IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY OF

SMP N 2 SRUMBUNG, MAGELANG THROUGH ROLE-PLAY

IN THE ACADEMIC YEAR OF 2012/2013

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the *Sarjana*

Pendidikan degree in English Language Education

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IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY OF SMP

N 2 SRUMBUNG, MAGELANG THROUGH ROLE-PLAY

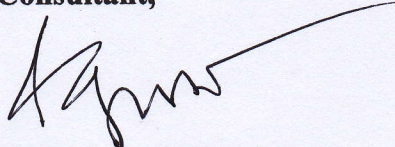**IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

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RATIFICATION

IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY OF

SMP N 2 SRUMBUNG, MAGELANG THROUGH ROLE-PLAY

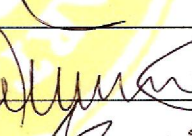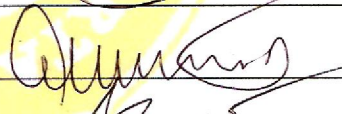## IN THE ACADEMIC YEAR OF 2012/2013

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Accepted by the Board Examiners of the Faculty of Languages and Arts of Yogyakarta state University on October 2013, and declared to have fulfilled the Requirements for the Attainment of Sarjana Pendidikan Degree in English Language Education

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PERNYATAAN

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Judul Karya Ilmiah : *Improving the Eighth Grade Student' Speaking Ability of SMP N 2 Srumbung, Magelang through Role-play in the Academic Year of 2012/2013*

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

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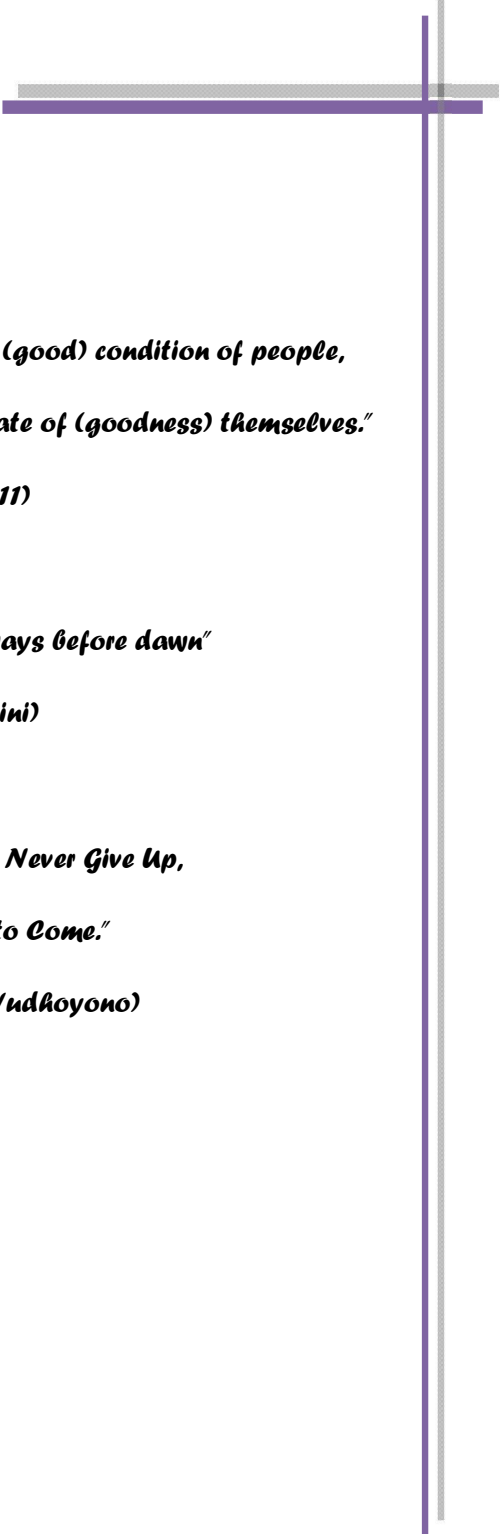
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MOTTOS

"Verily, Allah will not change the (good) condition of people,

as long as they do not change the state of (goodness) themselves."

(Ar-Rad: 11)

"The darkest hour is always before dawn"

(R.A. Kartini)

"Be Strong, Be Tough, Never Give Up,

The Best is Yet to Come."

(Agus Harimurti Yudhoyono)

DEDICATIONS

I dedicate this thesis to:

My beloved parents, Aiptu Sugiharto and Sri Lestari,

My sister, Ikasari Kusumastuti, S.Psi. and my beautiful nieces Wawa and Ara.

ACKNOWLEDGMENTS

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta,   September 2013

The writer,

Devi Anggraeni Puspitasari

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IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING ABILITY OF SMP N 2 SRUMBUNG, MAGELANG THROUGH ROLE-PLAY IN THE ACADEMIC YEAR OF 2012/2013

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ABSTRACT

This research is a classroom action research. The objective of the research was to improve the students' speaking skill through role-play technique at grade VIII students of SMP N 2 Srumbung, Magelang in the academic year of 2012/2013. In reference to the preliminary observation and interviews, there were many problems related to the students' speaking skills. After identifying the feasible problems, the researcher focused on improving the students' speaking skills.

The members of this research were the researcher, the collaborator, the English teacher and the students of grade VIII of SMP N 2 Srumbung, Magelang. This research was carried out in two cycles. The steps involved reconnaissance, planning, action, observation, and reflection. The data of this research were qualitative and supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process and interviewing the English teacher and the students of VIIIC. The qualitative data were in the forms of field notes, interview transcript and photos. The instrument used to collect the data were observation sheets, interview guidelines and a smart phone equipped with camera and voice recorder. Pre-test and post-test were conducted to gain the quantitative data in the forms of speaking scores.

The finding showed that the use of role-play technique in this research improved the students' speaking skills. The improvement covered: 1) the students' fluency and vocabulary in speaking English, 2) the students' behavior, i.e. the students' motivation, involvement and self-confidence to speak English in the speaking activities, 3) there was an increase of average score of 12.94 from 59.29(pre-test) to 72.23(post-test).

CHAPTER 1
INTRODUCTION

This study is aimed at improving English speaking ability through role-play. This chapter consists of sixs parts. Those sixs parts are background of the study, identification of the problems, limitation of the problems, formulation of the problems, objective of the research and the last is significance of the study.

A. Background of the Study

The teaching of English at SMP is aimed at helping students to achieve communicative competence, which is the ability of someone to build communication with others. The communicative competence is divided into four skills; those are speaking, listening, writing and reading. Those four skills are important but the speaking skill is mostly important in practicing communicative competence because people mostly communicate with others through speaking.

Since the main goal of teaching English is the communicative competence, teachers of English should build a good communication with the students in the teaching and learning process. The problem is that not all teaching and learning process puts communication as the main focus in the activity. This condition makes the students have less chance to build their speaking skill. Besides, the frequencies of using language determine the speaking skill mastery. Speaking is the ability that requires pronunciation, grammar, vocabulary, and comprehension improvement. All those aspects become a unity that should be developed to

improve the speaking skills. For those reasons, the students' opportunity to speak is important.

There were some problems occurring in the teaching and learning processes of English particularly in teaching of speaking for grade VIII students of SMP Negeri 2 Srumbung. From the preliminary observation, the researcher found some problems related to the students, the teaching-learning style and also the facility.

The problems in the teaching of speaking for grade VIII students of SMP Negeri 2 Srumbung are closely related to the students. For example the different prior knowledge of the students which make them has a different ability in speaking. This condition influenced their motivation, learning styles and also their self-confidence to perform their speaking.

The other problems come from the teaching-learning styles and also the facility. Because of the lack of facility such as the game-kit, the teachers sometimes teach the students by using the old style of teaching. They only present the materials, give the examples and ask them to do some quizzes. These non-communicative activities give less opportunity for the students to build their speaking skills.

Based on the problems that the researcher had found at grade VIII students of SMP Negeri 2 Srumbung, the researcher is interested in conducting research on the teaching techniques which can encourage students to build their communicative competence using the activity that provides opportunity for them to speak, to express their idea and to communicate with other.

B. Identification of the Problem

From the interviews and observation, the researcher found some information under the teaching-learning process. In this case the problems of the teaching speaking at SMP Negeri 2 Srumbung are influenced by many factors. They can be divided into internal and external factors.

The internal factor is the factor that comes from the students' internal factor of speaking. The example of internal factors of speaking is what makes speaking difficult. As what Brown (2001:270-271) stated there are eight aspects that make speaking difficult. Those aspects are: clustering, redudancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, ryhthm and intonation and also interaction.

All the aspects above make speaking is difficult because Indonesian students are not accustomed to speak in English. They usually use Indonesian language. Some of them also still face the difficulty to speak with clustering. The students also still had some problems to pronounce the right word in contraction, elision, and omission. They have difficulties to perform the right stress, rhythm and intonation.

The next factor is the external factor. This factors is related to the students, the teacher and the activity. The external factor of speaking for grade VIII students of SMP Negeri 2 Srumbung for example is the students' lack of vocabulary. Vocabulary is important in speaking because the students express their idea through some vocabularies. If they have lack of vocabulary, they will face some difficulties to express their ideas.

External factors come from the students for example their motivation. Their motivation is influenced on the success of speaking ability. The students who have high motivation will interest to practice more speaking while they who have lower motivation will practice less.

Besides the students' motivation, the teacher, the activity and opportunity for the students to speak are also important. The activity that has been conducted by the teacher sometimes is not a kind of a communicative activity. The activity gives less opportunity for the students to speak. It means that they have less opportunity to develop their speaking skill.

Many factors could cause some problems that have been faced by the grade VIII students of SMP Negeri 2 Srumbung in the teaching-learning process of speaking. All of those problems obstructed them to speak fluently and appropriately in English. Based on the reality above, the researcher decided to conduct a classroom action research to overcome their problems in learning English, especially in practicing speaking. In line with the purpose, the researcher tried to conduct a communicative activity that was role-play. As one of activities for speaking, role-play activities give them lots of opportunity to communicate in different social contexts and social-roles.

C. Limitation of the Problem

Based on the identification of the problems, the researcher found many problems in the teaching and learning process. The problems were so complex that the researcher could not solve the entire problems. It is necessary for the

researcher to limit the problems. There are some reasons why the researcher should limit their study: to avoid a big problem in the area and also to help the researcher focus on the research for the study.

The researcher discusses the problems with the English teacher because she believes that the English teacher knows the students better than the researcher. The English teacher as a collaborator then suggests many things related to the research. The main point of the problems was the low of the students' speaking skills, so the researcher and the collaborator specified the problems into one crucial problem.

D. Formulation of the Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problems are formulated as follows:

- How can the use of role-play activities improve the speaking skills of the VIII grade students of SMP Negeri 2 Srumbung?

E. Objective of the Research

This study aims at improving speaking skills of the eight grade students of SMP Negeri 2 Srumbung through Role-play. The research objective is to explain how role-play activities can improve the students speaking ability especially for the VIII grade students of SMP Negeri 2 Srumbung.

F. Significance of the Study

The result of this study is expected to give some practical and theoretical significance. Those are:

1. Practical significance

   a. For English teacher; the finding of this study is expected to become a source of information about the ways to improve the teaching and learning quality.

   b. For the researcher; this study is expected to increase her awareness of the contribution of role play to improve the students' speaking skills in teaching and learning processes and gives the experience in doing the research and working with other people as well.

2. Theoretical significance

   The finding of this study is expected to become one of the reading materials to enrich reference or to improve knowledge in English teaching and learning processes.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents a review of theories concerning the research points, relevant previous studies and the conceptual framework underlying the study.

A. Literature Review

1. Speaking

a. Definition of Speaking

Speaking is one of the four language skills being taught in the English lesson. There are so many definitions of speaking, such as the definition of speaking according to Cameron (2001:40), speaking is an active use of language. Speaking is used to express meaning of speaker's intention. The speaker's intention has to be delivered in order to make other people understand.

To build communication people need to learn speaking. Speaking is a crucial part in the language learning. It needs the speakers to produce the target language in the spoken form. Moreover, it involves the speaker to use speech to express meaning. Again, here, meaning becomes the important part in speaking because meaning is the things to deliver.

In addition, Thornbury (2005:20) stated that speaking is an interactive real-time activity to express ideas to interact with others that unplanned and just continues based on the situation. Here, real-time activities become important in teaching speaking because people usually speak in the real

situation. For that reason, the teaching of speaking tends to use the acivity that consists of real situation.

Fulcher (2003:23) said that speaking is the verbal use of language and to communicate with others. He also added that in communication people to share meaning through some intention. It was affected by the ideas, opinion, perseption and feelings.

From the description above, it can be inferred that speaking is the activity of sharing meaning through some intention. It also affected by some pragmatics factor such as intention. The intentions are affected by ideas, opinion, and also feelings.

b. Aspects of speaking

Fluency and accuracy are the two crucial aspects in speaking. According to Nunan (2003:14), fluency is the natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible an ongoing communication despite limitation in his or her communicative competence. In contrast, accuracy means that speakers are required to use the correct vocabulary, grammar and pronunciation.

Nunan (2003:14) proposes some differences between activities that focus on fluency and those that focus on accuracy. He formulated as follows:

1) Activities that focus on fluency
a) Reflect natural use of language
b) Focus on achieving communication
c) Require meaningful of language
d) Produce language use to context
e) Require the use of communication
f) Seek to link language use to context

2) Activities that focus on accuracy
a) Reflect classroom use of language
b) Focus on the formation of correct examples of language
c) Practice language out of context
d) Practice small sample of language
e) Do not require meaningful communication
f) Control choice of language

From the description above it can be summarized that aspects of fluency is more important in designing the teaching speaking. Fluency builds the communication based on context and situation. For that reason, understanding aspects of fluency to build communicative competence in teaching is important.

c. Micro Skills of Speaking

Talking about components in speaking, Brown (2001: 271-272) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

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

12) Accomplish appropriately communicative functions according to situations, participants, and goals.
13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

All the aspects of the micro skills above are difficult to achieve by the students. For that reason the teacher need a good speaking method of teaching to improve the micro skill of speaking. Micro skills of speaking are important because those are supporting on the improvement of speaking ability.

2. The Teaching of Speaking

Speaking is an important part in teaching English as a second language. Some years ago, teaching speaking was only by drilling and giving repetition but nowadays the goal of teaching is communicative competence. For that reason, the activity of teaching is developing especially for teaching speaking.

Before teaching speaking to the students, the teachers have to understand what is meant by teaching speaking and how to do it. Teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns; use words and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly

and confidently with few unnatural pauses which are called fluency Nunan (2003: 14).

Teaching teenagers in the junior high school is a kind of teaching mix class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, as Klancar, (2006: 1) stated that the teachers need to vary the approaches and offer as much opportunities as possible to make the whole class find a little something to hold on to, expand and grow.

Mix activities such as dialogues, choral revision, chants, songs, poems and rhymes, make the students' speaking abilities grow, their pronunciation get better and their awareness of the language improve (Klancar, 2006: 2). Through interaction the students learn to develop ideas and express it with their fluency.

Some Indonesian students face some problems in the interaction while the teaching and learning process run. One of the problems is that the students are reluctant to speak and take part in the teacher's role. According to Harmer (2007: 345-348) there are some useful ways to minimize the students' reluctance in speaking, including:

a. Preparation: giving enough time to think in their head about how they will speak, or letting them practice dialogues in pairs before having to do anything more public.

b. The value of repetition: allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.

plan → perform → analyze ←→ repeat

c. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.

d. Mandatory participation: allowing the students to equally engage in a task without knowing who gets the turn first and who gets the next.

1) Principles for Designing Teaching Speaking

In relation to the teaching of speaking, Brown (2001: 275-276) proposes some principles for designing speaking teaching techniques. They are presented as follows:

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

b) Provide intrinsically motivating techniques.

c) Encourage the use of authentic language in meaningful contexts.

d) Provide appropriate feedback and correction.

e) Capitalize on the natural link between speaking and listening.

f) Give the students opportunities to initiate oral communication.

g) Encourage the development of speaking strategies, such as:

- Asking someone to repeat something (Pardon? Excuse me?).

- Using conversation maintenance cues (Right, Yeah, Okay, Hin).

- Getting someone's attention (Hey, Say, So).

- Using mime and nonverbal expressions to convey meaning.

The teacher has to be able to create a good atmosphere to support the run of the activity in the teaching learning process. The teacher has also determine his role in the activity. He can join the activity as an equal member or only help and observe it.

Although the learners are to subject in the activity, it does not mean that the teacher became a passive observer. His function is less dominant than before but still important. Example of the teachers' role in communicative activities are as a source of guidance and help, as a monitor of strengts and weaknesses of the learners and so fouth.

2) Approaches to Teaching Speaking

In teaching speaking, the main goal is the communicative competence. Here the teaching and learning process could be succeesful if the students can achieve the Communicative Competence.

Brewster and Ellis (2002:44) stated that Communicative Language Teaching is a teaching approach based on the social interaction. It means that the CLT is the theory which emphasizes the social nature of language learning interaction.

3) Assessing Speaking

Brown (2004:144-179) stated that there are five kinds of speaking assessments. They are imitative, intensive, responsive, interactive and

extensive. Those diferent kinds of speaking assessment will be explained bellow:

a. Imitative tests is the test which ask the students to simply parrot back (imitate) a word, phrase or may be a sentence.

b. In the intensive test, the students have to provide short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive assessment tasks include interaction and test comprehension.

d. Interactive is similar to the responsive test but it differs in the length and the complexity of the interaction.

e. Extensive test is the test in which the students can produce speaking monologue.

3. **The Teaching of Speaking at Junior High School**

a. **The curriculum of SBC**

The teaching of speaking in SMP nowadays is based on the curriculum. The curriculum used in the English language teaching in Indonesian schools is school-based curriculum. In the school-based curriculum, the standard of competence is given by the government, while basic competence and the indicator are modified based on the school situation.

In the school-based curriculum, the school itself has the authority to develop and modify the curriculum based on the needs and also the mission

of that school. The important thing is that the syllabus was design based on standard of content. The syllabus itself should consist of school identity, standard of competence, basic competence, time allocation, indicators for the students, and the objectives of the teaching-learning process, teaching procedures, learning activities, materials, media, resources, and also assessment.

To make the teaching and learning effective, the teacher should prepare the lesson plan as the teaching scenario to be implemented in the teaching and learning process. A lesson plan is designed based on the syllabus. It consists of the main stage of the activity.

The following table is the example of basic competence and standard of competence of the English lesson at junior high school grade VIII:

Table 1. The example of basic competence and standard of competence of English lesson at junior high school grade VIII

Standard of Competence	Basic Competence
9.Expressing meaning of short and simple transactional and inter-personal conversations to interact in daily life context.	9.1 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptably to interact in daily life contexts with the use of language functions such as asking for information, giving information and denying information, asking for opinion, giving opinion, and also asking for agreement, giving agreement and disagreement.

Standard of Competence	Basic Competence
10. Expressing meaning of short and simple transactional and inter-personal conversations to interact in the students' daily life context.	10.2 Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as recount and *narrative* text.

b. Characteristics of the Junior High School Students

The students of junior high schools are approximately at the age of 12th-15th. All of them are teenagers. Teenagers are the age of transition, as what Brown (2001, 91) said that teenagers are an age of transition, confusion, self-unconsciousness, growing changing body and minds. The students are in the position of both children and adults. This condition became a challenge for the teacher to teach teenager.

There are some characteristics to be concerned in teaching English for teenager. Brown (2001:92) proposes those characteristics in the following discussion:

1) Intellectual capacity adds abstract operational thought around the age of twelve and therefore some sophisticated intellectual processing is increasingly possible.

2) Attention spans are lengthening as a result of intellectual maturation but once again with many diversions present in teenagers' life, those potential attention spans can easily be shortened.

3) Varieties of sensory input are still important, but again, increasingly capacities for abstraction lessen the essential nature of appealing to all five senses.

4) Factors surrounding ego, self-image, and self esteem, are at their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves along their mental capabilities.

5) Secondary school students' are of course increasingly adult-like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative context to dwell on a grammar point or vocabulary items.

One of the most important one of the most important concerns of the English teacher is to keep the students' self-esteem high. Brown (2001:92) proposes the way to keep the students' self-esteem high by avoiding embarrassment of the students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, emphasizing competition between classmates, and encouraging small-group work where risks can be taken easily.

c. Factors Affecting the Students' Speaking Skills

There are some factors affecting the students' speaking skills. According to Richards and Reynandya (2002: 205-206) age or maturation, aura medium, socio cultural factors, and affective factors are affect on the students' speaking skills. The following is a brief explanation of the four factors.

1)   Age or Maturation

There are some differences between the students who learn English from the earlier age and the students who learn English on adults. People who learn English early childhood through natural exposure will achieve higher proficiency than people who learn English on adult.

2)   Aural Medium

The central role of listening comprehension in foreign language acquisition is now largely accepted. It means that listening plays an important role in the development of the speaking ability. For that reason, speaking is often preceded by listening which is the basic mechanism through which the rules of language are internalized.

3)   Socio-cultural

Speaking is not only about sharing literal meaning. There are some aspects affecting on the speaking such as pragmatics. People will treat other differently. For example, person will treat differently when talking with her boss and her friends.

4)   Affective factors

The affective factors such as emotion, self-esteem, empathy, anxiety, attitude and motivation affects on the students speaking skills.

d. The students' Learning Motivation

Motivation plays an important role in affecting the students' speaking skills. Motivations according to Harmer (2001: 51) are defined as some kinds

of internal drive which pushes someone in order to do something. This is related to the willingness of someone to do something.

Motivation can be divided into extrinsic motivation and intrinsic motivation. Harmer (2001:51) stated that there is a distinction made between extrinsic and intrinsic motivation. Extrinsic motivation is caused by any number of outside factors, for example the need to pass the exam, the hope of financial rewards, the possibility for future travel and so on. Intrinsic motivation, by contrast, comes from within the individual, for example, a person enjoys the process of learning and wants to improve her quality.

