

**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SCRIPTED
ROLE PLAY AT SMPN 3 NGAGLIK GRADE VIII IN THE ACADEMIC
YEAR OF 2012 / 2013**

A THESIS

**Presented as a Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



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2013

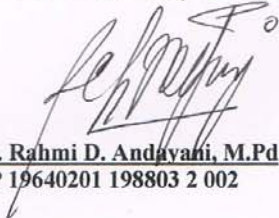
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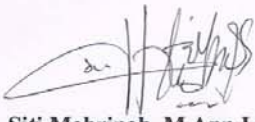
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A THESIS

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

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

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Penulis



Robiatul Adawiyah

MOTTOS

“Never old to learn”

(Anonymous)

“Adil sudah sejak dalam pikiran”

(Pramoedya Ananta Toer)

“Cogito ergo sum (I Think, Therefore I Am)”

(Rene Descartes)

*“To improve is to change, to be perfect is to
change often.”*

(Sir Winston Churchill)

DEDICATIONS

In the name of Alloh, I dedicate my thesis for:

My beloved parents, Sholikhatus and Ansori

My best sisters, Mahmudah, Mar'atul F., Laila M. (alm)

My best brothers, Jauhar M. and Luthfi B.N.

My brothers and sister in law, Mustofa, Imron, and Angraeni

My cute nephews, Farah, Fathir, Fachri, and Fajrina

And all my best friends

You are my greatest rewards.

Thanks for always supporting me and standing by my side.

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Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at secondary school level.

Yogyakarta, _____

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ABSTRACT

The study aims at improving the speaking ability of the students at grade VIII, A class of SMPN 3 Ngaglik in the academic year of 2012 / 2013. The scripted role play was chosen as the teaching technique in this study.

This study was an action research consisting two cycles. The research was carried out at the first semester from November to December 2012. It involved the researcher, the collaborator, and the students. The participants of this research were 36 students of VIII A class of SMPN 3 Ngaglik in the academic year of 2012 / 2013. The data of this study were qualitative and quantitative. The qualitative data were obtained by observing teaching and learning process during the implementation of the actions, giving questionnaire, and interviewing. It was in the form of field notes and interview transcripts. The quantitative data were taken by assessing the students speaking ability through the pre-test and the post-test.

The finding of the first cycle indicated that the students' speaking ability improved along with a lot of speaking practices. The result of the second cycle shows that the implementation of the role-play technique improves the students' speaking ability, especially their fluency, self-confidence and motivation by providing them a lot of speaking activities. It was also found that using the language more often can improve their fluency. The indicators of the success of the implementation were that: (1) the students were more active in the speaking activities than the previous condition; (2) the students were more enthusiastic in doing speaking activities; and (3) the students' self-confidence and motivation to speak English increased. Furthermore, the findings were also supported by the means of the students' speaking score which had improved from 68.5 and 69.2 in the pre-test to 76 and 76.5 in the post-test.

CHAPTER I INTRODUCTION

A. Background of the Study

Language is a tool of communication. We realize that without any languages our life will be nothing. People use languages in their daily life to communicate with others. They communicate in order to get any information, knowledge, jobs, or even just to get fun.

It has been known that English is an international language. Almost all the people from many different countries around the world use it to communicate in this globalization era. English is a universal language in several fields, for instance; education, business, politics, and tourism. In response to this, therefore, in Indonesia English is taught as a compulsory subject from junior high school to university level, even it can be started to be taught at elementary school or even kindergarten students.

English subject consists of four skills to be taught. They are listening, speaking, reading, and writing. As a means of communication, speaking skill is very important. It is because most people communicate orally, as stated by O'Malley and Pierce (1996: 57) that among the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language.

Speaking is a kind of either productive or active skill. Though those four skills are equally important, but speaking becomes the most important tool to

communicate. It conveys some messages in communication. Speaking should be taught effectively so that students are able to convey some messages in the form of information, knowledge, and others.

Being able to speak English well is considered to be a primary goal in learning English. It does not only improve personal confidence in public speaking but also helps students' achievement in their educations even careers.

However, it is not easy for the teacher to teach the students till they reach the primary goal. The fact shows that most students are unable to speak English well. Their speaking ability is low. Students are expected to be able to speak fluently, but in the real life they cannot speak fluently. To be able to speak well, students must know more vocabularies. Yet, the fact shows they have a lack of vocabularies and it retards them to explore more ideas.

It is important for the teacher to create a new strategy in teaching speaking that boosts the students be more active in their learning. There are a lot of ways in teaching speaking. One of them is using a role play. According to Matthews, Sprat, & Dangerfield (1991: 34) Role-Play is an activity for which the context and the roles of the students are determined by the teacher, but in which students have freedom to produce language which they feel appropriate to that context and to their assigned roles.

Scripted role play is a good way to develop students speaking skill. By using a role play, students are expected to be more interested in learning English. By using a scripted role play, it is expected that the students will have more

occasion to practice speaking. Furthermore, they are expected to be more creative and be more motivated to have a speaking class.

B. Identification of the problem

Based on the researcher's observation, there were some problems found in the teaching and learning speaking class at SMPN 3 Ngaglik. The problems were from either the teacher or the students. The first problems came from the teacher. It was closely related to the method or teaching technique and the materials the teacher used. It is important to apply a technique appropriately in presenting an instructional material so that the students will be more interested, active, and motivated in learning speaking. The fact shows that the teacher still found difficulties in applying interesting techniques. She often used monotonous and boring ways in delivering her materials to her students. Seldom did she teach her students speaking. She used to teach her students reading and writing. The students were asked to do some exercises related to the reading and writing materials. This condition made the students bored and uninterested in learning the materials.

The second problem came from the students. Their speaking ability was low. It could be seen from the aspects of speaking skill that were not mastered well by the students. The aspects are vocabulary, pronunciation, fluency, and accuracy. The students should master those aspects well because every aspect is related each other.

Vocabulary is a foundation of a language. It is a requirement students need to have a good speaking ability. McCarty (1990) states the biggest component of

any language courses is vocabulary. Based on the observation, the researcher found that the students' vocabularies are limited. When their teacher asked them by using English, almost all of them were silent. They did not get what their teacher meant. They answered their teacher's questions when the teacher translated her question into Indonesian. They often used Indonesian or even their mother tongue when the teaching and learning process was going on.

Pronunciation is a basic quality of language learning. It is closely related to the speaking ability. It deals with the way we say and articulate words. Having poor pronunciation skill can obscure communication and prevent an ESL student from making meaningful utterances. The grade VIII A students of SMPN 3 Ngaglik still found difficulties in pronouncing not only some new words but also some words they often heard before. For example, they still read the word "would" by saying "wold" not "/wʊd/, even they could not differ how to say one word to other words like "were" and "where".

Fluency deals with how comfortable students are when they speak, how easily the words come out, whether there are great pauses and gaps in the student's speaking. In relation with the lack of vocabularies and the low ability in pronouncing words, the students often found difficulties in speaking using English fluently. They often repeated the words they had said before finally they found the next words they wanted to say.

Spratt (2005: 34) defines accuracy as "the use of correct forms of grammar, vocabulary and pronunciation". The fact showed that the students still

had difficulties in arranging words to be good sentences. They spoke without caring about any grammar rules.

Those problems mentioned above influenced the students' motivation, interest, and also confidence. The students' motivation in learning English moreover speaking became low. They were unmotivated and lack of interest in learning speaking because they thought that English was a very complicated language to be learnt. Furthermore, they were not confident enough in exploring and expressing their idea. They were afraid of making mistakes related to the pronunciation, structure, and word choices. This low confidence was also influenced by the lack of vocabularies.

The third problem was related to the teaching and learning process. Teaching and learning process deals with the classroom activities, interaction, language practice, etc. The activities the teacher made seemed to be monotonous. It made students not interested in learning. They were bored with the same activities. Furthermore, the teacher preferred teaching reading and writing to speaking. She rarely gave the students opportunities to be more active in practicing their speaking ability. The students were not used to use the language orally.

C. Limitation of the Problem

Based on the background and identification of the problem, the researcher tries to find an effective solution to improve students' speaking ability at SMPN 3 Ngaglik grade VIII in the academic year of 2012 / 2013 by using scripted role play.

D. Formulation of the Study

Based on the research background above, this research can be formulated in the following questions:

Can Scripted RolePlay technique improve the students' speaking ability?

E. Research Objective

The objective of this research is to improve students' speaking ability by using scripted role play.

F. Significance of the Study

The researcher hopes that this research gives benefits as follows:

1. For English teachers, this research can give additional knowledge and experience on how to improve the students' speaking ability.
2. For students, the use of Role-Play technique enables them to improve their speaking ability in order to be able to communicate orally.
3. For other researchers who conduct the same research, the result of the research is expected to be a reference and contribute more information to solve the same problem.

CHAPTER II LITERATURE REVIEW

A. THEORETICAL DESCRIPTION

1. SPEAKING

a. Definition of speaking

Speaking is a productive skill which is related to the ability of using language orally. It is the most crucial basic skill students must have. Speaking ability becomes the primary goal of learning language. Being able to use a language orally means having more occasions to express ideas.

Brown (2004: 140) states speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, Thornbury (2005) says speaking is so much a part of daily life that we take it for granted. It is interactive and requires the ability to co-operate in the management of speaking turns. It is a skill, and as such needs to be developed and practiced independently of the grammar curriculum. In addition, Mackey (in Magiono, 2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning.

From the definitions above, it can be concluded that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in

order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

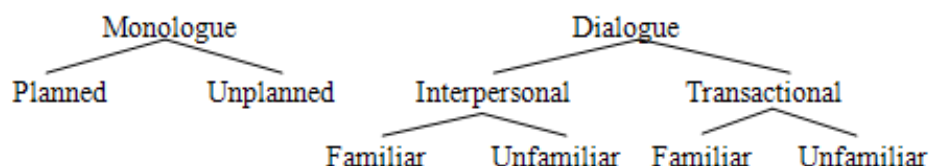
b. Types of Spoken Language

There are two types of spoken language according to Brown (2001:251). They are monologue and dialogue. In monologue of spoken language, when one speaker uses spoken language for any length of time, the hearer must process long stretches of speech without interruption-the stream of speech will go on whether or not the hearer comprehends. Monologue is categorized into two subtypes. They are planned and unplanned monologues.

Planned monologues usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues exhibit more redundancy; which is made for ease in comprehension, but the presence of more performance variables and other hesitations can either help or hinder comprehension.

Meanwhile, dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationships (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Those subcategories are classified further into familiar and unfamiliar categories. In each case, participants may have a good deal of shared knowledge (background information, schemata); therefore, the familiarity of the interlocutors will produce conversation with more assumptions, implications, and other meanings hidden between the lines. In conversations between or among

participants who are unfamiliar with each other, references and meanings have to be made more explicit to assure effective comprehension.



(Adapted from Nunan 1991b: 20-21)

c. Characteristics of Spoken Language

According to Brown (2001: 270), there are some characteristics of spoken language that can make oral performance easy. Those characteristics are:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can recognize their output both cognitively and physically (in breath groups) through such clustering

2) Redundancy

The speaker has opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced forms

Contractions, elisions, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish a quality of speaking that in turn stigmatize them.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtrackings, and corrections. Learners can actually be taught how to pause and hesitate. As for example, in English our “thinking time” is not silent; we insert certain “fillers” such as uh, um, well, you know, I mean, like, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum – without interlocutors – would rob speaking skill of its richest component: the creativity of conversational negotiation.

d. Aspects of speaking skill

There are some items such as pronunciation, vocabulary, fluency, and accuracy should be concerned in speaking skill.

1) Pronunciation

Pronunciation is a basic quality of language learning. It is closely related to the speaking ability. It deals with the way we say, articulate, assimilate, intonate, and stress words. Having poor pronunciation skill can obscure communication and prevent an ESL student from making meaningful utterances. Harmer (2007) says pronunciation teaching does not only make students aware of different sounds and sound features, but also can improve their speaking immeasurably such as concentrate on sounds and make students aware of using stress when speaking.

2) Vocabulary

Vocabulary is a foundation of a language. It is a requirement students need to have a good speaking ability. McCarty (1990) states the biggest component of any language courses are vocabulary. In addition, Harmer (2007) says if the students have more vocabularies or at least 1000 words, they can communicate fluently.

3) Fluency

Fluency deals with how comfortable students are when they speak, how easily the words come out, whether there are great pauses and gaps in the student's speaking. It is a parameter of students' speaking ability goal. It deals with the quality of the way they speak fluently.

4) Accuracy

Spratt (2005: 34) defines accuracy as the use of correct forms of grammar, vocabulary and pronunciation. And Miller (2003) says accuracy as the ability to produce correct sentences using correct grammar and vocabulary. He said that accuracy is relative. As we can show that a child in early primary is not capable of the same level of accuracy as an adult.

e. Teaching Speaking

Speaking ability is a primary goal in learning a language. It becomes a compulsory for the English teachers to guide the students to achieve that primary goal by teaching speaking as interesting as possible.

1) Teaching speaking means

Teaching is guiding learners in studying and getting new knowledge, skills, or attitudes. Brown (2000: 7) says that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Furthermore, he adds that speaking cannot be defined apart from learning, for teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning.

Nunan (2003) says what is meant by "teaching speaking" is to teach ESL learners to:

- a) Produce the English speech sounds and sound patterns
- b) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- d) Organize their thoughts in a meaningful and logical sequence.
- e) Use language as a means of expressing values and judgments.
- f) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

2) Types of Classroom Speaking Performance

There are six types of speaking performance that students are expected to carry out in the classroom (Brown, 2001: 271). The six types of speaking performances in the classroom are presented as follows:

a) Imitative

In this type of performance, students are asked to repeat or imitate the teacher's speech or tape recorder. Imitation of this kind is carried out not for the purpose of meaningful interactive but for focusing on some particular elements of language form. In other words, this activity focuses more on form rather than on meaning. Such activity is also called "drilling". Drills offer students opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulties-either

phonological or grammatical. They offer limited practice through repetition. Furthermore, Brown (2001: 272) says that drills can help to establish certain psychomotor patterns (to “loosen the tongue”) and to associate selected grammatical forms with their appropriate context.

From the statements above, it can be interpreted that drilling is still important for teaching speaking, mainly pronunciation and intonation as long as it is not overused and students know why they are doing it.

b) Intensive

In this type of performance, students deal with their linguistic difficulties either phonological or grammatical aspect of language. Brown (2001: 273) states that intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c) Responsive

In this type of performance, students may give short replies to teacher or even students have an initiative for asking questions or comments. Student’s responses usually sufficient and do not extend into dialogues. However, such speech can be meaningful and authentic.

d) Transactional (dialogue)

In this type of performance, students are involved in exchanging specific information with their conversational partners. This activity is

carried out for the purpose of conveying or exchanging specific information. In this case, Brown (2001: 273) says that transactional language is an extended form of responsive language. It may have more a negotiate nature than merely responsive speech.

e) Interpersonal (dialogue)

In this type of performance, students actively participate in the authentic give and take of communicative interchange. This type of activity is carried out more for purpose of maintaining social relationships than for the transmission of fact and information.

f) Extensive (monologue)

In this type of performance, students are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. This performance is to develop students' global oral ability of producing spoken language which is more formal and deliberate.

3) Classroom speaking activities

There are many ways to make various activities in teaching speaking. Hayriye Kayi in his journal (Teaching Speaking: Activities to Promote Speaking in a Second Language) states that these activities below can vary the classroom speaking activities. Here are the activities:

a) Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the

discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

b) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

c) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

d) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information.

e) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

f) Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes.

g) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

h) Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

i) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money, Hearts: Love and relationships, Spades: An unforgettable memory, Clubs: Best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic "Diamonds: Earning Money" is selected, here are some possible questions: Is money important in your life? Why? What is the easiest way of earning money? What do you think about lottery? Etc.

k) Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

l) Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

m) Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

From these variations of speaking activities, role play was chosen as one of suitable tasks to improve junior high school students' speaking ability by creating the situation for learners to actively interact in the language; thereby the language learning is more meaningful. At the same

time, the learners are introduced to the different styles-listening, remembering, discussing, writing and presenting. The students are hoped to be able to improve and enhance their own ability in mastering of speaking competence in their daily life communicatively and actively.

4) Teaching Speaking in Junior High School Based on School Based Curriculum

Teaching speaking should be developed equally with the other skills – reading, listening, and writing. It also should be based on the school based curriculum proposed by the government as the guide in the teaching and learning process.

School Based Curriculum or KTSP (Kurikulum Tingkat Satuan Pendidikan) is a curriculum which gives the schools independency in designing, developing, and implementing the curriculum based on their own situation, condition, and potential. It is developed according to the need of the school.

