interviews:

R	: Suka nggak pakai kartu role play-nya? *Do you like to use the role play cards?*
S	: Suka. *Yes, I do.*
R	: Bingung tidak bacanya? *Are you confused to read it?*

S   : Nggak.
       No, I'm not.
Appendix A2 / Field note 8

R   : Tadi ngerti nggak sama aturan role play-nya?
       Did you understand about the rules of the role play?
S   : Ngerti mbak, kan ada di kartunya juga.
       Yes. The rules already written in the card.
R   : Jadi menurutmu kartunya membantu tidak?
       Is the card help you well?
S   : Ya.
       Yes, it is.
Appendix A2 / Field note 8

Whoever the rules already written in the role cards, the researcher

kept checking the children's work to make sure that they had prepared

well. This is supported by this quotation.

R moved aroud the class to check that every group has already
understood about the rules.
Appendix A2 / Field note 8

According to The English teacher, the researcher was good in

applied the media in the role play activity. It can be seen from the

following interviews:

R   : Mengenai media yang saya gunakan dalam role play
         bagaimana Miss?
ET   : Menurut saya sudah bagus mbak, dan memang untuk kelas
         empat itu ya hanya bisa memakai benda-benda yang ada di
         sekitar kelas saja. Tidak boleh yang di luar kelas.
R   : Sepertinya menggunakan media dalam melakukan role play
         cukup membantu ya Miss.
ET   : Iya mbak, mereka jadi bisa menerapkan benda itu seperti di
         kejadian nyata.
Appendix A2 / Field note 8

c) The problem occured in Cycle 1

The role plays were successfully implemented in this cycle, but the researcher found some problems in applying the role plays. The firs problem was about the grouping technique. Threre were a child who did not have a partner in the second meeting because there is a child who was absen. This is supported by this quotation:

> "Okay class, now work in pairs. Two children in one team. Do you got it?" Then, some children said "berdua-berdua" and some children said "satu tim dua orang". Suddenly, the class was crowded and a child said "mbak, aku nggak punya temen." Finally, the researcher decided her self to be his partner.
> Appendix A2 / Field note 8

The next problem was related to the children that usually make a noise during their friends' performance. It was difficult to pay attention to their friends' performance. It was supported by the following interviews:

> R : Tadi waktu teman-temanmu maju ke depan mbak lihat kamu sama temanmu kok brisik sendiri di belakang, ngapain?
> S : Nggak ngapa-ngapain mbak.
> R : Nggak ngapa-ngapain kok rame?
> S : Kan udah selesei mbak
> R : Ya kalau sudah selesai jangan rame, mengganggu konsentrasi teman yang lain. Besok jangan rame lagi ya.
> S : Ya mbak.
>
> Appendix A2 / Field note 8

3. Reflection of Cycle 1

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based ontheobservations during the implementation of the actions and the interviews with the teacher and students after the action implementation. The reflection was used to plan the actions that would be implemented in the next cycle. The result of the reflection are following:

a. Preparing The students' for role play performance

    1)   Using classroom English

        Using classroom English during the lesson was very effective to make the children familiar with English. The children could know some simple expression that often used in the classroom during the lesson. Firstly, the children were confused when the researcher delivered the materials in English, but overall the children understood the meaning by lookin the gertures from the researcher. Moreover, using classroom English was effective to decrese the use of mother tongue of the student during the lesson.

    2)   Conducting pre-communicative activities

        Conducting pre-communicative activities was very effective to prepare the children to speak English. The activities were in the form of song that made the children more interest and anthusias. The activities would cover the component of speaking, such as accuracy, fluency, grammar, pronunciation, and vocabulary. Therefore, the students would

have more experiences in practice speaking and more confident before they do the role play.

3)   Giving the students an opportunity to prepare and practice

The students need time to prepare anything related to the role play, so they were supposed to perform it maxymally. Beside, the children could asked the researcher about their role play performance.

The implementation of role play activities in the cycle 1 was successful to make the children more confident to speak English. Every student was brave to speak and act out in front of the class. However, there were still some pronunciation mistake that made by the children but overall their performances were good.

b.   Organize the role play activities

1)   Applying a familiar topic

The topic of role play should familiar for the children to make the role play more understanable. Therefore, The students could imagine the situation easily. There are two topics in the cycle 1, names and things in the classroom. The students were very interested and fun using both of the topics in their rolr play performances.

2)   Using media

The media was very important in the children role play's performance. They were some media that used in the cycle 1. Using the real things could make the role play was like the real situation. would be provide to motivate the children to do the role play. Meanwhile, the role

cards could make the student understood the rule easily. Beside, the media would also be used to deliver the presentation and explain the teaching material, so the children could catch the point easily.

c. The problems occured in cycle 1

The children's speaking performance, vocabulary, motivation, involvement and self-confidence could indicate the successful actions in cycle 1. Beside, the researcher found some problems in the cycle 1. The problems included the following points:

1. Threre were a child who did not have a partner in the second meeting because there is a child who was absen.
2. Some children made a noise during the role play performance was held on. Much of noise disturbed other children who were performing the role play.

4. **Findings of Cycle 1**

Based on what the researcher had planned, acted and observed and reflected in cycle 1, the researcher comes to the following findings:

a) Classroom English was very effective to make the Children familiar with English.
b) Pre-communicative activities were very effective to prepare the children to speak English.
c) Using song to deliver the materials was recommended.

d) Using a familiar topic was very effective to help the students imagine the situation in role play.

e) Media was very effective to increase the children's motivation and helped the children to perform the role play.

f) Giving the students an opportunity to prepare and practice was recommended to make the Children have a maximal performance.

g) Giving activities for the children who were not performed during the role play was recomended.

h) The role play was successful to make the children brave and confident to communicate in English.

2. **Cycle II**

Based on the reflection of cycle 1, the role play was successful enough to improve the children speaking's skill. There were some significant improvements of the children speaking's skill. The children's improvements are presented to the following table.

Table 3**The children's improvements in cycle 1**

No.	Problems	After implementationaction in cycle 1
1.	The teacher used a monotonous activity in the English teaching-learning process.	There were various activities aplpied in the English teaching and learning process.
2.	The children had low motivation in learning English, especially in speaking activities.	The children were motivated in learning English.
3.	The students don't have many time to practice speaking in the classroom.	The children have many time to practice speaking in the classroom.
4.	Some students felt afraid and shy to	The children were brave and

	speak English.	confident to speak English.
5.	The classroom activity made the students felt bored.	The classroom activity made the student fun and enthusias.

From the table above, it could be seen that actions applied in cycle 1 were successful enough but there was also found some problems. It was found that there were the children who had a problem with his/her group member and there were also found that the children who made a noise during the role play performance.

a. Planning

Based on the reflection and general findings in cycle 1, the researcher and the colaborator planned some efforts as actions to solve the problems which related to the problems identified above. In order to solve the problems identified above, the researcher and the colaborator would still use the similar activities like in the first cycle, i.e. using classroom English, conducting pre-communicative activities, giving the students an opportunity to prepare and practice, applying an interesting topic, using media. Besides, the researcher and the colaborator would also focus to the the efforts on giving activity to the children were not performed role play, applying a different role play for the special group whose had special number of member and giving rewards for the best role play performance group. The implementation of the actions is described as follows.

b. **Action and Observation**

 a. **Preparing The students' for role play performance**

 1) Using classroom English

Using classroom English during the lesson was very good way in this class to make the children familiar with English. After the children know some simple expression that often used on the last lesson, they have to practice as much as possible for the next lesson. For the example respond to some one's greeting, thanking, giving instruction, asking for things. It is supported by the following quotation:

> "Attention please, from now you have to speak English to your friend. You can not speak in Indonesian or Javanesse. If you want to have a pen, you have to say...", and the children said "can I have a pen?" The researcher repeated to ask the children twice again for a book and an eraser and finally the children said loudly "can I have an eraser?" Then the researcher prised the children by rised her thumbs and said " Very good".

> R : Menurutmu bagaimana tentang harus selalu berbicara dengan bahasa Inggris di kelas. What do you thing about always speak in English?
> S : Nggak papa mbak. Kan udah dipelajari dulu. It' is okay. Because the utteraces was learnt on the previous lesson.

Furthermore, this regulations were effective to encourage the children to speak English. Every, time were children wanted to asked

the things they always asked in English. It was supported to the following quotation:

> When the class preparing the role play performance, there were some children did not bring the things and they ask to other children "Can I have a sharpener?" and his/her friend said "Sure, here's the sharpener etc.

2) Conducting pre-communicative activities with song

Conducting pre-communicative activities was very effective in cycles 1 to prepare the children to speak English. The activities were in the form of song that made the children more interest and anthusias. It was a good way to maintenace the children to speak English fluently and improve the children's confident. The researcher continued to applied this activity in cycle 2 with various ways. This is supported in the quotation bellow:

> Next the researcher devided the class became two big groups. Then she said "Now please the first group sing the first part song and the second group sing the second part song."

> "Now, pairs up ang sing with your partner". The children found the partner and practice to sing. The researcher ask to the some pairs to sing in front of the class.

> R: Apakah lagu yang dinyanyikan membantumu belajar?Did the song help you to learn the material?
> S : Ya mbak, jadi aku tahu harus ngomong apa.Yes. The song make me know what I have to say.