There are some important sources of which form a part of the world around the students' feeling and engagement with the learning process as what Harmer (2001:51-52) mentions as follows:

1)   The society they live in

The society they live in affected on the students motivation. The motivation for learning of the students who live in the education society will be different from the students who live in the industrial society.

2)   Significant other

Apart from the culture of the world around the students, their attitude to language learning will be greatly affected by the influence of people who are close to them.

3)   Their English teacher

The ways of the teacher teaches the students also influence the students' motivation. If the teacher teach the students grumpily and make

the students afraid of her, the students will have less motivation in her lesson.

4)   The method

The method being used in the teaching and learning process affects on the students' motivation. If the teacher uses an un-interactive method, the students will take a little part in the lesson. If the researcher use and interactive and interesting method, the students will actively take part in the lesson.

e. The roles of English Teacher

The teacher has a big role in the teaching and learning process. Teacher is the person who sets the teaching-learning process. For those reasons, as what Harmer (2001: 275-276) stated, the teacher should be able to be prompter, participant, and feedback provider. The following is the description of the theory above:

1)   Prompter

When the students get lost and can not think of what to say next teachers may help them by offering a discrete suggestion. If the suggestion can be done supportively without disrupting the discussion or forcing them out of role, it can stop the sense of frustration that some the students feel when they get stuck in their language or ideas.

2)   Participant

As teachers should be good actor when asking the students to produce a language, they may participate in the discussion or role-plays which are being

done by the students. Here, they can prompt covertly, introduce new information to help the students in all the activity, ensure continuing the students' engagement, and generally maintain a creative atmosphere. However, they have to be careful in such circumstances that they do not participate too much, those dominating speaking and drawing all the attention themselves.

    3)   Feedback provider

Teachers have to be a good feedback provider for their students. The teachers have to be able to correct when their students make some mistakes. Not only correcting the mistakes, they also have to be able to give the correct example for the students. Beside that, teachers also have to always give respond on the students' utterance

4. Activity to Promote Teaching Speaking

The speaking performance has some levels starting from the simplest performance up to highest one. According to Harmer (2001 : 348-352) there are a number of widely-used categories of speaking activity :

a. Role play and Simulations

Role play is giving a role to the member of the group and the other members or participants have to accomplish the role. The students are given a situation of something that they have to act. For example, in a restaurant, they have to show how to make an order and give services. In this situation they play in different roles: as a customer, as a waitress, and as a cashier. They will have different dialogues as if they were in the real situation.

Simulation involves a large group and has a complex structure. The group is working through imaginary situations to solve the problems. Simulation is basically as same as role play but this technique needs much more preparation to get real condition.

b. Acting from a script

Making the students act from a script means that the students can act out scenes from plays on their course books. They may also act out dialogues that they make by themselves.

c. Communication games

There are many communication games, all of the game aims to attract the students to take a part in the lesson and talk as quickly and fluently as possible. Two examples of the games are information-gap games and also television and radio games.

Information-gap is the game that makes the students communicates actively in the class, for examples: puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities will make the students respond fluently and immediately. In other hands, television and radio games are the activities that provide fluency exercise.

d. Discussion

Discussions range from highly formal, whole-group staged events to informal small-group interactions. The teachers often fail when they are conducting discussion in a class. One of the reasons is that the students are

reluctant to propose opinions in front of the class because they are not confident facing the whole classs.

e. Prepared talks

The students make a presentation on a topic on their own choice. The presentation is like reading aloud, but if possible the students did not allow to read their text. The students should speak from notes rather than from a script. It is also important for the teachers to consider the development of the talk. The teachers should help the students to makes the original ideas until they have their fix draft.

f. Role-play

a. Definition of Role-Play

In *Cambridge International Dictionary of English*, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy Procter (1996: 126). It can be seen that role-play is the teaching method that gives the opportunity for the students to develop their competence in speaking through acting some specific situation.

Besides giving the opportunity for the students to speak in some specific situations, role-play also can encourage the students' responsibility as Morales (2008: 7) stated that through role-plays the students can begin to take responsibility for them, take charge of their own action and experiment with

various solutions to problems. Role-play not only gives the students opportunity to speak but also let the students solve problems happening in the communication.

In addition, role-play also lets the students to creative as what Brown (2004:174) stated that within constraints set forth by the guidelines, it frees the students to be somewhat creative in their linguistics output. In some versions, role-play allows some rehearsal time so that the students can map out what they are going to say. And it has the effect of lowering anxiety as the students can, even for a few moments take on the personal of others by themselves.

Brown (2001:183) stated that role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that the participant must accomplish. Brown suggests role-play can be conducted with a single person, in pairs, or in groups with each person assigned a role to accomplish an objective. It can be seen that role-play has another good point, that is, it can be played by single person, in pairs or in group.

b. Types and Procedures in Using Role Play

In case of role play activities, according to Byrne (1986:115), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities are described as follows:

1) Scripted role play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in an easy way to memorize.

The example of dialogue in the scripted role-play:

Angela   : Good morning. I want to send a letter to Singapore.
Clerk   : Yes, do you want to send it by air mail or ordinary mail?
Angela   : I think I will send it by air mail. I want it to get there quickly. How much does it cost?
Clerk   : To Singapore? That will be 30 pence, please.
Angela   : (give the clerk 50 pence) Here you are.
Clerk   : Here's your stamp, and here's 20 pence change.
Angela   : Thank you. Where is the post box?
Clerk   : You want the air mail box. It's over there, by the door.

To demonstrate the dialogue above the teacher should do following procedures:

a) The teacher should introduce some vocabulary being used (where? / air mail? / How much? / etc.)
b) Let the students read aloud the dialogue and correct their pronunciation
c) Let the students to try this at their table.
d) Call two students to practice in front of class.

2) Unscripted role play

In contrast to scripted role play, the situations of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The the students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from the teacher and the students is really necessary. The example and procedures of unscripted role play is by giving some situations and ask the students to practice it.

Example of situation: One student has lost a bag. The other student is the police officer, and asks for details. To bring out this ideas, the teacher could:

1. Prepare the whole class by: discussing what the speakers might say.

2. Divide the class into pairs, and let them discuss together what they may say. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class

c. **The Reasons for Implementing Simulation and Role-play in Language teaching**

As the researcher stated earlier, role-play is a kind of activity to promote speaking. The activity can improve the students' speaking skills especially for fluency because the activity gives many chances for the students to speak and communicate with others.

Role-play also provides some examples of situations in communication as because role-play could consciously creating the students' reality and experimenting with their knowledge of the world and developing their ability to interact with other people. Through playing role-play the students can build their creativity while improving their speaking ability.

The other reasons of using role-play to teach speaking are:

a. Role-play is fun

Playing role-play can be really fun for the students because the learning processes become active and not boring. The students can act their dialog out.

b. The students can build their creativity based on personal experience

Personal experience can be a good factor of the successful role-plays. The students can develop their creativity in making a play based on their personal experience.

c. Role-play provide the students' opportunity to speak

In this activity all students have a task or have their own part. They have to act their part. So, here all members have a chance to speak.

d. Role-play activity put the students in the real situation

Role-play gives the students experience to be in some situation such as when the students on the telephone, asking for direction.

e. Role-play activity help shy students to take a part in the lesson actively

As the entire members have their own task, the entire members should act their part. It forces the shy students to keep doing his/her part. It also minimizes their shy because they have a dialog and character as their mask to cover their shy.

B. Conceptual Framework of the Study

The improvement on the learning achievement needs a process. It means that it does not occur instantly. It requires a period of time and efforts from many parties including the learners, the teacher, and the educational institution.

Considering the need of improving the students' speaking ability, the researcher identified and implemented some efforts in the field. There are some steps done by the researcher. First, the researcher observed and

identified the problems in the field. Next, she and the English teacher tried to find some efforts, which are considered as the solution. Finally, the actions were implemented.

To achieve the improvement of the students' speaking ability, the researcher made some efforts in the Action Research. For the sake of the success of this research, it is important for all research members to work collaboratively and cooperatively.
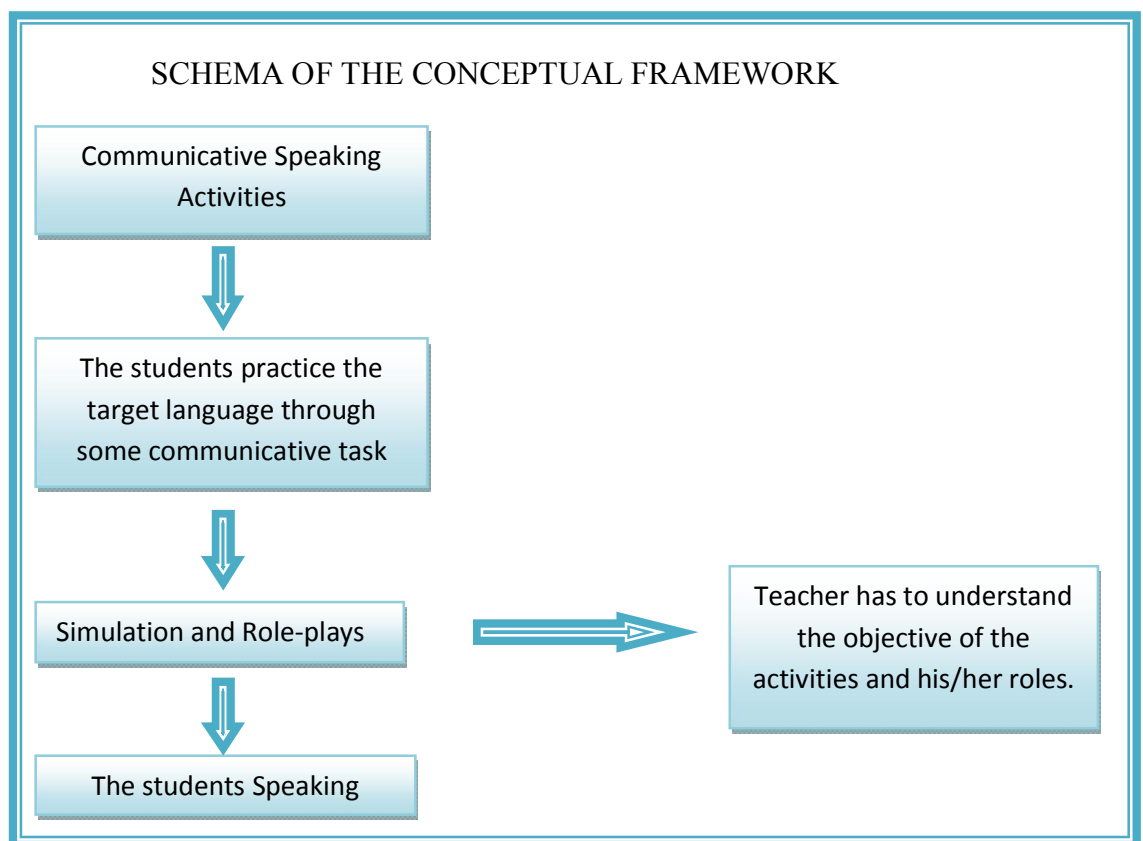
Figure 1. Schema of the conceptual framework

CHAPTER III

RESEARCH METHOD

This chapter explained how the research was conducted in detail. This chapter were divided into seven parts. Those are: the type of the research, research setting, subjects of the research, research procedures, data collecting techniques, and data analysis. Each of those components will be explained in the following discussion.

A. Type of the Research

This research was a kind of classroom action research which focused on the efforts to improve the students' speaking skills at the eighth grade of SMP Negeri 2 Srumbung through role-play. The researcher and the English teacher were collaborated to identify the obstacles of the English teaching- learning process.

B. Research Setting

This research was conducted at SMP Negeri 2 Srumbung, which is located on Sudimoro village, Srumbung district, Magelang regency. The available rooms in this school are headmaster's room, teacher office, a room for guidance and counseling, laboratory for science, library, administration room, some toilets, kitchen, school health unit, aula, and 13 classrooms. Each class

consists of approximately 34 students. Totally there are 403 students, 26 teachers, and 3 school guards.

The research conducted at the second semester of the academic year of 2012/2013. The action had been conducted on April, because this time was the effective time for the teaching and learning process. The time for conducting the research was chosen by looking at the academic calendar and based on the discussion with the English teacher.

C. Subject of the Research

The research involved the school principal, the English teacher, the researcher and also the students in SMP Negeri 2 Srumbung especially for the VIII grade students, in the academic year of 2012/2013.

The main subjects of this study were the students of SMP Negeri 2 Srumbung who were in grade VIII by the academic year of 2012/2013. They were VIII C class students in the second semester of their study. This class was chosen as the subject of the research because based on the previous observation, the students in this class experienced some problems in learning English. One of the problems deals with the speaking skills.

D. Research Procedures

The research began from the problems that had been found by the researcher in the previous observation. Then, the researcher and the English teacher formulated the best solution from the entire problems. The next activity was observing the condition of the class before the researcher did the

action. After that the researcher formulated the action, did the action and observed the action. The results of the first action were reflected to the next steps as describes in the figure below.
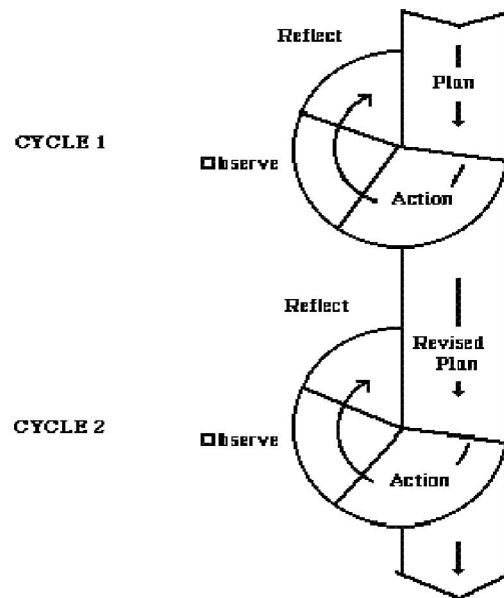
Figure 2. Steps in Action Research

The further explanation of the research procedure are in the following description:

a. Reconnaissance

In this step, the researcher cooperates with the teacher trying to find the problems occurring in the teaching and learning process. The researcher collected the data by observing the teaching and learning process and also doing some interviews with the teacher and the students. The researcher found some data related to the problems of teaching speaking.

b. Planning

After the process of observation and interview on the previous step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. The aims of the action were to improve the students' speaking skills. The action plan is using role-play. In this step, the researcher not only planned the kind of research, but also made a research instrument.

c. Acting and Observing the Action

In this step, the researcher implemented the action, while the teacher as collaborator took notes in the backside of the class to observe the students' reaction and behaviors during the activity. Another collaborator took pictures and videos to record the teaching and learning process as the data to be evaluated in the next step.

d. Reflection

After collecting the data, the researcher and the collaborator evaluated the teaching-learning process. Based on the observation checklist, field notes, and interview transcript the researcher and the collaborator discussed the implemented actions and analyzed the result whether the activity was good to solve problems of learning speaking at SMP Negeri 2 Srumbung especially for the grade VIII. The first result became the source of information and evaluation for the next cycle.

E.   Data Collecting Technique

The data that have been collected were qualitative in nature. The researcher used three ways to collect the data. Those are:

1. Observation

In this process, the researcher took note on how the students react to the actions and some obstacles of implementing the action. The researcher would conduct some interviews with the research members to get their opinions about the implementation of the actions. Based on the interviews and observation, the research members would discuss the implementation and its change. Then, they evaluate the implementation of the action to improve the next action.

2. Interviews

The interview was done to get some information from the participant about all information that the researcher needs to conduct the research. Interviews were done with some guidelines. Guidelines help the interviewer to focus the conversation on several items or data needed in the study. The questions included open-ended questions

3. Test

The test was to measure the students' ability in speaking. The test had been conducted before the action and after the action. The test was to measure the students' speaking skill after the students being taught through role-play.

F. Data Analysis

The kind of the research was action research. The data collected were qualitative. The steps to analyse the data were: data presentation, data reduction, data classification and reflection.

The first step done by the researcher in order to analyze the data was data presentation. In this step, the researcher would collect all the data such as field-notes, interview transcripts, and photographs.

The second step was data reduction. In this step, the researcher would choose the data, determine the focus, simplify the data, summarize and change the form of the data that were in the field.

The third step was classification. In this step, the researcher would classify all the data that pass the data reduction process. The data classifications ease the researcher to analyze the data because the data were in the same classification

The analysis of the data would be explained in the reflection. By doing this reflection, the researcher would get authentic knowledge, which would help the researcher in interpreting the data. In analyzing the data, the researcher would hold some discussions with English teacher as the collaborator and the students of the eighth grade. It would be used to see the data from different points of view.

The analysis of the data which used in the reflection would be the good source for the researcher to revise actions and plan a new action. The

use of data analysis in the reflection showed us, how the actions run, the weaknesses and also the improvements of the students' speaking skills.

G. Validity of the Data

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic, and dialogic validity as what Anderson in Burns' (1999: 161-163) suggest,

1. Democratic validity

The researcher applied the democratic validity by asking the English teacher to be her collaborator in conducting the research. The process was through some discussions involving the researcher and the English teacher during the research.

2. Outcome validity

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

3. Process validity

Process validity, related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing the students, and

having discussion with the collaborator initiated the process validity of this study.

4. Catalytic validity

To establish the catalytic validity, the understanding about the social realities of the context was deepened. The researcher applied the catalytic validity by interviewing the English teacher and the students. Besides, the researcher also asked the students to give their feedback.

5. Dialogic validity

Dialogic validity means that the researcher always having dialogues with the collaborator and the teacher in reviewing what had she done in the classroom. In this research the researcher had dialogues with the collaborator to review the actions so that she could plan better lessons for the next meetings. She also had a dialogue after the whole actions were implemented and the findings were formulated to validate her findings and to evaluate what had she done

While using those principles, the reliability of the data was gained by giving genuine data, such as the field notes, questionnaires, interview transcripts and other records.

The other validity process in the research was by following the triangulation. As what (Burns, 1999: 163-164) stated, the techniques used in this research were:

1) Time triangulation: in which the data were collected over a period of time to get a sense of what are involved in the processes of the changes. In this research, the researcher gathered the data about the improvement on speaking skills through having pre-test and post-test. Furthermore, the portraits of the classroom situation were recorded in the observation checklists and field notes which were taken in every meeting.

2) Investigator triangulation: in this research the researcher was doing the research not only by one person, but at least it include two people that is the researcher (C) also the English teacher (T). Both are participating in the research so that they could give contribution in building the research

CHAPTER IV
THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions. The researcher findings will be explained in the following sections: reconnaissance, reports of Cycle I, and reports of Cycle II and also the reflection of each cycle. Further more, the research finding will be explained on the discussion.

A. Reconnaissance

The research process began with finding the problems in the field. To identify the field problems, the researcher conducted some observations and interviews with the English teacher and the students. The observations were conducted during the research, and the interviews were conducted during the implementiation of the role-play in the teaching and learning process.

1. Identifying the field problems

During the planning step, the researcher conducted class observation and interviews to collect the data. On Saturday, 30th of March 20013, interview which involved both the teacher and the students and also class observation during the process of English teaching and learning in VIII C class of SMP N 2 Srumbung were conducted. Both class observation and interviews were conducted by the researcher to find the field problems during the English teaching and learning process in VIII class of SMP N 2 Srumbung.

The following vignette is presented to show a clear description of the

English teaching and learning process during the observation.

Vignette 1

Meeting 1 (30th of March 2013)

The teacher started the lesson by saying Assalamu'alaikum. After that, she asked for students' condition and checked their attendance. She gave a piece of paper to each student. "Read the text and answer the following questions", asked the teacher to the Ss. Then, the teacher sat in her chair. The class condition was crowded when the students did their assignment. There were some students who did not focus on their work. Some students were sleepy and they yawned in the classroom so many times. Sometimes, the teacher reminded the Ss to be calm and focus on their assignment, because later they would discuss it together.

While the students did their assignment, the teacher sometimes walked around and checked the students' answer sheet. When the teacher check the answer sheet Ss were focus on their assignment. However, not all Ss focused on doing their assignment. Many Ss did not pay attention to the assignments; even some of them were busy chatting with their friends. After that the teacher asked the difficulty to the students, she said: "Are there any difficulty?" But there was no response from the students. Then the teacher asked for the volunteer to read the text but still the Ss just kept silent. Then she called a name to read the text. "Dinda, please read the text." Dinda then read the text loudly. When she read the text, she still faced some problems in pronouncing the word, she made many wrong pronunciation but the teacher did not correct her.

After the students finished reading the text, the teacher then asked to the students, "What did the text talk about?" The students just kept silent because they did not know the answer. Then, the teacher read the text once again and translated it into Indonesian word by word. When they were discussing, some students who sat at the back were noisy. They also looked reluctant to listen to the teacher's explanation. It was seen from their facial expressions. They did not pay attention to the teacher's explanation. Ss looked busy with their own business, e.g. Ss were chatting with their friends, and they did not talk about the related material from their teacher.

After they discussed the text, teacher called some names to read and answer the question loudly. Some minutes after that the bell rang. It indicated that the time was up. Then, the teacher asked Ss to ask any question if they did not understand. But Ss said "No" so the teacher close the meeting by praying together. Then, the teacher close the lesson by saying *Wassalamu'alaikum.*

Note: S: a student, Ss: Students. R: Researcher

From the vignette above, it can be seen that the situation of the teaching and learning process was monotonous. The teacher only gave the explanation, and then she asked the students to do the task. The class condition was not conducive. It happened because those activities did not encourage the students to get involved in the learning process. The researcher saw some students not focus on the activity in the classroom and even look sleepy. They need to have various activities to avoid the boredom in learning.

In addition, the researcher noted that the students often made mistakes in pronouncing some words. They also did not perform the correct intonation. Besides, they were less active and still nervous when they were asked to speak during the class. Moreover, they also still tended to be shy. They were embarrassed to speak in front of their friends. It can be seen from the difficulties to get some volunteers to read or practice dialogs.