Mulyasa (2008:8) says that the school and the school committee develop the curriculum and its syllabus based on the foundation framework and the standard of graduate competency, under the supervision of the education department of regency and religion department in charge of education.

Teaching speaking in junior high school should be based on the standard competency and basic competence as stated in the standard of graduation competency. Mulyasa (2008:109) states that relating to the school

based curriculum, the national education department has prepared standard competency and basic competency for every subject, which is used as the guide for the teachers in developing the syllabus in every school.

a) Standard competency in speaking

According to the standard competency of speaking stated in school based curriculum, after the students learn speaking subject they are expected to be able to:

- (1) Express meaning of short simple transactional and interpersonal conversation orally to interact with the society and surrounding.
- (2) Express meaning of short simple monologue in the descriptive and recount texts to interact with surrounding.

b) Basic competency of speaking

The objectives of teaching speaking in junior high school students can be reflected on the basic competency that have prepared by the government. By having speaking subject in the school, the students are expected to be able to:

- (1) Express meaning in the transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently and appropriately to interact with surrounding including asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying the facts, asking and giving opinion.

- (2) Understand and give responses to the transactional dialogue (to get things done) and simple interpersonal (socialization) dialogue by using oral various language accurately, fluently and appropriately to interact with surrounding including inviting, accepting, and refusing invitations, agreeing and disagreeing, praising and giving congratulation.
- (3) Express meaning in the form of short functional spoken text by using various spoken language accurately, fluently and appropriately to interact with surrounding.
- (4) Express meaning in short simple monologue by using various spoken language accurately, fluently and appropriately to interact with surrounding in the form of descriptive and recount text.

From the basic competency of speaking, the teacher knows what materials will be taught to the students. The materials include the language function such as asking, giving, and refusing services, asking, giving, and refusing things, accepting and denying the facts, asking and giving opinion, inviting, accepting, and refusing invitations, agreeing and disagreeing, praising and giving congratulation, and types of texts that are descriptive and recount text.

5) Designing Lesson Plan

PPP (Presentation, Practice, Production)

PPP stands for Presentation, Practice, and Production. It is a teaching model that consists of three stages. The first stage is presentation, the second is practice, and the third is production (Harmer 1998).

PPP becomes an effective model for teaching simple language at lower level. It becomes less appropriate when the students already know a lot of language (Harmer 1998). This model then becomes appropriate to teach speaking in junior high school since the students are in low level of proficiency.

Harmer (2001) adds that in this procedure, the teacher introduces a situation which contextualizes the language to be taught then the language is presented. After the students practice the new language, they have to use it and make sentences of their own. The following are the stages of this procedure.

a) Presentation

In this stage, the teacher presents the context and situation for the language and both explains and demonstrates the meaning and form of the new language.

b) Practice

In this stage the students practice making new sentences of new forms of the language. Usually the teacher puts them in pairs to practice the

sentences before listening to a few examples just to check that learning has been effective.

c) Production

This is the end stage of PPP. In this stage students are asked to use the new language in sentences of their own.

6) The roles of the teacher and the students in speaking class

a) The roles of the teacher

A crucial parts of teacher job when organizing speaking activities is to make sure that the students understand exactly what they are supposed to do. This involves giving clear and appropriate instructions and demonstrating the activity with a student so that no one is in doubt what they should do. Harmer (2007: 347) gives some teacher's roles in order to help students in speaking activities as follow:

- (1) As a prompter; the teacher helps and supports the students by offering some suggestions without disrupting the activity done by the students.
- (2) As a participant; the teacher and the students may talk together communicatively as near-equal participants. It means that the teacher can join into the activity but still under the term of scaffolding.
- (3) As a feedback provider; the teacher has to be tactful in giving appropriate feedback in a particular situation. Helpful and give a calm correction may get students out of difficult misunderstanding and hesitations.

Davies and Pearce (2005: 127) also explain some roles of a teacher, especially in managing the class. Those are as follows:

- (1) Present new information, control accuracy practice from the front, and make sure that as many learners as possible participate in the class and that most errors are corrected.
- (2) Organize and facilitate lockstep fluency and skills activities from the front, encouraging voluntary participation and ignoring most errors.
- (3) Monitor individual, pair, or group activities, moving around among the learners and helping the learners when they face difficulty.
- (4) Inform the learners about their progress, trying to combine encouragement with honest evaluation and useful feedback.

There are many roles of the teacher, indeed, but the crucial point to consider is that which roles will be major to be applied in the classes depends on many factors such as the culture, context, type of the course, the student's level and characteristics, etc.

b) The roles of the students

Nunan (1989: 86) states that in oral interaction tasks, students are required to put language to a range of uses, to use language which has been imperfectly mastered, and to negotiate meaning rather than simply repeating and absorbing the language.

However, not all students are good learners who have the consciousness of the importance of the learning. There are often many reluctant students in the class, especially when dealing with speaking. Here, the teacher should play his/her roles appropriately to help the students successful in learning speaking.

7) Characteristics of Junior High School Students

The subjects of this study are eight grade students of junior high school. They are teenagers around eleven to fifteen years old. In relation with the language teaching to secondary students, it is necessary to discuss some characteristics of junior high school students. Presented below are the characteristics of junior high school students presented by some expert.

a) Curiosity

Teenagers are naturally curious. They want to make out of things, find out how the things work, gain competence, control over themselves, do what they can see from others. They are opening perspective and experimental. They do not merely observe the world around them (Hadfield: 2005: 13). Teenagers are full of questions. They are still concerned with their own life. They are curious about new things around them. They try to observe and look for the answers by themselves.

b) Game Lovers

Children and teenagers like games (Harmer 2007: 82). In this case they find them as interesting and attractive activities. When they play a game, they know perfectly well that it is real. However, it does not stop their efforts. It happens like this because they find it fun. In the activity, they will learn the second language if they can work out the input in meaningful contexts.

Games provide them an occasion for real language use and let their subconscious mind work on the processing of the language while their conscious mind is focused on the activity (Hadfield 2005: 6-7). This process

happens naturally when the need of communication has been set up through the rule of game which generates real interaction. Games can be performed many times (Hadfield 2005: 4). This condition will create the circumstances for meaningful repletion, as it is very useful for them. It also ensures that the player interacts with each other. The interaction is usually played out using certain expression in the target language. That is way games are very useful.

c) Exploration

Children and teenagers learn through their exploration and play (Pinter 2006: 5). Play activities are essential to the development of children and teenagers. The most important role that play can have is to help them to be active, make choice, and practice actions to mastery. In this point, they work out on a mutual interaction among their companions, they sometimes find this occasion for playing. When teenagers have been exposed to the language input, they will soon want to participate in an interaction with the teacher or each other using the language input. They will start copying simple phrases, join in a kind of answer question activities, introduce themselves, memorize short dialogues, etc. In this case, they need opportunities to interact with teachers and with each other in a meaningful learning.

d) Delight in talking

Teenagers still take great delight in talking (Halliwell 1992). It is because they are interested in talking about everything around them. They even say spontaneously what they think in their mind. They talk about the things they are seeing and experiencing. Teenagers like to talk about

everything by activating their knowledge they earn from hearing adults. They also love to ask for something new that they face everywhere to adults.

e) Cooperative

Group works and pair works can lead to effective implementation of cooperative learning (Brown 2001: 47). Working with others in a kind of cooperation is also beneficial in terms of sustaining interest and motivation. It is best if the students are put in pairs or small groups (Pinter 2006: 189). It gives evidence that students need to work and cooperate with their friends, both individually or in groups to achieve and develop effective relationship among them. Here, students learn to give appropriate responses in a particular range of cooperation. During the pair and group work accomplishment, the classroom becomes the place where the students have to cooperate with others. This description points out that students need to cooperate with others.

In relation with the students of junior high school characteristics, role play is a kind of game activities in which the students will have more occasions in exploring their idea to be someone else by having cooperation with their partners or friends first and then practicing the result in front of the class. By using role play, the students will be more active in having communication orally. Role play is the best way to improve junior high school students' speaking ability because it is appropriate with the characteristics of the students of junior high school.

2. ROLE PLAY

a. Definition of Role Play

Brown (2004) states Role play is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. Livingstone (in Rodpradit) stated that role-play is a classroom activity allowing the students to practice the language, the aspects of role behavior (e.g. formality, register, function, attitude, paralinguistic features, extra-linguistic features, acceptability and appropriateness, and the immediacy of oral interaction), and the roles outside the classroom that they may need to know. Killen (2003) says Role play technique is a technique which provides an opportunity for students to become more deeply involved in thinking about how they would react in real world situation. In addition Harmer (2007) states role play can be used to encourage general oral fluency or to train students for specific situations, especially where they are studying for specific purposes. Furthermore, Donn Byrne (2006) claims that role play is a part of drama activity. Role play is an activity in which the students interact as themselves in the real situation.

From the definitions above, it can be concluded that role play is an activity in which the students are given more opportunities to encourage their speaking ability. It not only creates the opportunities for the students to communicate, but also encourages them to develop strategies to overcome problems that occur when performing their role play. This directly prepares the students to face communication in their real life.

b. The Advantages of Role Play

Using role play in speaking class activities has many benefits. It can encourage students to speak; it gives them the chance to communicate, even with limited language, using non-verbal communication, such as body movements and facial expression. Role play is a kind of drama act. Here, there are some reasons which make drama or role play a very powerful tool in the language classroom.

Desiatova (2009) outlines some of the areas where drama or role play is very useful to language learners and teachers, and they are listed below;

- 1) To give learners an experience (dry-run) of using the language for genuine communication and real life purposes; and by generating a need to speak.

Drama or role play is an ideal way to encourage learners to guess the meaning of unknown language in a context. Learners will need to use a mixture of language structures and functions ("chunks") if they want to communicate successfully.

- 2) To make language learning an active, motivating experience
- 3) To help learners gain the confidence and self-esteem needed to use the language spontaneously. By taking a role, students can escape from their everyday identity and "hide behind" another character. When you give students special roles, it encourages them to be that character and abandon their shyness.
- 4) To bring the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content) When using drama the aim can be more than linguistic, teachers can use topics from

other subjects: the students can act out scenes from history, they can work on ideas and issues that run through the curriculum . Drama can also be used to introduce the culture of the new language, through stories and customs, and with a context for working on different kinds of behavior.

- 5) To emulate the way students naturally acquire language through play, make believe and meaningful interaction.
- 6) To make what is learned memorable through direct experience and affect (emotions) for learners with different learning styles.
- 7) When students dramatize, they use all the channels (sight, hearing, and physical bodies)and each student will draw to the one that suits them best. This means they will all be actively involved in the activity and the language will "enter" through the channel most appropriate for them.
- 8) To stimulate learners' intellect and imagination
- 9) To develop students' ability to empathize with others and thus become better communicators
- 10) Helping learners acquire language by focusing on the message they are conveying, not the form of their utterance.

c. Steps in Applying Role Play

There are six steps in applying role play according to Huang (2008) in her classes. They are:

- 1) Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-

textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. The material is selected ahead of time by the teacher. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students' level and interests, teaching objectives and appropriateness for teaching.

2) Select Situations and Create Dialogs

Then a situation or situations to be role played should be selected. For every role plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves.

3) Teach the Dialogs for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4) Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5) Have Students Modify the Situations and Dialogs

Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6) Evaluate and Check Students' Comprehension

Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral and listening tests relating to the role plays. Example oral tests can include the following.

- a) Students are asked to answer some simple questions relating to the role plays.
- b) Students are asked to reenact the role plays.
- c) Students are asked to translate the role plays into their native language.

d. Kinds of Role Play

In case of role play activities, according to Donn Byrne (in Diyah: 2007 and Rodpradit), role play can be grouped into two forms, scripted and unscripted role play

e. 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 a memorably way. For more details, Adrian Doff gave an example of scripted role play dialogue and reading text and how the process is:

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'll send it 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 perform role plays of the scripted type, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class.

To demonstrate a role play activity based on the dialogue, the procedures given by Adrian Doff is as follows:

- 1) First, the teacher guides the role play by writing these prompts:
(where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.
- 2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- 3) Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the

one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

- 4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

f. 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 students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The students are assigned to perform the role play activity in front of the class based on the prompts given without preparing or writing the script in advance (Byrne as cited in Davies, 1990).

The example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows:

One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details.

To bring out these ideas:

- 1) The teacher could prepare the whole class, by:
 - a) Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
 - b) Writing prompt on the board to guide the role play, and any key vocabulary.
- 2) The teacher could divide the class into pairs, and:
 - a) Let them discuss together what they may say.
 - b) Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

Susan House explained that there are several procedures in using role play:

- a) Students read and familiarize themselves with the (example) dialogue.
- b) Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c) Let students act out their role play, not just say them but students should read it loudly.
- d) Walk around correcting and checking.
- e) Students swap roles and repeat, those who finish first can be asked to make up their own role play, using different words to fill the gaps.

The above procedures do not mean an exact one to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

g. The Strength of Using Scripted Role Play

Tomlinson (1998) says the scripted text is easier to comprehend but is unlikely to be reproduced in actual contexts of use; the unscripted text is real English but more difficult to comprehend and to produce and therefore likely to be considered less appropriate pedagogically. Rodpradit states scripted role plays are mainly concerned with preparing what to say, thus helping students noticeably improve their vocabulary or word choice.

Scripting role playing has the advantage of allowing the teacher to design role plays that are structured specifically to create certain specific learning outcomes.

h. The Role of Memorization in Role Plays

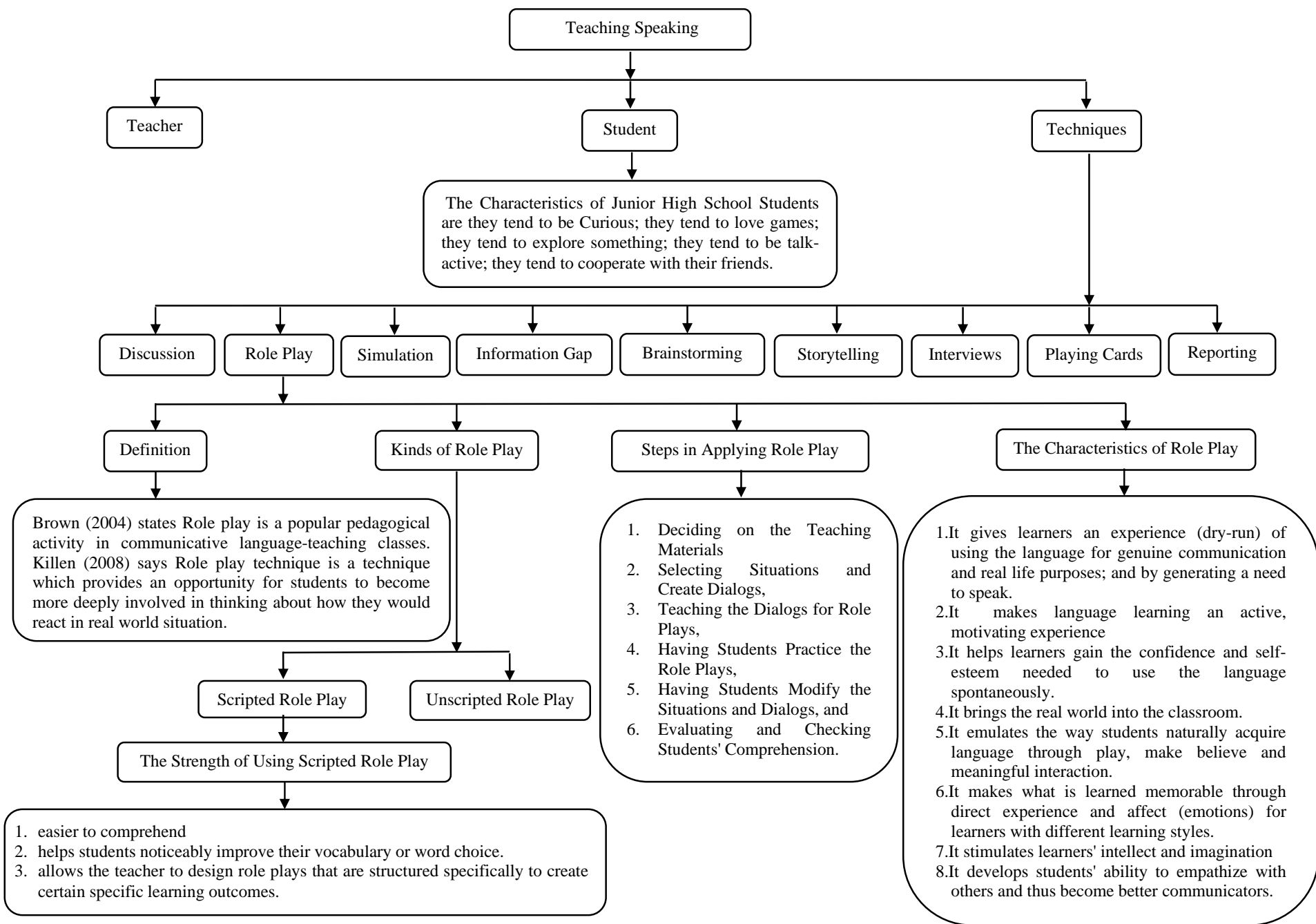
According to Richards, Platt, and Platt (1992, p. 226), "Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." This means the learners use memorization consciously and they think about the process of memorization when they are applying it. It has some advantages as presented below:

- 1) Increasing attention essential for learning a language;
- 2) Enhancing rehearsal that allows linkages to be stronger;
- 3) Improving the encoding and integration of language material; and
- 4) Increasing retrieval of information when needed for use.