According to the English teacher, the student could speak English fluently and perform the role plays maximally because they had got a lot of speaking practices during the lesson. It is supported by the following interview:

> R   : Menurut Miss Marwa bagaimana role play hari ini? What do you think about the role play today?
>
> ET : Lebih bagus dari kemarin sepertinya. Anak-anak juga sudah enjoy dengan rulesnya dan menurut saya berkat lagu penghantar materi tersebut anak-anak lebih lancar berbicaranya karena dengan lagu tersebut anak-anak mengulang-ulang materinya. It's better than the previous lesson. The children enjoy the rules and I think that the song help children to know master the material because they repeated the material in many times.

3)   Giving the students an opportunity to prepare and practice

The researcher continued to applied this activity in the cycle 2 because it was an important thing of the children's need to performed the role play maximally. The children used this opportunity to practice their role play and asking the difficulties to the researcher before they were invited to have role play performances in front of the class. This was supported by the quotation below.

> After the researcher gave the time to prepare the performance, the children start to practice with their partner. The children also asked to the researcher if there were a difficulties from their role play. Every children looks enthusiastic to practice their role play.

Moreover, the researcher moved around the class to check that all children practiced well. In addition, based on the interview conducted with the children, they could be fluent and confident to perform. It was supported by the following interviews:

R	: Kira-kira kalau dikasih role cards trus langsung maju bisa nggak?
	Can you do the performance after get the role cards without time to prepare?
C	: Ngga bisa mbak.
	No I can't.
R	: Kenapa ngga bisa?
	Why?
C	: Kan perlu baca dulu
	We need time to read and practice

R	: Tadi dapet reward star ya?
	You've got a star reward, right.
S	: Iya. Kan latihan dulu tadi.
	Yes, becouse we take a time for practice a lot

The implementation of role play activities in the cycle 2 was successful to make the children more confident to speak English. Every student was brave to speak and act out in front of the class. However, there were still some pronunciation mistake that made by the children but overall their performances were good.

b.   Organize the role play activities

1)   Applying a familiar topic

The topic of role play should familiar for the children to make the role play more understanable. Therefore, The children could

imagine the situation easily. There are two topics in the cycle 2, things

in the classroom and the money. The children were very interested and

fun using both of the topics in their role play performances. The detail

role play applied in this cycle could be seen in the following tables:

Table 4**The specifications of role play wich are used in the cycle 2**

Third Meeting		
No	**Component**	**Description**
1.	Topic	Activity
2.	Actors	Students
3.	Setting	In the classroom
4.	Time	15-20 minutes
5.	Aim	a. To anable students to respond the instruction correctly. b. To anable students to giving example correctly
6.	Language	Functions: giving, responding the instruction
7.	Organization	The students work in group of three
8.	Preparation	Role cards
9.	Procedure	1. Student A asking to his/her friends "Can you dance?" 2. Student B can dance. 3. Student C can't dance. 4. Student A asking to his/her friends "Let's dance together"

Fourth Meeting		
No	**Component**	**Description**
1.	Topic	Position
1.	Actors	Students
2.	Setting	In the classroom
3.	Time	10-15 minutes
4.	Aim	a. To anable students to use the expression to asking position b. To anable students to use the expression of giving position..
5.	Language	Functions: expression for asking the price and expression of telling the price.
6.	Organization	The students work in pairs
7.	Preparation	Role cards
8.	Procedure	1. Student A want to return student B's thing

		2. Student B ask to student A for put the thing on the some place

Like the cycle 1, the situation of the role plays in this cycle 2 were simple but the children were interested and happy to join the activity. The student showed their interest and enthusiasm with their gesture in acting role play. This is supported by the following interviews.

R : Menurut kamu, menanyakan posisi tadi susah nggak?   *Do you think that ask the position is difficult?*   C : Nggak mbak.   *No, I don't.*   R : Susah tidak membayangkan situasinya?   Is it difficult to imagine the situation?   C : Nggak mbak.   No, it is not.   R : Kenapa?   Why?   C : karena sering.   Becouse it's often used

R : Senang tidak sama role play hari ini?   *Do you like the role play today?*   C : Senang.   *Yes, I do.*   R : Susah tidak belajar menghitung uang?   Is it difficult to count the money??   C : Ngga. Harusnya lebih banyak mbak sampai seratus ribu.   No, it is not. It should be more until one hundred thousandAppendix A2 / Field note 8

2) Using Media

Like in the cycle 1, the media of the role plays were provided in every meeting, because it makes the children more interesting. The media was a real things, like a book, a pencil, a ruler, a sharpener, an

eraser, a pen, a bag etc.The real things help the children to imagine the real situation during the role play performances.

The next media was role cards, the children could read the detail rules of the role plays they were going to perform in these cards. Moreover, the role card could help the children to understand the rules of the role plays easily.

> "Please discuss with your partner what is the thing that you want to use in your role play performance."
>
> Appendix A1 / Field note 9

3) Give an activity for groups were not performed role play

According to the findings in cycle 1, it could be identified that there were some children who were not performed the role play made a noise in the classroom. The researcher difficult to control them because she also had to concern monitoring a groups which having role play performance. Therefore, the reseacher gave them other activity. They have to observated their friends performance and gave the score to each group. This activity made the children pay attention to other groups and they could learn from them.

> "Listen to me, in 10 minutes we will do the role play performance. If I call a group, you have to score their performance. In the end of the lesson I wiil announce the best acting group. Okay? "
>
> Appendix A1 / Field note 9

4) Giving praises and reward for the best role play performance group

While during the implementation of the role plays in every performance both of the cycle 1 and cycle 2, the researcher alwaays gave a big applause and complimented the children by saying "Exelent", "Very good", or "Good job" after they finished to perform the role play. The researcher gave the star reward to the best role play performance groups. The best performance group decided by the score that given by the children. However, maybe it was only simple thing to give children appreciation for the works, but in fact it gave positive effect for them.

> After finished their performance, the researcher always gave big applause and complimented by saying "good, very good, exelent" and give the reward to the best performance with stick a litle star on the student' uniform.
>
> Appendix A1 / Field note 9

c. **Pre-test and post-test of the children's speaking skill**

The researcher conducted the pre-test before the action to know the student's speaking proficiency. Pre-test was conducted in the form of student's speaking performance in cycle 1. Furthermore, a post-test was used in order to get the description of children' speakingskillafter the implementation of the actions. The result of the post-test showd whether there was a significant improvement of the children's speaking skill or not after the action. The result of the post test of the children's speaking skill could be seen in the following table:

Table 5**Pre-test and Post-test of the children's speaking skill**

	Mean	N	KKM	Score		Passed the
				Higher	Lowest	KKM
Pre-Test	58. 472	22	65	78.5	58,5	6
Post-Test	86.727	22	65	88,5	76,5	21

From the tabel above, it can be found that the average score of pre-test is 58.472 and the average score of post-test is 86.727. It means that the average score of post test increase 28.255 from the score of the pre-test. Furthermore, the lowest score of the post-test is 75.5. It means that all the students passed the minimum passing criteria of the English subject. Besides, it means that role play activities could improve the student's speaking skill.

d. **Reflection of the cycle 2**

After implementing the action in Cycle 1, and Cycle 2, the researcher and the English teacher as the collaborator reflected the action done. The researcher had a discussion with the English teacher in order to evaluate the actions. The discussion was done based on the observations in teaching learning process, the students' opinions, and the comments from the researcher and the English teacher as acollaborator. In addition, the researcher also interviewed the students about the action implemented in Cycle 2. All opinions and comments from each research member were

noted by the researcher. From the implementation of the action in Cycle 2 above, some findings still focused on using role play to improve the students' speakingskill.

Using role play in the student's speakin activities could improve the students' speaking skill. The students enthusiasted and enjoyed the action and improve their speaking skill. Moreover, role play could help students in improve speaking skill,whether they also could improve their self confident to spoke Enlish. Their cooperation with others made them happy and more interested.

The improvement on the students' fluency, pronunciation, accuracy, vocabulary, motivation, involvement and self-confidence in speaking English indicate the succes of this research.

Summary

Based on the reflection both of the cycle 1 and cycle 2, the researcher get the general finding. There was presented in the following point:

a) Classroom English was very effective to make the Children familiar with English.

b) Pre-communicative activities were very effective to prepare the children to speak English.

c) The role play was an effective tecnique to improve the student speaking skill. The students could be more motivated and confident to speak English through role play.

CHAPTER V
CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

With regard to the discussions of the previous chapters, this research is focused on improving students' speaking skillthrough role play activities. Theseactivitiesare designed to help the students in learning speaking

The implementation of the role play activities on the first and second cycles runs effectively. Students enjoy learning in groups. They help each other in solving problems during the activities. Moreover, the classroom English which give the same opportunity and responsibility for all students motivate them to participate actively in the learning process. Besides, the use of song and games creates enjoyable atmosphere which can decrease students' boredom on learning. As a result, the process of teaching and learning speaking in the classroom becomes more effective.

Some problems are found in the process of implementing the role play activities in Cycle 1 in this research such as the problem in reaching the different number and controling the student who are not perform. However, all of those problems can finally be solved throughout this research. Solving the problem to reach the different number of student is make special rule cards. Controling the student who are not performcan solve with ask the studets to score their friends performance. As a result, the process of improving students' writing ability through Cooperative Learning strategy can be conducted effectively.