Based on the observation above, the researcher could see that the problem which appeared in the class activity did not come from the students only, but also came from the teacher. The teacher had the most important role in the teaching and learning process. The way she delivered the material might influence the students' responses. Moreover, the students' attention also had some impact for the success of teaching and learning.

There were also other problems related to the English teaching and learning process as presented in the following interviews:

Interview 1 and 2

30th of March 2013

Interview 1 with the teacher

R: *Apakah ada kesulitan dalam mengajar Bahasa Inggris khususnya untuk ketrampilan berbicara?* (Are there any difficulties in teaching English, especially for teaching speaking?)

T: *Kesulitan pasti ada, terutama dalam bentuk kosakata, ketika murid tidak memahami maka mereka akan sulit berbicara.* (Surely, it is mostly about the vocabulary, when Ss did not understand the vocabularies, it would make them difficult to speak.)

R: *Kalau yang paling membuat murid sulit aktif berbicara apa Buk?* (How about the most difficult thing that makes students difficult to speak actively?)

T: *Kebanyakan mereka masih malu-malu, sehingga kalau tidak dipaksa kadang mereka susah kalau disuruh ngomong.* (Most of them are tended to be shy, so if we did not force them to speak sometimes they were not willing to speak.)

Interview 2 with the students:

R: *Kesulitan apa yg dialami saat belajar bahasa Inggris?* (In your opinion what makes learning English difficult?)

S1: *Kosa-katanya Miss.* (It is about the vocabulary, Miss.)

S2: *Iya Miss kosa katanya kadang nggak ngerti artinya.* (I think it's about the vocabulary, Miss. Sometimes I don't understand the meaning.)

S3: *Kalau aku pengucapannya Miss. Kan beda tu sama Bahasa Indonesia.* (In my opinion, it's about the pronunciation Miss. English spelling is different with Indonesian.)

R: *Kalau yang membuat kalian kurang aktif berbicara apa?* (So, what make you less active to speak?)

S1: *Kadang nggak ngerti mau ngomong apa Miss.* (Sometimes, I don't know what to say Miss.)

S2: *Kadang malu Miss, takut salah, takut diketawain.* (Sometimes I am embarrassed to speak, I'm afraid to make mistakes then my friends laugh at me.)

S3: *Sama Miss, aku juga takut salah pengucapannya.* (It I the same as me Miss, I'm afraid in making somewrong pronunciation.)

Note:

R: Researcher   T: Teacher   S: Student

(Apendix A: interview transcript3)

Based on the observations, interviews, and the discussions, the researcher and the English teacher identified some problems occurring in the English teaching and learning processes. The field problems occurring during the teaching process could be presented in the following table:

Table 2:   The Field Problems for Speaking at the Eighth Grade students of SMP N 2 Srumbung

No.	Field Problems
1.	The students were not ready to learn. They were busy with their own activity, such as talking with their friend.
2.	Most students were not pay attention to the teacher.
3.	The students were too passive.
4.	The English teaching and learning process was monotonous.
5.	When the students found difficulties, they were afraid to ask, especially in English.
6.	The students could not understand the teacher's explanation in English.
7.	The students were not confident to speak English.
8.	The students had low motivation to learn English.
9.	The students' speaking ability was low.
10.	It was difficult for the students to pronounce English words correctly.
11.	The students did not focus on the lesson.
12.	The students preferred being silent to answering the teacher's question.
13.	The students' vocabulary was lack.
14.	The students did not involve themselves maximally in the classroom activities.
15.	The students talked to each other when the teaching and learning activitis were still going on.
16.	The interaction in the teaching learning process was low.

2. **Weighing the problems based on the level of urgency**

After the field problems were identified, the next step was weighing the field problems. The researcher was weight the field problems by holding discussion with the English teacher. They tried to select the identified field problems based

on the level of urgency. The following tables were the identified problems based

on the level of urgency:

Table 3   The Urgent Problems in the English Teaching and Learning Process of the Eighth Grade of SMP N 2 Srumbung in the Academic Year of 2012/ 2013

No	Problems	Codes
1.	Most students were not pay attention to the teacher	S
3.	The students were too passive.	S
4.	The English teaching and learning process was monotonous	TL
5.	The students had low motivation in learning English.	S
6.	The students' vocabulary was lack.	S
7.	The students could not understand the teacher's explanation in English.	S

Note
S : Students
TL: Teaching and learning process

3. **Selection the Identified Field Problems Based on the Level of Feasibility**

After identifying the field problems based on the level the urgency, the

researcher and the research members held a discussion to identify the urgent

problems based on the feasibility. The feasible problems to be solved were

determined by considering time and the ability of the researchers to conduct the

research. The result of the discussion can be seen in the table below:

Table 4 **The Feasible Problems to be Solved in the English Teaching Learning Process of the Eighth Grade of SMP N 2 Srumbung in the Academic Year of 2012/ 2013**

No	Problems	Codes
1.	Most students were not pay attention to the teacher	**S**
2.	The students were too passive	S
3.	The students had low motivation in learning English	S
4.	The students' vocabulary was lack	S
5.	The English teaching and learning process was monotonous	TL

Note:
S : Students   TL : Teaching and learning process

4. Prerequisite Analysis

After selecting five feasible problems to be solved, the researcher and the English teacher worked collaboratively to analyze those problems. They conducted the prerequisite analysis to find the relation of the cause-effect among the selected problems. First the researcher made the pre-requisite analysis and then she discussed it with the English teacher to get comments and also arguments about the analysis.

Based on the discussion, the researcher found that the students had low motivation in English. It was because the activities were monotonous and lacked variation. It makes the students bored in the teaching and learning process and consequently they did not pay attention to the teacher.

5. Determining the Actions to Overcome the Field Problems

Based on the prerequisite analysis, the researcher and the English teacher collaboratively determine the action to overcome the field problems. The actions were as follows:

a. Using the classroom English actively

b. Maximizing the implementation of pair work and group work

c. Implementing role-play to avoid the students boredom in learning English

d. Giving appreciation, rewards, and punishment to motivate the students to get involved in the teaching and learning process.

Those actions above were intended to make students get involved and actively participate in the English teaching and learning process. In conducting the action, the researcher worked collaboratively with the English teacher. The researcher became the observer and the English teacher became the agent who conducted the action.

B. Report of Cycle 1

1. Planning

After the problems had been formulated, the researcher and English teacher as the collaborator held a discussion. They made some plans for the first cycle. Based on the designed action, the researcher and the English teacher hoped that the actions would be able to create the following conditions.

a. The students would take part actively in the teaching and learning process.

b. The students would be able to pronounce the words correctly.

c. The teaching and learning activity would encourage the students to share ideas freely.

d. The students could improve their vocabulary mastery.

e. The students would be motivated to learn English.

f. The materials and activities used would be varied so the students would not get bored.

To achieve those conditions, the researcher and the teacher as collaborator planned some action in Cycle 1. Those are as follows:

a. Selecting materials based on basic competence and standard of competence

A discussion between the researcher and the teacher was held before the materials, handouts, course grid and lesson plans were designed. The teacher suggested and chooses the standard of competence 10 and the basic competence 10.2 regarding the field problems found in the class room and the available time.

The basic competence 10.2 is about narrative text. The topic chosen was Indonesian culture (The legend of Banyuwangi). The materials were delivered through a picture, comics, and handouts. The picture and comics were taken from the internet, and the materials compiled in the handouts were taken from BSNP books.

b. Making teaching media

Based on the materials planned, the researcher then made teaching media that would support the teaching and learning process. The teaching media of this cycle consists of a picture, comics and handouts. The picture was use to build the students' knowledge about the topics. The comics and handout were the media to give model of the narrative text for the students.

After the researcher compiled the handouts, the step of activities in the teaching and learning process was designing the media for role-play activity. The researcher prepared the role-play card to give a situation to the students before they perform the role-play. The researcher also prepared the guide to ease the students in performing the role-play.

c. Deciding the teaching and learning activities

The researcher designed the activities which could solve the problems that the researcher found. The example of the activity and the problems are presented in the following table,

Table 5 Activities in the research

No.	Field Problems	Action
1.	Most students were not pay attention to the teacher	Give punishment for the students who did not pay attention to the teacher for example by asking them to explain the materials.
2.	The students were too passive	Ask the students to work in group, make a script and later playing role-play.
3.	The students had low motivation	Give reward for active students.

No	Field Problems	Action
4.	The students' vocabulary was lack	Let students the difficult word, and write in the blackboard. After that the researcher gives the example pronunciation and asks the students to repeat.
5.	The English teaching and learning process was monotonous	Use role-play to vary the activity in the lesson

d. Selecting teaching techniques

The researcher proposed using genre-based syllabus in this cycle. Genre based syllabus has some stages/steps. The first step is building knowledge of the field; here was the step for students to build their basic knowledge about the lesson. The second is modeling of the text, here the researcher gave the example or some models of that day materials. The third is joint construction of the text; here the students have to work in groups. And the last is independent construction of the text; here the students independently practiced their performance.

The technique used in this research was role-play. Role-play could be played in groups, in pairs or individually. The researcher used role-play in groups when she taught how to play a story of Malin-kundang, while individual role-play is used when the activities were retelling a story or acted as a radio broadcaster.

e. Making lesson plans

The researcher also made lesson plans as the guidance in conducting the teaching and learning process. There were two lesson

plans for the three meeting in the cycle. The teaching and learning

scenario is shown in the following table.

Table 6. The teaching and leaning scenario in Cycle 1

The teacher's activities	The students' activity
Meeting 1 and 2 Building Knowledge of the Field *The teacher build the context by showing the picture of Malin Kundang *The teacher asks the students about the picture *The teacher and the students discuss the picture	Building Knowledge of the Field *The students pay attention to teacher *The students answer the teacher's questions *The teacher and the students discuss the picture *The students get the context about today's materials
Modeling of the Text *The teacher gives the example of the narrative text *The students and the teacher discuss the text *The teacher gives the example of the right pronunciation of some difficult words	Modeling of the Text *The students read the text and find the difficult words *The students and the teacher discuss the text *The students try to pronounce the difficult words
Joint Construction of the text *The teacher gives a mini comic about the story of Malin Kundang *The teacher explains and guides the students how to design a role-play *The teacher gives jumbled paragraphs to each student *The teacher asks the difficult words *The teacher gives the example of right pronunciation *The teacher explains and guides the students to act as a radio broadcaster *The teacher gives example of how to be a radio broadcaster	Joint Construction of the text *The students analyze the comic in groups *The students try to practice the dialogue of the comics *The students make a role-play based on the comics *The students arrange the jumbled paragraphs into narrative text *The students find the difficult words *The students pronounce the difficult words

The teacher's activities	The students' activity
Independent Construction of the Text *The teacher observing the students activity	Independent Construction of the Text *The students practice to read the story of that narrative text *The students read the story once more to make them understand about that text *The students practice to act as a radio broadcaster retelling the narrative story in the radio
Meeting 3 Building Knowledge of the Field *The teacher builds the context by reviewing the last materials *The teacher asks the students about the narrative text *The teacher and the students discuss the narrative text Modeling of the Text *The teacher gives the example of narrative text *The students and teacher discuss about the text *The teacher gives example of the right pronunciation of some difficult words Joint Construction of the text *The teacher gives jumbled paragraphs of "The story of Banyuwangi" for the students *The teacher asks for the difficult words and gives the example of the right pronunciation *The teacher and the students discuss the meaning of the story of Banyuwangi *The teacher gives example of how to retell a story in front of the class Independent Construction of the Text *The teacher observing the students' performance	Building Knowledge of the Field *The students pay attention to teacher *The students answer the teacher's question *The teacher and the students discuss the narrative text *The students get the context about today's materials Modeling of the Text *The students read the text and find the difficult words *The students and teacher discuss about the text *The students try to pronounce the difficult words Joint Construction of the text *The students arrange the jumbled paragraphs in groups *The students read the paragraph *The students find the difficult words *The students pronounce the difficult words *The teacher and the students discuss the meaning of the story of Banyuwangi Independent Construction of the Text *The students practice to retell the story of Banyuwangi *The students practice retelling the story of Banyuwangi in front of the class

f.   Developing the research instrument

Before conducting the research, the researcher also developed some research instruments. They were pre-test cards, scoring rubrics, the observation sheet and the interview guide. The pretest cards were used as the guidance to the students in performing the pre-test.

The scoring rubric of the students' speaking performance was used to evaluate the students in the pre-test. The observation sheet for the teacher and the students were used in the reconnaissance and action while the interview guide for teacher and the students were used in reconnaissance and reflection steps.

Besides planning and preparing some actions, the teacher and the researcher also decide some important aspects to be applied in this research. Those aspects were applied in every meeting. Those aspects were explained in the following,

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

In this research, the researcher acted as a teacher to deliver the lesson and to handle the situation in the class. Meanwhile, the English teacher was as the collaborator to observe the process of the research. In this research, the researcher tried to use English during the class. It was to make the students more familiar with English. Moreover, she tried to improve the students' opportunity to speak a lot.

The researcher delivered some activities in the class using English most of the time, for example, to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to give the instruction and tasks or activities, to give feedback, and also to end the lesson. However, the researcher would not use English all the time. The teacher would also use Bahasa Indonesia in some aspects, such as in giving the instructions, so that the students could understand the instruction. Sometimes, the researcher also repeated the instructions during the lesson to make sure that the instruction was clear.

2) Improving the students' speaking ability through role-play

In this research, the students practiced their speaking through role-play. The students perform the role-play in groups, in pairs and also individually. The researcher did not strictly decide the members of the group but she let the students choose their members. The aim was to make them free to work with their partners.

Role-play was chosen because the researcher thought that the students would enjoy expressing their idea. They also can freely speak in front of the class. They can minimize their shy to speak in English. At least, the researcher hoped that it can improve their speaking ability.

Based on interview and observation, the students were actually able to write and read the English word correctly, but they chose to keep silent when the teacher asked them to answer the question orally.

It was because they were embarrassed and afraid of making mistakes in front of many people. Therefore, role-play may give the opportunity to the students to speak in English without feeling embarrassed and thinking about the mistake they might make.

3) Improving the students' confidence by asking the students to present the discussion result in front of the class

In the end of the activity, the teacher would ask the students to do a role-play in front of the class. The teacher thought that by speaking in front of many people, the students' will be challenged to increase their confidence in speaking and sharing their idea. Moreover, role-play gives change for the students to increase their speaking ability. It showed the students' ability to express their opinion using right expressions and tenses.

4) Giving feed-back for the students' performance and reward for the active students

In this research, the researcher planned to give feed-back for every student's performance. Feed-back is important because by giving feed-back the researcher could correct the students' mistakes. Besides that, the researcher also planned to give rewards for the active students by giving a star. The students have to collect as many star as they can; later the students who get to most stars will be given a reward. This is one of the ways to motivate the students to be active in the class.

2. Action and observation of Cycle 1

The actions in Cycle 1 were carried out on 4th, 5th, and 10th April 2013. The schedule of Cycle 1 was presented in this table bellow.

Table 7. Schedule of Cycle 1

Dates	Activities	Description
4th April 2013	First Meeting	Delivering materials on the Narrative text
5th April 2013	Second meeting	Guided the students and let the students practiced about speaking narrative through role-play.
10th April 2013	Third meeting	Monitoring the process and the improvement of the students' speaking activity through some role-play activity.

The descriptions of the process would be explained below.

a. First Meeting (Thursday, April 4th, 2013: at 08.00 until 09.30)

The first meeting of the first cycle was held on Thursday, April 4th , 2013. It started at 08.00 and ended at 09.30. The researcher started the class by greeting the students and checking attendance. There were five students who were absent on that day. Those students were preparing to join the flag ceremony competition in the other school.

The researcher first built the context by showing the picture of a legend in Indonesia that is Roro-jonggrang. She asked the students about the picture. They looked so excited to answer the questions about it. Then they discussed the

pictures. Later the students got the context about that day materials, which was "narrative story".

To give more understanding about the narrative text, the researcher gave an example of the narrative text for the students. She asked the students to read the text and find the difficult words. The students found the difficult words and write those difficult words on the blackboard. After that, they do vocabulary and pronunciation exercise. The researcher gave the example of the right pronunciation. The students then pronounce the words after the teacher. They also found the meaning together and discussed that text more.

When the students were understand about the narrative text, the researcher divided them into some groups to design a role-play. She did not directly ask the students to plan a role-play but she guided them to make a dialogue based on a comic. She gave a comic to the students. Here is the comic:

Task 3

Make groups of seventh and then analyze the comics. After that re-write the dialogue and plan a role-play based on the dialogue.

The students looked so excited with this task. They analyzed the comic about the narrative text, finding the difficult words, and the characteristics of the topics. After that they do vocabulary and pronunciation exercises with the teacher.

A few minutes after that, the bell rang. It means that time for the lesson was up. The researcher gave homework for the students. The homework is to make a dialogue based on the comics.

b. Second Meeting (Friday, April 5th, 2013: at 08.00 until 09.30)

The second meeting of the first cycle was held on Friday, April 5th 2013. It started at 08.00 and ended at 09.30. The researcher started the class by greeting the students and checking their attendance. Again there were five students who were absent on that day. Those students were joining the flag ceremony competition in the other school.

The researcher started the lesson by reviewing the last materials. The students then remembered the last materials. After that the researcher asked the homework. "Have you done your homework?" The students answered by saying "Yes, Miss". Then they discussed about the homework, the researcher ask the students to read their work. After that, the researcher gave the right dialogue based on the comic to ease the students in performing the role-play.

The students identified the difficult words, and wrote those difficult words on the blackboard. The researcher gave the example of the right pronunciation. The students then repeated the spelling after the teacher.

The next activity was the researcher divided the students into some groups. Each group has to divided the role of the member based on the character on the dialog. After that they tried to read the dialog. When they were able to read the dialogue, they practice to make a role-play. After that, the students performed their role-play in front of the class.

When they played the role-play, some students looked excited to be a volunteer. On the other hand, some other students still faced some problems in acting their character. The researcher then helped the students to understand their character so they can act their character easily.

In the end of the meeting, the researcher asked the students to make a summary of the dialog. After that the students have to act as a radiobroadcaster and retelling the summary of the story. A few minutes after that, the bells rang. It means that time for the lesson was up. The researcher closed the lesson by saying a short prayer.

c. Third Meeting (Wednesday, April 10th, 2013 at 08.45 until 09.30)

The third meeting of the first cycle was held on Saturday, August 6th, 2013. It started at 08.45 and ended at 09.30. The researcher started the class by greeting the students and checking their attendance. On that day, there were no students that absent on that lesson.

The researcher started the lesson by reviewing the last materials. Students then remembered the last materials. After that the researcher and the students discussed the last materials about the narrative text. The researcher built the context of that day materials by getting students discuss the narrative text.

The next activity was planning a role-play. The researcher first gave a jumbled paragraph for each student to guide in conducting role-play. The role-play was about being a radio broadcaster. Here is the jumbled paragraph:

Task 7
Read the jumbled paragraph carefully and arranged it in the correct order. After that, prepared to act as a radio broadcaster and tell the story of Banyuwangi based on the paragraph.

a. The beauty of Sritanjung desired the King to have her as his wife.
b. The King sent Sidapaksa to have a magical flower in the mountain and he asked Sritanjung to be his wife when Sidapaksa was on his mission.
c. When Sidapaksa came back, The King told Sidapaksa that Sritanjung was unfaithful to him.
d. Sidapaksa then became angry. He killed Sritanjung and threw her to the dirty river.
e. Finally, the miracle happened, the dirty river became clean and from all over river was spread out: "Banyuwangi,,, banyu wangii,,, banyu wangiii…"
f. Sidapaksa had a beautiful wife, named Sritanjung.
g. The king was angry because Sritanjung did not want to be her wife.
h. Once upon a time, in east Java, there was a kingdom ruled by a King named Sulahkromo. He had a prime minister who was very loyal to him named Sidapaksa.

The students then analyzed those jumbled paragraphs. After that, the researcher and the students discussed the right order of those paragraphs. Then the students found the difficult words and spell those words.

In the end of the meeting, the researcher asked the students to act as a radio broadcaster. The students became a radio broadcaster and retell the story of Banyuwangi. A few minutes after that, the bell rang. It means that time for the lesson was up. The researcher closed the lesson by saying a short prayer.

C. Reflection

After the implementation of the research action in Cycle 1, the researcher analyzed the result of the action. The analysis were based on observation and interviews. It is important to evaluate the action and to decide whether the researcher needed to plan the second cycle or not.

In the first cycle, the application of the role play and the reward given made the students interested in the speaking teaching learning process and also increased their motivation. It could be seen from the following field notes:

> The next activity was playing role-play as a radio broadcaster. The most active student and the best actor will be given a star as their reward. **They looked motivated to perform their speaking because they expected to get the reward.**

(Appendix B : Field note 8)

The role play also made the students learn English easily and attract them to be active and did not get bored in the class. It could be seen from the following interview:

> R: *Halo, maaf mbak mengganggu, dek menurut kamu bagaimana pelajaran Bahasa Inggris tadi? Kamu bosan tidak dikelas?* (Hello, Sorry for disturbing you. What do you think about the English lesson today? Are you bored?)
> S1: *Asik mbak dan nggak bosan, soalnya aktifitasnya banyak jadi nggak ngantuk.* (It's really interesting and I'm not getting bored. This is because there are some activities in the class.)
> S2: *Iya mbak, apalagi pas role-play tadi. Bisa lihat temen-temen tampil jadinya seneng.* (I am happy with that, mostly in the role-play activity. That is because I can see my friends' performance. It was so fun.)
> R: Researcher   S: Student

(Appendix A: Interview transcript 6)

The role play could be used to improve the students' self-confidence to speak English. They were enjoy in joining role play activities because they could learn and play with their friends. So, it was easier for them to understand the lesson. Besides, they seemed active in role playing, although sometimes they spoke in bahasa Indonesia or made pronunciation and grammatical mistakes. It could be seen on the following field note:

> In the second meeting, the students made a dialogue based on the comics of Malin-kundang. **They attract to discuss the comic in groups chosen by themselves.** They discuss the comics in pleasure because they have good partners; it made them easier to understand the lesson. **They also looked active in being volunteers to answered some questions although sometimes they used Bahasa Indonesia.**

(Appendix B: Field note 7)

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows.