Ur (1996) states that for beginners or the less confident learners, the memorized dialogue is a good way to get learners to practice the target language utterances without hesitation and within a way variety of context.

In reference to the above theory, the use of role play is believed to be fruitful on the grounds that it could facilitate the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills, and can create the motivation and involvement in speaking class activity.

Overall the literature review can be summarized in the following draft.



B. CONCEPTUAL FRAMEWORK

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p. 13). It is the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. In the teaching-learning process, it becomes a primary goal to be able to speak fluently. In fact, most of the students find difficulties in speaking; sometimes they get bored or uninterested in the lesson.

In the teaching of speaking, teachers are expected to be active and creative. They have to create interesting speaking activities and give the students sufficient time to practice their speaking ability.

Teachers are learning facilitators and agents of social change. They assist learners whenever help is requested. School teacher need to have a set of exercises, tasks or other activities for the students in their classes. Implementing various classroom activities is quite beneficial as it promotes the teaching learning process.

Likewise in teaching speaking, various techniques need to be used. Some experts have introduced some effective techniques. One of them is through the use of scripted role play. They believe that this technique encourage the students' motivation. It has many contributions to encourage the students' interest in learning English speaking and therefore it is assumed that it can improve their English speaking ability. Besides, scripted role play can be used in teaching speaking to help providing the context of situation.

By using scripted role play, the teachers can abbreviate time and energy in teaching speaking while keeping the interesting way. Further, the students will have more opportunities to practice their speaking ability. They also will be more creative in improving their ideas to speak up. Role play is one of teaching techniques in which students can act as themselves or even other person, so the students automatically will be more active to speak up.

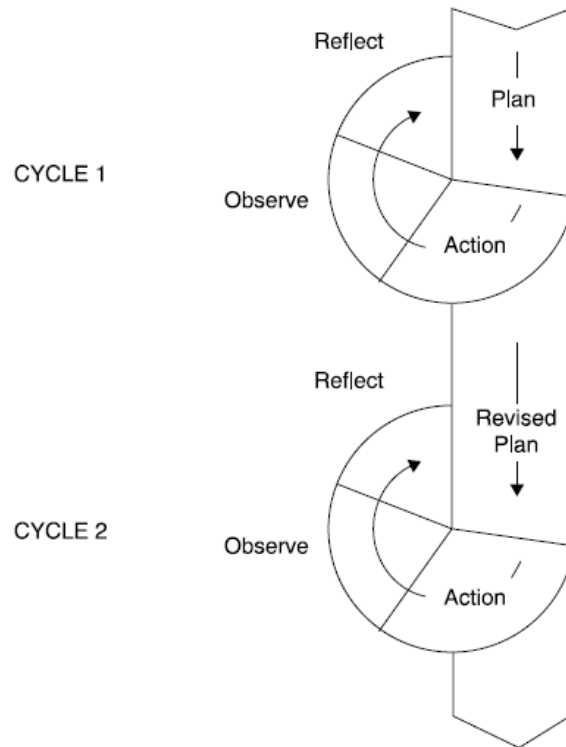
CHAPTER III RESEARCH METHOD

This chapter covers the following sections: type of research design, setting of the research, subject of the research, time of the research, instruments of the research, data collecting technique, data analysis technique, procedure of the research, and validity and reliability of the research data.

A. Type of Research

This research was an action research study. This research tried to find and implement some actions to improve the speaking skills of grade VIII A students at SMPN 3 Ngaglik. The structural research was adapted from the model proposed by Kemmis and Mc Taggart (1988) that action research occurs through a dynamic and complementary process, which consist of four essential steps: planning, action, observation, and reflection. The researcher and the other research team members collaboratively found obstacles and weaknesses of the speaking learning process, identified some problems, and planned and implemented the proposed actions. After that, the researcher and other research team members made evaluation, reflection and discussion related to the implemented actions.

Picture 1: The cycle of action research



B. Setting of the Research

The setting of the research was at SMPN 3 Ngaglik, Sleman. It is located at CandiSardonoharjo, Ngaglik, Sleman Yogyakarta 55581. The school has twelve classes. Each grade is divided in to four classes. The average number of students of each class is 36 students. They are from some different social backgrounds. Some are from CandiSardonoharjo itself, and some others are from different places. Based on the researcher's observation during KKN-PPL, she found that the students of SMPN 3 Ngaglik had some problems related to the speaking ability.

Related to English learning and teaching activities, SMPN 3 Ngaglik has three English teachers. The English subject is taught three times a week. Each meeting lasts for about 80 minutes.

C. Subjects of the Research

The subjects of the research were the VIII A grade students of junior high school in SMPN 3 Ngaglik, Sleman, Yogyakarta in the academic year of 2012 / 2013. There were 36 students on the class.

D. Time of the Research

The research was conducted in the first semester of the academic year 2012 / 2013. The observation was done on October 25th, 2012 and October 29th, 2011. The research was conducted from November to December 2012. The study took place according to the class schedule in which the English subject was taught three times a week; they are on Monday, Thursday, and Saturday. The duration was 80 minutes for each meeting.

E. Instruments of the Research

There were two types of instruments used in this research: test instruments and non test instruments. The test instruments involved the speaking assessment and speaking rubric. The non test instruments included interview guidelines, questionnaire, observation sheets, field notes, lesson plans, course grids, a digital camera, and a mobile phone. Furthermore the detail instruments of the research are presented in the following table.

Table 1: Instruments of the Research

NO.	INSTRUMENT	FUNCTION
1.	speaking assessment	to get the information on the students' speaking skills before and after the actions were implemented

2.	speaking rubric	to score the students' speaking performances
3.	interview guidelines	to guide the researcher in conducting interview with the English teacher and the students.
4.	questionnaire	to take information needed from the students
5.	observation sheets and field notes	to write down the problems, facts, and description during the teaching and learning process
6.	lesson plans	to plan the materials and activities used to teach the students
7.	course grids	to guide the researcher to design the learning materials.
8.	digital camera	to take the pictures during the teaching and learning process
9.	mobile phone	to record the students speaking performances during the teaching and learning process

F. Data Collecting Techniques

The data collection techniques were qualitative and quantitative data. The qualitative data were obtained by interviewing the students and teacher, doing observation during the teaching-learning process and during the implementation of the action in the field. The data were in the forms of field notes and interview transcripts. The instruments for collecting the data were interview guidelines, questionnaire, observation sheets, field notes, a digital camera, and a mobile phone.

Meanwhile, the quantitative data that were in the form of students' speaking score were collected through the speaking assessments and were

obtained twice in this study. The first was pre-test. It was conducted to know the students' speaking proficiency. The second was post-test. It was done to know whether there was a significant improvement on the students' speaking ability before and after a role play technique being applied.

G. Data Analysis Technique

The qualitative data were analyzed from questionnaire, field notes and interview during the research. Meanwhile, the students' speaking performance tests were scored by using speaking rubric. The data were analyzed in five stages proposed by Burns (1999). The first stage was assembling the data. In this stage the data were collected to be reread in order to state important point to show up the broad pattern and to classify them. The second stage was coding the data in which the data can be specified. The next stage was comparing the data that had been specified to see the repetition of the data pattern and the connection among the different data sources. The next stage was building interpretation. This stage developed explanation why particular pattern of interaction and attitude had come up in this project. The last stage was reporting in which the data were presented to others.

H. Procedure of the Research

1. Reconnaissance

In this step, the researcher begun to find out information concerning the students' speaking ability. The researcher observed and interviewed the English teacher and the students of VIII A class in order to identify any existing problems on the students' speaking ability. She also collected the information by observing

the English teaching-learning process in VIII Aclass. The problems found based on the interview and observations were:

- a. The students had low motivation in practicing speaking ability.
- b. The students used their mother tongue too often in having interaction during the English lesson.
- c. The students had poor pronunciation and limited vocabularies.
- d. Most of the students were shy and afraid to speak English.

After identifying the problems found, the researcher determined some plans to solve the problems concerning the students' speaking ability.

2. Planning

The researcher planned some solutions based on the problems. The solutions should be in line with the nature of the problems and based on the relevant theories. In this case the researcher identified the problems related to the students' English speaking ability. After identifying the problems, the researcher made a plan about what kind of action would be carried out and prepared any necessary instruments dealing with action research. The actions planned to be carried out were as follows:

- a. Implementing role play technique in every meeting
- b. Maximizing the use of classroom English
- c. Improving students' motivation
- d. Improving students' self-confidence and involvement through small group activities and pair-activities
- e. Applying interesting topics for the role play

3. Action and Observation

After the teacher and researcher reached an agreement on the lesson plan, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes and observation sheets. In this stage the researcher also identified some problems that appeared during the teaching and learning process. On the other hand, the English teacher also gave some feedback concerning the researcher's teaching techniques. Based on the data obtained from the observations, during the implementation of the action, the researcher and the collaborators held a discussion. Then, they evaluated the implementation of the action in order to improve any existing weaknesses in the next action.

4. Reflection

The reflection was done to know what happened in the actions and to know whether the objectives were achieved or not. If the actions carried out were successful, they would be continued. The reflection was got from the observation and the interviews with the English teacher and some students of grade VIII A.

I. Validity and Reliability of the Data

To fulfill the validity of the research, five criteria proposed by Anderson cited in Burns (1999:161) were employed. Those five criteria are namely democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

Democratic validity is a process validity related to the extent to which the research is truly collaborative. This study tried to fulfill this criterion by doing

such interviews with the students and having discussions with the English teacher in finding and selecting problems to be solved.

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

Process validity is related to the extent which raises questions about the process of conducting the research. Observing classroom activities, making field notes during the lessons, interviewing students and the teacher, and having discussions with the headmaster in the scheduled time initiated the process of this study.

Catalytic validity is related to the extent to which the researcher allowed participants to deepen their understanding of their social realities of the context and their role and the action taken as a result of these changes. In this case, the students and the teacher’s responses to the changes occurring to themselves were asked.

Dialogic validity is related to the extent that parallels the process of collaborative enquiry or reflective dialog with “critical friends” or other participants. Asking the teacher to act as an observer who observed and reported the students’ reaction during the teaching and learning process fulfilled this criterion.

Meanwhile to fulfill the reliability of the data the research involved more than one source of data, namely the researcher, the English teacher, the

headmaster, and the students of VIII A class. The researcher triangulated the data by analyzing them using field notes of the teaching-learning process, the interview transcript, some experts' theories and other notes that were related to the data such as notes of the students' improvement, achievements, and errors during the process. Field notes were used to take the activities done in the class and keep the supporting documents such as the lesson plan, and the students' works. After that, the interview was conducted to reveal the students' feeling about the class activity and to get some comments, perceptions, and suggestions about the actions from the researcher.

CHAPTER IV

THE RESEARCH PROCESSES, FINDINGS AND INTERPRETATION

This chapter presents the processes of the research, its findings, and interpretations. There are three sections in this chapter. The first section presents the reconnaissance steps. The second section reports the implementation of the actions and discussion. The third one presents the result of pre-test and post-test of the students' speaking skills.

A. Reconnaissance

In this step, to identify the field problems that occurred, the researcher conducted some activities. First, she did observations concerning the English teaching and learning process in VIII A class of SMPN 3 Ngaglik. Second, she did interviews with the English teacher and the students.

1. Identification of the Field Problems

The finding of the problems was based on the results of the observations and interviews. From the observations and interviews, the researcher found several problems related to the English teaching and learning process in VIII A class of SMPN 3 Ngaglik. The problems arose from either the teacher or the students. The field problems which occurred during the teaching and learning process can be seen in the table 2.1.

Table 2: The Field Problems Found in the English Teaching and Learning Process in VIII A Class of SMPN 3 Ngaglik

No.	Field Problems	Code
1.	The students had low motivation in learning English, especially in speaking activities.	S
2.	Some students were passive during the teaching and learning process.	S
3.	The students were ashamed and unconfident to speak in English.	S
4.	The students were afraid of making mistakes when they spoke in English.	S
5.	The students lacked of vocabularies.	S
6.	Many students used their mother tongue to have interaction during the lesson.	S
7.	The students' pronunciation was still weak.	S
8.	Many students did not pay attention to the teacher explanation.	TL
9.	The teacher focused on teaching reading and writing.	T
10.	The activities that the teacher gave were less varied.	T
11.	The tasks given by the teacher were not interesting enough.	M
12.	The students had inadequate time to practice speaking during the lesson.	TL
13.	Only few students brought a dictionary.	S

S: Students T: Teacher TL: Teaching and Learning process M: Materials

From the identified problems above, the researcher then decided some crucial problems that were feasible to solve as presented in the table 2.2.

Table 3: The Feasible Field Problems to Solve

No.	Field Problems	Code
1.	The students had low motivation in learning English, especially in speaking activities.	S
2.	Some students were passive during the teaching and learning process.	S
3.	The students were ashamed and unconfident to speak English.	S
4.	The students were afraid of making mistakes when they spoke English.	S
5.	The students lacked of vocabularies.	S
6.	Many students used their mother tongue to have interaction during the lesson.	S
7.	The students' pronunciation was still weak.	S
8.	The tasks given by the teacher were not interesting enough.	M
9.	The students had inadequate time to practice speaking during the lesson.	TL

2. Identification of the Field Problems to solve

As stated in the beginning of the chapter I, the research only focused on improving the students' speaking ability through role play. Therefore, the research would only concern with solving the problems related to the students' speaking ability.

The researcher and the English teacher discussed the crucial problems to be solved. The students of Grade VIII of class A had a low speaking ability. This could be seen from the fact that they were ashamed and unconfident to speak in English. They were afraid of making mistakes when they spoke in English. This condition absolutely disturbed them in expressing their ideas. Moreover, they did not actively participate in the speaking teaching and learning process. Also, they often mispronounced some English words when they were asked to speak in English. On the other hand, the students had less opportunity to practice their English orally because the teacher often employed reading and writing activities and seldom did she conduct speaking activities. Because of those existing problems, the English teaching and learning processes did not run effectively and successfully so that the researcher needed to solve them.

From the observations and pre-test, the researcher noted that the students often made mistakes in pronouncing some words. They also did not perform correct intonation. Besides, they were less active and still nervous when they were asked to speak before the class. Moreover, most students were still unfamiliar with the use of English as a medium of instruction.

3. Determining the actions to solve the field problems

After the researcher and English teacher discussed the crucial problems that needed to be solved, they agreed that those problems were related to the speaking learning. The researcher proposed the role play technique to be used in the actions and the English teacher agreed it. After that, the researcher and English teacher decided to use the role play technique in the speaking activity and they expected that the students would like the technique. There were some reasons why the researcher chose the role play technique in teaching the speaking skill. The reasons are as follows

- a. A role play is based on everyday situations, therefore it is able to motivate the students because they immediately feel the benefit of the exercises;
- b. In a role play, students have freedom to use what they have learned;
- c. A role play can help to bring the language to life and to give the learners some experiences of its use as a means of communication;
- d. In a role play, students have freedom to produce their own language which they feel appropriate to the context;
- e. A role play is able to engage students in a creative activity; and
- f. A role play is one of the communicative techniques which develops fluency, promotes interaction and increases motivation in the classroom.

Talking about the problems that were found in the field, the researcher, and the research team members were concerned with the problems on the students' speaking ability. The problems included the following points:

- 1) Classroom English was rarely used
- 2) The students lacked confidence in speaking
- 3) The students had low motivation in learning
- 4) The English teaching and learning was monotonous and boring

Based on the problems mentioned above, the plans of the actions were expected to be able to improve the situation in order to:

- 1) Classroom English was used
- 2) The students had self-confidence in speaking
- 3) The students had high motivation in learning
- 4) The English teaching and learning process would become interesting

The researcher hoped that by applying a role play technique, the students of VIII A class of SMPN 3 Ngaglik in the academic year of 2012/2013 would be able to improve their English speaking ability and achieve the score of their English speaking ability at least 75 as the minimum passing criteria or *Kriteria Ketuntasan Minimal (KKM)*.