B. Implications

The research findings show that the implementation of role play activities in learning speakingcan improvestudents' speakingskill especially in class IV of SD Negri 1 Sewon Bantul. This can be seen both from students' daily performance and their classrom English achievement.

The implementation of role play activities gives positive effects on students'speaking skill because of some reasons. Firstly, role play activities are effective to engage students' motivation to speak fluently. Secondly, the use of classroomEnglish is successful to improve students' involvement and participation in speaking activities. Furthermore, the use of role play during speaking decreases students' boredom and improve their speaking interest. These imply that the use of role play activities in speaking is believed to be helpful to improve students' speaking.

C. Suggestions

In accordance to the above conclusions and implications, the researcher proposes the following suggestions.

1. For English Teachers

In reference to the result of this action research, the role play activitiesare effective to improve students' speaking skill. Therefore, the English teachers are suggested to apply role play activities in the English teaching and learning in order to improve the students' speaking skill.

2. For students

Through its activities of learning speaking, role playis useful to improve students' speaking skill. Then, the students are suggested to implement the principles role in their daily learning in order to achieve the better result of learning.

3. For other researchers

This research only focuses on implementing role play in the teaching and learning speaking process.However, this research concerns on improving students' speaking skill by maximizing students' cooperation, and performance during the teaching and learning activities. Therefore, the other researchersmay conduct research on the implementation of role play inother aspects of study.

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APPENDICES

COURSE GRID OF THE 4th GRADE STUDENTS OF SD NEGRI 1 SEWON

Cycle 1

Basic Competence	Indicators	Material					Activities	Role Play	Media
		Topics	Functions	Key Structure	Vocab	Example of the Expressions			
6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur meminta kejelasan 6.5 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan thank you dan please	The students are able to: • differ the words corectly • spell the words correctly • use the expression of asking clarity • use the expression of thanking and please	Name	• Asking for clarity • Giving clarity	Can + Subject + Spell + Noun?	Spell, name, thank you, please	A: What is your name? B: My name Lisa A: Can you spell it, please? B: L.I.S.A A: Thank you. B: you're welcome	**Presentation** 1. Listen and repeat after the teacher. 2. Sing "A, B, C" **Practice** Whole class sing "Can you spell BINGO" song **Production** Role Play will be explain in the next cell.	**Can You Spell BINGO?** **Actor** Children as a student **Place** In the classroom **Organization** Work in pairs **Steps** • Student A ask to his/her friend's name. • Student B answer the question • Student A ask to spell it. • Student B spell his/her name	• Role cards
5.1 Merespon dengan tindakan sesuai dengan instruksi	The students are able to: • point things in the classroom	Things in the classroom	• asking for goods • giving goods	Can + Subject + have + Noun?	a pen, a pencil, a book, a bag, a pencil	A : Can I have a pen? B : Sure/OK. Here's a pen.	**Presentation** 1. Look, listen and repeat after the teacher. 2. Sing "Can I	**Can I Have a Pen?** **Actor** Children as a student **Place** In the classroom	• Real things • Role cards

secara berterima dalam konteks kelas dan dalam berbagai permainan 6.3 Bercakap-cakap untuk meminta/mem beri jasa/barang secara berterima yang melibatkan tindak tutur meminta barang dan memberi barang	correctly • say the kinds of things in the classroom correctly • use the expression of asking for goods • use the expression of giving goods				case, a sharpen er, an eraser, a ruler, a marker	A : Can I have a book? B : Sure. Here's a book.	have a Pen" song. **Practice** 3. Whole class practice: question and answer. **Production** Role Play will be explain in the next cell.	**Organization** Work in group of four **Steps** • Some students as students who forget to bring some thing in the classroom. • They have to borrow that thing from their friends. • A student gives them but other student don't give it. • They have to ask to other friend until they can borrow it.	

Cycle 2

5.1 Merespon dengan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai	The students are able to: • doing the instruction correctly • giving instruction correctly • use the expression	Instructi on	• Giving challeng e • Respond ing challeng e	Can + Subject + Verb	dance, sing, jump, run, fly, draw,	A: Can you dance? B: No, I can't dance. A: Let's follow me. B: Okay	**Presentation** 1. Look, listen, repeat and do. 2. (TPR) Listen and Do **Practice** 3. Whole class sing "Can you dance" song. **Production**	**Can you dance?** **Actor** • Children as a student. **Place** In the classroom **Steps** • Student A asking to his/her friends "Can you dance?" • Student B can dance.	• Role Cards

permainan 6.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh dan melakukan sesuatu	for challenge someone • use the expression for accept a challenge						Role Play will be explain in the next cell. ➡	• Student C can't dance. • Student A asking to his/her friend for giving an example and dance together.	
5.1 Merespon dengan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan 6.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi aba-	The students are able to: • point the position correctly • say the position correctly • use the expression for giving instruction • use the expression for respond the instruction	Position	• giving instruction • responding instruction	Put + Noun + preposition + posesive +Noun	In front of, beside, behind, in, on, under	A : Bima, I want to return your book. B: Put the book on my table, please. A: Okay	**Presentation** 1. Look, listen and repeat after the teacher. 2. Play "simon says" game **Practice** 3. Sing "Where is my red book" song. **Production** Role Play will be explain in the next cell. ➡	**Where is My Book?** **Actor** • Children as a student **Place** In the classroom **Organization** Work in pairs **Steps** • Student A want to return student B's thing • Student B ask to student A for put the thing on the some place	• Role cards

aba dan melakukan sesuatu									

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan   : SDN 1 Sewon

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IV/2

Kompetensi Dasar   :   6.3 Bercakap-cakap untuk meminta/memberi barang secara berterima yang melibatkan tindak tutur: meminta barang dan memberi barang.

6.5 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you.

Indikator:

1. Siswa dapat menunjukkan benda-benda di dalam kelas dengan benar.
2. Siswa dapat menyebutkan benda-benda di dalam kelas dengan benar.
3. Siswa dapat menggunakan ungkapan memberi barang dengan tepat.
4. Siswa dapat menggunakan ungkapan menerima barang dengan tepat.

Jenis teks   : Transaksional

Tema   : Things in the classroom

Aspek/Skill   : Berbicara

Alokasi Waktu   : 70 menit

1. Tujuan Pembelajaran

   Siswa dapat menggunakan ungkapan memberi dan menerima barang dengan tepat.

2. Materi

    a. Language function

        A: Can I hanve ...?

        B: Sure, here's ....

        A: Thank you

        B: You're welcome

    b. Vocabulary

        Nouns: a book, a pen, a pencil, a pencil case, a marker, a ruler, a sharpener, an eraser, a bag

    c. Examples of the Expression

- Can I have a ...?	- Here you are.
- Sure.	- Thank you.
- Okay.	- You're welcome.
- Sory, I am using it.	

3. Teknik: PPP

4. Langkah-langkah kegiatan (Procedure)

    a. Kegiatan Pendahuluan (15')
        1) Tanya jawab berbagai hal terkait kondisi siswa.
        2) Roll call
        3) Siswa menjawab pertanyaan tentang benda-benda yang ada di dalam kelas.

    b. Kegiatan inti
        1) Presentation (15')
            - Guru menyebutkan sambil menunjukkan benda-benda yang ada di dalam kelas.
            - Siswa menirukan pengucapan nama benda-benda tersebut
            - Siswa menyanyikan lagu "Can I have a pen"
        2) Practice (15')
            - Siswa berlatih merespon pertanyaan dari guru dengan menggunakan expression yang sudah diajarkan.
            - Siswa berlatih meminta barang dari guru dengan menggunakan expression yang sudah diajarkan.

        3) Production (20')
            - Siswa melakukan Role Play
        4) Kegiatan penutup (5')
            - Guru menanyakan kesulitan selama kegiatan belajar di kelas.
            - Giving reward

- Guru menyimpulkan materi pembelajaran yang telah dipelajari.

5. Sumber belajar dan media

   a. Blundell, Jon (1982). *Function in English*. Oxford: Oxford University Press.

   b. Philips, Sarah (1993). *Young Learners*. Cambridge: Cambridge University Press.

   c. ESL Flashcards.com

   d. Benda-benda di dalam kelas

   e. Role Cards

6. Penilaian

   a. Teknik   : Observation

   b. Bentuk   : Performance

   c. Instrumen   : Speaking rubrik

No	Nama	Accuracy			Fluency	
		G	P	V	Natural	Flowing
1.						
2.						
3.						
4.						
5.						

*5(Very good), 4(good), 3(moderate), 2(poor), 1(very poor)

Total score 25 x 4 = 100

Bantul, 1 April 2014

Peneliti,

Dini Susanti Tri Y.

CAN I HAVE A PEN?

Look at the things. Listen and repeat after your teacher.