1) The successful action

a) The goals of using role-play to improve the students' speaking ability in Cycle 1 were successfully achieved. The students enjoyed the teaching and learning process.

b) The students learned some vocabulary related to the topics.

c) The students were motivated to learn English.

d) Some students volunteered themselves to practice speaking through role-play

2) The unsuccessful actions

a.) Not all students could perform role-play in front of the class because of the limited time and the level of difficulties of the materials.

b.) Some students were still confused with the role of designing a role-play

c.) The first role-play had too many members in groups. So, the activity did not run maximally.

d.) Some students still had difficulties in pronouncing certain words

Those were successful and unsuccessful actions in Cycle 1. The researcher planned to make the second Cycle to revise the action. Further more, the successful, unsuccessful action and the recommendation for the second cycle could be seen in the following table:

Table 8. Result of the reflection on Cycle I

Component	Result in the reflection	Conclusions of the action	Recommendation in Cycle II
Classroom English	Classroom English was effective to improve the students' speaking skills and make them familiar with English although it did not give a significant result.	The classroom English would be sustained to be used in Cycle 2 with some improvements.	The researcher has to use simple English and also use some synonyms or paraphrase to ease students to understand.

Component	Result in the reflection	Conclusions of the action	Recommendation in Cycle II
Vocabulary exercise	Vocabulary exercise was effective to build the students' pronunciation but it was still not really successful in Cycle I.	The vocabulary exercise would be sustained to be used in Cycle II	The researcher should conduct the vocabulary exercise more frequently.
Role play	The implementation of asking the students to act out their dialogue in front of class were not successful enough in improving the students' confidence in speaking in front of their friends because some of them were still confused about the rules to act out their own dialogue. Besides that, the materials delivered in the first cycle were too complicated to be acted as role-play.	The implementation of role play would be sustained to be used in cycle II with some improvements.	The researcher should explain the rules of playing role-play more details and guides the students to make some role-play

C. **Report of Cycle 2**

1. Planning

Based on the discuccion and reflection in Cycle 1, the English teacher and the researcher agreed to plan some actions for Cycle 2. Some of the action plans were continued and the others were revised in Cycle 2. This cycle focused on making students actively participate in the English teaching and learning process. The action plans for Cycle 2 were as follows:

a. Selecting materials based on basic competence and standard of competence

A discussion between the researcher and the teacher was held to plan the materials, handouts, a course grid and lesson plans which would be delivered in Cycle 2. They were choosing the standard of competence 9 and the basic competence 9.1 regarding the field problems found in Cycle1. They choose those materials because the materials were not too complicated.

The topic chosen was "teenagers life". The materials were about "asking, giving and denying information", "asking, giving, rejecting to give an opinion" and "asking, and giving agreement and dissagreement". Those materials delivered through picture, taken from the internet, while the materials compiled in the handouts were taken from BSNP books such as *buku pelajaran Bahasa Inggris kelas VIII /Dirjen Dikdasmen and LKS Flash.*

a. Making teaching media

  After the researcher arranged the materials, the researcher then made the teaching media to support the teaching and learning process. Since the main of the activity in this research was role-play, the researcher then designed the media for the role-play activity. The researcher prepares the role-play card to give the situation to the students before they play a role-play. The researcher also prepares the guide to ease students in playing the role-play.

b. Deciding the teaching and learning activities

  The researcher designed the activities which can improve some unsuccessful actions. The example of the activity and the problems are presented in the following table.

Table 9. Activities in the research

No.	Field Problems	Action
1.	Not all students could perform role-play in front of the class because of the limited time and the level of difficulties of the materials.	The researcher simplified the activity so that all students could perform their role-play in the limited time.
2.	Some students were still confused with the role of playing role-play	The researcher gave clearer explanation and guided to play a role-play before asking them to perform their role-play.
3.	The first role-play had too many members in a group. So the activity did not run maximally.	The researcher designed a short role-play consists of two or three students so that the activity could run maximally.

No	Field Problems	Action
4.	Some students still had difficulties in pronouncing certain words	More vocabulary exercise was conducted to improve the students' ability in pronouncing the words.

c. Selecting teaching techniques

The researcher used genre-based syllabus because the stages of the genre-based syllabus help the students in conducting a role-play. The technique used in this research is role-play. Role-play can be played in in pairs or individually. The researcher used some pictures and situations to guide the students in perform some role-plays.

d. Making lesson plans

The researcher also made lesson plans as the guidance in conducting the teaching and learning process. There were three lesson plans in this cycle. The teaching and learning scenario is shown in the following table.

Table 10. The teaching and leaning scenario in Cycle 1

The teacher's activities	The students activity
Building Knowledge of the Field	Building Knowledge of the Field
*The teacher builds the context by showing picture related to the topics (those are "asking, giving and denying information", "asking, giving, rejecting to give an opinion" and "asking, and giving agreement and dissagreement".) *The teacher asks the students about the picture *The teacher and the students discuss the picture	*The students pay attention to the teacher *The students answer the teacher's question *The teacher and the students discuss the picture *The students get the context about today's materials

The teacher's activities	The students activities
Modeling of the Text *The teacher gives the example of dialogue using the expression *The students and the teacher discuss the dialogue *The teacher gives the example of the right pronunciation of some difficult words *The teacher and the students discuss the meaning and the use of the expression	Modeling of the Text *The students read the dialogue and find the difficult words *The students and the teacher discuss the dialogue *The students try to pronounce the difficult words *The teacher and the students discussed the meaning and the use of the expression
Joint Construction of the text *The teacher gives an un-complete dialogue that consists of the expression *The teacher and the students discussed the dialogue *The teacher let the students choose some papers that written some situation *The teacher guides the students to make a role-play	Joint Construction of the text *The students complete the dialogue *The teacher and the students discuss the dialogue *The students try to practice the dialogue *The students make a dialogue based on the situation *The students practice to act the dialogue *The students practice the role-play
Independent Construction of the text *The teacher let the students choose some pictures of actress, tourisme place, food *The teacher asks the students opinion about the picture	Independent Construction of the text *The students choose the picture *The students give opinion about the picture

e. Developing the research instrument

The research instruments in Cycle 2 were post-test cards, scoring rubrics, observation sheets and interview guides. The post-test cards were

used as the guidance to the students in performing the post-test. Each of the items in the post test card referred to the preview materials.

The scoring rubric of the students' speaking performance was used to evaluate the students in the post-test. The observation sheet for the teacher and the students were used in the action.

Besides planning and preparing some actions, the teacher and the researcher also made some important points to be applied in this research. Those points were applied in every meeting:

a. Using Classroom English during teaching and learning process

As the use of classroom English in the previous cycle successfully increased the students' opportunity to speak, the researcher decided to use it in Cycle 2. The use of classroom English in this cycle were mostly similar with the previous cycle. However, different from the previous Cycle, in this cycle the researcher used some simple words and also the synonym or paraphrase of English words to make them understand about the meaning so that they did not depend on the Indonesian translation.

The researcher planned to use classroom English for several functions such as to open the lesson, to deliver the materials, to give instruction to the students and also to end the lesson. She also will guide the students to overcome the grammatical mistakes frequently made by them. She would help the students when they found difficulties in arranging sentences. She also would drill the students when they are learning new vocabularies in order to make some improvement in Cycle 2.

b. Implementing role play method

The topic of the first meeting was "*teenagers life*". The materials were about "expression of asking, giving and denying information" in the first meeting, the second meeting was "expression of asking, giving and rejecting to give an opinion" and the third meeting was "expression of asking and giving agreement and disagreement". The learning objective was in the end of the lesson, the students are able to respond and make their own expression.

The activity was role playing. The researcher gives them a situation for each groups and they should work together to act it in front of class. The researcher asked the students to make some small group consist of 2-3 the students. Each group has to perform the role-play based on the situation given.

This action had been conducted in Cycle 1 and it was effective. The researcher realized that conducting the role-play could motivate the students in the speaking class. Role-play also could make the students happy and enjoy the activities. For those reasons, the role-play was used in the research.

c. Improving students' confidence by asking the students to present the discussion result in front of the class.

In Cycle 2 the students were still required to perform their role-play in front of the class. It is important to build the students' confidence because by speaking in front of many people, the students would be challenged to improve their speaking ability and share their idea to their friends. It also could motivate them to always be better in performing their speaking because the students will have willingness to be better than their friends.

d. Giving feed-back for the students' performance and reward for the active students

In Cycle 1 the use of feedback and rewards successfully motivate the students to be active in the class. The researcher would give feedback for the students' performance, so that the students could correct their mistakes. She also plans to always give rewards for the active students by giving a star. The students have to collect as many star as they can; later the the students who get to most stars will be given a reward. This is one of the ways to motivate the students to be active in the class.

2. Action and observation of Cycle 2

The actions in Cycle 1 were carried out on 16th, 17th, and 18th April 2013. The schedule of Cycle 2 was presented in the following table.

Table12. Schedule of Cycle 2

Dates	Activities	Description
17th April 2013	First Meeting	Delivering materials on the expression of asking and giving information, asking opinion and giving opinion, asking agreement and disagreement.
18th April 2013	Second meeting	Giving guided and practices about the materials.
19th April 2013	Third meeting	Monitoring the process and the improvement of the students' speaking activity through some role-play activity.

The descriptions of the process in the teaching and learning process would be explained below.

d. First Meeting (Wednesday, April 17th, 2013: at 08.45 until 09.30)

The first meeting of the second cycle was held on Thursday, April 16th , 2013. It started at 08.45 and ended at 09.30. The researcher started the class by greeting the students and checking their attendance. On that day, there were no students absent on that lesson.

The researcher first built the context by showing the picture people asking the direction. She asked the students what was the picture about and what did people do when they get lost. The students then actively answer the questions. Then they discussed today's topics those were asking information, giving information and rejecting to give information.

The researcher then explained some expressions of asking information, giving information and rejecting to give information. She also explained about the use of that expression. Later, she gave the example of the dialogue, let the students practice the dialogue and explained to them about the dialogue.

To make sure that the students understood about the materials, the researcher gave an un-complete dialogue about the expression and asked them to complete the dialogue. After they completed the dialogue, they discussed it with the teacher. They also did vocabulary exercise by finding the difficult words and practicing the pronunciation.

After the students had been understand about the materials, the researcher then guided the students to make a role-play. She prepared some role-play cards.

The role-play cards were written some situations. Those cards were folded and put randomly in a case. The students are required to take a situation. Here are the examples of the situations:

Task 13

These situations put randomly in a case. Students have to choose one of these randomly and act with their partner

Situation:

You are joining Singing competition in other school. You have to do the registration but you don't know the place. Ask students of that school to find the place

Situation:

You want to go to the post ofiice in Muntilan. You don't know how to get there. Ask your mom how to get there

Situation:

It is your first time going to the library. You want to borrow some books but you don't know the procedure. Ask to the librarian

Situation:

You want to add comments in facebook but you don't know the way. Ask for information to your friend.

Situation:

You forgot about thelast homework. Ask your friends about it

The students looked so excited with this task. They interested in choosing the role-play cards then make a dialogue based on the situation. After that they practiced the dialogue with their friends. When they were ready to act, they perform a play based on their dialogue.

A few minutes after that, the bell rang. It means that time for the lesson was up. The researcher asked for the students' difficulty and then they summarize that day's lesson. After that the researcher ended the meeting by saying a short prayer.

e. Second Meeting (Thursday, April 18th, 2013: at 08.00 until 09.30)

The second meeting of the second cycle was held on Thursday, April 18th 2013. It started at 08.00 and ended at 09.30. The researcher started the class by greeting the students and checking their attendance. On that day, there were no students absent.

The researcher first built the context by showing the picture of some people having discussion. She asked to the students what the picture was aboutand what the people in the picture did. She and the students then discussed about the picture until they found that the people in the picture were discussing something and when they discussed that, they share some ideas and giving opinion. After that, they discussed about today's topics that were asking opinion, giving opinion and rejecting to give opinion.

The researcher then explained some expression of asking opinion, giving opinion and rejecting to give opinion. She also explained about the use of that expression. Later, she gave example of the dialogue, let the students practice the dialogue and explained to them about the dialogue.

When the students were already understand about the materials, the researcher gave an un-completed dialogue about the expressions and asked them to complete the dialogue. After they complete the dialogue, they discussed it with the teacher. They also do vocabulary exercise by finding the difficult words and practicing the pronunciation.

The next activity was playing a role-play. The researcher first guided the students to design a role-play. She prepared some role-play cards. The role-play

cards were written some situations. Those cards were folded and put randomly in a case. The students are required to take a situation. Here are the examples of situations:

Task 17

These situation put randomly in a case. Students have to choose on of these randomly and act with their partner

Situation:

You are joining OSIS meeting which discuss about Kartini's day. Ask your friends about their opinion about the appropriate event in Kartini's day.

Situation:

You doubt whether you want to buy the cassettes of Ungu band or Noah band. Ask your friend's opinion as the suggestion.

Situation:

You have two birthday invitation in the same day. Ask your mom opinion as the suggestion.

Situation:

You doubt whether you want to continue your study in to senior or vocational high school. Ask your father's opinion about it.

Situation:

You and your friend were talking about X-Factor TV show. Share your opinion about Fatin and Novita dewi as the finalist

Again, the students were interested with this task. They interested in choosing the role-play card then make a dialogue based on the situation. After that, they practice the dialogue in their chairs. When they were ready to act, they perform a play based on their dialogue.

After the entire students practice their role-play, the researcher then required them to perform their speaking individually. She asked the students to choose some pictures and give opinion on those pictures. Here are the pictures:

Task 18

Choose one of the pictures below. Remember that one picture only could be chosen by five students. After that, give comments on that piture in front of the class
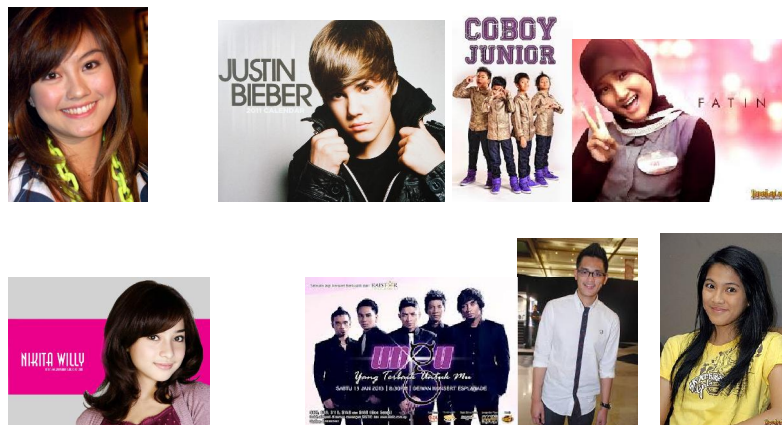
The students were so excited and most students wanted to be the volunteer because they want to choose their favorite picture. They give their opinion about the picture individually in front of the class. It can be seen that the students' speaking skill was improved and they also looked confidence in practicing their speaking.

A few minutes after that, the bell rang. It means that time for the lesson was up. The researcher asked for students' difficulty and then they summarize that day's lesson. After that the researcher ended the meeting by saying a short prayer.

f. Third Meeting (Friday, April 19th, 2013 at 08.45 until 09.30)

The third meeting of the second cycle was held on Friday, April 19th, 2013. It started at 08.45 and ended at 09.30. The researcher started the class by greeting the students and checking their attendance. On that day, there were no students absent.

The researcher first built the context by asking the students some question related to today's topics. The questions for example; "have you ever asking your friends to accompany you to go on vacation?" "Did he or she agree?" "What did he or she said?". The teacher and the students then have the discussion until the students got that day's contexts which were expression of asking and giving agreements and disagreements.

The researcher then explained some expression of asking and giving agreement and disagreement. She also explained about the use of that expression. Later, she gave example of the dialogue, let the students practice the dialogue and explained to them about the dialogue.

As the research were using genre based technique, in the modelling of text stages, the researcher gave an uncompleted dialogue about the expression and asked them to complete the dialogue. After they complete the dialogue, they discussed it with the teacher. They also did vocabulary exercise by finding the difficult words and practicing the pronunciation.

The next activity was playing a role-play. The researcher first guided the students to design a role-play. She prepared some role-play cards. The role-play cards were written some situations. Those cards were folded and put randomly in

a case. The students are required to take a situation. Here are the examples of the situation:

Task 22

These situations put randomly in a case. Students have to choose one of these randomly and act out with their partner

---

Situation:

You want to joint singing contest but you should have letter of permit from the school. Ask for the teacher agreements

---

Situation:

You want to ask your friend to accompany you to watch a movie. Ask for her agreements.

Situation:

You want to ask your friend to go to the bookstore together. Ask for his agreements.

Situation:

You want to join a school study tour, ask for your parents' agreements.

Situation:

You want to go to your friend's house to do the homework together. Ask for the agreements.

Again, the students were interested with this task. They actively choosed the situation which randomly put in a case and then students make a dialogue based on the situation they got. After that, they practiced the dialogue in their chairs. When they were ready to act, they perform a play based on their dialogue.

In the independent construction of the text, the students chose one of the statements provided. The example of the statement was: "Smoking is dangerous.". After that, they have to tell to their friends whether they agree and disagree with the statement. In this stage, the students were so excited because they can share their ideas freely.

In the last time of the teaching and learning process, the researcher asked the students about all the materials in the first and second cycle. She checked the students' understanding by asking some questions. She asked for the students' difficulty and then they summarized the lesson. She also asked the students about their feelings during the aplication of role-play in the teaching and learning process. A few minutes after that, the bell rang. It means that time for the lesson was up. After that the researcher ended the meeting by saying a short prayer.

3. Reflection

After Cycle 2 had been done, there were some improvements in the teaching and learning process and also the students' speaking skills. Those could be seen from the observation and interviews. Furthermore, the detail improvements will be explained in the following paragraph:

The implementation of role play in Cycle 2 made some improvements. By choosing some appropriate materials, the researcher could manage the time well. Almost all students could perform their role-play because the materials used here were not too complicated to be used in the limited time.

Classroom English was effective to make the students familiar with English. In Cycle 2, the students started to use English. The asked a question or answered the question in English although with the simple utterance.

In the other hand, the use of role play was effective to increase the students' interest and to help the students to memorize the lesson. They also could understand the lesson easily because they could practice a conversation in English directly. It could be seen in the following fieldnote:

> In the first meeting of the second cycle the students practice to asked information, gave information and rejected to give information when they got lost. **It gave students experience to be in a certain situation and it makes them easier to memorize such expression.**

(Appendix B: Field Note 9)

Conducting role-play could create positive activity in the speaking class. This condition made the students happy in joining this activity. They could practice to speak English with their friends, so it could improve their self-confidence. It could be seen in the following interviews:

> R: *Gimana dek, aktifitas drama di pertemuan ke 4,5,6 ini? Pede nggak kamu tampil di depan kelas?* (What do you think about role-play activity in meeting 4th, meeting 5th and meeting 6th? Are you confident to perform your role-play in front of the class?)
> S1: *Menyenangkan mbak. Sekarang sudah PD ngomong di depan kelas. Soalnya kan semuanya juga bakalan tampil buat drama.* (It was so fun. Now, I'm confident to perform speaking in front of the class because later all students will also practice their speaking through role-play.)
> S2: *Seneng sih mbak, udah nggak grogi juga, udah nggak takut diketawain teman-teman lagi.* (I'm happy with that and I became confidence and did not afraid that my friends laugh at me)
> R: Researcher, S: Students

(Appendix A: Interview transcript 7)

In addition, the reward given for active students increased their motivation to be active in the class. They were challenged to always perform better and be active in the class. Besides, the feedback given for every student's performance gave them understanding and correction for every mistake. They would put attention on their mistakes, repaired the mistakes and tried not to repeat that again. Those ways were effective to build confidence and to improve their speaking skills.

D. General Findings and Discussion

After doing the reflection of the actions, the researcher and the English teacher concluded some findings as follows:

1. The implementation of role-play was successful.

The implementation of role-play made improvement and it was effective to increase the students' interest, participation and also motivation. It could be seen from the following table:

Table 12: The students' Participation in Teaching and Learning Process

The students' participation					
No of Students who participate in the lesson					
1st meeting	2ndmeeting	3rd meeting	4th meeting	5th meeting	6th meeting
9	15	19	23	28	34

From the table above, it could be seen that the students' participation and involvement was increase from the first meeting until the last meeting. In

the first meeting, the students who want to be volunteers to perform their speaking were only 9 students. In the last meeting the entire students were interested to perform the role-play. It proved that by the use of role-play, the students were interest with teaching and learning activity. By their interest, they could be motivated to learn English.

2. The classroom English and role-play activity ran successfully. The students' ability to speak English was increased.

This activity was efficient to improve the students' speaking ability and their self-confidence to speak in English. Role-play also made them more active in joining the speaking class. When they joined the lesson, they will be easy to catch lesson. For that reason their speaking ability were improved.

The table below proved that from the research we could see the students' speaking skills improved.

Table 13   Mean for the Pre-test and the Post-test

Mean for the Pre-test and the Post-test	
Pre-test	**Post-test**
59.29	72.23

From the pre-test and post-test it could be seen that the students' speaking ability was improved. In the pre-test the students only got 59.29 on average of their speaking ability, while in the post-test their speaking ability increased for about 12.94, it became 72.23.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter presents the conclusion, implication and suggestions. The following description describes each of them.

A. Conclusion

The two cycles in this action research had been completely done. It started in 2nd April and ended in 2nd May, 2013. The main objective of the research was to improve the students' speaking ability of SMP N 2 Srumbung in academic year of 2013-2014 using role-play.