4. Action Plans

The researcher tried to solve the field problems by using some steps, the first step was writing a course grid. The course grid consisted of the basic competence, Indicators, Teaching Learning Activities, Role Play, Topic, Learning Materials (Grammar, Vocabulary, Expressions), and Media. The basic competency for the cycle 1 was conversations to ask for, offer, and refuse help; to ask for, offer, and refuse something; and agree and disagree.

The cycle 1 conducted in twomeetings. The basic competency for the cycle 1 was conversation about asking for, offering ,and refusing help; asking for, offering ,and refusing something; and asking if someone agrees, agreeing, and disagreeing. The cycle 2 was conducted in two meetings. The basic competency for the cycle 2 was conversation about denying and admitting fact; and inviting someone, accepting and declining an invitation. The media consisted of LCD or picture, speaker active, hand out, students worksheet, white board,board marker, handouts, and the teacher's explanation. The role play technique related to theactivities was done in every meeting. It was used in every meeting toimprove the students' speaking ability. The activities in every meeting weredifferent.

The second step was writing lesson plans for every meeting. There are four lesson plans in this research because the researcher entered to the class to do the activities in four meetings. The lesson plans were made according to the course grid madebefore. All of the elements in the lesson plans were based on the course grid. ThePPP (Presentation, Practice, and Presentation) method was used in the learning activitiysteps. The course grid and the lesson plans could be seen in the appendix.

B. The Implementation of the Actions and Discussions

1. The Implementation of Cycle 1

a. Plans of Cycle 1

In this planning session, the researcher determined the form of the pre-test and the role-play technique which would be applied in Cycle 1. Then, she designed the speaking rubric; the lesson plans and the tasks. In order to know the

students' achievement on their speaking ability, the researcher did a pre-test in the first meeting on 17th November, 2012. The test designed was in the form of performing a simple dialogue. The students were required to perform their dialogue in pairs in front of the class. The researcher and the collaborator assessed their performance by using the speaking rubric modified previously. The action plans of the first cycle that would be performed were:

1) Maximizing the use of classroom English

In the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English in the teaching learning process in order to make the students familiar with the English words. She also gave every students opportunity to speak using English during the teaching and learning process. The classroom English was used in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to close the lesson. Besides, the researcher also planned to use some Indonesian translations in some difficult aspects such as in explaining material and giving the instructions, so that they could understand the researcher's explanations.

2) Improving students' motivation

Role-play technique was used to improve the students' speaking ability and made the students more active in the class. They would be motivated in learning speaking using role play activities. Furthermore, to motivate the students in joining the speaking class, the researcher planned to give rewards in the form of

points for the students who were willing to perform in front of the class voluntarily and to give rewards in the form of gift for the first group who performed. Also, the researcher would use some media like role card, speaker active and pictures or LCD. The researcher hoped that by using the media the students would be more enthusiastic and interested in doing the role play.

- 3) Improving students' self-confidence and involvement through role play by drilling them and dividing them into small groups and pairs.

These activities involved the students to work in pairs and in groups. It was planned to improve the students' self confidence in learning speaking. The role-play technique implemented in this cycle was to help the students to have an interaction and good cooperation with their partner. By asking the students to do the activities, they were expected not to be shy and afraid to speak in front of the class.

- 4) Applying interesting topics for the role plays

In order to make the role plays kept interesting, the topics of the role plays were changed in every meeting. Therefore, the students would not feel bored to perform it because they act different role and situation in every meeting during the research was conducted.

b. Action and Observation in Cycle 1

The pre-test was carried out in the first meeting on Saturday, 17th November, 2012. The implementation of the actions in Cycle 1 was conducted in two meetings. The first meeting of cycle 1 was conducted on Monday, 19th November, 2012 and the second meeting was conducted on

Saturday, 24th November, 2012. The actions were focused on implementing role plays which required the students to work in pairs and in group. In this cycle, while the researcher implemented the action, the teacher took notes on the back of the class to observe the teaching and learning process by fulfilling the observation checklist sheet. The data during cycle 1 was collected through classroom observation and interviews.

Related to the efforts which were implemented in this cycle, the following discussions are presented:

1) Maximizing the use of classroom English

The classroom English was used to familiarize the students with English in the classroom. It was used in some ways, such as in opening the lesson and greeting the students, eliciting the materials that would be learnt, explaining the materials, giving the instructions, giving the feedback, and closing the lesson. Indonesian was sometimes used in some difficult aspects, such as in explaining the materials and giving the instruction. The description of the action for each meeting is presented below.

a. 1st meeting

The first meeting was conducted on Monday, 19th November, 2012. The topic of the first meeting was asking for, offering, and refusing help; asking for, offering, and refusing something. As stated before, the researcher used classroom English in some ways. To greet the students, the researcher said “good morning, how are you today?” The students responded the researcher greeting by saying “good morning miss, I’m fine. Thank you. And you?” the researcher answered

“I’m fine too, thanks.” The researcher also used English when she asked about students’ attendance “who is absent today?” Further, the researcher asked the students to memorize how to lead the prayer in English. To give apperception, she said “have you ever asked someone’s help, or given help to someone, and refused someone’s help?” At the end of the lesson, the researcher said “see you next meeting.” In giving instruction, the researcher also used English. Some students had been familiar with the routines above. The researcher also used other expressions in the teaching and learning process, such as “Sit down please”, “Please work in pairs”, “Attention please”, “Close the door, please”, etc. From the beginning until the end of the lesson, the researcher used English to teach. Sometimes, if the students did not understand, she used gestures or body language to make them more understand.

As it was the first meeting, the students still found some difficulties when the researcher used classroom English all the time. They seemed unfamiliar with some new vocabularies and expressions. For example, when the researcher asked about the students’ attendance, most of the students just kept silent and did not answer the researcher’s question; when the researcher asked one of the students to lead the prayer by using English they refused it. They said that they did not memorize it well. Because of that, the researcher often translated the expressions into Indonesian. It can be seen in the extract below.

Kemudian P meminta salah satu S untuk memimpin do’a. P meminta S untuk memimpin do’a menggunakan bahasa Inggris, akan tetapi S menolak dengan alasan tidak hafal. S memimpin do’a menggunakan bahasa Indonesia.

Then the researcher asked one of the students to lead the prayer by using English, but he refused to do it because he did not memorize it well. The student finally led the prayer by using Indonesian.

Kemudian P bertanya kepada S “Who is absent today?” S hanya diam dan tidak merespon pertanyaan P.

Then the researcher asked the students by saying “who is absent today?” The students just kept silent and did not respond the researcher’s question.
(Field note 5, Monday, November 19, 2012)

b. 2nd meeting

The second meeting was done on Saturday, 24th November, 2012. The topic was asking if someone agrees, agreeing, and disagreeing. The use of classroom English was still the same as the first meeting. Different from the first meeting, the students came to be familiar with some expressions that they did not know in the first meeting. They were able to respond the researcher question about their attendance. They were also willing to lead the prayer by using English though they still read. When they wanted to go to the bathroom, they had already been able to say “Excuse me miss; May I wash my hand?”

Kemudian P meminta salah satu S untuk memimpin do’a. P meminta S untuk memimpin menggunakan bahasa Inggris sesuai dengan yang sudah P ajarkan pada pertemuan sebelumnya. S bertanya apabila membaca boleh atau tidak karena belum hafal. P memperbolehkannya dengan syarat pada pertemuan berikutnya harus sudah hafal.

Then the researcher asked one of the students to lead the prayer by using English as the researcher taught in the previous meeting. The student asked how if reading because he did not memorize it yet. The researcher agreed, but she asked to all the students that they had to memorize it in the next meeting.

(Field note 6, Saturday, November 24, 2012)

Generally during the cycle 1 the use of classroom English was effective to improve the students’ speaking ability. The researcher interviewed some students to know their opinion about the classroom English. They stated that the use of

classroom English was useful for them to be more familiar with English. The interview is stated below.

- R : *Saya kalau menjelaskan mudah dipahami tidak?* ('Is my explanation easy to understand or not?')
- S : *Mudah.* ('Easy.')
- R : *Berarti gak susah dong ya mencerna penjelasan saya meskipun menggunakan bahasa inggris?* ('It means that though I used English, you could understand my explanation, right?')
- S : *Ya kadang ada yang nggak dong si mbak kalau kosakatanya asing dan susah. Tapi biasanya kan mbak Dawi nerjemahin ke Indonesia.* ('Sometimes I could not understand it well when you used some new and difficult vocabularies, but it is okay because you sometimes translated it into Indonesian.')

(Interview 5, line 25-28)

- R : *Penjelasan saya ketika mengajar mudah dipahami apa tidak?* ('Is my explanation easy to understand or not when I taught you?')
- S : *Cukup mudah dipahami.* ('Understandable enough.')
- R : *Meskipun saya menggunakan bahasa Inggris?* ('Although I used English?')
- S : *Iya. Awalnya emang susah, tapi lama-lama terbiasa.* ('Yes. At first it was difficult, but then I become familiar with English.')

(Interview 6, line 23-26)

- R : *Hehe, kalau saya njelasin pakai bahasa Inggris juga paham?* ('Did you also understand when I gave explanation by using English?')
- S : *Ya kadang paham kadang tidak. Tapi seringnya paham. Hehe.* ('Sometimes I understood and sometimes I did not understand, but I often understood.')
- R : *Tapi enak to pakai bahasa Inggris terus?* ('Did you enjoy if I often used English?')
- S : *Heee, iya mungkin. Jadi terbiasa aja.* ('maybe yes, because I become familiar with English.')

(Interview 7, line 25-28)

The researcher also interviewed the teacher to ask her opinion about the benefit of classroom English. The interview is stated below.

- R : *Selama cycle 1 ini, menurut ibu, anak-anak ada peningkatan kemampuan speakingnya atau tidak bu?* ('During cycle 1, in your opinion, is there any improvement of the students' speaking ability?')

ET : *Iya. Menurut saya ada. Kan mbak Dawi juga sering ya menggunakan bahasa Inggris ketika memberikan instruksi, menyampaikan materi, meminta perhatian siswa, kemudian anda juga menerjemahkannya. Saya rasa itu dapat melatih siswa untuk terbiasa mendengar istilah-istilah dalam bahasa Inggris ya. ...* ('Yes. I think there is improvement of the students' speaking ability. Miss Dawi often used English when giving instruction, delivering the materials, asking for the students' attention, and then you also translated it into Indonesian. I think it can train the students to be familiar with some expressions in English. ...')

(Interview 8, line 17-18)

From the extract of the interview above, it could be concluded that the classroom English was effective to make the students familiar with English so that they would not feel that learning English is difficult. However, sometimes the students seemed confused with the instruction in English. Therefore, the researcher tried to help them by translating the English words into Indonesian.

2) Improving students' motivation

It was hoped that by using role play technique, the students would be more motivated in learning speaking. Furthermore, to motivate the students to be active in joining the speaking class, the researcher used some media like role card, speaker active and pictures or LCD. Also, the researcher gave rewards in the form of points for the students who were willing to perform in front of the class voluntarily and gave rewards in the form of present for the first group who performed. Showing good respect to the students by giving good comments to the students when they tried to be active in the English teaching and learning process was done to appreciate the students. The students were also asked to give applause to their friends who had tried to perform in front of the class. The description of the action for each meeting is presented below:

a) 1st meeting

The theme of the first meeting was about “Having dinner in a restaurant”. As the researcher stated above, the researcher tried to use some media like role card, speaker active, and pictures or LCD. Firstly, the researcher gave the students apperception by asking them about asking for, offering, and refusing help; asking for, offering, and refusing something. After giving apperception, the researcher showed a picture of some people who were having dinner together in a restaurant. The students seemed to be enthusiastic and interested in guessing what lesson they would get at that day. After that the researcher explained the material. Before the students were asked to do the assignment for their role play, the researcher showed them a video about a role play that was done by some students with the setting a restaurant. The students paid attention to the video and enjoyed watching it. After that, the researcher explained to the students that later they would be asked to do the similar role play as in the video.

The students did the assignment as the researcher asked. After that they were asked to perform it in front of the class. At first, no one would come forward voluntarily. After the researcher said that the first group who would come forward voluntarily they would get some gift and more point, they became enthusiastic to come forward and perform their work.

b) 2nd meeting

By the topic of asking if someone agrees, agreeing, and disagreeing, the second meeting had the theme about TV Program. The same as in the first meeting, giving rewards to the students and providing some media were

implemented to motivate the students. Different from the first meeting, in the second meeting, the students were willing to come forward and perform their work voluntarily without being asked by the researcher. Though, they who firstly performed asked for the repayment or gift to the researcher. They also became more active than in the previous meeting.

By using role play technique and supported by some media and giving rewards to the students, it proved that the students became more motivated in joining the speaking class. It can be seen from the interview below.

R : *Lebih termotivasi tidak belajar menggunakan teknik role play?* ('Are you more motivated or not studying using role play technique?')

S : *Termotivasi.* ('I am motivated.')

R : *Kenapa bisa termotivasi?* ('Why are you motivated?')

S : *Ya soalnya aktivitasnya menyenangkan mbak. Baru juga. Terus suka ada video sama gambar-gambarnya. Ya seneng aja.* ('Because the activities were fun miss. It was new for us. And you also used video and pictures. I like it.')

(Interview 6, line 19-22)

R : *... Menurut ibu, apakah anak-anak pada tertarik dan termotivasi dengan teknik role play yang saya pakai atau tidak?* ('... In your opinion, were the students interested and motivated with the role play technique that I implemented?')

ET : *Iya, pada tertarik. Untuk sebagian besarnya ya. Ya 60% ke atas lah.* ('Yes, they were interested and motivated. I think more than 60% students were interested and motivated.')

(Interview 8, line 13-14)

Furthermore, based on the close-ended questionnaire, question 11, *Apakah teknik role play yang diterapkan oleh guru menjadikan kamu lebih aktif?* (Did the role play techniques implemented by the teacher make you more active?), 19 students or 52.8% students stated agree and 16 students or 44.4% stated strongly agree, and only 1 student or 2.8% students stated disagree. Also, from question 12, *Apakah teknik role play yang diterapkan oleh guru menjadikan kamu lebih*

termotivasi untuk belajar bahasa Inggris? (Did the role play techniques implemented by the teacher motivate you to learn English?), 47.2% students stated agree and 44.4% students stated strongly agree.

- 3) Improving students' self-confidence and involvement through role play by drilling them and dividing them into small groups and pairs.

To improve the students' self-confidence and involvement, the researcher drilled the students about some difficult words and asked the students to do the role play in a small group and in pairs. Role play technique was implemented in every meeting.

- a. 1st meeting

In the first meeting of cycle 1, the researcher divided the students into some small groups. Each group consisted of three until four students. Related to the theme, having dinner in a restaurant, each student got different characters. Two until three students became customers who ordered some food, and one student became a waiter.

It is closely related to the production of the teaching and learning process. Before going to the production, the researcher came to the presentation and practice. In the presentation step, the researcher generally presented what materials would be learnt at that day, from apperception, delivering the handout, till explaining the expressions of asking for, offering and refusing help; asking for, offering, and refusing something included in the handout.

After having done the presentation, the researcher came to the practice step. In the practice step, the researcher gave the example how to say the

expressions in the handout. The students repeated what the researcher said. The researcher found that many of the students still got mispronounced some words. The researcher tried to drill the students till they pronounced words correctly. After that, the researcher asked the students whether there were some difficult words or not. And then, both the researcher and the students tried to translate some difficult words into Indonesian.

In the production step, the researcher divided the students into some small groups. Firstly, the researcher delivered the students' work sheet, and then she explained how to do the assignment to the students. Related to the involvement, the students were asked to complete the blank of a dialogue based on the example given in a group of three or four. They were asked to discuss who will become the waiter, customer 1, customer 2, what the name of the restaurant is, what menus the restaurant has, what menu will be ordered. To control the classroom condition and to help the students when they got confused with the assignment, the researcher went around the classroom. After having done the assignment, the students were asked to perform their work in front of the class.

b. 2nd meeting

In the second meeting of cycle 1, the students were asked to do a role play in pairs. The theme of the second meeting was "TV program". The same as the first meeting, the researcher begun the class with opening, continued by presentation, practice, and production.

In the production step, there were two tasks the students had to do. The first task was that the students in pairs were asked to fulfill three dialogues with

the expressions of agree and disagree. The second task was that the students were asked to make a dialogue about agree and disagree by the topic NOAH concert. After making the dialogue, the students were asked to perform their work in front of the class with the setting on the way to home.

Generally during the cycle 1 drilling the students and dividing them into small groups and pairs were effective to improve the students' self-confidence and involvement. It can be seen from the result of the interview below.