Can I have a pen

Can I Can I can I have a pen

Sure, sure, sure sure here's a pen

Can I Can I can I have a pen

Sure, sure, sure here's a book

Practice the following conversation

No	Component	Description
1.	Actors	Students
2.	Setting	In the classroom
3.	Time	15-20 minutes
4.	Aim	c. To anable students to use the expression of asking something. d. To anable students to use the expression of giving something.
5.	Language	Functions: expression of asking for something and expression of giving something
6.	Organization	The students work in group of four
7.	Preparation	Role cards
8.	Procedure	5. Students as students who forget to bring something in the classroom. 6. There is a student has to borrow that thing from their friends. 7. There is a student give it to her/him but there is a student don't give it. 8. He/She has to ask to other friend until they can borrow it.
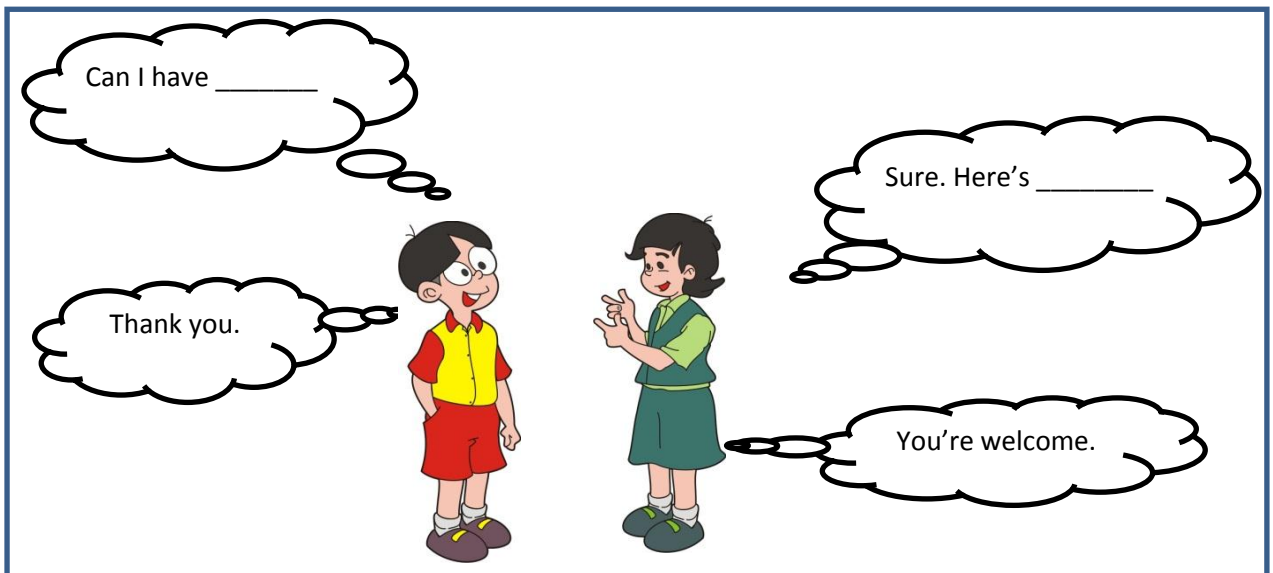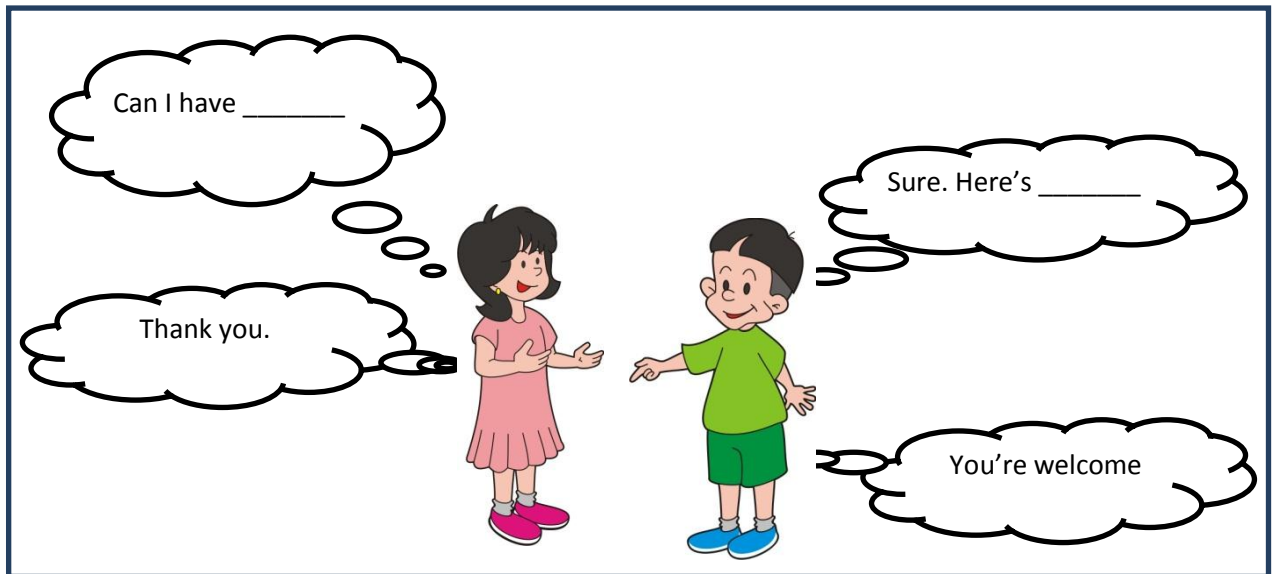
Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan   : SDN 1 Sewon

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IV/2

Standar Kompetensi   : 5.1 Merespon dengan melakukan tindakan sesuai dengan instruksi
                              secara berterima dalam konteks kelas dan berbagai permainan

                              6.2 Bercakap-cakap untuk menyertai tindakansecara berterima yang
                              melibatkan tindak tutur: memberi aba-aba dan melakukan sesuatu

Indikator:

1. Siswa dapat menunjukkan posisi benda-benda di dalam kelas dengan benar.
2. Siswa dapat menyebutkan posisi benda-benda di dalam kelas dengan benar.
3. Siswa dapat menggunakan expresi memberikan instruksi dengan benar
4.   Siswa dapat merespon instruksi dengan benar.

Jenis teks   : Transaksional

Tema   : Preposition

Aspek/Skill   : Berbicara

Alokasi Waktu   : 70 menit

1. Tujuan Pembelajaran
    Siswa dapat memberikan dan merespon instruksi dengan benar.

2. Materi

a. Language function

A: Put the book ....?

B: Okay

A: Thank you.

B: You're welcome

b. Vocabulary

Preposition: in, on, under, behind, next to, in front of, between

c. Examples of the Expression

A : Bima, I want to return your book.

B: Put the book on my table, please.

A: Okay

B: Thank you

A: Your welcome

3. Teknik: PPP

4. Langkah-langkah kegiatan (Procedure)

a. Kegiatan Pendahuluan (15')
1) Tanya jawab berbagai hal terkait kondisi siswa.
2) Roll call
3) Siswa menjawab pertanyaan tentang benda-benda yang ada di dalam kelas.

b. Kegiatan inti
1) Presentation (15')
- Guru menunjukkan posisi dengan benda-benda yang ada di kelas.
- Siswa menirukan pengucapan posisi benda-benda tersebut.
2) Practice (15')
- Siswa menyanyikan lagu "where is my red book"
- Siswa bermain simon says.
3) Production (15')
- Siswa melakukan Role Play
4) Kegiatan penutup (10')
- Guru menanyakan kesulitan selama kegiatan belajar di kelas.
- Giving reward
- Guru menyimpulkan materi pembelajaran yang telah dipelajari.

5. Sumber belajar dan media

a. Blundell, Jon (1982). *Function in English*. Oxford: Oxford University Press.

b. Philips, Sarah (1993). *Young Learners*. Cambridge: Cambridge University Press.

c. ESL Flashcards.com

6. Penilaian

   a. Teknik   : Observation

   b. Bentuk   : Performance

   c. Instrumen   : Speaking rubrik

No	Nama	Accuracy			Fluency		
		G	P	V	speech	pauses	volume
1.							
2.							
3.							
4.							
5.							

*5(Very good), 4(good), 3(moderate), 2(poor), 1(very poor)

Bantul, 1 April 2014

Peneliti

Dini Susanti Tri Y.

Where is My Book?

Look at the things. Listen and repeat after your teacher.
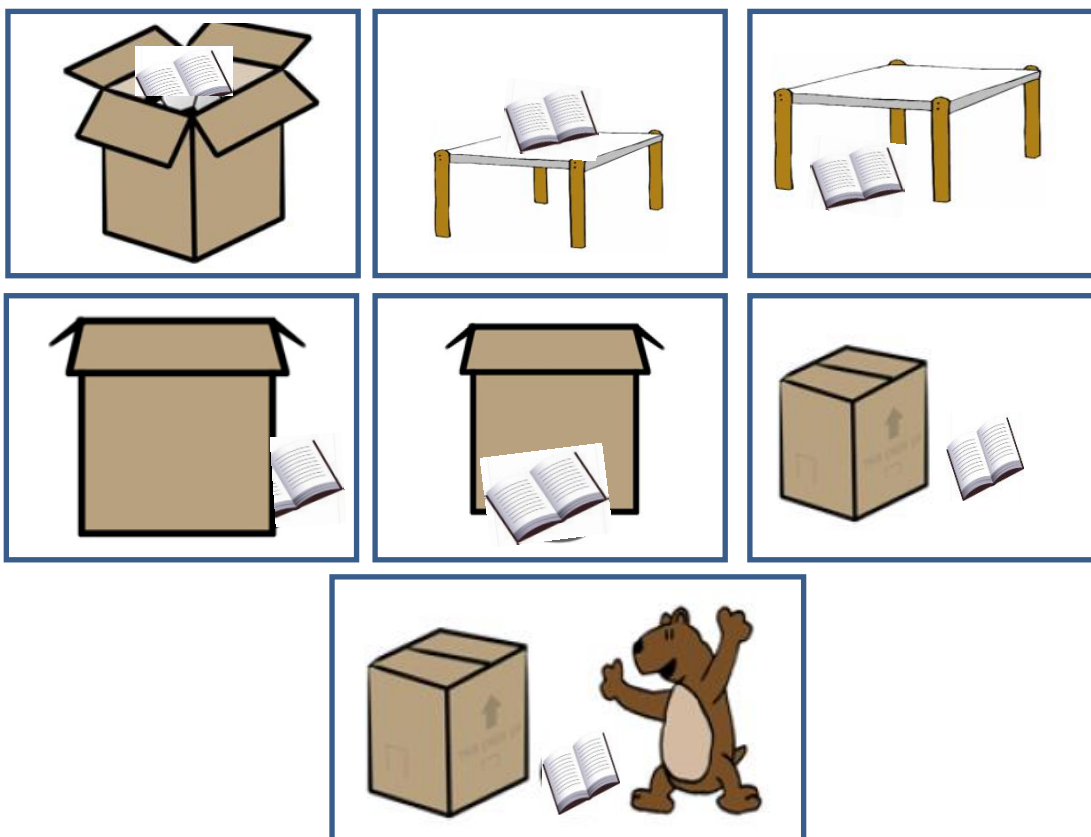
Where is red book?