The result of the study showed that there were some improvements of the students' speaking ability. First of all, the implementation of role-play created the enjoyable learning atmosphere that improved the students' motivation to practice speaking. This referred to the fact that they enthusiastically got involved in the role-play activity. While having role-play activity, it could be seen that they were enjoyed acting the roles based on the given situation.

Role-play also could improve the students' self confidence. There were gradual improvements on their level of confidence. In the first cycle, only a few students confidently perform their role-play without the text. Surprisingly in the second cycle, most of them confidently acted their roles without having the text. It showed that role-play could minimize the students' self-esteem.

Role-play gave a lot of opportunities to use a variety of language more than just language structures. Through role-play activity, the students were encouraged to express ideas, feeling and expression in English. In addition, the use of role-play encouraged them to be more aware of non-verbal communication such as facial expression, gestures and also body movements. In line with the result of Cycle 1 and 2 the students were enthusiastic to perform a role-play by using any different facial expression, gesture and also body movement. It indicated that in learning activity through role-play, they also learn how to use the right non-verbal communication.

Moreover, there was a statistical evidence proved that the students' speaking ability improved. From the pre-test that has been done, it can be seen that the students' speaking ability score in average was 59.29% while the post-test showed 72.23% as the score of the students' speaking ability. Here the students' speaking ability improved for about12.94% It proved that the implementation of role-play helped them to gain better speaking proficiency.

From the result gained as stated above, it can be concluded that the implementation of role-play in the teaching learning process of speaking was believed to improve the students' speaking ability

Besides all the improvements above, there are also some changes occurring as a result of the actions. Those changes are related to: (1) the English teaching and learning processes, (2) the students, (3) the English teacher, and (4) the changes in the researcher. These changes are presented as follows:

1. The English teaching learning process

    During the implementation of role-play in teaching speaking, the English teaching and learning process run more attractive than the previous conditions. The students were actively involved in the activity. The class atmosphere became different as the students became more active and attractive than the previous conditions. It can be seen from the condition that the students were involved actively in the speaking teaching learning process.

2. The students

    During the implementation of the action, the students became more interested and active in learning speaking. They seemed enthusiastically and happily involved in speaking activities especially for the role-play activity. They were also motivated in learning English because of the implementation of giving reward and feedback in each activity. Through the application of role play, the students could improve their self-confidence to speak in English. They were also more familiar with English by using classroom English in the daily activity.

3. The English teacher

    The English teacher got more knowledge about the technique of teaching speaking, how to attract the students to be active in the class, how to improve the students' pronunciation. She realized that conducting communicative activities in the speaking activity could make the students enjoy their process of learning speaking English, make them actively involved in the activities, and they also could get the point of the lesson easily.

4. The changes in the researcher

During the process of the research, the researcher got more knowledge and experience in teaching English. She also got some experiences in teaching students with many varieties of characteristics which needed different treatment. Based on those experiences, she could improve the way to manage the classroom and to create various and interesting activities, in order to motivate the students during the teaching learning process.

B. Implication

The results of the research give some implications to the research members. The implications of the actions are as follows:

1. Classroom English was used by the English teacher to start the lesson, end the lesson and also to give instruction for the students. Besides, the use of English by the teacher and the researcher to ask some questions was very useful to attract the students to practice the English expressions. It implies that the use of classroom English can make the students familiar with English.

2. The role-play method maximized the students to have some experiences to practice some dialogues in English. Since the students were asked to perform the role play in front of the class, they could improve their self-confidence and also their speaking skill. It implies that using role play method can improve the students' speaking skill and increase self-confidence.

3. The application of giving feedback for every student's performance and giving rewards for active students were effective to motivate the students in performing their speaking. Besides, the application of giving feedback for every student's performance improved their awareness of their speaking. They corrected their mistakes and try not to make them again next time.

C. **Suggestions**

Based on the conclusions of the study above, some suggestions will be directed toward the students, the English teacher, and the researcher.

1. To the English teacher

Because of the limited time, the researcher only implemented the research using role-play technique in two cycles. The English teachers need to try to keep on applying role-play in the various modifications, topic discussion and accompanying actions. Besides, they may implement other interesting and communicative activities in the teaching and learning process so that the quality of the English teaching and learning process improved.

2. To other researchers

In this study, the researcher conducted the research in one and a half months because of the limited time. Other researchers may follow this research up in the longer time and apply more cycles in order to find more actions to improve the students' speaking ability. Moreover, they can conduct this study in other grades, either in the junior or senior high schools so that the finding will be more satisfactory.

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ATTACHMENT

Interview 1
Date   : 30th March 20013
Time   : 08.00
R   : Researcher
H   : Headmaster

H   : Monggo mbak silahkan duduk. Ada yang bisa saya bantu?

R   : Iya Pak. Terimakasih. Sebelumnya perkenalkan saya Devi mahasiswi pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta. Kalau diperkenankan saya berencana akan mengadakan penelitian untuk skripsi sy disini pak.

H   : Oh begitu. So, should I use English or Indonesia to talk to you? Kebetulan saya juga alumni pendidikan Bahasa Inggris. Ah tapi pakai Bahasa Indonesia saja ya biar akrab.

R   : Hehe, it's up to you Sir. You can use English or Indonesia.

H   : Jadi rencananya mau penelitian disini mulai kapan?

R   : Rencananya hari ini kalau bisa mau observasi dulu pak. Kalau actionnya nanti menunggu hasil observasi.

H   : Oh begitu. Ya bisa, ndak papa. Bisa lihat proposalnya?

R   : Ini pak, sekalian ini surat ijin observasinya, untuk surat ijin penelitiannya masih dalam proses, nnt kalau sudah selesai saya serahkan ke Bapak.

H   : Oh iya ndak papa. Besok kalau sudah jadi dititipkan ke bagian tata usaha saja.

R   : Baik Pak.

H   : Jadi gini mbak, basically saya setuju dan mengizinkan mbak melakukan penilitian disini. Silahkan melakukan penelitian dengan catatan lakukan penelitian sebaik-baiknya, apa adaya sekolah ini silahkan ditampilkan tapi tolong jaga nama baik sekolah ini. Dalam artian lakukan lah penelitian dengan apa adanya, tidak perlu ditambah-tambahkan atau pun dikurangi. Satu lagi tolong nanti kalau sudah selesai hasil temuan mbak dilaporkan kepada sekolah agar kami tahu.

R   : Baik Pak, saya akan menjalankannya dengan baik semampu saya dan nanti kalau sudah selesai akan segera saya laporkan.

H   : Ya bagus kalau begitu. Nanti menghubungi Bu Siti ya mbak. Beliau guru Bahasa Inggris kelas 8 yang akan menemani mbak Devi mengadakan penelitian disini. Barusan sudah dihubungi staf TU. Nanti mbak Devi langsung menemui beliau saja di ruang guru.

R   : Baik Pak. Terimakasih sekali atas ijinnya.

Interview 2
Date   : 30th March 20013
Time   : 09.00
R   : Researcher
T   : English teacher

R   : Selamat pagi maaf mengganggu. Benar dengan Ibu Siti ya?

T   : Iya. Ini mbak Devi yang dari UNY ya? Gimana mbak?

R   : Iya Buk, rencananya saya akan melakukan penelitian skripsi disini.

T   : Jenis penelitiannya apa mbak?

R   : Action research Bu, tentang improving speaking skill through role-play. Jadi nanti saya mohon bantuan Ibu sebagai kolaborator saya.

T   : Ya kedepan kita saling kerjasama saja. Kalau butuh apa-apa jangan sungkan bertanya.

R   : Oya Buk, kalau diijinkan hari ini saya akan mulai observasi dan interview dengan Ibu dan juga murid.

T   : Oya kebetulan setelah ini saya ada kelas. Ikut masuk saja sekalian

Interview 3

Time   :10.00
Date   :30th March 2013
R   : Researcher
S1   : Students 1 (Ervina)
S2   : Students 2 (Octa)
S3   : Students 3 (Erna)

R   : Halo dek, maaf mengganggu, mbak boleh tanya-tanya dikit ya?

S1   : Iya mbak nggak papa, kalau saya bisa pasti saya jawab.

R   : Oya langsung saja, kamu suka Bahasa Inggris nggak? Kenapa?

S1   :Nggak terlalu sih mbak, soalnya sulit.

S2   : Suka sih mbak tapi kadang-kadang nggak bisa.

R   :Kesulitan apa yg dialami saat belajar bahasa Inggris?

S1   : Kosa-katanya Miss.

S2   : Iya Miss kosa katanya kadang nggak ngerti artinya.

S3   : Kalau aku pengucapannya Miss. Kan beda tu sama Bahasa Indonesia.

R   : Kalau yang membuat kalian kurang aktif berbicara apa?

S1   : Kadang nggak ngerti mau ngomong apa Miss.

S2   : Kadang malu Miss, takut salah, takut diketawain.

S3   : Sama Miss, aku juga takut salah pengucapannya.

R`   : Oh begitu, terimakasih ya atas waktunya, kapan-kapan Miss tanya-tanya lagi

Interview 4
Time   : 10.10
Date   : 30th March 20013
R   : Researcher
T   : Teacher

R   : Apakah ada kesulitan dalam mengajar Bahasa Inggris khususnya untuk ketrampilan berbicara?

T   : Kesulitan pasti ada, terutama dalam bentuk kosakata, ketika murid tidak memahami maka mereka akan sulit berbicara

R   : Kalau yang paling membuat murid sulit aktif berbicara apa Buk?

T   : Kebanyakan mereka masih malu-malu, sehingga kalau tidak dipaksa kadang mereka susah kalau disuruh ngomong.

R   : Nah, kebetulan saya akan mengadakan skripsi tentang peningkatan kemampuan speaking. Apakah Ibu setuju?

T   : Bagus, saya setuju sekali, karena memang speaking itu penting dan tidak mudah untuk mengajarkan speaking.

R   : Kalau begitu saya meminta bantuan Ibu untuk menjadi kolaborator dalam penelitian saya. Kemudian memohon bantuan juga tentang pengadaan pre-test

T   : Oya, pre-testnya tentang apa?

R   : Untuk Cycle 1 saya berencana untuk menyampaikan materi naratif teks. Jadi diusahakan pre-testnya tentang naratif teks Bu.

T   :Oya kalau gitu nanti pre-testnya menceritakan teks naratif saja.

R   : Baik Bu kalau begitu, saya rasa cukup untuk hari ini, terimakasih atas segala bantuannya, saya mohon pamit.

Interview 5
Time   : 10.00
Date   : 10th April 2013
R   : Researcher
T   : Teacher

R   :Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle I?

T   : Kemampuan siswa cenderung meningkat ya, terutama dalam hal fluency, murid-murid cenderung lebih aktif dalam kegiatan speaking.

R   : Lalu pa saja kekurangan di cycle I yang menurut pengamatan Ibu perlu dikembangkan lagi?

T   : Yang saya amati, pembagian kelompok pada kegiatan role-play yang pertama tampak terlalu banyak personil, sehingga agak gaduh dan kurang focus. Mungkin kedepan bias diperbaiki lagi

R   :Menurut Ibu kemajuan apa yang dicapai siswa dalam cycle ini?

T   : Kemajuan siswa terlihat dalam hal keaktifan, fluency dan juga tentang ketepatan pengucapan. Namun ada beberapa pengucapan yang masih salah, sehingga perlu diperbaiki lagi.

R   :Apa saran Ibu untuk cycle selanjutnya?

T   : Mungkin untuk kelompok role-play bias disederhanakan lagi sehingga murid lebih focus.

Interview 6
Time   : 10.10
Date   : 10th April 2013
R   : Researcher
S1   : Ade
S2   : Adi

R   : Pagi dek, lagi istirahat ya? Mbak boleh Tanya-tanya dikit ga?

S1   : Boleh mbak.

R   :Bagaimana pendapat adik mengenai kegiatan dikelas Bahasa Inggris selama mbak ngajar disini? Kamu bosan tidak dikelas?

S1   : Asik mbak dan nggak bosan, soalnya aktifitasnya banyak jadi nggak ngantuk.

S2   : Iya mbak, apalagi pas role-play tadi. Bisa lihat temen-temen tampil jadinya seneng.

R   : Kamu suka nggak belajar Bahasa Inggris terutama speaking dengan role-play? Mengapa?

S1   : Awalnya sayan tu nggak suka Bahasa Inggris, tapi kalau pakai role-play kayak tadi seneng mbak, soalnya seru

S2   : Suka mbak, soalnya tadi liat temen-temen ada yang lucu juga

R   ;Apakah dengan kegiatan role-play membatu kamu dalam kegiatan speaking? Mengapa?

S1   : Iya mbak, soalnya kan semua maju, jadi nggak malu lagi, soalnya mau nggak mau harus maju dan juga saya kan acting jadi saya memerankan peran orang lain, jadi orang lain jadinya nggak malu.

S2   : Iya mbak, soalnya kan tadi juga pelan-pelan, nggak langsung disuruh brbicara jadi nggak bingung mau ngomong apa.

R   :Apa kesulitanmu selama belajar speaking?

S1 : Biasanya sih bingung mau ngomong apa, sama nggak tahu Bahasa Inggrisnya juga

S2 : Iya mbak, sama, saya juga, suka bingung mau ngomong apa.

R :Terus bagaimana kamu menghadapi kesulitan tersebut?

S1 : Biasanya nanya-nanya ke temen, kalo nggak ya buka kamus, tapi suka lama mbak, jadi males

S2 : Kalau aku sih biasanya milih diem kalo nggak ditanya mbak, takut salah

R : Yah, kok malah diem, harusnya tetep berusaha biar cepet bias, kalau salah kan wajar. Ya sudah makasih ya wawancaranya. Kapan-kapan kita ngobrol lagi

S2 : Iya ,mbak sama-sama

Interview 7
Time : 10.00
Date : 19th April 2013
R : Researcher
S1 : Dinda
S2 : Tiwi

R : Pagi dek, maaf mengganggu, mbak boleh ngobrol-ngobrol sama kalian?

S1 : Boleh mbak, silahkan

R :Langsung saja ya, apa pendapat kalian mengenai kegiatan dikelas Bahasa Inggris selama ini?

S1 : Asik mbak, menyenangkan, pelajarannya fun jadinya mood buat belajar jadi bagus

S2 : Iya mbak, seru, liat-liat temen tampil seneng rasanya, apa lagi pas ngasih pendapat buat artis favorit, bias bebas cerita kalau aku ngefans sama Nikita Willy, hehe.

R : Terus aktifitas drama di pertemuan ke 4,5,6 ini gimana?

S1 : Menyenangkan mbak. Sekarang sudah PD ngomong di depan kelas. Soalnya kan semuanya juga bakalan tampil buat drama.

S2 : Seneng sih mbak, udah nggak grogi juga, udah nggak takut diketawain teman-teman lagi.

R :Apakah kalian menyukai belajar Bahasa Inggris terutama speaking dengan role-play? Mengapa?

S1 : Iya mbak, soalnya jadi nggak bosen belajar, kalau mau males-malesan juga saying, takut nanti tampil jelek.

S2 : Saya suka mbak, tapi kadang harus mikir dan benar-benar kreatif biar penampilannya lebih bagus dari yang lain.

R :Apakah dengan kegiatan role-play membatu kalian dalam kegiatan speaking? Mengapa?

S1   : Iya mbak, soalnya kan disitu semua murid harus tampil, jadi mau nggak mau harus tampil sehingga saya merasa lebih percaya diri

S2   : Iya mbak, sangat membantu, soalnya selama ini saya jarang jadi relawan berbicara di depan kelas, karena teman-teman nggak malu jadi saya juga nggak malu untuk tampil, jadi lebih PD gitu mbak.

R   :Kemajuan apa yang kalian rasakan selama pelaksanaan kegiatan belajar Bahasa Inggris terutama speaking dengan role-play?

S1   : Saya jadi lebih lancar berbicara, pengucapannya juga lumayan lebih bagus, lebih PD mbak.

S2   : Pengetahuan tentang vocab saya bertambah, percaya diri saya juga bertambah, saya juga termotivasi untuk terus berlatih karena pengen lebih baik dari peampilan teman.

R   :Kesan apa yang kalian dapat melalui kegiatan semacam ini?

S1   : Kesannya ya senang dapat pengalaman baru dalam bermain role-play, acting jadi penyiar radio dll, soalnya kan dalam kehidupan nyata belum tentu bias

S2   : Kalau saya juga senang karena bias belajar sambil bermain peran

R   : Kamu setuju nggak kalau kegiatan role-play ini diterapkan dalam pembelajaran sehari-hari?

S1   : Setuju banget mbak, biar belajarnya seneng terus.

S2   : Kalau saya setuju mbak, tapi nggak tiap hari, soalnya kan ada yang materi nulis-nulis gitu juga mbak

R   : Okedeh, makasih ya, sekalian mbak pamit nih. Semoga lain waktu bias ketemu lagi.

S2   : Sama-sama mbak.

Interview 8
Time   : 10.00
Date   :20th May 2013
R   : Researcher
T   : Teacher

R   : Selamat pagi Bu, maa mengganggu lagi ni. Ibu lagi sibuk ndak ya? Kalau tidak saya mau melakukan wawancara lagi.

T   : Oh iya, ndakpapa, memang sudah tugas saya, monggo mbak duduk disini.

R   : Langsung saja ya Buk, bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle II ini?

T   : Kemampuannya meningkat cukup pesat ya, terbukti dengan rata-rata nilai siswa yang dilihat dari pre-test dan post-test.

R   : Kemudian apa saja kekurangan yang ada di cycle ini?

T : Kalau kekurangannya sih mungkin karena waktu yang sedikit ya, jadi pelajaran cenderung berjalan lebih cepat.

R : Apa kah ada kelebihan di cycle ini? Apa saja ya buk?

T : Banyak mbak, anak-anak tampak senang, aktif, percaya diri, termotivasi untuk terus menampilkan yang terbaik.

R :Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?

T : Dari segi fluency jelas meningkat mbak, kemudiandari segi pronunciation,tingkat keaktifan siswa juga tampak meningkat.

R : Apa saran Ibu untuk kegiatan semacam ini?

T : Mungkin kegiatan semacam ini bisa bisa menjadi alternative tekhnik untuk mengajarkan pembelajaran speaking sehingga hendaknya lebih diperkenalkan lagi kepada guru-guru Bahasa Inggris

R :Setelah kegiatan ini apakah Ibu akan menerapkan role-play sebagai teknik pembelajaran Bahasa Inggris terutama speaking?

T : Insha Allah, saya akan menerapkan tekhnik role-play ini untuk menyampaikan materi-materi tentang speaking kepada murid-murid

Questions for Interview

Cycle I

1. For English Teacher
   a. Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle I?
   b. Apa saja kekurangan di cycle I yang menurut pengamatan Ibu perlu dikembangkan lagi?
   c. Menurut Ibu kemajuan apa yang dicapai siswa dalam cycle ini?
   d. Apa saran Ibu untuk cycle selanjutnya?

2. For Students
   a. Bagaimana pendapat adik mengenai kegiatan dikelas Bahasa Inggris selama ini?
   b. Apakah adik menyukai belajar Bahasa Inggris terutama speaking dengan role-play? Mengapa?
   c. Apakah dengan kegiatan role-play membatu kamu dalam kegiatan speaking? Mengapa?
   d. Apa kesulitanmu selama belajar speaking?
   e. Bagaimana adik menghadapi kesulitan tersebut?

Cycle II

1. For English Teacher
   a. Bagaimana penilaian Ibu terhadap kemampuan berbicara siswa di cycle II ini?
   b. Apa saja kekurangan yang ada di cycle ini?
   c. Apa saja kelebihan yang ada di cycle ini?
   d. Menurut Ibu, kemajuan apa yang dicapai siswa dalam cycle ini?
   e. Apa saran Ibu untuk kegiatan semacam ini?
   f. Setelah kegiatan ini apakah Ibu akan menerapkan role-play sebagai teknik pembelajaran Bahasa Inggris terutama speaking?

2. For Students
   a. Bagaimana pendapat adik mengenai kegiatan dikelas Bahasa Inggris selama ini?
   b. Apakah adik menyukai belajar Bahasa Inggris terutama speaking dengan role-play? Mengapa?
   c. Apakah dengan kegiatan role-play membatu kamu dalam kegiatan speaking? Mengapa?
   d. Kemajuan apa yang kamu rasakan selama pelaksanaan kegiatan belajar Bahasa Inggris terutama speaking dengan role-play?
   e. Kesan apa yang kamu dapat melalui kegiatan semacam ini?
   f. Kamu setuju nggak kalau kegiatan role-play ini diterapkan dalam pembelajaran sehari-hari?

No : **Field note 1**

Date : **March 30th, 2013**

Time : **08.00**

Place : **Principal Office**

      Peneliti datang ke SMP N 2 Srumbung pada pukul 08.00 saat itu peneliti menuju ruang TU dan kemudian oleh petugas TU langsung dipertemukan dengan Bapak kepala sekolah. Bapak kepala sekolah menyambut dengan ramah kedatangan peneliti dan menanyakan maksud kedatangan peneliti.

      Peneliti kemudian menjelaskan maksud kedatangannya disekolah tersebut yaitu untuk mengadakan penelitian skripsi. Kepala sekolah kemudian menanyakan perihal penelitian yang akan dilaksanakan. Kepala sekolah menanyakan apa saja yang dibutuhkan oleh peneliti. Peneliti bersama kepala sekolah kemudian mendiskusikan tentang apa saja yang diperlukam dalam penelitian. Dalam hal ini peneliti menyatakan bahwa yang paling dibutuhkan dalam penelitian skripsi ini adalah kerjasama yang baik antara peneliti, siswa dan pihak sekolah.

      Kepala sekolah kemudian menanyakan lebih jauh tentang penelitian tersebut. Peneliti kemudian menjelaskan lebih lanjut dan memberikan proposal skripsi. Kepala sekolah yang kebetulan berlatar pendidikan dari jurusan Bahasa Inggris kemudian memeriksa proposal tersebut dan mendiskusikan beberapa hal bersama peneliti.