- R : *Lebih termotivasi tidak?* ('Are you more motivated?')
 S : *Iya.* ('Yes.')
- R : *Contohnya?* ('For example?')
 S : *Ya kayak kalau mau maju udah nggak malu mbak, malah rebutan sama teman.* ('When I would come forward, I was not ashamed anymore. Even I have to fight for my friends to come forward.')
- (Interview 5, line 17-20)

- R : *Ada peningkatan tidak kemampuan speaking dek Alvi setelah menggunakan teknik role play ini?* ('Is there any improvement in your speaking ability after the role play techniques were implemented?')
- S : *Ada.* ('Yes.')
- R : *Apa aja?* ('Can you mention it?')
- S : *Mmmmm bisa lebih PD ngomong di depan.* ('Mmmmm, I become more confident to speak in front of the class.')
- R : *Terus?* ('Any else?')
- S : *Ya bisa lebih lancar ngomongnya. Pelafalannya bisa lebih bener.* ('I can speak more fluently. I can pronounce words better.')
- (Interview 7, line 11-16)

- R : *Gimana belajar bahasa Inggris bareng saya menggunakan teknik role play?* ('How about studying English with me by using role play technique?')
- S : *Pastinya senang mbak. Saya bisa lebih percaya diri untuk ngomong di depan umum.* ('Absolutely I am happy miss. I become more confident to speak in front of public.')
- (Interview 9, line 5-6)

Moreover, based on the close-ended questionnaire, question 14, *Apakah dengan menggunakan role play, kamu merasa lebih percaya diri untuk berbicara*

dengan bahasa Inggris ketika pelajaran sedang berlangsung? (By using role play, do you feel more confidence to speak English when the teaching learning process was going on?), 25 students or 69.4% students stated agree and 8 students or 22.2% students stated strongly agree.

4) Applying interesting topics for the role-plays

In order not to make the students bored with the activities, different topics of role plays were applied in every meeting. In this cycle the topic of the role play were “Having dinner in a restaurant” and “TV program”. While the specifications of the role plays are given as follows.

Table 4: The Specifications of Role Play Used in the First Meeting in Cycle 1

1st meeting		
No.	Role Play	
	Component	Description
1.	Topic	Having dinner in a restaurant
2.	Actor	Each group consists of three students
3.	Setting	In a restaurant
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of asking for, offering, refusing help; asking for, offering ,and refusing something b. To enable students to respond to the expressions of asking for, offering, refusing help; asking for, offering ,and refusing something
6.	Language Function	asking for, offering, refusing help; asking for, offering ,and refusing something
7.	Organization	The students work in a group of three.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Three students are in a restaurant. c. One student becomes a waiter, and the others become customers.

Table 5: The Specifications of the Role Play Used in the Second Meeting in Cycle 1

2nd meeting		
No.	Role Play	
	Component	Description
1.	Topic	NOAH concert
2.	Actor	Friend - friend
3.	Setting	On the way to home
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of asking if someone agrees, agreeing, and disagreeing b. To enable students to respond to the expressions of asking if someone agrees, agreeing, and disagreeing
6.	Language Function	asking if someone agrees, agreeing, and disagreeing
7.	Organization	The students work in pairs.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are on the way to home talking about NOAH concert in RCTI.

In the first meeting, the students performed the role play in groups of three till four. They acted out as customers and a waiter. Furthermore, in the second meeting the students were in pairs in performing the role plays. They acted as a friend and a friend. The students were interested and happy to join the activity. This is supported by the following interviews.

R : *Selama saya ngajar kan pakai teknik role play tu. Dek Taufik suka gak sama teknik yang saya pakai?* ('Do you like role play technique that I used?')

S : *Suka.* ('Yes, I like it.')

R : *Kenapa kok suka?* ('Why do you like it?')

S : *Karena lebih mudah mempelajari bahasa Inggris khususnya berbicara.* ('Because, it becomes easier to learn English especially speaking.')

R : *Kemampuan berbicaramu jadi meningkat gak?* ('Is your speaking ability improved?')

S : *Iya, lumayan mbak.* ('Yes, little beat.')

(Interview 5, line 11-16)

R : *Dek Yuni suka nggak belajar bahasa Inggris pakai role play atau bermain peran?* ('Yuni, do you like studying English using role play technique?')

S : *Suka.* ('Yes, I do.')

R : *Kenapa?* ('Why?')

S : *Melatih supaya bisa lancar ngomong bahasa Inggrisnya.* ('To train me to be able to speak English fluently.')

(Interview 6, line 9-12)

R : *Hehe. Gimana dek belajar bareng saya?* ('How about having studied with me?')

S : *Menyenangkan mbak. Bisa belajar sambil bermain.* ('It was fun miss. I can study while playing.')

R : *Suka berarti ya belajar pakai teknik role play?* ('Does it mean you like studying using role play technique?')

S : *Suka.* ('Yes.')

(Interview 10, line 3-6)

In summary, from the goal of improving students' speaking skill through the role play technique, there were some corrections needed in some points, such as vocabulary mastery and pronunciation. Some students still seemed to have difficulties in these points. In each meeting before closing, the researcher gave reviews to check the students' vocabulary mastery in performing the role play. In the second meeting, there was improvement in students' vocabulary mastery but some of them still had difficulties in the pronunciation.

P memberikan contoh mengucapkan ungkapan-ungkapan yang ada di hand out. Meskipun P sudah memberikan contoh pengucapan yang benar, namun beberapa S masih ada yang salah dalam mengucapkan beberapa kata ketika P meminta S untuk mengulangi yang telah P ucapkan. Seperti kata "would" beberapa masih melafalkannya /wold/, "could" dibaca /kold/, "want" dibaca /wan/, "mind" dibaca /min/, favor dibaca /favor/, dan sebagainya. P membenarkan kesalahan S dengan mengulangnya beberapa kali. S menirukan dengan benar.

(The researcher gave the example of the way how to say the expressions in the handout. Though the researcher had given the example of the way how to say or pronounce the expressions correctly, some students still got wrong in pronouncing some words when the researcher asked them to repeat what the researcher had said. For example, some students pronounced the word "would" by saying /wold/, the word "could" was

read /kold/, the word “want” was read /wan/, the word “mind” was read /min/, the word “favor” was read /favor/, etc. The researcher corrected the students’ mistakes by drilling them for many times till the students can repeat correctly.

(Field note 5, Monday, November 19, 2012)

Furthermore, the researcher got difficult in controlling the classroom condition when some students performed their role play in front of the class.

R : *Kekurangannya mungkin bu, untuk pertemuan berikutnya.* (‘Maybe the weaknesses mom. Is there any suggestion for the next meeting?’)

ET : *Cuma penekanan beberapa siswa ya yang masih suka rame sendiri.* (‘Only emphasis some students who are noisy to be quite.’)

R : *Iya bu, yang di belakang-belakang itu lebih-lebih ya bu. Tadi malah pada tengkar.* (‘Yes mom, moreover the students who sit in the back. Even they were quarrel each other.’)

ET : *Iya memang kadang suka gitu mbak anak-anak. Mungkin untuk pertemuan berikutnya berarti cycle 2 ya, anda minta anak-anak yang tidak maju untuk menilai teman-temannya yang sedang maju. Saya kira itu akan membuat mereka lebih tenang. Karena anak biasanya kalau disuruh menilai temannya itu senang. Jadi mereka yang tidak maju akan memperhatikan teman-temannya yang sedang maju perform.* (‘Yes, sometimes they acted like that. Maybe for the next meeting or in the cycle 2, you may ask the students to evaluate their friends who are performing in front of the class. I think that way can make the students more quite, because they usually like to evaluate their friends. So that the students who are not performing the role play will pay attention to their friends who come forward to perform the role play.’)

(Interview 8, line 7-10)

The cycle could improve the condition of the English teaching and learning process in SMPN 3 Ngaglik. The English teaching and learning process had become more interesting. The students did not easily get bored.

Based on the observation form filled by the collaborator, the researcher had done useful things. She had told the topic and the purpose of the role play before the activities were begun. She explained the procedure of implementing the

role play clearly. She used the media effectively. She monitored the role-play activities. She motivated the students to be more active.

In addition, most students showed their high motivation. They were enthusiastic and interested in joining the activity. Most of them also used English and got relax and happy. Besides, there was an improvement on the students' English speaking ability. However, few of them had not shown their high motivation. They were not so enthusiastic and interested in joining the activity and they often used Indonesian.

c. Reflection of Cycle 1

After implementing the action, the researcher and the collaborator reflected on the action that had been done in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' and the collaborator's opinions. The research team members discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

1) Maximizing the use of classroom English

Using classroom English during the teaching process could motivate the students to speak English. Moreover, it could increase the students' opportunities to speak English in the class during the teaching and learning process. The students would be familiar with the English words. Maximizing the use of classroom English in this cycle was successful. Therefore, for the next cycle, the researcher had to make sure that more students used English in asking or

answering simple questions also listening to and answering questions about routines. The students were also more active in speaking English when they used classroom English.

Brown (2001) stated that the teacher should not let the students use their native language unless it is used for very short stretches of time, such as in giving a brief description of the instruction of a task and giving a brief explanation of grammar points.

2) Improving students' motivation

Giving rewards to motivate the students during the cycle 1 was effective in making the students become more active. When the students who did the task successfully were praised, they seemed happy and they wanted to do the task given in the next activity. They became more motivated in doing the task. They also participated more actively in the English teaching and learning process.

Furthermore, using some media like role card, speaker active and pictures or LCD in this cycle was also able to motivate the students to be active in joining the speaking class. They became more enthusiastic in learning English. This action was considered as effective to solve the problem that the students were passive in the English teaching and learning process.

3) Improving students' self-confidence and involvement through role play by drilling them and dividing them into small groups and pair.

Students' courage in speaking English is sometimes hidden by their reluctance in speaking English largely due to their inability in understanding the English grammar. Feeling shy made the students prefer to be silent and not active.

Students' self-confidence is the important part for learning speaking skill. They should have the courage to perform in front of the class. The researcher should have creativity to build the students' self-confidence. In this cycle, the students have made some improvements in performing their work in the production activity. Although some students couldn't enjoy the performance session because some of them did not feel confident with their speaking, most of them tried to speak English. In this meeting the researcher used English as the medium of instruction. However, the researcher should repeat even translate some instructions when the students looked confused.

4) Applying interesting topics for the role plays

Children and teenagers like games (Harmer 2007: 82). In this case they find them as interesting and attractive activities. In order to make the role play kept interesting, the topic of the role play was changed in each meeting. Therefore, the students did not feel bored to perform the role plays because they always acted different role and situation in every meeting during the research conducted. There were two topics of the role plays in the cycle 1. They were "Having dinner in a restaurant" and "TV program". Based on the interview conducted after the action of cycle 1, the researcher found the students were interested in both topics used in their role play performances.

d. Findings of Cycle 1

After the researcher had planned, acted, observed and reflected in the cycle 1, she came to the following findings.

- 1) Using classroom English was successful in improving the teaching of English speaking skill practices and made the students more familiar with the English words. As planned in the beginning of the action, the researcher sometimes used Indonesian translation in explaining some difficult aspects, such as explaining the materials and giving the instructions. Using Indonesian translation in the cycle 1 helped the students in understanding the researcher's explanation.
- 2) The implementation of the role play technique was generally successful in improving the teaching of English speaking skill practices and student's involvement. Role play was used to improve the students' ability in the practice of teaching speaking skills and made the students more active in the class. Most of students were actively engaged in the activities. Based on the interviews held after the action, those indicated that they were enthusiastic about this activity.
- 3) The class was not conducive enough since some students performed their role play in front of the class. The other students who did not get their chance yet to perform their role play were getting crowded and made the class noisy. Some students did not actively participate in this activity although there were some the students who participated well. In response to this, therefore, asking the students to evaluate their friends who performed their role play in front of the class was recommended.

2. The Implementation of Cycle 2

a. Plans of Cycle 2

After implementing the actions in the cycle 1, the researcher and the English teacher did a reflection. Based on the first cycle reflection, we agreed to continue the similar actions, but we added asking the students to evaluate their friends who performed their role play in front of the class. The actions were as follows:

1) Maximizing the use of classroom English

As the implementation of classroom English in the cycle 1 was successful to increase the students' opportunity to speak English, the researcher decided to use it in the cycle 2. The researcher planned to use classroom English in several functions, such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to close the lesson. However, unlike in the cycle 1, in this cycle the researcher would use some paraphrases or synonyms of the English words to make the students understand them, so that they did not depend on the Indonesian translation.

2) Improving students' motivation

To motivate the students in joining the speaking class during held by the researcher, the researcher still planned to give rewards in the form of points and gift for the students who were willing to perform their work in front of the class voluntarily. In addition, the researcher also would still use some media like role card, cue card, speaker active and pictures or LCD.

- 3) Improving students' self-confidence and involvement through role play by drilling them and dividing them into pairs.

Based on the first cycle reflection, some of the students still had difficulties in pronunciation, the researcher planned to drill the students in some vocabularies. In the cycle 2 the researcher would divide the students to do role plays in pairs. By drilling and dividing the students in pairs, the researcher expected that the students would be more confidence to be active in speaking.

- 4) Applying interesting topics for the role plays

Still the same as in the first cycle, in the second cycle the researcher tried to apply interesting topics for the role plays in order not to make the students bored. The topics of the role plays were changed in every meeting.

- 5) Asking the students to evaluate their friends who performed their role play in front of the class

In the cycle 1, the condition of the class was very crowded. Based on the English teacher suggestion, the researcher tried to solve this problem by asking the students who did not get the chance yet to perform their work to evaluate and gave score for their friends who were performing the role play in front of the class. The researcher would give the students the scoring sheet, so that they would focus on giving attention to their friends who were performing.

b. Action and Observation of Cycle 2

Cycle 2 was conducted in two meetings. The first meeting of cycle 2 was conducted on Monday, November 26, 2012, and the second meeting was conducted on Thursday, November 29, 2012. The actions were still focused on

implementing role plays which required the students to work in pairs. The researcher divided the students into pairs. Each group consisted of two students. The theme of the first meeting was “Interview (denying and admitting fact)”, while the theme of the second meeting was “Inviting a friend by telephoning”. In this cycle, while the researcher implemented the action, the English Teacher took notes at the back of the class to observe the teaching and learning process. The data during cycle 2 were collected through classroom observations and interviews. Below were the actions that the researcher implemented in the cycle 2:

1) Maximizing the use of classroom English

Classroom English was a good way to be applied in this class to make the students familiar with English. Automatically, the students often spoke in English when they responded the teacher’s greeting, question and also explanation in English. In this cycle, the implementation of classroom English almost the same as in the cycle 1. The researcher implemented it in several functions, such as to open the lesson, to elicit the material that would be learnt, to give the instructions of the activities, and to end the lesson.

In this cycle, the researcher found that the students were more familiar with the English words in some expressions. It could be seen from the extract below.

Kemudian P meminta salah satu S untuk memimpin do’a dengan menggunakan bahasa Inggris. S memimpin do’a dengan mengucapkan “Before we start our lesson today, let’s pray together.” P dan S berdoa bersama. Setelah berdoa P menyapa S “Hello every body. How’s life?” S pun merespon pertanyaan P “Hello miss. I’m fine, thanks. And you?” P menjawab “I’m very well, thanks.” P bertanya kepada S “Who is absent today?” Hampir seluruh S merespon pertanyaan P.

(Then R asked one of Ss to lead the prayer by using English. S leaded the prayer by saying "Before we start our lesson today, let's pray together." R and Ss prayed together. After paying, R greeted Ss by saying "Hello every body. How's life?" Ss responded R's greeting "Hello miss. I'm fine, thanks. And you?" R answered "'I'm very well, thanks." R asked to Ss "Who is absent today?" Almost S answer R's question.)

(Field note 7, Monday, November 26, 2012)

Kemudian P bertanya "have you ever invited someone to go somewhere by telephoning?" S menjawab "pernah". P bertanya "can you give me the example of the invitation?" S menjawab "Birthday party. Do homework together."

(Then R asked Ss "'have you ever invited someone to go somewhere by telephoning?" Ss answered "Yes, we have." R asked "can you give me the example of the invitation?" Ss responded R's question "Birthday party. Do homework together.")

(Field note 8, Thursday, November 29, 2012)

2) Improving students' motivation

In order to make the students more motivated, the researcher still used the same way as in the first cycle. The researcher gave rewards in the form of points and gift to the students who first performed voluntarily. Showing good respect to the students by giving good comments to the students when they tried to be active in the English teaching and learning process was done to appreciate the students. The students were also asked to give applause to their friends who had tried to perform in front of the class. In addition some media to support the process of teaching learning were also used. The media were role card / work sheet, speaker active, laptop and pictures or LCD.