Oh where is red book?

red book red book

Oh where is red book?

It's behind the box

Follow the direction.

- The students play "Simon says game".

The students have to listen to the teacher's instructions.

The students do the teacher's instruction correctly

> - Simon says "Put the book on the table"
> - Simon says "Put the book in the table"
> - Simon says "Put the book under the table"
> - Simon says " Put the book beside the pencil"
> - Simon says "Put the book in front of the bag"
> - Simon says "Put the book behind the bag"
> - Simon says "Put the book between the pencil and the ruler"

Role Play

No	Component	Description
1.	Actors	Children
2.	Setting	In the classroom
3.	Time	10-15 minutes
4.	Aim	a. To anable students to use the expression to asking position b. To anable students to use the expression of giving position.
5.	Language	Functions: expression of asking for askingposition and expression of giving position
6.	Organization	The students work in pairs
7.	Preparation	Role cards, real thing
8.	Procedure	1. Student A want to return student B's thing 2. Student B ask to student A for put the thing on the some place

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan   : SDN 1 Sewon

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IV/2

Standar Kompetensi   : 6.4 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur meminta kejelasan

                                      6.5 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan thank you dan please

Indikator:

1. Siswa dapat membedakan huruf dengan tepat.
2. Siswa dapat menyebutkan huruf dengan tepat.
3. Siswa dapat menanyakan nama dengan tepat.
4. Siswa dapat menggunakan ungkapan berterimakasih dengan tepat.

Jenis teks   : Interpersonal

Tema   : Name

Aspek/Skill   : Berbicara

Alokasi Waktu   : 70 menit

1. Tujuan Pembelajaran

     Siswa dapat menanyakan nama dan berterimakasih dengan tepat.

2. Materi
   a. Language function

      A: What is your name

      B: My name is ....

   b. Vocabulary

      Name, spell, thank you, please

   c. Examples of the Expression

      A: What is your name?

      B: My name Lisa

      A: Can you spell it, please?

      B: L.I.S.A

      A: Thank you.

      B: you're welcome

3. Teknik: PPP

4. Langkah-langkah kegiatan (Procedure)
   a. Kegiatan Pendahuluan (15')
      1) Tanya jawab berbagai hal terkait kondisi siswa.
      2) Roll call
      3) Siswa menjawab pertanyaan tentang harga pada mata uang.
   b. Kegiatan inti
      1) Presentation (15')
         - Guru menunjukkan berbagai macam huruf.
         - Siswa menirukan pengucapan berbagai macam huruf.
      2) Practice (15')
         - Siswa menyanyikan lagu "Can you spell BINGO".
      3) Production (15')
         - Siswa melakukan Role Play
      4) Kegiatan penutup (10')
         - Guru menanyakan kesulitan selama kegiatan belajar di kelas.
         - Giving reward
         - Guru menyimpulkan materi pembelajaran yang telah dipelajari.

5. Sumber belajar dan media

    d. Blundell, Jon (1982). *Function in English*. Oxford: Oxford University Press.

    e. Philips, Sarah (1993). *Young Learners*. Cambridge: Cambridge University Press.

    f. ESL Flashcards.com

6. Penilaian

    d. Teknik   : Observation

    e. Bentuk   : Performance

    f. Instrumen   : Speaking rubrik

No	Nama	Accuracy			Fluency		
		G	P	V	speech	pauses	volume
1.							
2.							
3.							
4.							
5.							

*5(Very good), 4(good), 3(moderate), 2(poor), 1(very poor)

Bantul, 1 April 2014

Peneliti

Dini Susanti Tri Y.

Can You Spell BINGO

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

Sing a Song

ABC

A B C D E F G

H I J K L M N O P

Q R S T U V

W X Y Z

Now I know my A B C

Next time want you sing with me

Can You Spell BINGO

Can you spell BINGO?

B I N G O

Can you spell MANGO?

M A N G O

Can you spell HOOREY?

H O O R E Y

Role Play

No	Component	Description
1.	Actors	Students
2.	Setting	In the classroom
3.	Time	10-15 minutes
4.	Aim	c. To anable students to spell her/his name d. To anable students to say thank you.
5.	Language	Functions: Asking someone's name
6.	Organization	The students work in pairs
7.	Preparation	Role cards
8.	Procedure	3. Student A ask to his/her friend's name. 4. Student B answer the question 5. Student A ask to spell it. 6. Student B spell his/her name
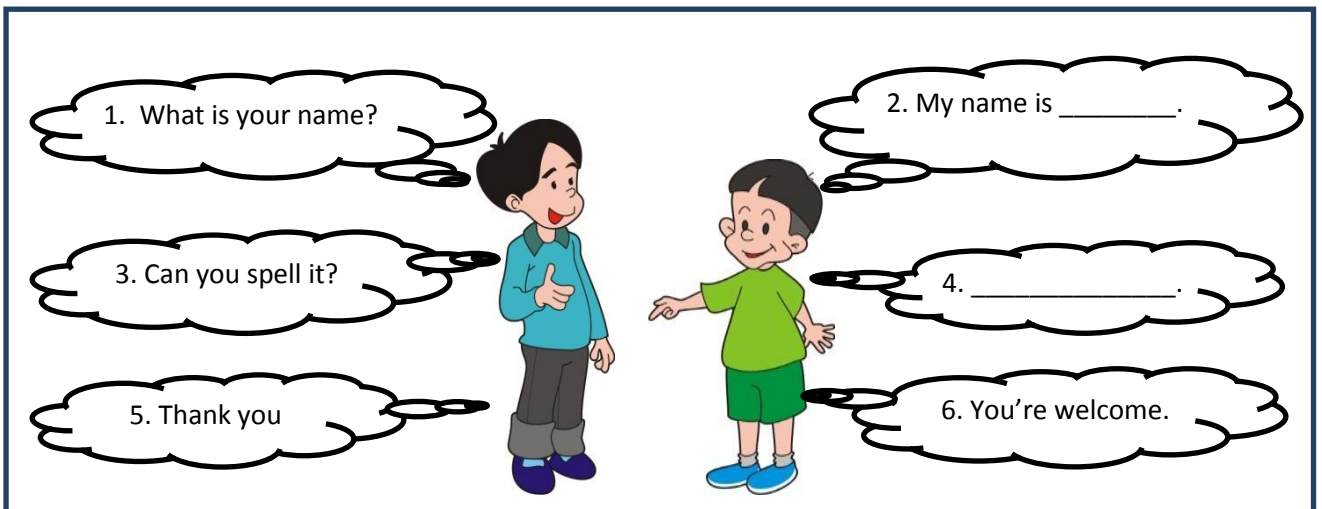
Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan   : SDN 1 Sewon

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IV/2

Kompetensi Dasar   : 5.1 Merespon dengan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan

                               6.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh dan melakukan sesuatu

Indikator:

1. Siswa dapat membedakan instruksi dengan benar.
2. Siswa dapat melakukan instruksi dengan benar.
3. Siswa dapat memberikan instruksi dengan benar.

Jenis teks   : Transaksional

Tema   : Activity

Aspek/Skill   : Mendengarkan-Berbicara

Alokasi Waktu   : 70 menit

1. Tujuan Pembelajaran

   Siswa dapat menggunakan ungkapan memberi dan menerima barang dengan tepat.

2. Materi

a. Language function

    A: Can you .....?

    B: Yes, I can

b. Vocabulary

    Verbs: dance, sing, jump, run, read, draw

c. Examples of the Expression

- A: Can you dance?

    B: Yes, I can dance

- A: Can you dance?

    B: No, I can't dance.

    A: Let's follow me.

    B: Okay

3. Teknik: PPP

4. Langkah-langkah kegiatan (Procedure)

    a. Kegiatan Pendahuluan (15')
        1) Tanya jawab berbagai hal terkait kondisi siswa.
        2) Roll call
        3) Siswa menjawab pertanyaan tentang benda-benda yang ada di dalam kelas.
    b. Kegiatan inti
        4) Presentation (15')
           - Guru menyebutkan berbagai macam aktifitas sambil memberi contoh.
           - Siswa menirukan pengucapan dan menirukan contoh
        5) Practice (15')
           - Siswa menyanyikan lagu "Can you dance".
           - Siswa melakukan instruksi dari guru
        6) Production (20')
           - Siswa melakukan Role Play
        7) Kegiatan penutup (5')
           - Guru menanyakan kesulitan selama kegiatan belajar di kelas.
           - Giving reward
           - Guru menyimpulkan materi pembelajaran yang telah dipelajari.