      Pada dasarnya kepala sekolah menyetujui diadakannya penelitian skripsi tersebut. Namun, kepala sekolah meminta keterbukaan peneliti dalam mengolah data-data. Peneliti kemudian berjanji untuk melaporkan data-data yang dia temukan dalam penelitian.

      Mengenai waktu, kepala sekolah menyarankan agar penelitian segera dilaksanakan. Hal ini dikarenakan sekolah akan segera menghadapi Ujian Akhir Nasional untuk siswa kelas 9. Kepala sekolah kemudian meyarankan peneliti untuk segera menemui guru Bahasa Inggris yang telah ditunjuk sebagai kolaborator penelitian. Peneliti berterimakasih atas ijin yang diberikan, kemudian bergegas pamit dan menemui guru yang telah ditunjuk tersebut.

No : **Field note 2**

Date : **March 30th, 2013**

Time : **09.00**

Place : **Teachers Office**

      Peneliti menemui Bu Siti selaku guru Bahasa Inggris yang ditunjuk oleh kepala sekolah menjadi kolaborator dalam penelitian skripsi yang akan diadakan tersebut. Waktu itu Bu Siti sedang beristirahat sebelum masuk ke kelas selanjutnya. Bu Siti menyambut dengan hangat kedatangan peneliti. Peneliti kemudian menjelaskan maksud kedatangannya. Guru Bahasa Inggris tersebut menyetujui rencana peneliti kemudian mengajak peneliti berdiskusi tentang penelitian yang akan diadakan.

      Peneliti kemudian menyatakan bahwa peneliti bermaksud ingin melakukan wawancara kepada guru dan murid dan juga mengadakan observasi pembelajaran bahasa Inggris dikelas yang akan diteliti. Guru menyetujui rencana tersebut kemudian mengajak peneliti masuk ke kelas karena kebetulan saat itu guru akan mengajar dikelas 8.

No   : Field note 3

         (Observation)

Date   : March 30th, 2013

Time   : 09.20

Place   : 8 C

Guru memulai pelajaran dengan mengucapkan salam. Setelah itu guru memeriksa kehadiran siswa. Guru membagikan secarik kertas yang berisi soal-soal kemudian meminta siswa mengerjakan soal tersebut. Setelah itu guru duduk di meja dan memberikan waktu untuk mengerjakan soal-soal tersebut. Saat mengerjakan tugas, ada beberapa murid yang tidak fokus mengerjakan tugasnya. Sebagian murid mengobrol dengan temannya, sebagian lagi nampak mengantuk. Guru beberapa kali mengingatkan murid untuk diam dan fokus dalam tugasnya karena di akhir pelajaran, tugas tersebut harus dikumpulkan.

Ketika murid-murid mengerjakan tugasnya, guru terkadang berkeliling mengechek pekerjaan siswa. Siswa tampak serius mengerjakan tugasnya. Namun, murid tampak tidak fokus mengerjakan tugasnya ketika guru sedang mengechek pekerjaan murid lain. Bahkan ada beberapa murid yang belum mengerjakan tugasnya karena terlalu asyik mengobrol dengan temannya.

Guru kemudian bertanya kepada murid-murid: "Apakah ada yang mengalami kesulitan?" namun murid-murid hanya diam dan tidak menjawab pertanyaan guru. Guru kemudian menawarkan kepada murid siapa yang akan menjadi relawan, membacakan text. Lagi-lagi murid tampak pasif karena tidak ada yang mau menjadi relawan. Guru kemudian meminta salah satu murid yang bernama Dinda untuk membacakan text.

Ketika Dinda membaca text, nampak Dinda masih membuat beberapa kesalahan pronunciation, tetapi guru tidak secara khusus membenarkan kesalahan tersebut. Setelah text selesai dibaca, guru menanyakan isi teks tersebut. Murid-murid tampak belum begitu paham dengan isi text tersebut. Guru kemudian membaca text tersebut kalimat demi kalimat kemudian mengartikan kalimat tersebut bersama-sama dengan murid. Ketika mendiskusikan text tersebut, nampak beberapa murid tidak terlalu antusias, hal ini terlihat dari ekspresi wajah mereka. Ada beberapa murid yang nampak terkantuk-kantuk, ada juga yang mengobrol dan tidak memperhatikan penjelasan guru.

Setelah mendiskusikan text, guru meminta siswa untuk bergiliran membaca dan menjawab pertanyaan dalam text. Beberapa menit kemudian terdengar suara bel. Kemudian guru mengajak siswa membuat kesimpulan atas pelajaran hari tersebut. Setelah itu guru menutup pelajaran dengan mengucapkan salam

No   : **Field note 4**

Date   : **March 30th, 2013**

Time   : **10.00**

Place   : **Library**

Setelah melakukan observasi, peneliti menemui guru Bahasa Inggris di perpustakaan. Kebetulan saat itu ada dua murid kelas 8C yang sedang ada di perpustakaan. Peneliti kemudian meminta ijin kepada guru untuk mewawancarai murid tersebut. Guru pun mengijinkan. Kemudian peneliti melakukan wawancara terhadap murid tersebut.

Setelah melakukan wawancara dengan murid, peneliti kemudian melakukan wawancara bersama guru. Wawancara dilaksanakan secara terbuka. Peneliti menanyakan tentang bagaimana pembelajaran speaking dikelas 8C, apa metode yang biasanya digunakan, kesulitan yang di alami dan bagaimana solusinya. Guru menjawab pertanyaan-pertanyaan peneliti dengan lugas dan terbuka.

Setelah melakukan wawancara, peneliti dan guru mendiskusikan rencana kedepan. Peneliti dan mendiskusikan apa saja yang diperlukan dan harus disiapkan. Selanjutnya peneliti dan guru membuat beberapa kesepakatan tentang penelitian tersebut.

Karena dirasa sudah cukup, peneliti kemudian berpamitan kepada guru. Peneliti juga menyampaikan rasa terimakasih yang mendalam karena guru menerima peneliti dengan baik dan mau bekerjasama dengan baik.

No   : **Field note 5**

Date   : **3rd April 2013**

Time   : **08.30**

Place   : **8 C**

Peneliti datang ke sekolah untuk melakukan observasi terhadap pre-test yang diadakan oleh guru. Karena peneliti datang tepat disaat pergantian jam pelajaran maka peneliti langsung masuk kedalam kelas.

Hari itu guru melakukan pre-test tentang narrative text, yaitu menceritakan suatu cerita naratif. Satu per satu murid diminta menceritakan suatu cerita naratif. Beberapa murid

tampak tidak lancar dalam menceritakan cerita tersebut dan hanya nampak seperti membaca. Sebagian lagi nampak membuat banyak kesalahan dalam pengucapan.

No   : Field note 6
Date   : April 4th, 2013
Time   : 08.00 until 09.30
Place : 8 C

Penelitian pertama dilaksanakan pada tanggal 4 April, dihari tersebut ada 5 orang murid yang tidak mengikuti pelajaran karena sedang mempersiapkan perlombaan tata upacara bendera. Pada hari pertama penelitian, peneliti menyampaikan materi tentang narrative text. Pertama peneliti membangung konteks dengan menggali common knowledge dari murid-murid. Peneliti menampilkan gambar yang berkaitan dengan teks naratif kemudian mengajukan beberapa pertanyaan tentang gambar tersebut. Murid nampak antusias melihat gambar tersebut, hal ini nampak ketika mereka dengan aktif menjawab pertanyaan dari peneliti. Peneliti dan murid-murid kemudian mendiskusikan gambar tersebut hingga murid-murid memperoleh konteks dari pembelajaran dihari tersebut.

Selanjutnya peneliti memberikan contoh teks naratif. Siswa kemudian membaca teks naratif dan melakukan vocabulary exercise dengan cara menemukan kata sukar, guessing the meaning, menuliskan di papan tulis kemudian bersama dengan peneliti berlatih mengucapkan kata-kata tersebut dengan benar. Dari kegiatan tersebut grammatical accuracy, vocabulary dan pronunciation accuracy murid-murid meningkat

Ketika murid benar-benar mengerti tentang teks naratif, peneliti mulai membimbing murid- murid untuk mendesign role-play. Awalnya peneliti mengelompokkan murid kedalam kelompok yang terdiri dari 7orang kemudian memberikan sebuah komik tentang malin kundang kepada setiap kelompok. Murid-murid diminta menganalisa komik tersebut, menyalin dialog, menemukan karakter dan memahami cerita dalam komik tersebut. Murid-

murid tampak senang dengan kegiatan tersebut karena komik merupakan cerita bergambar dan menarik untuk dibaca. Namun, beberapa murid mengeluhkan kegiatan tersebut karena komik tersebut berisi dari 7 tokoh sehingga cenderung agak sulit untuk dianalisa.

Ketika murid-murid telah selesai menganalisa, peneliti dan murid kemudian membahas komik tersebut. Setelah selesai membahas komik tersebut, peneliti meminta murid membagi setiap karakter tersebut kepada setiap murid. Tidak beberapa lama, bel pun berbunyi. Peneliti kembali mereview materi tersebut kemudian menutup pelajaran dengan mengucapkan salam.

No   **: Field note 7**
Date   **: April 5ᵗʰ, 2013**
Time   **: 08.00 until 09.30**
Place   **: 8 C**

Pada pertemuan kedua ada 5 murid yang tidak mengikuti pelajaran karena mengikuti lomba tata upacara bendera. Pada pertemuan ini, peneliti masih melanjutkan materi tentang naratif teks. Peneliti memulai pelajaran dengan mereview materi di minggu lalu. Kemudian menanyakan tentang pembagian karakter dari dialog malin-kundang yang diminta oleh peneliti minggu lalu.

Murid-murid kemudian berkelompok sesuai dengan kelompok yang sudah dibagi pada pertemuan minggu lalu. Peneliti kemudian meminta murid melakukan latihan dialog berdasarkan dialog dari komik yang telah didiskusikan sebelumnya. Keadaan kelas nampak sedikit berisik karena semua kelompok berlatih secara bersamaan, namun kelas masih terpantau kondusif.

Murid-murid terlihat menikmati kegiatan berdialog berdasarkan komik ini. Murid merasa enjoy membuat dialog dari komik dengan kelompok yang dipilih oleh mereka sendiri. Mereka merasa nyaman bekerja sama dengan anggota yang mereka pilih. Setelah latihan berdialog dirasa cukup, murid-murid berlatih untuk membuat role-play dari dialog tersebut.

Peneliti menjanjikan rewards bagi kelompok yang mau menjadi suka relawan untuk menampilkan role-playnya. Murid-murid tampak antusias menjadi volunteer. Dalam kegiatan ini murid-murid nampak bersemangat menampilkan role-play dengan gembira. Namun

kegiatan ini masih terdapat kelemahan, yaitu terlalu banyak anggota dalam kelompok sehingga murid-murid menjadi kurang fokus.

Setelah semua murid menampilkan role-play, peneliti meminta murid untuk membuat summary atas role-play yang baru saja mereka tampilkan. Setelah itu mereka mendapat tugas untuk menceritakan summary tersebut di depan kelas.

No   : **Field note 8**
Date   : **April 10th, 2013**

No   **: Field note 8**
Date   **: April 10th, 2013**
Time   **: 08.45 until 09.30**
Place   **: 8 C**

Pada pertemuan ketiga semua murid mengikuti pelajaran. Peneliti memulai pelajaran hari tersebut dengan melakukan review atas materi minggu lalu. Pada pertemuan ini materi masih sama, yaitu teks naratif.

Setelah mereview materi pertemuan yang lalu, peneliti memberi jumbled paragraf tentang Banyuwangi kepada murid-murid. Murid-murid kemudian menyusun jumbled paragraf tersebut menjadi paragraf yang utuh. Murid-murid nampak tertarik dengan kegiatan tersebut karena murid-murid cenderung penasaran dengan teks tersebut.

Setelah teks tersebut disusun, guru dan murid mendiskusikan tentang teks tersebut, mendiskusikan tentang isi teks tersebut kemudian juga bersama-sama berlatih pronunciation. Peneliti kemudian memberi contoh tentang bagaimana berakting menjadi penyiar radio dan menceritakan teks tersebut.

Aktifitas selanjutnya adala bermain peran sebagai penyiar radio. Murid yang paling aktif dan memberikan penampilan terbaik akan diberi bintang yang pada akhir penelitian akan diakumulasikan dan bagis siswa yang mendapat bintang terbanyak akan mendapatkan hadiah. Murid-murid terlihat antusias dan termotivasi dengan adanya reward tersebut.

Diakhir pelajaran, peneliti mereview materi yang telah disampaikan kemudian mengakhiri pelajaran dengan do'a singkat.

No   **: Field note 9**

Date   **: April 16th, 2013**

Time   **: 08.00 until 09.30**

Place   **: 8 C**

Pertemuan pertama pada Cycle 2 dilaksanakan pada 16 April, 2013. Peneliti memulai kelas dengan menyapa siswa dan memeriksa kehadiran mereka . Pada hari itu , tidak ada siswa yang tidak hadir pada pelajaran Bahasa Inggris.

Peneliti pertama membangun konteks dengan menunjukkan gambar orang bertanya arah. Peneliti bertanya kepada siswa gambar tersebut tentang apa dan apa yang orang lakukan ketika mereka tersesat. Para siswa kemudian secara aktif menjawab pertanyaan . Kemudian mereka mendiskusikan topik hari ini yaitu meminta informasi, memberikan informasi dan menolak untuk memberikan informasi.

Peneliti kemudian menjelaskan beberapa ekspresi tentang menanyakan informasi, memberikan informasi dan menolak untuk memberikan informasi. Dia juga menjelaskan tentang penggunaan ungkapan itu. Kemudian, dia memberi contoh dialog, membiarkan siswa berlatih dialog dan menjelaskan kepada mereka tentang dialog tersebut.

Untuk memastikan bahwa siswa telah mengerti tentang materi, peneliti memberikan dialog yang tidak lengkap tentang ekspresi dan meminta mereka untuk melengkapi dialog tersebut. Setelah mereka selesai melengkapi dialog, mereka mendiskusikannya dengan guru. Mereka juga melakukan latihan kosakata dengan mencari kata-kata sulit dan berlatih pengucapan.

Setelah siswa menguasai materi, peneliti kemudian memandu siswa untuk membuat sebuah drama. Dia menyiapkan beberapa kartu yang ditulis beberapa situasi . Kartu tersebut dilipat dan dimasukkan secara acak dalam sebuah kotak. Siswa diminta untuk mengambil situasi tersebut dan bermain peran sesuai dengan situasi yang mereka dapatkan.

Para siswa tampak begitu gembira dengan tugas ini . Mereka tertarik dalam memilih kartu bermain peran kemudian membuat dialog berdasarkan situasi. Situasi yang peneliti tulis berkaitan dengan bagaimana jika mereka sedang tersesat atau mencari suatu alamat sehingga mereka harus meminta informasi kepada orang lain. Hal ini memberikan pengalaman kepada murid-murid sehingga mereka tau apa yang harus mereka lakukan ketika mereka menghadapi situasi yang sama di dunia nyata.

Setelah itu mereka berlatih dialog dengan teman-teman mereka. Ketika mereka siap untuk bermain role-play, mereka melakukan pertunjukan role-play berdasarkan dialog mereka di depan kelas.

Beberapa menit setelah itu, bel pun berbunyi. Peneliti meminta siswa menyampaikan kesulitan mereka dan kemudian mereka meringkas pelajaran dihari tersebut. Setelah itu peneliti mengakhiri pertemuan dengan mengucapkan doa singkat.

No   : Field note 10
Date   : April 18th, 2013
Time   : 08.00 until 09.30
Place   : 8 C

Pertemuan pertama pada Cycle 2 dilaksanakan pada 17th April, 2013. Peneliti memulai kelas dengan menyapa siswa dan memeriksa kehadiran mereka . Pada hari itu , tidak ada siswa yang tidak hadir pada pelajaran Bahasa Inggris.

Peneliti pertama kali membangun konteks dengan menunjukkan gambar beberapa orang yang melakukan rapat OSIS. Peneliti bertanya kepada para siswa apa yang ada dalam gambar tersebut dan apa yang dilakukan orang dalam gambar tersebut. Peneliti dan para siswa kemudian membahas tentang gambar tersebut sampai mereka menemukan topik hari tersebut, yaitu; meminta pendapat, menyamopaikan pendapat dan menolak untuk memberikan pendapat,

Peneliti kemudian menjelaskan beberapa ekspresi meminta pendapat, memberikan pendapat dan menolak untuk memberikan pendapat. Dia juga menjelaskan tentang penggunaan ungkapan itu. Kemudian, dia memberi contoh dialog, membiarkan siswa berlatih dialog dan menjelaskan kepada mereka tentang dialog tersebut.

Untuk memastikan bahwa siswa telah mengerti tentang materi, peneliti memberikan dialog yang tidak lengkap tentang ekspresi dan meminta mereka untuk melengkapi dialog tersebut. Setelah mereka selesai melengkapi dialog, mereka mendiskusikannya dengan guru. Mereka juga melakukan latihan kosakata dengan mencari kata-kata sulit dan berlatih pengucapan.

Setelah siswa menguasai materi, peneliti kemudian memandu siswa untuk membuat sebuah drama. Dia menyiapkan beberapa kartu yang ditulis beberapa situasi . Kartu tersebut dilipat dan dimasukkan secara acak dalam sebuah kotak. Siswa diminta untuk mengambil situasi tersebut dan bermain peran sesuai dengan situasi yang mereka dapatkan.

Para siswa tampak begitu gembira dengan tugas ini . Mereka tertarik dalam memilih kartu bermain peran kemudian membuat dialog berdasarkan situasi. Setelah itu mereka berlatih dialog dengan teman-teman mereka. Ketika mereka siap untuk bermain role-play, mereka melakukan pertunjukan role-play berdasarkan dialog mereka di depan kelas.

Setelah seluruh siswa berlatih bermain peran, peneliti kemudian mengharuskan mereka untuk mempraktekkan speaking secara individual . Peneliti meminta para siswa untuk memilih beberapa foto artis yang merupakan idola mereka dan memberikan pendapat tentang foto tersebut.

Para siswa begitu bersemangat bahkan sebagian besar siswa ingin menjadi sukarelawan karena mereka ingin memilih gambar favorit mereka. Mereka memberikan pendapat mereka tentang gambar secara individual di depan kelas. Dari kegiatan ini dapat dilihat bahwa keterampilan berbicara siswa meningkat dan mereka juga tampak percaya diri dalam berlatih berbicara mereka.

Beberapa menit setelah itu, bel pun berbunyi. Peneliti meminta siswa menyampaikan kesulitan mereka dan kemudian mereka meringkas pelajaran dihari tersebut. Setelah itu peneliti mengakhiri pertemuan dengan mengucapkan doa singkat.

No   : Field note 11
Date   : April 19th, 2013
Time   : 08.00 until 09.30
Place   : 8 C

Pertemuan ketiga pada Cycle 2 dilaksanakan pada Jumat, April 19, 2013. Peneliti memulai kelas dengan menyapa siswa dan memeriksa kehadiran mereka. Pada hari itu seluruh siswa hadir dalam pelajaran Bahasa Inggris.

Peneliti pertama kali membangun konteks dengan menanyakan kepada para siswa tentang beberapa pertanyaan yang berhubungan dengan topik hari ini . Pertanyaan-pertanyaan tersebut; " Apakah kalian pernah meminta teman kalian untuk menemani kalian pergi berlibur? " "Apakah dia setuju? " " Apa yang dia katakan? " . Peneliti dan siswa kemudian

berdiskusi sampai siswa mendapat konteks hari itu yaitu ekspresi meminta dan memberikan kesepakatan dan ketidaksepakatan .

Peneliti kemudian menjelaskan beberapa ekspresi tentang meminta dan memberikan kesepakatan dan ketidaksepakatan. Dia juga menjelaskan tentang penggunaan ungkapan tersebut. Kemudian, peneliti memberi contoh dialog, membiarkan siswa berlatih dialog dan menjelaskan kepada mereka tentang dialog tersebut.

Karena penelitian ini menggunakan metode genre based, dalam tahap modeling of the text, peneliti memberikan dialog rumpang tentang ekspresi agreement and disagreement dan meminta mereka untuk melengkapi dialog tersebut. Setelah mereka menyelesaikan dialog tersebut, mereka mendiskusikannya dengan peneliti. Mereka juga melakukan latihan kosakata dengan mencari kata-kata sulit dan berlatih pengucapan.

Kegiatan berikutnya adalah bermain role-play, peneliti kemudian memandu siswa untuk membuat sebuah drama. Dia menyiapkan beberapa kartu yang ditulis beberapa situasi . Kartu tersebut dilipat dan dimasukkan secara acak dalam sebuah kotak. Siswa diminta untuk mengambil situasi tersebut dan bermain peran sesuai dengan situasi yang mereka dapatkan.

Para siswa tampak begitu gembira dengan tugas ini . Mereka tertarik dalam memilih kartu bermain peran kemudian membuat dialog berdasarkan situasi. Setelah itu mereka berlatih dialog dengan teman-teman mereka. Ketika mereka siap untuk bermain role-play, mereka melakukan pertunjukan role-play berdasarkan dialog mereka di depan kelas.

Dalam tahap independent construction of the text, siswa memilih salah satu pernyataan yang telah disediakan. Contoh pernyataan tersebut adalah: " Merokok adalah suatu aktifitas yang berbahaya. " . Setelah itu, murid harus memberitahu teman-teman mereka apakah mereka setuju dan tidak setuju dengan pernyataan tersebut. Pada tahap ini, para siswa begitu bersemangat karena mereka dapat berbagi ide-ide mereka secara bebas.

Di akhir proses pembelajaran, peneliti menanyakan tentang materi-materi dari Cycle 2 dan 3. Peneliti mengecheck pemahaman siswa dengan mengajukan beberapa pertanyaan. Peneliti menanyakan kesulitan siswa dan kemudian mereka menyimpulkan materi yang telah dipelajari. Peneliti juga bertanya kepada siswa tentang perasaan mereka selama penerapan role-play dalam proses pengajaran dan pembelajaran. Setelah itu peneliti mengakhiri pertemuan dengan mengucapkan doa singkat .