P menunjukkan gambar orang yang sedang melakukan wawancara dengan bantuan media laptop, LCD, dan layar. Suasana kelas menjadi ramai karena S mencoba menebak-nebak gambar yang ada pada layar. Salah satu S bertanya "miss, itu yang nulis novel laskar pelangi itu ya?"

(Supporting by using media laptop and LCD, R showed a picture of two people who were doing interview. The class began crowded because the students tried to guess the people on the picture. One of the students

seemed enthusiastic. She asked to R “Miss, is he the writer of Laskar Pelangi novel?”)

(Field note 7, Monday, November 26, 2012)

Sebelum melanjutkan pelajaran P bertanya kepada S “Are you ready continuing our lesson?” S menjawab “ready miss.” P merespon jawaban S “good students.”

(Before continuing the lesson, R asked Ss “Are you ready to continue our lesson?” Ss answered “ready miss.” R responded Ss by saying “good students.”)

(Field note 8, Thursday, November 29, 2012)

- 3) Improving students’ self-confidence and involvement through role play by drilling them and dividing them into pairs.

The same as the action implemented in the cycle 1, the researcher trained to drill the students about some difficult words and asked the students to do role plays in pairs to improve their self-confidence and involvement. Role play technique was implemented in every meeting. There were two meetings in this cycle. The first meeting was conducted on Monday, November 26, 2012, and the second meeting was conducted on Thursday, November 29, 2012.

P memberikan contoh mengucapkan ungkapan-ungkapan yang ada di hand out. Beberapa S masih salah dalam melafalkan beberapa kata seperti kata “truth” dibaca /trut/, kata “wrong” dibaca /wrong/, dan sebagainya. P membenarkan kesalahan S dengan mengulangnya beberapa kali sampai mereka benar dalam melafalkannya.

(R gave the example of the way how to say the expressions in the handout. Some Ss still got wrong in pronouncing some words. They pronounced the word “truth” into /trut/, they pronounced the word “wrong” into /wrong/, etc. R corrected Ss’ mistake by drilling them for many times till they get right in pronouncing those difficult words.)

(Field note 7, Monday, November 26, 2012)

S secara berpasangan melengkapi skrip wawancara rumpang sesuai dengan instruksi yang diberikan oleh P. P berkeliling untuk mengontrol pekerjaan S dan membantu S yang mengalami kesulitan. Setelah S selesai membuat dialog, kemudian mereka mempraktekkannya di depan kelas. S1 berperan sebagai wartawan dan S2 sebagai aktris yang diwawancara.

(Ss in pairs completed the blank in interview transcript according to the R's instruction. R went around to check and control the Ss' work and to help Ss who got difficulties in doing their work. After S had made the dialogue, then they practice the role play in front of the class. S1 acted as a reporter and S2 acted as an actor/actress who was interviewed.)

(Field note 7, Monday, November 26, 2012)

4) Applying interesting topics for the role plays

Different topics of role plays were applied in every meeting in order not to make the students bored. In this cycle the topic of the role play were "Interview (denying and admitting fact)" and "Inviting a friend by telephoning". The specifications of the role plays were given as follows.

Table 6: The Specifications of the Role Play Used in the First Meeting in Cycle 2

1st meeting		
No.	Role Play	
	Component	Description
1.	Topic	denying and admitting Having a holiday
2.	Actor	reporter-actress / actor
3.	Setting	Actress' / actor's home.
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of denying and admitting fact b. To enable students to respond to the expressions of denying and admitting fact
6.	Language Function	Denying and admitting fact
7.	Organization	The students work in pairs.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are in an actress' / actor's home. c. One student becomes a reporter, and the other becomes an actress / actor.

Table 7: The Specifications of the Role Play Used in the Second Meeting in Cycle 2

2nd meeting		
No.	Role Play	
	Component	Description
1.	Topic	Inviting a friend by telephoning
2.	Actor	Friend - friend
3.	Setting	In their own home
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of inviting someone, accepting and declining an invitation b. To enable students to respond to the expressions of inviting someone, accepting and declining an invitation
6.	Language Function	inviting someone, accepting and declining an invitation
7.	Organization	The students work in pairs.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are in their own home. c. Student 1 calls student 2.

Both in the first meeting and the second meeting, the students performed the role play in pairs. In the first meeting the first student acted as a reporter and the second student acted as an actress / actor. Furthermore, the students acted as a friend and a friend.

Based on the close-ended questionnaire, question 3, *Apakah penggunaan teknik role play dalam kelas speaking yang digunakan oleh guru menarik?* (Was the role play technique in the speaking class used by the researcher interesting?), 24 students or 66.7% students stated agree and 10 students or 27.8% students stated strongly agree.

Furthermore, based on the close-ended questionnaire, question 13, *Apakah belajar bahasa Inggris dengan menggunakan role-play menyenangkan?* (Was

learning English by using role play technique fun?), 23 students or 63.9% students stated agree and 13 students or 36.1% stated strongly agree.

- 5) Asking the students to evaluate their friends who performed their role play in front of the class

Based on the evaluation of cycle 1, the English teacher suggested the researcher to ask the students to evaluate their friends who performed their role play in front of the class. In the first cycle the researcher got difficulties in controlling the class condition. The students were noisy when their friends performed in front of the class. Many of them did not pay attention to their friends' performance. The researcher gave the students the scoring sheet. The students focused on paying attention to their friends who were performing in front of the class. The situation of the class can be seen in the extract below.

Situasi kelas tenang pada saat S maju mempraktekkan role play, karena P meminta S yang tidak maju untuk menilai S yang maju. P memberikan lembar penilaian kepada seluruh S. Tidak ada S yang sibuk dengan dialog mereka masing-masing maupun berbicara dengan teman lainnya. S fokus memperhatikan teman mereka yang sedang maju.

(The classroom condition was quite when the Ss came forward to perform their role play because R asked for Ss who did not get chance yet to perform to evaluate and to give score to their friends who performed in front of the class. R gave the scoring sheet to all Ss. No Ss were busy with their own dialogue or having a chat with their friends. Ss focused on paying attention to their friends who performed in front of the class.)

(Field note 7, Monday, November 26, 2012)

Based on the observation form filled by the English teacher, the researcher had done the useful things. She told the topic and the purpose of the role play before the activities began. She explained the procedure of implementing the role play clearly. She used the media effectively. She drilled the students for the

certain pronunciations. She monitored the role play activity, and she motivated the students to be more active.

In addition, no students seemed worried and inactive. All students showed their high motivation. They were enthusiastic and interested in joining the role play activity. Furthermore, they also had good interaction with their friends and the researcher.

Besides the observation form, the researcher also used interview and students' self-assessment to equip the data. Based on the result of the interview, all students felt happy in applying the role play activity since according to them such activity was very enjoyable and they got fun. Besides, it was very interesting and challenging. They also stated that role play technique is very effective in improving their English speaking skill.

Based on the result of the students' self-assessment, the students could improve the components of speaking skill i.e. fluency, pronunciation, accuracy, and vocabulary.

c. Reflection of Cycle 2

Having implemented the actions in the cycle 2, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and the students after the actions were implemented. From the implementation of the actions above, some findings were described as follows:

1) Maximizing the use of classroom English

The implementation of classroom English was effective to improve the students' speaking ability and make them more familiar with English words. Meanwhile, it could increase the students' opportunities to speak English during the teaching and learning process. The researcher tried to paraphrase the difficult sentences in order to make the students understand the sentences and used the synonyms of difficult words to make the students more familiar with English words.

2) Improving students' motivation

The implementation of giving rewards was successful to improve the students' motivation and involvement during the teaching-learning process. The students performed the role plays in front of the class without being asked by the researcher. In addition, the researcher also asked the students to give applause after their friends performed in front of the class. This action could make the students feel satisfied because they had already succeeded in their performances.

Moreover, using some media like role cards, a speaker active and pictures or LCD also could motivate the students to be active in joining the speaking class. They became more enthusiastic in learning English. The media were very important to support the students to be more enthusiastic in joining the speaking class held by the researcher. Furthermore, media could make the researcher's explanation more communicative, so the students could understand the point from the explanation easily.

- 3) Improving students' self-confidence and involvement through role play by drilling them and dividing them into pairs.

Based on the interview in the reconnaissance step, some of the students did not like practicing speaking because they were afraid of making mistake in pronouncing English words. Brown (2001: 272) says that drills can help to establish certain psychomotor patterns (to “loosen the tongue”) and to associate selected grammatical forms with their appropriate context. In line with Brown's opinion, by drilling the students in some difficult words in the cycle 2 could help the students not to be shy to speak English. They become more confident to speak, because they did not feel afraid of making mistake anymore.

Furthermore, group activities could make the students more confident to speak English. Here, the students did not work individually. Therefore, they could help and support one and another.

- 4) Applying interesting topics for the role plays

One of the characteristics of junior high school students is curious. Teenagers are naturally curious, they are curious about new things around them. The researcher applied different topics in each meeting in order to make the role play kept interesting and not to make the students feel bored to perform the role plays. There were two topics of the role plays in the cycle 2. They were “Interview (denying and admitting fact)” and “Inviting a friend by telephoning”. In the cycle 2 the students were interested and happy with both topics used in their role play performances.

- 5) Asking the students to evaluate their friends who performed their role play in front of the class

By asking the students to evaluate their friends who performed their role play in front of the class, the class condition during cycle 2 could be controlled well. The students focused on paying attention to their friends who were performing in front of the class.

d. Findings of Cycle 2

Based on what the researcher had planned, acted, observed and reflected in the cycle 2, the researcher came to the following findings.

- 1) Classroom English was more various to improve the students' speaking ability and make them more familiar with English. They could catch the researcher's explanation and instructions better than in the first cycle. In addition, it could give the students more opportunities to speak up during the lesson.
- 2) Giving reward to the students who wanted to perform voluntarily was successful to motivate the students in learning speaking skills. Moreover, the researcher used some media to support the teaching and learning process. The students were more enthusiastic and interested in learning English when the media were applied. Also, the media could help the researcher to explain the material more communicatively.
- 3) The role play was successful to make the students brave and confident to speak English. Drilling the students about some vocabularies could make the students pronounce the English words correctly. They became more confident since they were not making mistake in pronouncing English words.

- 4) In pairs role play could make the students more confident to speak English.
- 5) Applying different topics in each meeting could make the students feel enjoy with the role play. They were not bored because they did different role plays and they acted different characters.
- 6) Asking the students to evaluate their friends who performed their role play in front of the class was very effective to control the condition of the class.

The researcher and the collaborator agreed to end this research in this cycle because they saw that the students' speaking ability had improved. In summary, the differences of teaching and learning process of speaking skill during cycle 1 and cycle 2 could be seen in Table 2.7.

Table 8: The Changes (Before and After the Implementation)

Before Cycle	Cycle 1	Cycle 2
The students were not familiar with English words.	Some students began to express their ideas in English. Some of them spoke in English when they wanted to do something or when they wanted to ask something.	The students were familiar with the researcher's expression such as greeting, instructing and ending the class and they responded to the researcher's expression. So, they could imitate their teacher's talk. They were not shy to speak in English
The students had less motivation to learn English.	Some students had already been motivated during the teaching and learning process. They were confident to express their ideas. Although some students were still shy and reluctant when they were asked to express their idea.	Most of the students were confident and enthusiastic to perform their result in front of the class without being asked by the researcher.

The students were less confident and did not involve themselves maximally in classroom activity	There were still some students who were not actively involved in the speaking teaching and learning process. They were still ashamed and unconfident to speak in English.	All of the students were actively involved in the speaking teaching and learning process. They were become more confident to speak in English.
The students felt bored with the monotonous activities.	The students seemed more enthusiastic in joining the English class because role play technique was new for them.	By applying different topics in each meeting could make the students feel enjoy with the role play. They were not bored because they did different role play and they acted different characters.

C. The Result of Speaking Test

The implementation of the role play accompanied by some actions was successful in improving the students' speaking ability in two cycles. That finding could be inferred from the observations of the teaching and learning process, the interviews with the students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' speaking ability. The researcher conducted the pre-test on Saturday, November 17, 2012. The topic of the test was asking for and giving opinion in the form of making dialogue. In this speaking test, the students were asked to make and perform a simple dialogue in front of the class. They did a role play about making a call to their friend by telephoning and ask his/her opinion about Bali. They performed their work without texts. They were asked to memorize it.

Meanwhile, the post-test was conducted on Saturday, December 1, 2012. The topic of the post-test was Invitation in the form of making dialogue. The students were asked to make and perform their dialogue in front of the class. They did a role play about inviting their friend by telephoning. To assess the students' speaking skills in the pre-test and post-test, the researcher and English teacher used a rubric which involved four aspects of speaking, such as fluency, accuracy, pronunciation and vocabulary. The students' speaking scores in the pre-test could be seen in the appendix. Meanwhile, the summary of the result of the pre-test could be seen in the table below:

Table 9: The Result of the Students' Speaking Ability in the Pre-Test

Data	Pre-Test		MEAN
	Researcher	English Teacher	
Mean	68.5	69.2	68.9
Number of the Students	32	32	32

From Table 9, based on the researcher's assessment, it was found that the mean of the students' speaking ability score was 68.5. Meanwhile, from the English teacher's assessment, the mean of the pre-test was 69.2. From those assessments, it could be inferred that the students' speaking ability was low because the minimum passing criteria (KKM/Kriteria Ketuntasan Minimum) of English subject in this school was 75.

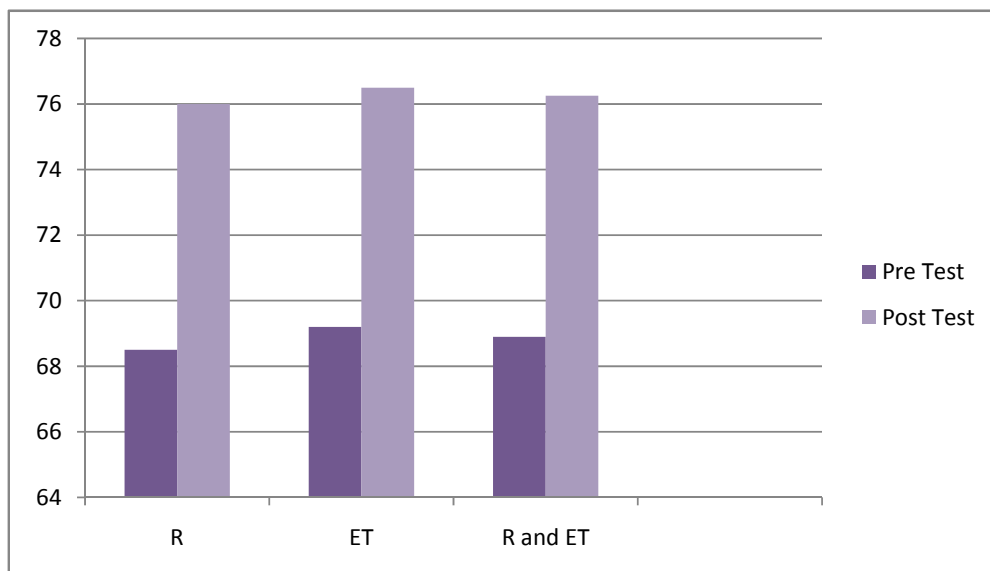
In the post-test, both the researcher and the English teacher assessed the students' speaking ability scores by using the same rubric. The result of the students' speaking scores in the post-test could be seen in the appendix. The summary of the students' ability in the post-test was presented in Table 2.9 below:

Table 10: The Result of the Students' Speaking Ability in the Post-Test

Data	Post-Test		MEAN
	Researcher	English Teacher	
Mean	76	76.5	76.25
Number of the Students	32	32	32

Based on Table 10, from the researcher's assessment, it was found that the mean of the students' speaking ability score was 76. Meanwhile, from the English teacher's assessment, the mean of the post-test was 76.5. Thus, almost the students had passed the minimum passing criteria (KKM). From those results, it could be concluded that the students' speaking ability had improved since the means of the students' speaking ability score both by the researcher and the teacher had improved, from 68.5 and 69.2 in the pre-test, while in the post-test the scores are 76 and 76.5.

To make the data clearer, the researcher presents the data in the following chart:

Picture 2: The Chart of the Students' Score Improvement from the Pre-Test and the Post-Test

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter discusses the conclusions, suggestions, and implications relevant to this study. The detailed explanation of each point is presented below.

A. Conclusions

Based on the research findings in chapter IV, it can be concluded that the result of this research was satisfying. This research was successful in the effort to improve the students' speaking ability through role play supported by some other actions such as maximizing the use of classroom English, giving the students rewards, applying some media, etc.