5. Sumber belajar dan media

f. Blundell, Jon (1982). *Function in English*. Oxford: Oxford University Press.

g. Philips, Sarah (1993). *Young Learners*. Cambridge: Cambridge University Press.

h. ESL Flashcards.com

i. Benda-benda di dalam kelas

j. Role Cards

6. Penilaian

   d. Teknik   : Observation

   e. Bentuk   : Performance

   f. Instrumen   : Speaking rubrik

No	Nama	Accuracy			Fluency	
		G	P	V	Natural	Flowing
1.						
2.						
3.						
4.						
5.						

*5(Very good), 4(good), 3(moderate), 2(poor), 1(very poor)

Total score 25 x 4 = 100

Bantul, 1 April 2014
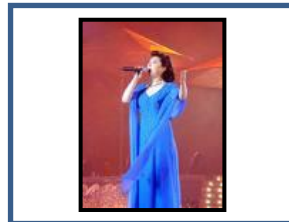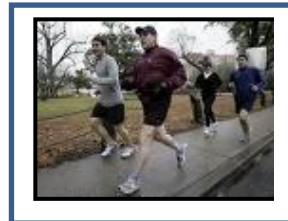
Peneliti

Dini Susanti Tri Y

CAN YOU DANCE?

Look, Listen and Repeat after your teacher.

Sing a Song

Can You Dance

Can you dance 2X

Yes, I can dance.

Can you dance 2x

No, I can't dance

Follow me, follow me Let's dance together 2x

Role Play

No	Component	Description
1.	Actors	Students
2.	Setting	In the classroom
3.	Time	15-20 minutes
4.	Aim	a. To anable students to respond the instruction correctly. b. To anable students to giving example correctly
5.	Language	Functions: giving, responding the instruction
6.	Organization	The students work in group of four
7.	Preparation	Role cards
8.	Procedure	1. Student A asking to his/her friends "Can you dance?" 2. Student B can dance. 3. Student C can't dance. 4. Student A asking to

A1. FIELD NOTES

Field Note 1
Hari/ Tanggal : Kamis, 27Februari 2014
Tempat   : Ruang kelas IV, SD Negri 1 Sewon, Bantul
P   :Peneliti
GBI   : Guru Bahasa Inggris

P datang bersama GBI ke kelas IV.Sebelum kegiatan belajar mengajar dimulai, GBI memperkenalkan P dan menyampaikan maksud kedatangan P. GBI menyuruh P duduk di kursi belakang. P mengadakan observasi kelas untuk mengetahui proses pembelajaran Bahasa Inggris dengan rincian sebagai berikut:

1. GBI membuka pelajaran dengan mengucapkan salam dan mengecek presensi siswa. Semua siswa hadir
2. GBI lalu menanyakan beberapa pertanyaan mengenai materi yang sudah dipelajari pada pertemuan sebelumnya yaitu tentang color. Sebagian siswa masih mengingat dan sebagian lagi sudah lupa.
3. Selanjutnya, GBI mengulang materi dengan menyuruh siswa membuka buku paket yang mereka bawa. Ada siswa yang tidak membawa sehingga disuruh bergabung dengan teman yg lain. Siswa membaca dan menyebutkan satu-persatu warna-warna yang tertulis dalam buku paket secara bersama-sama.
4. GBI lalu memberikan perintah *"Next page"*. Katadi bawah gambar itu coba dibaca." Siswa langsung memperhatikan gambar yang ada dalam buku paket. Kemudian, GBI menunjuk beberapa siswa untuk membaca kata tersebut. Beberapa siswa yang ditunjuk membaca dengan keras. GBI lalu menanyakan beberapa pertanyaan dalam buku secara lisan dan siswa menjawab secara bersama- sama.
5. GBI lalu memberikan penjelasan mengenai susunan kata dalam gambar tersebut. Beberapa siswa tidak memperhatikan dan berbicara sendiri dengan temannya sehingga GBI menegur mereka.
6. Siswa lalu diberi tugas mengerjakan LKS. Siswa mengerjakan LKS ± 15 menit. Mereka mengerjakan sambil bertanya-tanya kepada teman disekitarnya. Selama mengerjakan, beberapa siswa mondar- mandir untuk meminjam alat tulis dari temannya.
7. GBI mengontrol pekerjaan siswa dan mengoreksi. Kebanyakan siswa mempunyai kesulitan dalam menyusun kata benda dan warnanya sering terbalik-balik.
8. Setelah selesai berdiskusi, GBI menyuruh siswa untuk menbaca jawaban tersebut dengan keras secara bergiliran. Setelah semua soal terjawab, GBI memberikan kesempatan siswa untuk bertanya, namun tidak ada yang bertanya.
9. Bel berbunyi, GBI menyuruh siswa mengerjakan LKS dirumah. GBI menutup pelajaran dengan menyampaikan salam. Siswa berhamburan keluar kelas.

Field Note 2

Hari/ Tanggal : Selasa, 11 Maret 2014
Tempat : Ruang kelas IV, SD Negri 1 Sewon, Bantul
P :Peneliti
GBI : Guru Bahasa Inggris

───

Pada observasi yang kedua, P masuk ke dalam kelas terlebih dahulu karena GBI memberi tahu sebelumnya akandatang agak terlambat. GBI meminta P untuk membantu membukakan pelajaran . Siswa didalam kelas terlihat sibuk menyelesaikan PR mereka.Berikut ini adalah uraian kegiatan belajar mengajar pada observasi kedua.

1. P masuk ke kelas dan menyapa siswa, "Good morning, class?" dan semua siswa menjawab "Good morning." P melanjutkan dengan "How are you today?" dan siswapun menjawab "I'm fine thank you, and you?" P menjawab "I'm fine too"

2. P mencoba berkenalan dengan para siswa dan mendekati salah satu siswa dan bertanya "What's your name?" siswa tersebut menjawab dengan malu-malu dan sangat pelan hampir tidak terdengar "Berliana". Kemudian P berpindah ke siswa yang lain dengan pertanyaan yg sama, dan diteruskan dengan How old are you? Siswa menjawab dengan hampir sama pelannya "Hesna" dan hanya senyum-senyum pada pertanyaan kedua. P bertanya kanapa pada menjawab pelan? Belum sarapan ya? Dan beberapa siswa ada yg mengatakan malu dan ada beberapa siswa mengatakan takut salah.

3. Untuk mengawali pelajaran, GBI memberi salam dan mengecek daftar kehadiran siswa dengan memanggil nama siswa satu persatu. Semua siswa hadir dalam kelas.

4. GBI lalu menanyakan mengenai PR yang diberikan pada pertemuan sebelumnya. Seluruh siswa membuka buku paket mereka masing- masing. Ada beberapa siswa yang terlihat khawatir karena belum menyelesaikan tugasnya. GBI lalu membahas hasil pekerjaan siswa dengan memberikan kesempatan kepada siswa untuk menjawab. Sebagian besar siswa dapat menjawab dengan benar.

5. Setelah mencocokkan PR siswa, GBI menyuruh siswa membuka halaman selanjutnya pada buku paket dan menyuruh siswa membaca keras nomor-nomor yang ada di dalam buku bersama-sama.

6. GBI kemudian bertanya "Sudah bisa semua?" Siswa mengatakan "Ya Miss." GBI kemudian mengajak siswa menyanyi lagu "Numbers" dan semua siswa sangat antusias menyanyi.

7. GBI lalu memberikan penjelasan mengenai jumlah benda berdasarkan materi yang ada dalam buku paket. Banyak siswa yang tidak memperhatikan sehingga kelas menjadi gaduh. GBI lalu menegur siswa- siswa yang membuat keributan.

8. Untuk mengontrol situasi, GBI menyuruh siswa membaca gambar yang ada dalam buku paket yaitu gambar tujuh pencil berwarna biru. Siswa tersebut tidak bisa menjawab, dan GBI menegur dengan berkata "makanya memperhatikan".

9. Kemudian GBI meminta semua siswa menirukan GBI membaca gambar-gambar yang ada pada buku.

10. Setelah itu GBI menunjukkan gambar-gambar dengan menempelkannya di papan tulis, dan menunjuk beberapa siswa untuk membaca gambar tersebut. GBI membantu jika ada siswa yang kesulitan mengartikan gambar tersebut.

11. GBI kemudian menyuruh beberapa siswa maju kedepan untuk menulis jumlah di bawah gambar dengan tepat. GBI membantu siswa jika ada yang kesulitan.

12. Setelah terjawab semua, GBI mengambil semua gambar di papan kemudian membagi siswa ke dalam beberapa kelompok dan membagikan sejumlah kartu bergambar ke pada setiap group.

13. Selanjutnya setiap group berkompetisi untuk menempelkan gambar di papan dan menulis jumlah dengan huruf di bawahnya secara bergantian. Kelas menjadi sangat bersemangat dan seluruh siswa ikut serta dalam kompetisi.