No   : Field note 12

Date   : 20th April 2013

Time   : 08.30

Place   : 8 C

Peneliti datang ke sekolah untuk melakukan observasi terhadap post-test yang diadakan oleh guru. Hari itu peneliti langsung menuju depan ruang 8C menunggu bel pergantian jam pelajaran. Setelah bel pergantian jam berbunyi, peneliti dan guru langsung masuk ke kelas.

Karena diawal penelitian pre-test diadakan oleh guru dan dinilai oleh guru dan peneliti, maka hari ini post-test pun demikian. Materi yang diberikan pun berada dalam tingkat kesulitan yang sama yaitu menceritakan narrative text. Metode yang digunakan sedikit berbeda yaitu role-play performance.

Satu per satu murid menampilkan role-play dari sebuah cerita narrative. Mereka tampak memiliki banyak kemajuan dalam hal pronounciation, fluency, grammar dan pe,ilihan kata. Selain itu murid tampak lebih percaya diri dalam bermain role-play. Murid juga termotivasi untuk memberikan penampilan terbaik, terbukti dari persiapan mereka yang cukup baik

OBSERVATION SHEET

Date   :

Meeting   :

Observer   :

No.	Observation Item	Yes	No	Comments
A.	**Pre-Teaching**			
	1.The teacher greats the students and ask the students' condition.			
	2. The students respond to the greeting and tell their condition to the teacher.			
	3. The teacher leads the prayer.			
	4. The teacher check the attendance.			
	5. The teacher reviews the last meeting materials.			
	6. The teacher gives lead in question to present new materials.			
	7. The teacher explains the goal of the teaching and learning.			
B.	**Whilst-Teaching**			
	1.The students are ready to learn the materials.			
	2. The teacher gives and input text.			
	3. The teacher and the students discuss the input text.			
	4. The students identify the expression used in the input text.			
	5. The teacher distributes the handouts.			
	6. The teacher checks the students' understanding.			
	7. The teacher the students' opportunity to ask question.			
	8. The students deliver their questions to the teacher			
	9. The students are engaged to do interesting speaking activities such as games, discussions and role-plays.			
	10. The teacher's instructions are clear.			

C.	Post-Teaching			
	1. The teacher summarizes and reflects the lesson.			
	2. The students reflect their learning.			
	3. The teacher previews on the upcoming materials.			
	4. The teacher ends the class by praying.			
D.	Class situation			
	1. The teacher shows enthusiasm and interest in the subject being taught.			
	2. The students are highly motivated during the lesson.			
	3. The students are actively involved in the teaching class activity.			
	4. The time allocation is appropriate.			
E.	The use of teaching and learning media			
	1.The teacher uses a textbook or handouts			
	2. The media used by the teacher are sufficient in the teaching and learning process.			
	3. The teacher uses interesting media such as videos, recording, factual media or pictures in the teaching and learning process.			
	4. The teacher provides appropriate models and authentic spoken texts to teach speaking.			

Notes:_____
_____
_____
_____
_____

The Observer Signature

_____

Course Grid of Using Role-play as Learning Media to Improve the Speaking Skills of
Grade VIII Students of SMPN 2 Srumbung, Magelang in the Academic Year of 2012/2013

Cycle 1

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials					Time
				Topics	Functions	Key Structure	Vocabulary	Pronunciation	
Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.	Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as recount and *narrative* text	**Students are able to:** a. answer the question about narrative text b. retell the social value of story in narrative text c. express a narrative story through role-play	**First and Second Meeting** **Building Knowledge of the Field** *Teacher builds the context by showing the picture of Malin Kundang *Teacher ask the students about picture *Students answer the teacher's question *Teacher and students discuss about the picture *Students get the context about today's materials **Modeling of the Text** *Teacher gives the example of narrative text *Students read the text and find the difficult words *Students and teacher discuss about the text *Teacher gives example of the right pronunciation of some difficult words *Students try to pronounce	Indonesian Culture	Simple Present Tense	S + V1 (+s/es) +O.	curse, sent, get, asked, desired, magical, unfaithful, angry, miracle, ruled.	Curse: /k□□s/ Sent: /sent/ Get: /get/ Asked: / æskt/ Desired: /d□□za□əd/ Magical: /□mæd□.□.k ə l/ Unfaithful: /□n□fe□θ.f ə l/ Angry: /□æŋ.gri/ Miracle: /□m□r.□.kl □	5 * 45 minutes

			that difficult words					/	
			Joint Construction of the text *Students are given a comic about the story of Malin Kundang *Students analyze the comic in group *Students try to practice the dialogue of the comics *Students make a role-play based on the comics					Ruled: /ru□ld/	
			Independent Construction of the Text *Students arrange the jumbled paragraph of narrative text *Students find the difficult words *Students pronounce the difficult words *Students practice to read the story of that narrative text *Students read more frequently about that text to make them understand about that text *Students practice to act as a radio broadcaster who retelling the narrative story in the radio						

| | | | | **Third Meeting**
-Building Knowledge of the Field

*The teacher builds the context by reviewing the last materials

*The teacher asks the students about narrative text
*The teacher and students discuss about the narrative text
*Students get the context about today's materials

Modeling of the Text

*The teacher gives the example of narrative text

*Students read the text and find the difficult words

*Students and teacher discuss about the text

*The teacher gives example of the right pronunciation of some difficult words

*Students try to pronounce that difficult words

Joint Construction of the text

*The teacher gives jumbled paragraph of "The story of | | | | | | |

| | | | Banyuwangi" for students
*Students arrange the jumbled paragraph of narrative text in group
*Students read the paragraph
*Students find the difficult words.
*The teacher asks for the difficult words
*The teacher gives the example of the right pronunciation
*Students pronounce the difficult words
*The teacher and students discuss the meaning of the story of Banyuwangi
*The teacher gives example of how to retell a story in front of the class
Independent Construction of the Text

*Students practice to retell the story of Banyuwangiin their chairs
*Students practice to retell the story of Banyuwangi in front of the class | | | | | | |

Course Grid of Using Role-play as Learning Media to Improve the Speaking Skills of
Grade VIII Students of SMPN 2 Srumbung, Magelang in the Academic Year of 2012/2013

Cycle 2

Standard of Competence	Basic Competence	Indicators	Learning Activities	Learning Materials					Time
				Topics	Functions	Key Structure	Vocabulary	Pronunciation	
Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.	Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as asking for information, giving information and denying information.	**Students are able to:** a.pronounce words related to the topic with correct stress, rhythm, and intonation b. use pattern of asking for information, giving information, and denying information in the class with correct grammar c.use the expression of asking for information, giving information, and denying	**Building Knowledge of the Field** *The teacher builds the context by showing the picture of direction *The teacher asks the students about the picture *Students answer the teacher's question *Teacher and students discuss about the picture *Students get the context about today's materials **Modeling of the Text** *The teacher gives the example of expression of asking information, giving information, denying information *Students and the teacher discuss about the use of that expression *Teacher gives example of the right pronunciation of	Could you show me the way?	Asking for information , giving information and denying to give information	QW+ tobe + S? Example: What are you doing? To be + S + V? Example: Are you free now?	What, where, west, would, go.	What: /wɔt/ Where: /wer/ West: /west/ Would: wəd/ Go: /goʊ/	1*45 minutes

				that expression *Students try to pronounce that expression **Joint Construction of the text** *Students make some dialogue based on the situation given *Students pronounce their dialogue *Students practice the dialogue *Students make a role-play based on the dialogue						
		Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life	**Students are able to**: a.pronounce words related to the topic with correct stress, rhythm, and intonation. b.use pattern of asking for opinion, giving opinion and rejecting to give opinion in the class with	**Building Knowledge of the Field** *The teacher builds the context by showing the picture of a music concert *The teacher asks the students about picture *Students answer the teacher's question *The teacher and students discuss about the picture *Students get the context	Teenagers Life	asking for opinion, giving opinion and rejecting to give opinion	What is your opinion about…? What do you think about…? Do you have any opinion about…?	Opinion, doubt, suggestion, comments.	Opinion: /ə□p□n.jən/ Doubt: /da□t/ Suggestion: /sə□d□es.t□ ə n/ Comments: /□k□□.ment/	**2*45 minutes**

| | contexts with the use of language function such as asking for opinion, giving opinion and rejecting to give opinion. | correct grammar.

c.use the expression of asking for opinion, giving opinion and rejecting to give opinion through role play. | about today's materials

Modeling of the Text

*The teacher gives the example of expression of asking for opinion, giving opinion and rejecting to give opinion

*Students and the teacher discuss about the use of that expression

*The teacher gives example of the right pronunciation of that expression

*Students try to pronounce that expression

Joint Construction of the text

*Students make some dialogue based on the situation given

*Students pronounce their dialogue

*Students practice the dialogue | | | | | | |

			*Students make a role-play based on the dialogue **Independent construction of the text** *Individually students choose picture of their idol *Students give comments on that picture in front of the class						
	Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with	**Students are able to:** a.pronounce words related to the topic with correct stress, rhythm, and intonation. b. use pattern of asking for agreement and disagreement in the class with correct grammar. c. use the	**Building Knowledge of the Field** *The teacher builds the context by asking some question related to the topic. The questions for example; "have you ever asking your friends to accompany you to go on vacation?" "Did he or she agree?" "What did he or she said?". *Students answer the teacher's question *The teacher and students	How about going on vacation?	asking for agreement and disagreeme nt	How about going on vacation? How if we go to the music concert?	Concert, permit, movie, vacation, accompany.	Concert: /ˈkɒn.sɚt/ Permit: /pəˈmɪt/ Movie: /ˈmuː.vi/ Vacation: /veɪˈkeɪ.ʃ ə n/ Accompany: /əˈkʌm.pə.ni/	2*45 minutes

| the use of language function such as asking for agreement and disagreement. | expression of asking for agreement and disagreement through role play. | discuss about the questions

*Students get the context about today's materials

Modeling of the Text

*The teacher gives the example of expression of asking agreements and disagreements

*Students and teacher discuss about the use of that expression

*The teacher gives example of the use of that expression

*Students try to pronounce that expression

Joint Construction of the text

*Students make some dialogue based on the situation given

*Students pronounce their dialogue | | | | | | |

			*Students practice the dialogue *Students make a role-play based on the dialogue **Independent construction of the text** *Students were given some statements *Students tell to the class whether they agree or disagree with the statements					

LESSON PLAN

School   : SMP N 2 Srumbung

Subject   : English

Grade/ Semester   : VIII/2

Time allocation   : 3x40 minutes

Skill   : Speaking

Standard Competence : Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.

Basic Competence   : Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as recount and *narrative* text.

Indicators   : 1. Students are able to answer the question about narrative text

                          2. Students are able to retell the social value of story in narrative text

                          3. Students are able to express a narrative story through role-play

A. Teaching-Learning Goal   : In the end of the story, students are able to answer the question about narrative text, retell the social value of story in narrative text, express a narrative story through role-play
B. Materials
   a.Topic   : The legend of Malin Kundang (Indonesian Culture)
   b. Vocabulary   : Once upon a time, One day, Kingdom, Finally, Dreams, Prince, Curse, etc.
   c. Text   : The story of Malin Kundang, Comics of Malin kundang, Jumbled paragraph of narrative text.
C. Teaching Method   : Four stages of genre-based syllabus.
D. Technique   : Role-play
E. Teaching-Learning Process
   a. Pre-Teaching
      - Greeting
      - Checking for students attendance
      - Reviewing the previous materials
   b. While-Teaching
      - Building Knowledge of the Field
        *The teacher builds the context by showing the picture of Malin Kundang

*The teacher asks the students about picture

*Students answer the teacher's question

*Teacher and students discuss about the picture

*Students get the context about today's materials

- Modeling of the Text

  *Teacher gives the example of narrative text

  *Students read the text and find the difficult words

  *Students and teacher discuss about the text

  *The teacher gives the example of the pronunciation of some difficult words

  *Students try to pronounce that difficult words

- Joint Construction of the text

  *Students are given a comic about the story of Malin Kundang

  *Students analyze the comic in group

  *Students try to practice the dialogue of the comics

  *Students make a role-play based on the dialogue

- Independent Construction of the Text

  *Students arrange the jumbled paragraph of narrative text

  *Students find the difficult words

  *Students pronounce the difficult words

  *Students practice to read the story of that narrative text

  *Students read more frequently about that text to make them understand about that text

  *Students practice to act as a radio broadcaster who retelling the narrative story in the radio

c. Post Teaching

- Reviewing the materials
- Students sharing their difficulties
- Teacher gives oral feedback
- Students and teacher make a summary of today's materials
- Teacher gives homework for students

F. Sources   :

a. Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen
b. LKS Flash
c. Pictures and text from internet
d. Dictionary

G. Evaluation

a. Techniques   : Spoken test
b. Form   : Role-play performance
c. Instruments

  *Comics of Malin Kundang

  *Jumbled Paragraph

d. Speaking Rubrics

NO	ASPECT	SCORE
1.	Fluency	00-60
2.	Pronounciation	00-20
3.	Vocabulary	00-10
4	Grammar	00-10
	T o t a l	100

LESSON PLAN

School   : SMP N 2 Srumbung

Subject   : English

Grade/ Semester   : VIII/2

Time allocation   : 2x40 minutes

Skill   : Speaking

Standard Competence : Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.

Basic Competence   : Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as recount and *narrative* text.

Indicators   : 1. Students are able to answer the question about narrative text

                        2. Students are able to retell the social value of story in narrative text

                        3. Students are able to express a narrative story through role-play

A. Teaching-Learning Goal   : In the end of the story, students are able to answer the question about narrative text, retell the social value of story in narrative text, express a narrative story through role-play

B. Materials
   a. Topic   : The legend of Banyuwangi(Indonesian Culture)
   b. Vocabulary   : Once upon a time, One day, Kingdom, Finally, Dreams, Prince, Curse, etc.
   c. Text   : The story of Banyuwangi, Jumbled paragraph of narrative text.

C. Teaching Method   : Four stages of genre-based syllabus.
D. Technique   : Role-play
E. Teaching-Learning Process
   a. Pre-Teaching
   - Greeting
   - Checking for students attendance
   - Reviewing the previous materials

      b.   While-Teaching

-   Building Knowledge of the Field

      *The teacher builds the context by reviewing the last materials
      *The teacher asks the students about narrative text
      *The teacher and students discuss about the narrative text
      *Students get the context about today's materials

-   Modeling of the Text
      *The teacher gives the example of narrative text

      *Students read the text and find the difficult words

      *Students and teacher discuss about the text

      *The teacher gives example of the right pronunciation of some difficult words

      *Students try to pronounce that difficult words

-   Joint Construction of the text

      *The teacher gives jumbled paragraph of "The story of Banyuwangi" for students
      *Students arrange the jumbled paragraph of narrative text in group
      *Students read the paragraph
      *Students find the difficult words
      *The teacher asks for the difficult words
      *The teacher gives the example of the right pronunciation
      *Students pronounce the difficult words
      *The teacher and students discuss the meaning of the story of Banyuwangi
      *The teacher gives example of how to retell a story in front of the class

-   Independent Construction of the Text
      *Students practice to retell the story of Banyuwangiin their chairs
      *Students practice to act as TV presenter who retelling story about Banyu wangi in the children TV programs

      c.   Post Teaching
-   Reviewing the materials
-   Students sharing their difficulties
-   Teacher gives oral feedback
-   Students and teacher make a summary of today's materials
-   Teacher gives homework for students

F. Sources   :

      a.   Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen

      b.   LKS Flash

      c.   Pictures and text from internet

      d.   Dictionary

G. Evaluation
      a. Techniques   : Spoken test
      b. Form   : Role-play performance

c. Instruments
*Jumbled Paragraph

d. Speaking Rubrics

NO	ASPECT	SCORE
1.	Fluency	00-60
2.	Pronounciation	00-20
3.	Vocabulary	00-10
4	Grammar	00-10
	T o t a l	100

LESSON PLAN

School : SMP N 2 Srumbung

Subject : English

Grade/ Semester : VIII/2

Time allocation : 1x45 minutes

Skill : Speaking

Standard Competence : Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.

Basic Competence : Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as asking for information, giving information and denying information.

Indicators : 1. Students are able to pronounce words related to the topic with correct stress, rhythm, and intonation.

2. Students are able to use pattern of asking for information, giving information, and denying information in the class with correct grammar.

3. Students can use the expression of asking for information, giving information, and denying information through role play.

A. Teaching-Learning Goal : In the end of the lesson, students are able to pronounce words related to the topic with correct stress, rhythm, and intonation, use pattern of asking for information, giving information, and denying information in the class with correct grammar, and use the expression of asking for information, giving information, and denying information through role play.

B. Materials
   a.Topic : Could you show me the way?

   b. Language Function : Asking for information, giving information and denying information.

   c. Vocabulary : What, where, would, south, west, north etc.
C. Teaching Method : The three stages of genre-based syllabus.

D. Technique   : Role-play

E. Teaching-Learning Proces
    a. Pre-Teaching
    -   Greeting
    -   Checking for students attendance
    -   Reviewing the previous materials
    b. While-Teaching
    -   Building Knowledge of the Field
        *The teacher builds the context by showing the picture of direction
        *The teacher asks the students about the picture
        *Students answer the teacher's question
        *Teacher and students discuss about the picture
        *Students get the context about today's materials
    -   Modeling of the Text
        *The teacher gives the example of expression of asking information, giving information, denying information
        *Students and the teacher discuss about the use of that expression
        *Teacher gives example of the right pronunciation of that expression
        *Students try to pronounce that expression
    -   Joint Construction of the text
        *Students make some dialogue based on the situation given
        *Students pronounce their dialogue
        *Students practice the dialogue
        *Students make a role-play based on the dialogue
    c. Post Teaching
    -   Reviewing the materials
    -   Students sharing their difficulties
    -   Teacher gives oral feedback
    -   Students and teacher make a summary of today's materials
    -   Teacher gives homework for students
F. Sources   :

    a. Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen
    b. LKS Flash
    c. Pictures and text from internet
    d. Dictionary

G. Evaluation
    a. Techniques   : Spoken test
    b. Form   : Role-play performance

c. Instruments   : Role-play card

Based on the situation, make a dialogue and then play a role-play of that dialogue.

Example of situation:

You want to go to the bookstore near Magelang city, now you are in Magelang city but you are confused about the exact location. Fortunately, you meet the Koran seller. Ask to him about the location of the bookstore.

d. Speaking Rubrics

NO	ASPECT	SCORE
1.	Fluency	00-60
2.	Pronounciation	00-20
3.	Vocabulary	00-10
4	Grammar	00-10
	T o t a l	100

LESSON PLAN

School : SMP N 2 Srumbung

Subject : English

Grade/ Semester : VIII/2

Time allocation : 2x40 minutes

Skill : Speaking

Standard Competence : Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.

Basic Competence : Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as asking for opinion, giving opinion and rejecting to give opinion.

Indicators : 1. Students are able to pronounce words related to the topic with correct stress, rhythm, and intonation.

2. Students are able to use pattern of asking for opinion, giving opinion and rejecting to give opinion in the class with correct grammar.

3. Students can use the expression of asking for opinion, giving opinion and rejecting to give opinion through role play.

A. Teaching-Learning Goal : In the end of the lesson, students are able to pronounce words related to the topic with correct stress, rhythm, and intonation, use pattern of asking for opinion, giving opinion and rejecting to give opinion in the class with correct grammar, and use the expression of asking for opinion, giving opinion and rejecting to give opinion through role play.

B. Materials
a.Topic : Teenagers life

b. Language Function : Asking for opinion, giving opinion and rejecting to give opinion

c. Vocabulary : What, would, leisure time, artists, singer, actor.

C. Teaching Method : Four stages of genre-based syllabus.

D. Technique : Role-play

E. Teaching-Learning Proces
- a. Pre-Teaching
- - Greeting
- - Checking for students attendance
- - Reviewing the previous materials
- b. While-Teaching
- - Building Knowledge of the Field
  *The teacher builds the context by showing the picture of a music concert
  *The teacher asks the students about picture
  *Students answer the teacher's question
  *The teacher and students discuss about the picture
  *Students get the context about today's materials
- - Modeling of the Text
  *The teacher gives the example of expression of asking for opinion, giving opinion and rejecting to give opinion
  *Students and the teacher discuss about the use of that expression
  *The teacher gives example of the right pronunciation of that expression
  *Students try to pronounce that expression
- - Joint Construction of the text
  *Students make some dialogue based on the situation given
  *Students pronounce their dialogue
  *Students practice the dialogue
  *Students make a role-play based on the dialogue
- - Independent construction of the text
  * Individually students choose picture of their idol
  * Students give comments on that picture in front of the class
- c. Post Teaching
- - Reviewing the materials
- - Students sharing their difficulties
- - Teacher gives oral feedback
- - Students and teacher make a summary of today's materials
- - Teacher gives homework for students

F. Sources   :

- a.   Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen
- b.   LKS Flash
- c.   Pictures and text from internet
- d.   Dictionary

G. Evaluation
- a. Techniques   : Spoken test

b. Form   : Role-play performance

c. Instruments   : Pictures
Choose one of the pictures then give comments on that picture in front of the class

d. Speaking Rubrics

NO	ASPECT	SCORE
1.	Fluency	00-60
2.	Pronounciation	00-20
3.	Vocabulary	00-10
4	Grammar	00-10
	T o t a l	100

LESSON PLAN

School : SMP N 2 Srumbung

Subject : English

Grade/ Semester : VIII/2

Time allocation : 2x40 minutes

Skill : Speaking

Standard Competence : Expressing meaning of short and simple transactional and interpersonal conversations to interact in daily life context.

Basic Competence : Expressing meaning in simple transactional (to get things done) and interpersonal (to socialize) conversation in various spoken forms accurately, fluently, and acceptable to interact in daily life contexts with the use of language function such as asking for agreement and dissagreement.