Role play technique could increase the students' motivation in joining the teaching and learning process. Their motivation is reflected in their efforts in preparing the role play. They had good interaction with their friends and the researcher. For instances, they asked their friends and also the researcher about the vocabulary, grammar, pronunciation, and others. The other evidence of the improvement of the students' motivation could be seen from their interest, enthusiasm, and participation in joining the speaking class held by the researcher.

The use of role play technique in Cycle 1 successfully made the students interested in joining speaking class. It immediately helped the students to gain their motivation and enthusiasm to learn and to get involved in the class activity.

In Cycle 2, it was found that there was greater motivation among students at class. The activity that was implemented seemed successful to improve the students' motivation in learning English especially speaking skill. Moreover, it

had an effect on expanding students' knowledge and ability to create a better achievement.

The students' problem about speaking ability could be successfully solved through role play technique. In general, this can be seen from the comparison between the mean score of the pre-test and that of the post-test.

B. Implications

The results of this study have implied several points that can be drawn as follows:

1. Classroom English was more various to improve the students' speaking ability and make them more familiar with English. In addition, it could give the students more opportunities to speak up during the lesson. It implies that the teacher needs to use classroom English during the lesson to make the students familiar with English.
2. The use of role play could make the speaking activity more enjoyable and interesting. By using role play, the students got more opportunities to practice speaking. As a result, they could speak English fluently by using many vocabulary variations and correct pronunciation. It implies that the teacher could use role play technique to improve the students' speaking ability.
3. The use of some media to support the teaching and learning process could make students more enthusiastic and interested in learning English. Also, the media could help to explain the material more communicatively. It implies that the teacher should use appropriate media that are related to the role plays conducted to motivate the students in performing the role plays.

C. Suggestions

Based on the conclusion of the study, some suggestions will be directed toward the English teachers and other researchers.

1. To English Teachers

The English teachers should determine the technique which is able to make students practice their speaking in meaningful context. During the research, the researcher used some media such as laptop, LCD, speaker active, pictures and handouts. The English teachers can apply those media even other media that can support the teaching learning process so that the students will be more interested in learning English. Besides, it is necessary for the English teachers to implement various kinds activity which enable the students to produce the language both written and spoken.

2. To the Students of Junior High School Levels

Many students are passive and reluctant to speak English. They feel shy and nervous to express their own competence when they are supposed to speak English. They seldom use English in their daily communication either inside or outside the class. One of the reasons is they are afraid of making mistakes and being laughed by their friends. To solve this problem, the students can train themselves by using role play. They should practice a lot and not to worry about making mistakes or having bad performance.

3. To the Other Researchers

This study is mainly intended to describe how the role play technique was implemented to improve the speaking ability of VIII A class students of SMPN 3

Ngaglik. The other researchers may follow up this study in different contexts in order to find more actions to improve students' speaking ability. This study may be used as one of the reading sources before the researchers do an action research related to the improving students' speaking ability.

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APPENDICES

1

FIELD NOTES

Field notes 1**Hari, tanggal : Kamis, 01 November 2012****Waktu : 10.15 WIB****Lokasi : Ruang Kepala SMPN 03 Ngaglik dan ruang guru****Hal : Permohonan ijin penelitian****Keterangan : WKS: Wakil Kepala SMPN 03 Ngaglik****GBI : Guru Bahasa Inggris****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 10.15 WIB. P menemui WKS karena Kepala Sekolah baru saja pensiun dan belum ada penggantinya. P dan WKS berjabat tangan, lalu WKS mempersilahkan P untuk duduk.
2.	P mengutarakan maksud kedatangannya. WKS menanyakan surat ijin penelitian dari universitas. P menjelaskan bahwa saat ini hanya permohonan ijin informal terlebih dahulu sehinggal apabila WKS memberikan ijin penelitian, P akan membawa ijin resmi dari universitas pada pertemuan selanjutnya. WKS meminta P untuk menemui Ibu Prapti Sukartiningsih, GBI kelas VIII, terlebih dahulu. WKS akan memberi ijin penelitian apabila GBI juga memberikan ijin.
3.	P menemui GBI di ruang guru. P mengutarakan maksud kedatangannya yakni untuk meminta ijin penelitian di kelas VIII. GBI menyambut baik kedatangan P dan memberi ijin penelitian kepada P. GBI mempersilahkan P untuk melakukan penelitian di kelas VIII A. P menyampaikan proposal dan instrumen penelitian akan segera diserahkan setelah P berkonsultasi dengan dosen pembimbing penelitian. Selain itu P juga meminta waktu untuk melaksanakan observasi kegiatan belajar-mengajar di kelas terlebih dahulu sebelum melakukan penelitian. GBI mempersilahkan P untuk datang hari Senin, 5 November 2012, untuk melakukan observasi kelas.
4.	Pada pertemuan P dengan GBI kali ini, selain meminta ijin untuk penelitian, P juga melakukan wawancara kepada GBI terkait pembelajaran Bahasa Inggris di kelas VIII yang diterapkan oleh GBI serta kendala-kendala yang sering dijumpai GBI.
5.	Pukul 11.30 WIB P mohon diri pamit kepada GBI juga kepada WKS.

Field notes 2**Hari, tanggal : Senin, 05 November 2012****Waktu : 09.45 WIB****Lokasi : Ruang Kepala SMPN 03 Ngaglik dan ruang kelas VIII A****Hal : Observasi kegiatan belajar-mengajar****Keterangan : WKS: Wakil Kepala SMPN 03 Ngaglik****GBI : Guru Bahasa Inggris****S : Siswa****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 09.40 WIB. P menemui WKS untuk menyalami dan memberitahu WKS bahwa pada hari itu P akan melakukan observasi kegiatan belajar mengajar bahasa Inggris di kelas VIIIA. WKS mempersilahkan P untuk langsung bertemu GBI dan melakukan observasi.
2.	Kelas bahasa Inggris hari Senin jatuh pada pukul 09.55. GBI dan P memasuki kelas 5 menit setelah bel pergantian pelajaran berbunyi. Suasana kelas gaduh

	<p>saat GBI dan P masuk ruang kelas. GBI meletakkan barang-barang bawaannya di meja guru dan P mencari tempat duduk kosong di barisan paling belakang. Kemudian GBI berdiri di depan kelas dan memberikan salam. GBI menyapa siswa dengan sapaan “good morning students.” Diikuti pertanyaan “how are you to day?”. S merespon sapaan dan pertanyaan GBI dengan mengatakan “good morning miss, I’m fine, thank you. And you?”. GBI menjawab “I’m fine too, thank you.”</p>
3.	<p>GBI memperkenalkan P kepada S dan menjelaskan maksud kedatangan P. P kemudian memperkenalkan diri sebentar sebelum pelajaran dimulai.</p>
4.	<p>Pelajaran dimulai dengan menanyakan pelajaran yang telah dipelajari pada pertemuan yang lalu. Setelah <i>review</i> sebentar, GBI lalu menampilkan <i>slide</i> materi yang akan dipelajari pada hari tersebut. Media yang digunakan oleh GBI antara lain laptop, LCD, layar, papan tulis, dan <i>board marker</i>. Materi pada hari itu adalah <i>Recount text</i>. Namun, pada hari itu belum masuk ke <i>text</i>, melainkan baru masuk ke perubahan <i>tenses</i> dari bentuk <i>present</i> ke bentuk <i>past</i>, perubahan kalimat dari bentuk <i>positive</i> ke <i>negative</i> dan juga ke <i>interrogative</i>. Suasana kurang kondusif ketika GBI menjelaskan materi. Sebagian anak ada yang menyanyi, menggambar di buku, memukul-mukulkan penggaris ke meja, melamun, berbincang dengan teman sebangku maupun antar bangku, dan menaruh kepala di atas meja. Namun, GBI tetap berusaha menjelaskan dengan suara yang cukup keras sehingga masih dapat di dengar. Ada 4 S yang dsuruh GBI maju ke depan untuk mengerjakan perubahan bentuk kalimat dari satu bentuk ke bentuk lainnya.</p>
5.	<p>Setelah GBI menerangkan semua materi pada hari itu, GBI menanyakan kepada S apakah mereka sudah paham. Sebagian menjawab “sudah”, sebagian lagi “sedikit, dan sebagian yang lain hanya diam. Kemudian GBI menyuruh S untuk mencatat. S mencatat. Untuk mengecek apakah S sudah paham atau belum, GBI menyuruh salah satu S (Bagas Warsito) untuk maju ke depan dan menjelaskan ulang materi yang telah disampaikan oleh GBI. Bagas pun maju dan menjelaskan ulang materi yang telah diajarkan GBI.</p>
6.	<p>Setelah menyuruh salah satu S maju untuk menjelaskan ulang materi yang diberikan, GBI menyuruh S membuat 9 kalimat. 3 kalimat <i>positive</i>, 3 kalimat <i>negative</i>, dan 3 kalimat <i>interrogative</i>. Pada mulanya sebagian S aktif mengerjakan perintah dari GBI, sebagian lainnya ramai dengan aktifitasnya sendiri. Namun pada akhirnya semua S mengerjakan perintah GBI.</p>
7.	<p>Pelajaran selesai pada pukul 11.15 WIB. Setelah itu S istirahat. P meminta waktu 3 S untuk wawancara. Wawancara dilakukan P di dalam ruang kelas VIII A. Setelah melakukan wawancara, P menemui GBI di ruang guru. P menyampaikan kepada GBI bahwa instrument akan diberikan kepada GBI segera setelah mendapat ijin untuk melakukan penelitian dari dosen pembimbing. GBI pun menyetujuinya.</p>
8.	<p>Setelah berbincang dengan GBI beberapa saat di ruang guru, P mengucapkan terimakasih dan pamit pulang kepada GBI. Setelah itu P menuju ruang kepala sekolah dan bertemu WKS. P mengucapkan terimakasih kepada WKS dan menyampaikan kepada WKS bahwa beberapa hari sebelum melakukan penelitian P akan konfirmasi lagi kepada WKS dan GBI. P pun pamit pulang kepada WKS.</p>

Field notes 3**Hari, tanggal : Rabu, 14 November 2012****Waktu : 10.15 WIB****Lokasi : Ruang Kepala SMPN 03 Ngaglik dan ruang guru****Hal : Konfirmasi akan melakukan penelitian dan menyerahkan instrumen penelitian****Keterangan : WKS: Wakil Kepala SMPN 03 Ngaglik****GBI : Guru Bahasa Inggris****P : Peneliti**

NO.	AKTIVITAS
1.	P datang ke sekolah pukul 10.15 WIB. P menemui WKS untuk menyalami dan memberitahu WKS bahwa P sudah mendapatkan ijin dari dosen pembimbing untuk melakukan penelitian. WKS meminta P untuk menemui GBI di ruang guru.
2.	Pukul 10.30 WIB P menemui GBI di ruang guru. Kebetulan pada saat itu GBI sedang tidak ada jadwal mengajar. P menyampaikan maksud kedatangannya. P juga membawa instrument penelitian yakni <i>lesson plan</i> , <i>course grid</i> , soal <i>pre test</i> dan <i>post test</i> , <i>scoring rubric</i> , <i>observation sheet</i> , <i>interview guideline</i> , dan <i>questionnaire</i> yang akan P pakai ketika melakukan penelitian. GBI meneliti instrumen tersebut dan menyetujuinya.
3.	P menanyakan kapan P diijinkan untuk melakukan penelitian. GBI mengecek jadwal untuk kelas VIII A. Jadwal pelajaran bahasa Inggris untuk kelas VIII A adalah hari Senin, Kamis, dan Minggu. GBI mempersilahkan P untuk langsung melakukan penelitian pada hari Sabtu, 17 November 2012.
4.	Pukul 11.00 WIB P pamit pulang dan menyampaikan terimakasih kepada GBI, lalu menuju ruang kepala sekolah untuk bertemu WKS. P menyampaikan kepada WKS bahwa P sudah mendapatkan ijin dari GBI bahwa penelitian dapat P lakukan mulai hari Sabtu, 17 November 2012. WKS pun member ijin kepada P. P menyampaikan terimakasih kepada WKS sekaligus pamit pulang.

Field notes 4**Hari, tanggal : Sabtu, 17 November 2012****Waktu : 08.20 – 09.55 WIB****Lokasi : Ruang kelas VIII A****Hal : Pre-test****Pertemuan 1****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS
1.	P ditemani O yang P mintai tolong untuk mengambilkan gambar sewaktu P melakukan penelitian tiba di sekolah pukul 08.05 WIB.
2.	Pukul 08.20 WIB P, GBI, dan O masuk ke ruang kelas VIII A. GBI memberitahu S bahwa untuk beberapa pertemuan ke depan akan di ajar oleh P.
3.	Pukul 08.25 WIB GBI mempersilahkan P untuk memulai mengajar S. P menjelaskan kepada S bahwa untuk pertemuan pertama P hanya akan melakukan <i>pre-test</i> . P menjelaskan test yang akan diadakan adalah test lisan

	atau berbicara dengan cara bermain peran (role play). Setiap kelompok terdiri dari dua S yang mana S1 sebagai penelepon dan S2 sebagai penerima telepon. Topik materi pada saat itu adalah berkaitan dengan ungkapan meminta dan memberi pendapat tentang Bali.
4.	P membagikan materi terkait ungkapan meminta dan memeberi pendapat dan menjelaskan sekilas kepada S.
5.	S aktif mengerjakan perintah P.
6.	P memberikan waktu kepada S 20 menit untuk menyelesaikan membuat dialog pendek dan menghafalkannya.
7.	Pukul 09.00 – 09.15 WIB istirahat. Aktivitas kelas dihentikan sampai jam istirahat selesai.
8.	Pukul 09.20 WIB aktivitas dimulai kembali. S sudah menyelesaikan dialog mereka. S pun kemudian maju satu persatu secara berpasangan dan memulai bermain peran sesuai dengan dialog yang mereka buat.
9.	P dan GBI menilai kemampuan berbicara S ketika S maju melakukan <i>role play</i> .
10.	Setelah seluruh S maju, P memberi tahu kepada S bahwa untuk beberapa kali pertemuan ke depan P akan menggunakan teknik role play untuk mengajar bahasa Inggris khususnya kemampuan berbicara di kelas mereka.
11.	P mengakhiri pertemuan pada pukul 09.55 WIB.