14. Group yang menang adalah group yang selesai paling dulu.

15. Kemudian GBI meminta siswa untuk mengerjakan soal dalam LKS.

16. Setelah beberapa menit, GBI bertanya "Have you finished?" Serentak siswa menjawab, "Belum." GBI kemudian memberikan tambahan waktu kepada siswa.

17. Setelah kira- kira sepuluh menit, GBI menyuruh siswa berhenti menulis dan menjawab pertanyaan yang telah mereka kerjakan dengan instruksi "Number one, siapa yang mau jawab" Para siswa bersemangat menangkat tangan dan menjawab.

18. Sebelum siswa menyelesaikan membaca jawaban, bel berbunyi tanda pelajaran selanjutnya. GBI lalu menyuruh siswa mengerjakan latihan selanjutnya sebagai PR.

19. GBI menutup pelajaran dengan menyampaikan salam.

Field Note 3

Hari/ Tanggal : Selasa, 27 Maret 2014
Tempat : Kelas IV
P : Peneliti
GBI : Guru Bahasa Inggris

Pada observasi yang ketiga, P masuk ke dalam kelas bersama GBI.Siswa didalam kelas terlihat sibuk mengobrol dengan teman teman mereka.Mengetahui GBI datang, siswa kembali duduk tenang.Berikut ini adalah uraian kegiatan belajar mengajar writing pada observasi ketiga.

1. GBI membuka pelajaran dengan mengucapkan salam dan mengecek presensi siswa dengan menyanyi. Semua siswa hadir

2. GBI lalu menanyakan beberapa pertanyaan mengenai materi yang sudah dipelajari yaitu things in the classroom. Sebagian siswa masih mengingat dan sebagian lagi sudah lupa.

3. Selanjutnya, GBI mengulang materi dengan menyuruh siswa membuka LKS yang mereka bawa. Ada siswa yang tidak membawa sehingga disuruh bergabung dengan temanya. Siswa membaca dan menyebutkan satu-persatu benda yang tertulis dalam buku LKS secara bersama-sama. Ada siswa yang menjawab dan ada siswa yang tidak menjawab.

4. GBI kemudian menunjukkan benda-benda yang ada di dalam kelas dan menyebutkannya dalam bahasa Inggris. Selanjutnya menyuruh semua siswa menirukan.

5. Setelah itu GBI mengangkat benda dan menyuruh siswa menyebutnya dengan keras. Kemudian GBI menanyakan kepada siswa satu persatu.

6. GBI lalu membagikan kartu Yes and No kepada setiap siswa. Selanjutnya GBI meminta siwa mengangkat kartu Yes jika GBI mengangkat benda dan menyebutkannya dalam bahasa Inggris, sebaliknya mengangkat kartu No jika GBI mengangkat benda dan salah menyebutkannya dalam bahasa Inggris.

7. GBI selanjutnya meminta siswa untuk mengerjakan beberapa soal di LKS. Siswa terlihat bosan sehingga ada siswa yang hanya main- main dan bercanda dengan teman. GBI berkeliling mengontrol pekerjaan siswa dan mengoreksi.
8. Setelah selesai mengerjakan, GBI menyuruh siswa untuk maju kedepan dan mengangkat benda dan menyebutkannya dengan benar sesuai dengan soal yang ada dalam LKS.
9. Bel berbunyi, GBI menyuruh siswa untuk mempelajari materi selanjutnya dari LKS. GBI menutup pelajaran dengan menyampaikan salam.

Field Note 4

Hari/ Tanggal : Selasa, 1 April 2014
Tempat   : Kelas IV
P   : Peneliti
GBI   : Guru Bahasa Inggris

Pada pertemuan pertama ini, P datang ke kelas terlebih dulu untuk mempersiapkan materi dan media.GBI datang beberapa menit setelah bel masuk berbunyi. Berikut ini adalah proses KBM untuk pertemuan pertama.
1. P membuka pelajaran dengan mengucapkan salam "Good morning, class" kemudian para siswa menjawab "Good morning". Selanjutnya P berkata "How are you today?" dan para siswa merespon dengan berkata "I'm fine. Thank you" tetapi ada beberapa siswa yang tampak bingung dan ragu dalam menjawab. Kemudian P mengulangi dengan lebih keras dan para siswa menjawab dengan keras pula.
2. P mempersilahkan ketua kelas untuk membuka pelajaran dengan berdoa.
3. P melanjutkan dengan mengecek presensi siswa dan semua hadir.
4. Selanjutnya P memperkenalkan huruf kepada siswa dengan bantuan huruf-huruf besar yang ditempel pada papan tulis. Para siswa antusias membaca huruf-huruf dengan bahasa Indonesia.
5. P mengajak siswa untuk menyebutkan satu per satu dari huruf-huruf tersebut dengan mengikuti pengucapan P dan P mengecek kepahaman siswa dengan menunjuk beberapa huruf untuk disebutkan sendiri oleh siswa.
6. P mengajak siswa untuk menyanyikan lagu ABC, dan para siswa sangat bersemangat menyanyi.
7. Kemudian P mencoba mengajak siswa untuk mengeja beberapa kata seperti BINGO, MANGO, dan HOORAY.
8. P selanjutnya mengajak siswa untuk menyanyikan lagu "Can you spell BINGO" bersama-sama.
9. Setelah semua siswa dirasa cukup menguasai materi P mengajak para siswa untuk bermain role play. "Okay class, now work in pairs. Two children in one team. Do you got it?" kemudian seorang siswa berkata "berdua-berdua" and siswa lain berkata "satu tim dua orang". Tiba tiba kelas menjadi ribut dan ada siswa yg berkata "mbak, aku nggak punya temen." Akhirnya P memutuskan untuk menemani siswa tersebut sebagai partner.
10. P membagikan role card kepada setiap siswa dan meminta siswa untuk berpasangan mempelajari role play tersebut.
11. Kemudian P memberi kesempatan kepada siswa untuk mempersiapkan penampilannya, "Class, I'll give you ten minutes to prepare your performance. Remmember, just ten minutes and I call you to come in front of the class. If you have

any question please raise your hand." Beberapa siswa menggunakan kesempatan itu untuk menyakan pengucapan beberapa hal dan P memberikan pengucapan yang benar. P berkeliling kelas untuk mengechek kepahaman siswa dalam memahami apa yang akan dilakukan.

12. Setelah kurang lebih 10 menit P memanggil pasangan satu persatu untuk maju kedepan. Setelelah semua maju ke depan P mereview kembali apa yang sudah di pelajari dan memberikan siswa kesempatan untuk bertanya.

13. P kemudian menutup pelajaran dengan salam

Field Note 5

Hari/ Tanggal : Selasa, 3 April 2014
Tempat   : Kelas IV
P   : Peneliti
GBI   : Guru Bahasa Inggris

Pada pertemuan kedua ini, P datang ke kelas terlebih dulu untuk mempersiapkan materi dan media. GBI datang beberapa menit setelah bel masuk berbunyi. Berikut ini adalah proses KBM untuk pertemuan kedua:

1. P membuka pelajaran dengan mengucapkan salam "Good morning, class" kemudian para siswa menjawab "Good morning". Selanjutnya P berkata "How are you today?" dan para siswa merespon dengan berkata "I'm fine. Thank you" Kemudian P mengajari siswa untuk merespon dengan lengkap yaitu "I'm fine. Thank you and you?" kemudian P melanjutkan dengan "I'm fine too."

2. P melanjutkan dengan mengecek presensi siswa dan semua hadir.

3. Selanjutnya P memperlihatkan berbagai macam peralatan yang ada di kelas. P memperlihatkan berbagai macam benda dan mengucapkannya dengan keras. Setelah itu P meminta siswa untuk mengikuti ucapan P. Kemudian P meminta Siswa untuk terus mengucapkan nama benda-benda tersebut ketika P mengangkatnya di depan kelas.

4. P mengajak siswa untuk menyanyikan lagu "Can I have a pen" bersama-sama. Dan semua siswa bersemangat untuk menyanyi.

5. P selanjutnya menghampiri seorang siswa dan bertanya "Can I have a pen?" kemudian siswa tersebut menjawab "Sure, here's a pen". P kemudian melanjutkan pertanyaan ke seluruh siswa di kelas.

6. Kemudian P meminta siswa untuk meminta pencil dari P dengan menggunakan bahasa Inggris. Selanjutnya meminta siswa tersebut untuk berjalan ke teman selanjutnya untuk melakukan hal yang sama sampai pencil tersebut sampai kepada siswa paling belakang.

7. P kemudian mengajak para siswa untuk bermain role play. P membagikan role card kepada setiap siswa dan meminta siswa untuk berpasangan dan mempelajari role play tersebut.

8. Setelah kurang lebih 10 menit P memanggil pasangan satu persatu untuk maju kedepan. Setelelah semua maju ke depan P mereview kembali apa yang sudah di pelajari dan memberikan siswa kesempatan untuk bertanya.

9. P kemudian menutup pelajaran dengan salam

1

Hari/ Tanggal : 23 Februari 2014
Tempat   : Rumah Miss Marwati, S.Pd. (Guru Bahasa Inggris SD Negri 1
Sewon)
P   : Peneliti
GBI   : Guru Bahasa Inggris

Peneliti datang ke rumah GBI karena sudah lama saling kenal. Peneliti segera meminta ijin untuk merekam interview yang akan di lakukan.