Indicators : 1. Students are able to pronounce words related to the topic with correct stress, rhythm, and intonation.

2. Students are able to use pattern of asking for agreement and dissagreement in the class with correct grammar.

3. Students can use the expression of asking for agreement and dissagreement through role play.

A. Teaching-Learning Goal : In the end of the lesson, students are able to pronounce words related to the topic with correct stress, rhythm, and intonation, use pattern of asking for agreement and dissagreement in the class with correct grammar, and use the expression of asking for agreement and dissagreement through role play.

B. Materials
   a.Topic : How about going on vacation?

   b. Language Function : Asking for agreement and dissagreement

   c. Vocabulary : How, agree, disagree, movie, vacation.

C. Teaching Method : Four stages of genre-based syllabus.
D. Technique : Role-pay.
E. Teaching-Learning Proces

a. Pre-Teaching
- Greeting
- Checking for students attendance
- Reviewing the previous materials
b. While-Teaching
- Building Knowledge of the Field
  *The teacher builds the context by asking some question related to the topic. The questions for example; "have you ever asking your friends to accompany you to go on vacation?" "Did he or she agree?" "What did he or she said?".
  *Students answer the teacher's question
  *The teacher and students discuss about the questions
  *Students get the context about today's materials
- Modeling of the Text
  *The teacher gives the example of expression of asking agreements and disagreements
  *Students and teacher discuss about the use of that expression
  *The teacher gives example of the use of that expression
  *Students try to pronounce that expression
- Joint Construction of the text
  *Students make some dialogue based on the situation given
  *Students pronounce their dialogue
  *Students practice the dialogue
  *Students make a role-play based on the dialogue
- Independent construction of the text
  * Students were given some statements
  * Students tell to the class whether they agree or disagree with the statements
c. Post Teaching
- Reviewing the materials
- Students sharing their difficulties
- Teacher gives oral feedback
- Students and teacher make a summary of today's materials
- Teacher gives homework for students

F. Sources   :

a. Buku Pelajaran Bahasa Inggris Kelas VIII /Dirjen Dikdasmen
b. LKS Flash
c. Pictures and text from internet
d. Dictionary

G. Evaluation
a. Techniques   : Spoken test
b. Form   : Role-play performance

c. Instruments
1. Based on the situation, make a dialogue and then play a role-play of that dialogue.

Example of situation:

You want to go to the bookstore near Magelang city, now you are in Magelang city but you are confused about the exact location. Fortunately, you meet the Koran seller. Ask to him about the location of the bookstore.
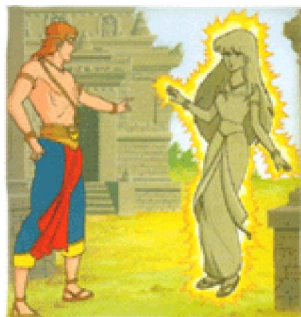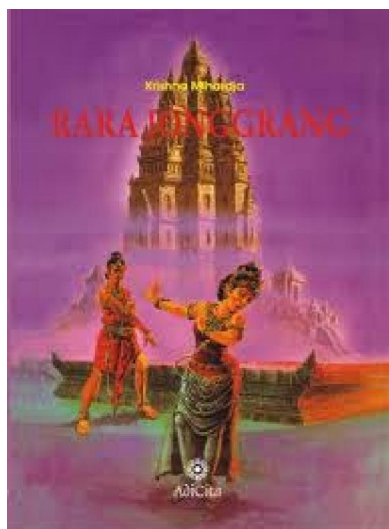
2. Statement:

You have to choose on of these situations and tell to your friends whether you agree of disagree with the statements.

Example: " Smoking is dangerous." Do you agree? What's the reason?

H. Speaking Rubrics

NO	ASPECT	SCORE
1.	Fluency	00-60
2.	Pronounciation	00-20
3.	Vocabulary	00-10
4	Grammar	00-10
	T o t a l	100

Task 1

1. What is in the picture?
2. Who is she?
3. Do you know about the story? Tell me.

Task 2

Read the text carefully, find the difficult words and then discuss with your teacher.

The Legend of Roro-Jonggrang

Once upon a time, there was a kingdom named **Prambanan**. The people lived peacefully. However, soon their happy lives were disturbed by **Pengging Kingdom**. The king, **Bandung Bondowoso**, wanted to occupy Prambanan. He was a mean king.

The war between Prambanan and Pengging could not be avoided. Prambanan lost the war and led by the new king, Bandung Bondowoso. Pengging could win the war because Bandung Bondongwoso had a supernatural power.

His soldiers were not only humans but also genies. Those creatures always obeyed Bandung Bondowoso. They always did whatever Bandung Bondowoso asked them to do. The king of Prambanan had a beautiful daughter. Her name was **Loro Jonggrang** (Rara Jonggrang). Bandung Bondowoso fell in love with her and wanted to marry her.

"If you want to marry me, you have to build a thousand of temples in just one night," said Loro Jonggrang.

She hated Bandung Bondowoso because he made the people of Prambanan suffered.

"What? Impossible! You just gave me an excuse for not marrying me!" said Bandung Bondowoso. But he did not give up. He asked the genies to help him.

Then all those genies worked hard to build the 1.000 temples. Meanwhile, Loro Jonggrang heard from the lady-inwaiting that the building of 1.000 temples was almost finished.

She was so scared; she did not want to marry Bandung Bondowoso. And then she had a great idea. She asked all the ladies-inwaiting to help her.

"Please prepare a lot of straw and mortar. Come on! Hurry up!" said Loro Jonggrang.

All those ladies-in-waiting were confused. They did not know why Loro Jonggrang asked them to prepare a lot of straw and mortars in the middle of the night.

"Listen, all those genies are building the temples, right? We have to stop them by burning the straw and make some noise by pounding the mortar. The genies will think that sun is going to rise and they will run away. Genies are afraid of sunlight."

It worked! All those genies thought that sun rose. They did not know the light was from the fire that burning the straw. And the noise from pounding the mortar was like the start of a new day.

Bandung Bondowoso was angry. He knew Loro Jonggrang just tricked him.

"You cannot fool me, Loro Jonggrang. I already have 999 temples. I just need one more temple. Now, I will make you the one-thousandth temple."

With his supernatural power, Bandung Bondowoso made Loro Jonggrang a temple. Until now, the temple is still standing in Prambanan area, Central Java. And the temple is named **Loro Jonggrang temple**.

Task 3

Make groups of seventh then analyze the comics; Find the difficult words and guess the meaning

Task 4

Re-write the dialogues from the comics in the 3rd task. After that, find the actor and the characteristics.

Task 5

Make groups of seventh, divide the characteristics of the actor for each student. After that, practice the dialogue and design perform a role-play in front of the class.

Task 6

Summarize the story of Malin kundang based on the dialogue then retell it in front of the class.

Task 7

Arranged this following jumbled paragraph in pairs

a. The beauty of Sritanjung desired the King to have her as his wife.
b. The King sent Sidapaksa to have a magical flower in the mountain and he asked Sritanjung to be his wife when Sidapaksa was on his mission.
c. When Sidapaksa came back, The King told Sidapaksa that Sritanjung was unfaithful to him.
d. Sidapaksa then became angry. He killed Sritanjung and threw her to the dirty river.
e. Finally, the miracle happened, the dirty river became clean and from all over river was spread out: "Banyuwangi,,, banyu wangii,,, banyu wangiii…"
f. Sidapaksa had a beautiful wife, named Sritanjung.
g. The king was angry because Sritanjung did not want to be her wife.
h. Once upon a time, in east Java, there was a kingdom ruled by a King named Sulahkromo. He had a prime minister who was very loyal to him named Sidapaksa.

Task 8

Find the difficult words of the following paragraph, pronounce those words, guess the meaning and discuss with the teacher. After that, analyze the content of the text.

Once upon a time, in east Java, there was a kingdom ruled by a King named Sulahkromo. He had a prime minister who was very loyal to him named Sidapaksa.
Sidapaksa had a beautiful wife, named Sritanjung. The beauty of Sritanjung desired the King to have her as his wife. The King sent Sidapaksa to have a magical flower in the mountain and he ask Sritanjung tobe his wife when Sidapaksa was on his mission. The king was angry because Sritanjung rejected his willingness to be her husband. When Sidapaksa come back, The King told Sidapaksa that Sritanjung was unfaithful to him. Sidapaksa then became angry. He kills Sritanjung and throws her to the dirty river. Finally, the miracle happened, the dirty river became clean and from all over river was spread out: "Banyuwangi,,, banyu wangii,,, banyu wangiii…"

Task 9

Individually, act as the radio broadcaster who retelling the story from the order paragraph in the task 8.

Task 10

1. What is the picture about?

2. Have you ever experience like that?

3. What did you do when you get lost?

Task 11

Asking Information	Giving information	Rejecting to give information
Do you know where the librarian is?	Yes, he is in the teacher office.	I'm sorry I doubt.
Can you tell me how to open this box?	You can open the box if you know the password	I'm sorry; I don't know how to open that.
Could you show me the way to the post office?	It's near the police office.	I'm not really sure about that

Task 12

Fill in the blank with some suitable expression.

Andi   :Hi, Dito. Are you busy?

Dito   : Nope, what happened?

Andi   : Ow yeah, I will go to the post office, but I don't know where is it. Could you show me the way?

Dito   : You go straight of this street until you find the T-junction, after that turn to the left. You can find it on your left.

Andi   : Thanks a lot brother.

Dito   : Don't mention it.

Task 13

Make a role play based on the situation, in pairs.

Situation:

It is your first time going to the library. You want to borrow some books but you don't know the procedure. Ask to the librarian

Situation:

You are joining Singing competition in other school. You have to do the registration but you don't know the place. Ask students of that school to find the place

Situation:

You forgot about thelast homework. Ask your friends about it

Situation:

You want to add comments in facebook but you don't know the way. Ask for information to your friend.

Situation:

You want to go to the post ofiice in Muntilan. You don't know how to get there. Ask your mom how to get there

Task 14

1. What is the picture about?

2. Have you ever experience like that?

3. What did you do? Did you share some opinions?

Task 15

Asking an opinion	Giving an opinion	Rejecting to give an opinion
What do you think about this book?	I think this book is interesting.	I haven't read this book anyway, sorry.
Do you have any opinion about this movie?	According to me, this movie is boring.	I don't have any idea.
Do you like this song?	I like this song very much.	I don't like it, sorry.

Task 16

Fill in the blank with some suitable expression.

Shela and Mala are talking about their favorite artists.
Shela: Mala, do you know Justin bieber? What do you …… about him?
Mala: Ohh, he is a singer right?
Shea: Yeah,, ……………?
Mala: Hmm, I'm sorry. I don't like him. How about you?
Shela: I like him very much. I enjoy all his songs.
Mala: oww I don't like him because I don't familiar with his songs.
Shela: Hmm, do you want to enjoy his song? I will play for you.
Mala: Sure

Task 17

These situation put randomly in a case. Students have to choose on of these randomly and act with their partner

Situation:

You are joining OSIS meeting which discuss about Kartini's day. Ask your friends about their opinion about the appropriate event in Kartini's day.

Situation:

You have two birthday invitation in the same day. Ask your mom opinion as the suggestion.

Situation:

You doubt whether you want to buy the cassettes of Ungu band or Noah band. Ask your friend's opinion as the suggestion.

Situation:

You doubt whether you want to continue your study in to senior or vocational high school. Ask your father's opinion about it.

Situation:

You and your friend were talking about X-Factor TV show. Share your opinion about Fatin and Novita dewi as the finalist

Task 18

> **Choose one of the pictures below. Remember that one picture only could be chosen by five students. After that, give comments on that piture in front of the class**

Task 19

Answer the questions orally

1. Have you ever ask your friend to accompany you to go on a vacation?
2. Did he / she agree?
3. What did he / she said?

Task 20

Asking for agreements	Giving agreements	Giving disagreements
Do you want to go out tonight?	Yes, I will	No, I can't. Sorry
What if we see the music concert?	Sure	Sorry, I'm busy.
Do you agree to go with me?	Yes, I'm agree	I disagree with you

Task 21

Fill in the blank with some suitable expression

Bagus   : Hi Gun, what are you doing?

Gunawan   : I'm reading a news paper. What's up?

Bagus   : Well today is holiday, ……. …… spending our leisure time to watch a movie?

Bagus   : Great, I ….. with you.

Task 22

These situations put randomly in a case. Students have to choose one of these randomly and act out with their partner

Situation:

You want to joint singing contest but you should have letter of permit from the school. Ask for the teacher agreements

Situation:

You want to ask your friend to accompany you to watch a movie. Ask for her agreements.

Situation:

You want to ask your friend to go to the bookstore together. Ask for his agreements.

Situation:

You want to join a school study tour, ask for your parents' agreements.

Situation:

You want to go to your friend's house to do the homework together. Ask for the agreements.

Task 23

Choose one of the statement and tell to your friends in front of the class wheter you agree with the statement or not.

1. Smoking is dangerous.
2. Flag ceremony is important.
3. Joint scout is good for students.

4. Students are not allowed to bring HP to the class.
5. Junior high school students are not allowed to drive car.

SPEAKING RUBRICS

Day and Date: **Class:**

Student's Name: **Student's Number:**

	Excelent	Good	Average	Poor
FLUENCY **Total 60 points** **Points_____**	Speech flows smoothly and evenly without interruption. (60 to 54 points)	Speech flows smoothly with only a few pauses and restart. (53 to 54 points)	Some speech flows well but other parts require starts, stop to think about how to express the idea. (44 to 37 points)	Speech does not flow easily. There are many starts, stop, and interruption. (36 to 0 points)
PRONUNCIATION **Total 20 points** **Points_____**	Pronunciation is clear with almost no errors. (20 to 16 points)	A few pronunciation errors but none that prevent understanding. (15 to 11 points)	Some incorrect pronunciations make parts of dialogue hard to understand. (10 to 6 points)	Hard to understand the dialogue because of the pronunciation problems. (5 to 0 points)
WORD CHOICE/ **Vocabulary (diganti pemahaman)** **Total 10 points** **Points_____**	Uses of the most appropriate words for situation. (10 to 9 points)	Makes a few errors in word choice. (8 to 7 points)	Makes some errors in word choice. (6 to 4 points)	Makes many errors in word choice. (3 to 0 points)
GRAMMAR **Total 10 points** **Points_____**	Uses past-tense verbs, "ing-verbs", noun and adjective form correctly. (10 to 9 points)	Makes only a few errors in verbs, nouns and adjective forms. (8 to 7 points)	Makes some errors in verb nouns and adjective forms. (6 to points)	Makes many errors in verb nouns and adjective forms. (5 to 0 points)
Total Points **Grading Range**	**Excellent** **100 to 88 points**	**Good** **87 points 70 points**	**Average** **69 to 51 points**	**Poor** **50 to 0 points**

TOTAL POINTS OF THIS TEST_____

Std. No	Name	Criteria				Total Score (0-100)
		Fluency (0-60)	Pronunciation (0-20)	Vocabulary (0-10)	Grammar (0-10)	
1	Ade Bondan M.	37	12	4	4	57
2	Adi M. Ridwan	41	13	5	4	63
3	Agus Budianto	27	9	4	3	43
4	Ahmad Juwari	37	13	3	4	57
5	Alfandi M.	35	10	4	4	53
6	Budi Wahyu A.	37	12	4	4	57
7	Dewi Rahma	44	15	5	4	68
8	Dika Achmad A.	42	10	4	4	60
9	Dwi Erna S.	44	14	5	5	68
10	Ervina C.	45	15	4	4	68
11	Fatimatul M	44	15	4	4	67
12	Fatrodin	42	10	4	4	60
13	Hafiz F	43	12	4	4	63
14	Hanif Al Afiani	46	13	4	4	67
15	Hasanudin	40	10	4	4	58
16	Ifan Agung Z	35	10	4	4	53
17	Mahendra B. S	45	13	5	4	67
18	Mayang D. I. A.	48	15	5	5	73
19	M. Solikin	37	12	4	4	57
20	Naufawati I.	40	12	4	4	60
21	Nur Khasanah	27	10	3	3	43
22	Nurul 'Ifati	38	13	4	4	59
23	Octavia A.	37	14	4	4	59
24	Puji Lestari	25	11	4	3	43
25	Ricky B.	44	14	4	4	66
26	Rinda O. L.	45	15	5	4	69
27	Riyan H.	37	12	4	4	57
28	Saiful Iman	39	10	4	4	57
29	Siti Indah M.	40	12	4	4	60
30	Tiwi Setiani	22	13	4	4	43
31	Tri Lestari	45	14	5	4	68
32	Vina S. Z	44	14	5	4	67
33	Wahyu Wibowo	28	12	4	3	47
34	Warsidi	40	11	4	4	59
Total Mean on percent: **Total score x 100%** **Highest score**						2016:34= 59.29

Std. No	Name	Criteria				Total Score (0-100)
		Fluency (0-60)	Pronunciation (0-20)	Vocabulary (0-10)	Grammar (0-10)	
1	Ade Bondan M.	41	15	7	6	69
2	Adi M. Ridwan	45	15	7	5	72
3	Agus Budianto	39	13	6	5	63
4	Ahmad Juwari	43	15	7	5	70
5	Alfandi M.	40	14	6	5	65
6	Budi Wahyu A.	44	16	6	5	71
7	Dewi Rahma	47	16	7	6	76
8	Dika Achmad A.	48	14	6	6	74
9	Dwi Erna S.	47	14	7	6	74
10	Ervina C.	47	16	7	6	76
11	Fatimatul M	50	16	7	7	80
12	Fatrodin	47	16	7	6	76
13	Hafiz F	49	15	6	6	76
14	Hanif Al Afiani	50	16	5	6	77
15	Hasanudin	45	13	5	5	68
16	Ifan Agung Z	43	13	6	6	68
17	Mahendra B. S	50	15	7	5	77
18	Mayang D. I. A.	53	17	8	7	85
19	M. Solikin	44	14	6	5	69
20	Naufawati I.	47	13	5	6	71
21	Nur Khasanah	39	12	5	5	61
22	Nurul 'Ifati	43	15	6	6	70
23	Octavia A.	43	16	7	6	72
24	Puji Lestari	40	13	7	5	65
25	Ricky B.	42	17	6	6	71
26	Rinda O. L.	49	17	7	6	79
27	Riyan H.	41	14	6	7	68
28	Saiful Iman	43	12	7	7	69
29	Siti Indah M.	47	13	6	7	73
30	Tiwi Setiani	42	15	7	6	70
31	Tri Lestari	49	15	7	6	77
32	Vina S. Z	48	16	7	7	78
33	Wahyu Wibowo	43	16	6	6	71
34	Warsidi	47	15	6	7	75
Mean:						2456:34= 72.23

PHOTOGRAPHS

Picture 1: The researcher is telling the topics and the objective of the lesson

Picture 2: The researcher is giving the example of the right pronunciation

Picture 3: The researcher is checking the students' understanding about the role of the task

Picture 4: The students are preparing the role-play performance

Picture 5: The students are performing the action in the pre-test

Picture 6: The students are performing the action in the post-test

Picture 7: The students are discussing the dialogue in the comics

Picture 8: The students are reading their dialogue and preparing their performance

Picture 9: The students are dividing the character of the role-play

Picture 10: The students are trying to understand the situation given to perform role-play

Picture 11: The students are performing their role-play entitle: "giving direction"

Picture 12 and 13: The students are acting as a radio broadcaster

Picture 14: A student is acting as a TV presenter who retelling a narrative story in a children TV program.

Picture 15: A student is acting as a TV presenter who retelling a narrative story in a children TV program.

ATTENDANCE LIST

Std. No	Name	Date						
		30th March 2013/ Observation	4th April 2013/ Cycle 1	5th April 2013/ Cycle 1	10th April 2013/ Cycle 1	17th April 2013/ Cycle 2	18th April 2013/ Cycle 2	19th April 2013/ Cycle 2
1	Ade Bondan M.	√	☐	☐	√	√	√	√
2	Adi M. Ridwan	√	√	√	√	√	√	√
3	Agus Budianto	√	√	√	√	√	√	√
4	Ahmad Juwari	√	√	√	√	√	√	√
5	Alfandi M.	√	√	√	√	√	√	√
6	Budi Wahyu A.	√	√	√	√	√	√	√
7	Dewi Rahma	√	√	√	√	√	√	√
8	Dika Achmad A.	√	☐	☐	√	√	√	√
9	Dwi Erna S.	√	√	√	√	√	√	√
10	Ervina C.	√	√	√	√	√	√	√
11	Fatimatul M	√	√	√	√	√	√	√
12	Fatrodin	√	√	√	√	√	√	√
13	Hafiz F	√	√	√	√	√	√	√
14	Hanif Al Afiani	√	√	√	√	√	√	√
15	Hasanudin	√	√	√	√	√	√	√
16	Ifan Agung Z	√	√	√	√	√	√	√
17	Mahendra B. S	√	☐	☐	√	√	√	√
18	Mayang D. I. A.	√	☐	☐	√	√	√	√
19	M. Solikin	√	√	√	√	√	√	√
20	Naufawati I.	√	√	√	√	√	√	√
21	Nur Khasanah	√	√	√	√	√	√	√
22	Nurul 'Ifati	√	√	√	√	√	√	√
23	Octavia A.	√	☐	☐	√	√	√	√
24	Puji Lestari	√	√	√	√	√	√	√
25	Ricky B.	√	√	√	√	√	√	√
26	Rinda O. L.	√	√	√	√	√	√	√
27	Riyan H.	√	√	√	√	√	√	√
28	Saiful Iman	√	√	√	√	√	√	√
29	Siti Indah M.	√	√	√	√	√	√	√
30	Tiwi Setiani	√	√	√	√	√	√	√
31	Tri Lestari	√	√	√	√	√	√	√
32	Vina S. Z	√	√	√	√	√	√	√
33	Wahyu Wibowo	√	√	√	√	√	√	√
34	Warsidi	√	√	√	√	√	√	√