P   : Selamat sore Miss Marwa?
GBI   : Selamat sore mbak Dini. Bagaimana, bagaimana, ada apa mbak?
P   : Ini Miss, saya berencana mau melakukan observasi di sekolah Miss Marwa SDN 1 Sewon.
GBI   : Oh.... ya silahkan saja. Mau observasi di kelas berapa?
P   : Di kelas empat Miss.
GBI   : Wah... jadi malu saya. Saya lagi ga fokus ini ngajar bahasa Inggrisnya.
P   : O ya Miss, saya mau menanyakan beberapa hal.
GBI   : Tanya apa?
P   : Bagaimana pelajaran Bahasa Inggis di kelas 4?
GBI   : Kelas 4 ya? Kelas 4 agak susah diajar mbak. Karena anaknya ramai sekali dan susah diatur karena ada beberapa siswa yang tidak naik.
P   : Oh, begitu Miss. Kalau untuk mengajar bahasa Inggris khususnya speaking digunakan aktivitas apa saja Miss?
L   : Ya, biasanya menirukan. Kan kelas 4 masih susah penangkapannya jadi masih perlu diulang-ulang terus begitu.
P   : Pernah menggunakan permainan atau role play untuk lebih bisa meningkatkan kemampuan speaking siswanya Miss?
GBI   : Ya, dulu kadang2 suka menyanyi, permainan juga tapi saya agak males membuat persiapannya mba. Setelah saya ditetapkan sebagi guru kelas setahun yang lalu, saya memang agak keteteran untuk mempersiapan pengajaran Bahasa Inggris untuk semua kelas.
P   : Oh, jadi sekarang Miss Marwa jadi guru kelas juga?
GBI   : Iya mba jadi nambah banyak tugasnya, mengajar semua mata pelajaran di kelas saya.
P   : O begitu. Jadi kemampuan speaking siswa sedang menurun tahun ini ya Miss.
GBI   : Iya, karena tidak banyak persiapan jadi saya lebih sering memakai LKS biar gampang. Selain itu khan untuk penilaian memang pada akhirnya harus menulis. Jadi harus lebih banyak menulisnya.
P   : Oh ya kapan saya boleh observasi di kelas 4 Miss.

GBI : Besok datang dulu ke sekolah minta ijin bu Kepala nanti bisa observasi di kelas IV hari Kamisnya saja.

P : O ya, makasih Miss

GBI : Sama-sama.

2

Hari/ Tanggal : 29 Maret 2014

Tempat : Ruang Tamu SD N 1 Sewon

P : Peneliti

GBI : Guru Bahasa Inggris

Peneliti datang ke SD Negri 1 Sewon dan meminta untuk bertemu dengan Guru bahasa Inggris.

P : Selamat pagi Miss Marwa?

GBI : Selamat sore mbak Dini. Bagaimana, sudah selesai mengobservasi saya?

P : Iya, sudah Miss. Ini saya mau minta ijin untuk kegiatan selanjutnya. Rencananya mau melakukan Action Research untuk speaking.

GBI : O ya, silahkan saja mbak. Saya dengan senang hati memberikan jam mengajar saya. Tapi hati-hati lho mbak, ya gitu itu anaknya ga bisa konsen. Kadang bilang ngerti-ngerti padahal nggak ngerti.

P : Oh begitu ya Miss.

GBI : Ya gitu.

P : O ya kira kira saya bisa mulai penelitian kapan ya Miss?

GBI : Besok Selasa aja, langsung action.

P : O ya Miss saya juga mau mengadakan pre test sebelumnya kalau minta waktu setelah pulang sekolah begitu boleh Miss?

GBI : O.. kalau itu coba saya tanyakan ke Bu kepala dulu.

P : O ya Miss

GBI : Boleh mbak, tapi harus janjian dulu dengan anak-anaknya. Takutnya besok anaknya sudah dijemput kan kasihan yang jemput atau kalau yg tidak di jemput kasihan juga orang tuanya khawatir kok belum pulang. Gini aja, mbak Dini sekarang ke kelas empat dan memberi pengumuman kalau besok kapan itu mau Pre test jadi anak-anak besok sudah pamit sama orang tuanya.

P : O ya Miss, makasih Miss

GBI : Sama-sama.

3

Hari/ Tanggal : Selasa, 31 April 2014

Tempat : Kelas IV

P : Peneliti

S   :Student

Ketika Istirahat Peneliti menghampiri siswa yang sedang duduk di kelas

P   : Halo, adik namanya siapa?
S   : Indri.
P   : Indri kok nggak jajan di luar.
S   : Nggak, kan aku bawa makanan sama minum dari rumah. Ada apa mbak?
P   : Nggak papa mau tanya-tanya aja boleh?
S   : Boleh, tapi sambil makan boleh hehehehehe.....
P   : Iya, boleh kok.
S   : Tanya apa mbak?
P   : Kamu suka pelajaran Bahasa Inggris ngga?
S   : Suka.
P   : Coba ngomong bahasa Inggris. "What's your name?"
S   : Indri
P   : Indri, can I have a cake?
S   : Apa mba, nggak ngerti aku.
P   : Boleh aku minta kue?
S   : Yes.. yes... ni mbak masih banyak hehehehe....
P   : Mbak mau tanya, kalau pelajaran bahasa Inggris ngapain aja?
S   : Ya kayak tadi membaca, ngerjain soal, nyanyi kadang-kadang eh tapi jarang kalo nyanyi.
P   : Diajari ngomong sama temen ga?
S   : Belum mbak.
P   : Indri pengen ngga bisa pinter ngomong bahasa Inggris?
S   : Pengen mbak.
P   : Ya udah, besok mbak kasih tau caranya ngomong pake bahasa Inggris. Tapi diperhatikan baik-baik ya.
S   : Ya mbak.

4

Hari/ Tanggal : Selasa, 31 April 2014
Tempat   : Kelas IV
P   : Peneliti
S   :Student

Ketika Istirahat Peneliti menghampiri siswa yang lain.

P   : "Good morning."
S   : "Good morning."
P   : "My name's Dini. What's your name?"
S   : "hehehehe...... Alivian."
P   : "Do you like to speak English?"
S   : "Embuh, nggak dong aku mbak."
P   : "Suka nggak ngomong bahasa Inggris?"
S   : "Suka... suka... tapi nggak bisa. Susah."
P   : "Apa yang susah?"
S   : "Ya ngomongnya."

P   :   Trus, apa lagi?
S   :   Kalau pake kalimat nggak bisa, mbak.
P   :   Oh gitu. Trus bisanya apa?
S   : Ya kalau benda-benda bisa.
P   :   Pernah diajarin nanya sama temen pake bahasa Inggris ngga?
S   :   Pernah mbak
P   :   Kapan? Gimana nanyanya?
S   :   Dulu, dah lama. Ya gitu nanya nama pokoknya. Tapi udah lupa.
P   : Trus, nggak pernah lagi?
S   :   Iya.
P   : Ya udah besok mbak ajarin.
S   : Mbak mo ngajar po mbak disini?
P   :   Iya.
S   :   Bener ya mbak
P   :   Ya.

PHOTOS

The researcher is using media to deliver the material.

The researcher is using song to deliver the material

The student is doing pre-comunicative activity by asking permision

The students prepare the role play performance.

The students are using the preparing time to ask their difficulties

The students perform the role play

operator1@yahoo.com

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/REG/V/420/4/2014

Membaca Surat	: KASUBAG PENDIDIKAN FBS	Nomor	: 394C/UN34.12/DT/III/2014
Tanggal	: 7 APRIL 2014	Perihal	: IJIN PENELITIAN/RISET

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

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

Nama	: DINI SUSANTI TRI YANUARTIN	NIP/NIM : 06202244179
Alamat	: FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA	
Judul	: IMPROVING STUDENT'S SPEAKING SKILL OF THE 4TH GRADE STUDENTS OF SD 1 SEWON IN THE ACADEMY YEAR OF 2013/2014 THROUGH ROLE PLAY ACTIVITIES	
Lokasi	: DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY	
Waktu	: 16 APRIL 2014 s/d 16 JULI 2014	

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

Dikeluarkan di Yogyakarta
Pada tanggal 16 APRIL 2014
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH
NIP. 19580120 198503 2 003

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

DINAS PENDIDIKAN DASAR KABUPATEN BANTUL
UPT PPD KECAMATAN SEWON

SD 1 SEWON

Alamat: Cabeyan, Panggungharjo, Sewon, Bantul, Yogyakarta, Kode Pos: 55188, telp. (0274) 445580

SURAT KETERANGAN

No. :25 /SD I SW/IV/2014

Yang bertanda tangan di bawah ini :

Nama	: SUMARINI, S.Pd.MM
NIP	: 196608171999032001
Jabatan	: Kepala Sekolah SD 1 Sewon

Menerangkan dengan sesungguhnya, bahwa:

Nama	: DINI SUSANTI TRI YANUARTIN
NIM	: 06202244179
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Bahasa dan Seni
Judul Penelitian	: Improving Students Speaking Skill Of The 4th Grade Students Of SD 1 Sewon In The Academy Year Of 2013/2014 Through Role Play Activities

Yang bersangkutan telah melakukan penelitian di SD 1 Sewon pada bulan April 2014.

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Bantul, 14 April 2014
Kepala Sekolah SD I Sewon

SUMARINI S.Pd.MM
NIP. 196608171999032001

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