Field notes 5

Hari, tanggal : Senin, 19 November 2012

Waktu : 09.55 – 11.15 WIB

Lokasi : Ruang kelas VIII A

**Hal : Implementasi kegiatan *role play* “Having dinner in a restaurant”.
cycle 1a**

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

S : Siswa

O : Observer

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	Pembukaan <ul style="list-style-type: none"> ➤ P mengucapkan salam. ➤ Berdoa sebelum memulai pelajaran. ➤ P mengecek daftar hadir S. 	P, GBI, dan O masuk ke ruang kelas. P mengucapkan salam “Assalamu’alaikum. wr. wb.” S menjawab “Wa’alaikumsalam. wr. wb.” Kemudian P meminta salah satu S untuk memimpin do’a. P meminta S untuk memimpin do’a menggunakan bahasa Inggris, akan tetapi S menolak dengan alasan tidak hafal. S memimpin do’a menggunakan bahasa Indonesia. P dan S berdo’a bersama. Setelah berdo’a P menyapa S “good morning, how are you today?” S menjawab “Good morning miss. I’m fine, thank you. And you?” P menjawab “I’m fine too, thanks.” Kemudian P bertanya kepada S “Who is absent today?” S hanya diam dan tidak merespon pertanyaan P. P mengulangi

		<p>pertanyaan “<i>Who is absent today?</i>” Sebagian S berbisik “mbaknya tanya siapa yang nggak masuk.” P mengiyakan suara bisik-bisik dari S “iya, siapa yang tidak masuk hari ini?” S pun merespon pertanyaan P. Ada 4 siswa yang tidak masuk.</p>
2.	<p>Presentation</p> <ul style="list-style-type: none"> ➤ P bertanya kepada S apakah mereka pernah meminta, memberi, menolak jasa seseorang; meminta, memberi, menolak barang ➤ P menunjukkan gambar orang makan di restoran kepada S. ➤ P bertanya kepada S apakah mereka pernah makan di restoran. ➤ S menjawab pertanyaan yang diberikan P. ➤ P memberi tahu S topik yang akan di ajarkan. ➤ P memberikan contoh ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang dan menjelaskan ungkapan-ungkapan tersebut. 	<p>P bertanya kepada S “<i>have you ever asked someone’s help, or given help to someone, and refused someone’s help?</i>” Sebagian besar S hanya diam dan tersenyum-senyum, beberapa menjawab “yes yes”. P mengulangi pertanyaan dengan menggunakan bahasa Indonesia “pernah tidak meminta bantuan seseorang? Atau mungkin menawarkan bantuan kepada seseorang? Atau juga pernah ditawarkan mau dibantu tapi menolak? Pernah?” Seluruh S menjawab dengan semangat “pernah”. P bertanya lagi “Kalau pernah dalam hal apa contohnya?” Sebagian S menjawab “mengerjakan PR miss.” Sebagian S lagi menjawab “membawakan buku.” P memberikan reward kepada S “Good.” Kemudian P bertanya “pernah tidak meminta, member, dan menolak barang dari orang lain?” Seluruh S menjawab “pernah”.</p> <p>P menampilkan gambar orang makan di restoran kepada S dengan menggunakan media ajar berupa laptop, LCD, dan layar. S sangat antusias menebak-nebak materi yang akan mereka dapatkan pada hari itu. P bertanya “tahu kan gambar apa itu?” S menjawab “orang mau makan di restoran miss.” P merespon “You are right.” Lalu P bertanya kepada S “<i>have you ever had your dinner in a restaurant?</i>” S menjawab “yes miss.” P bertanya lagi “yes for what?” S diam. P bertanya lagi “sudah pernah makan di restoran?” S menjawab “sudah miss.”</p> <p>P menyampaikan kepada S materi untuk pertemuan hari itu adalah meminta, memberi, menolak jasa; meminta, memberi, menolak barang dengan setting di restoran.</p> <p>P memberikan hand out kepada S</p>

		<p>tentang ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang.</p> <p>P menjelaskan ungkapan-ungkapan yang ada pada handout.</p>
3.	<p>Practice</p> <ul style="list-style-type: none"> ➤ P memberikan contoh mengucapkan ungkapan-ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang, S secara bersama-sama menirukan, P memilih S secara acak untuk mengulangi mengucapkan. ➤ P memutar rekaman ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang. ➤ P memutar video “how to order in a restaurant”. ➤ P memberikan contoh dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. ➤ P menunjuk beberapa S secara acak untuk membaca bergantian. ➤ P dan S mengartikan kata-kata yang sulit secara bersama. 	<p>P memberikan contoh mengucapkan ungkapan-ungkapan yang ada di hand out. Meskipun P sudah memberikan contoh pengucapan yang benar, namun beberapa S masih ada yang salah dalam mengucapkan beberapa kata ketika P meminta S untuk mengulangi yang telah P ucapkan. Seperti kata “would” beberapa masih melafalkannya /wold/, “could” dibaca /kold/, “want” dibaca /wan/, “mind” dibaca /min/, favor dibaca /favor/, dan sebagainya. P membenarkan kesalahan S dengan mengulanginya beberapa kali. S menirukan dengan benar.</p> <p>P juga memutar rekaman ungkapan-ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang dengan alat bantu laptop, <i>speaker active</i>, LCD, dan layar.</p> <p>Sebelum P memberikan contoh dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran, untuk menarik perhatian S, P juga memutar video animasi tentang memesan makanan di restoran yang berdurasi 30 detik. S nampak tertarik dengan video yang P tampilkan. Kemudian P memberikan contoh dialog dan meminta S secara acak untuk membacakannya.</p> <p>Setelah selesai membaca dialog, P menanyakan kepada S apakah ada kata-kata yang tidak mereka ketahui artinya. S menjawab tidak ada. Untuk memastikan bahwa S sudah benar-benar menguasai kosa kata yang ada, P menanyakan beberapa kata yang berhubungan dengan restoran. P bertanya “what is waiter in Indonesia?” Meskipun beberapa ada yang diam, namun sebagian besar S menjawab “pelayan”. P membenarkan jawaban S. Lalu P bertanya lagi “what is customer</p>

		in Indonesia?” S menjawab “pembeli”, ada juga yang menjawab “pelanggan”. Kembali P membenarkan jawaban S.
4.	Production ➤ S secara berkelompok yang beranggotakan tiga S melengkapi dialog rumpang sesuai dengan instruksi yang diberikan oleh P terkait ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. kemudian mempraktekkan dialog tersebut di depan kelas.	<p>P memberikan lembar tugas yang harus S kerjakan secara berkelompok kemudian menjelaskan aturan kerjanya. P juga memutarakan rekaman video role play yang berhubungan dengan memesan makanan di restoran. S nampak senang dan lebih bersemangat ketika P putarkan video tersebut.</p> <p>P bertanya kepada S “<i>can you do a role play like in the video?</i>” “bisa kan kalian melakukan hal yang sama seperti mereka? Aturan mainnya mudah. Kalian tinggal isi dialog rumpang yang ada di lembar kertas yang sudah kalian terima. Lalu mempraktekkan di depan kelas.”</p> <p>P berkeliling kelas ketika S mengerjakan tugas. P membantu S yang mengalami kesulitan.</p> <p>P meminta S untuk menghafalkan dialog yang sudah mereka isi. Namun S keberatan untuk menghafalkan, alasannya dialognya panjang. P pada mulanya meminta S untuk menghafalkan. Namun ketika P menyuruh S maju, tak ada satu kelompok pun yang berani maju dengan tanpa teks. Akhirnya P mengiyakan kemauan S untuk maju membawa teks dengan pertimbangan hari itu adalah pertemuan pertama. Setelah P memperbolehkan S maju dengan teks, ada satu kelompok yang mau maju dengan suka rela tanpa perlu ditunjuk. Disusul kelompok berikutnya, dan di pertengahan S justru saling berebut untuk maju. Seluruh S maju mempraktekkan role play dengan seting tempat restoran. P telah mempersiapkan media ajar seperti piring, gelas, dan juga nampan, lalu meja dan kursi P minta bantuan S untuk merelakan tempat duduk dan meja mereka dipakai sebagai media ketika melakukan role play. Kondisi ruang kelas pada saat itu kurang kondusif karena S yang tidak maju tidak</p>

		memperhatikan S yang sedang maju. Mereka sibuk dengan dialog yang mereka kerjakan. Mereka sibuk latihan sendiri-sendiri. P sudah berulang kali mengingatkan S yang tidak maju untuk memperhatikan S yang sedang maju. Namun S tetap saja ramai. Akibatnya, P harus tetap berada di depan untuk dapat mendengarkan S yang sedang maju.
5.	Penutup <ul style="list-style-type: none"> ➤ P memberi kesempatan S untuk bertanya. ➤ P menanyakan kepada S tentang apa yang telah dipelajari hari itu. ➤ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari. ➤ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ➤ P menutup kegiatan belajar mengajar. 	<p>Pukul 11.15 bel pergantian pelajaran berbunyi. P tidak mendengarnya, beberapa S mengatakan “miss sudah bel.” P pun menutup pertemuan pada hari itu. Sebelum P menutup pelajaran, terlebih dahulu P bertanya kepada S apakah ada pertanyaan, namun S menjawab tidak. Lalu P dan S bersama-sama merivew materi yang telah P ajarkan sebentar.</p> <p>P menutup pertemuan pada hari itu dengan mengucapkan salam penutup “<i>wassalamu’alaikum wr.wb.</i>” S menjawab “<i>wa’alaikumsalam wr.wb.</i>”</p>

Field notes 6

Hari, tanggal : Sabtu, 24 November 2012

Waktu : 08.20 – 09.55 WIB

Lokasi : Ruang kelas VIII A

**Hal : Implementasi kegiatan role play “Talking about NOAH concert”.
cycle 1b**

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

S : Siswa

O : Observer

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	Pembukaan <ul style="list-style-type: none"> ➤ P mengucapkan salam. ➤ Berdoa sebelum memulai pelajaran. ➤ P mengecek daftar hadir S. 	<p>P, GBI, dan O masuk ke ruang kelas. P mengucapkan salam “<i>Assalamu’alaikum. wr. wb.</i>” S menjawab “<i>Wa’alaikumsalam. wr. wb.</i>” Kemudian P meminta salah satu S untuk memimpin do’a. P meminta S untuk memimpin menggunakan bahasa Inggris sesuai dengan yang sudah P ajarkan pada pertemuan sebelumnya. S bertanya apabila membaca boleh atau tidak karena belum hafal. P memperbolehkannya dengan syarat pada pertemuan berikutnya harus sudah hafal.</p>

		<p>P dan S berdo'a bersama. Setelah berdo'a P menyapa S "<i>good morning.</i>" S menjawab "<i>Good morning miss.</i>" P menanyakan kabar mereka "<i>how's life?</i>" S pun diam tidak menjawab pertanyaan P. Lalu P bertanya lagi "<i>how are you?</i>" S pun merespon pertanyaan P "<i>I'm fine, thanks. And you?</i>" P menjawab "<i>I'm fine too, thanks.</i>" Kemudian P menjelaskan bahwa kalimat <i>how's life</i> mempunyai arti yang sama kalimat <i>how are you</i>. S merespon penjelasan P dengan mengatakan "ooooohhh". Setelah itu, P bertanya kepada S "<i>Who is absent today?</i>" Seluruh S merespon pertanyaan P. Ada 4 siswa yang tidak masuk.</p>
2.	<p>Presentation</p> <ul style="list-style-type: none"> ➤ P bertanya kepada S apakah mereka pernah meminta persetujuan seseorang, menyetujui dan tidak menyetujui pendapat orang lain. ➤ P menunjukkan gambar tokoh kartun, Sincan. ➤ P bertanya kepada S apakah mereka setuju bahwa film kartun sincan adalah film kartun yang lucu. ➤ S menjawab pertanyaan yang diberikan P. ➤ P memberi tahu S topik yang akan di ajarkan. ➤ P memberikan contoh ungkapan meminta dan memberi pendapat persetujuan. 	<p>P bertanya kepada S "<i>have you ever asked someone's agreement?</i>" Sebagian besar S diam tidak merespon pertanyaan P. P bertanya "<i>do you now the meaning of agreement?</i>" Beberapa S menjawab "setuju", sedangkan yang lain diam. P membenarkan jawaban S "benar, setuju. Namun tepatnya persetujuan. Kalau 'setuju' apa?" Beberapa S menjawab "<i>agree miss.</i>" P merespon "<i>You are right. Good.</i>" P bertanya lagi "kalau 'tidak setuju'?" Satu S menjawab "<i>disagree</i>" "P merespon "tepat sekali" P menanyakan kembali kepada S apakah mereka pernah meminta persetujuan seseorang, menyetujui dan tidak menyetujui pendapat orang lain. Seluruh S menjawab pernah. Kemudian P bertanya contohnya dalam hal apa. Suasana menjadi ramai namun aktif karena hampir semua S menjawab dan masing-masing S mempunyai jawaban yang berbeda-beda. Kemudian P menengahi dengan mengambil sebagian jawaban S untuk P jadikan contoh. P menunjukkan gambar tokoh kartun, Sincan, dengan bantuan media laptop, LCD, dan layar. S tertawa ketika melihat gambar tersebut. Mereka nampak semangat dan penasaran untuk mengikuti materi pada pertemuan kali itu.</p>

		<p>P bertanya “<i>who is he?</i>” Seluruh S dengan semangat menjawab “Sincan”. P bertanya lagi “<i>do you agree if I say Sincan is funny.</i>” Hampir seluruh S menjawab “yes miss.” Yang lain hanya diam. P mengulangi pertanyaan dengan menggunakan bahasa Indonesia “setuju tidak kalau saya mengatakn Sincan itu lucu?” Seluruh S merespon pertanyaan P “setuju.” Kemudian P bertanya lagi “<i>Sincan is handsome. Do you agree with me?</i>” Seluruh S menjawab “NO.” sambil tertawa-tawa.</p> <p>P bertanya kepada S “Tahu kan ya apa kira-kira yang mau saya ajarkan kepada kalian pada pertemuan kali ini?” S pun menjawab “tahu miss. Tentang agree disagree.” P merespon jawaban S “tepat. Kali ini topiknya adalah tentang <i>TV program</i>. Bisa kalian sebutkan acara apa saja yang ada di TV?” S menjawab “Opera van Java. Dahsyat. Gosip” dan sebagainya.</p> <p>P memberikan <i>handout</i> yang berisi ungkapan meminta dan memberi pendapat persetujuan beserta contoh dialognya kepada S.</p> <p>P menjelaskan ungkapan-ungkapan yang ada pada <i>handout</i>.</p>
3.	<p>Practice</p> <ul style="list-style-type: none"> ➤ P memutar rekaman ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. ➤ P memilih S secara acak untuk mengulangi mengucapkan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui sesuai rekaman. ➤ P memberikan contoh dialog terkait ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. ➤ P menunjuk beberapa S secara acak untuk membaca bergantian. ➤ P meminta S untuk mengidentifikasi ungkapan apa saja yang ada dalam dialog- 	<p>Pada pertemuan kali ini, untuk memberi contoh pengucapan ungkapan-ungkapan yang ada di <i>handout</i> S, P memutar rekaman yang isinya sama persis dengan yang ada di <i>handout</i>. P memilih S secara acak untuk mengulangi mengucapkan ungkapan yang ada pada rekaman. Beberapa S masih salah dalam melfalkan kata “<i>idea</i>”. Mereka melafalkannya /idea/. Kata “<i>quite</i>” mereka baca /kuit/. Dan hampir seluruh S salah mengucapkan kata “<i>can’t</i>”. mereka melafalkannya /ken/.</p> <p>P membenarkan kesalahan S dengan cara mengedrilnya beberapa kali. Untuk mengecek apakah mereka sudah bisa melafalkan kata-kata tersebut, P meminta beberapa S untuk mengulangi mengucapkannya lagi.</p> <p>Kemudian P meminta S untuk membaca dialog 1 yang ada pada <i>handout</i>. 2 baris</p>

	<p>dialog tersebut.</p> <ul style="list-style-type: none"> ➤ S menjawab dan menyebutkan ungkapan-ungkapan yang ada dalam dialog. ➤ P dan S mengartikan kosa kata yang sulit secara bersama. 	<p>siwa bagian selatan sebagai Elya dan 2 baris bagian utara sebagai Eko. S melakukannya dengan kooperatif. Hampir seluruh kelompok ikut aktif membaca. Setelah S selesai membaca, P memberikan koreksi atas kesalahan dalam melafalkan beberapa kata, seperti kata “<i>often</i>” yang mereka baca /often/, kata “<i>us</i>” dibaca /yus/.</p> <p>Untuk dialog 2, P menunjuk 4 orang S untuk membacanya. 4 orang S berarti 2 kelompok. S1 sebagai Ida dan S2 sebagai Laila.</p> <p>Setelah semua dialog dibaca, P bertanya kepada S ada ungkapan apa saja pada dialog tersebut. S merespon dengan antusias.</p> <p>Sebelum memasuki tahap <i>production</i>, P bertanya kepada S apakah ada kata-kata yang tidak mereka mengerti. S pun merespon pertanyaan P dengan menanyakan beberapa kata yang tidak mereka ketahui artinya. P dan S membahas beberapa kata tersebut.</p>
4.	<p>Production</p> <ul style="list-style-type: none"> ➤ S secara berpasangan melengkapi dialog rumpang dengan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. ➤ S secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh P, kemudian mempraktekkan dialog tersebut di depan kelas. 	<p>P memberikan lembar tugas yang harus S kerjakan secara berpasangan kemudian menjelaskan aturan kerjanya. Tahap <i>production</i> kali ini terdiri dari dua tugas yang harus S kerjakan. Yang pertama S mengisi dialog rumpang dengan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. Ada tiga soal. Tujuan dari tugas 1 ini adalah untuk mengetahui bahwa S sudah paham dengan materi yang P berikan pada hari itu. S memberi waktu kepada S 5 menit untuk mengerjakan tugas 1. P berkeliling untuk mengontrol pekerjaan S dan membantu S yang mengalami kesulitan. Setelah S selesai mengerjakan tugas 1, kemudian S dan P membahasnya bersama-sama. Pukul 09.00 – 09.15 WIB waktu istirahat. S mengerjakan tugas kedua setelah jam istirahat.</p> <p>Tugas kedua adalah role play tentang “Talking about NOAH concert”. S membuat dialog terlebih dahulu sesuai dengan instruksi yang P berikan. P berkeliling untuk mengontrol pekerjaan</p>

		<p>S dan membantu S yang mengalami kesulitan. Setelah S selesai membuat dialog, kemudian mereka mempraktekkannya di depan kelas. Role play dilakukan dengan seting di jalan menuju rumah. Tidak seluruh S maju, karena sebagian ada yang menjadi anggota OSIS yang pada saat itu ada tugas dari OSIS sehingga tidak dapat mengikuti pelajaran sampai akhir. P tetap menyarankan agar dialog yang mereka buat dihafalkan. Sebagian S maju dengan tanpa teks, dan masih ada sebagian yang menggunakan teks. Kondisi kelas sedikit terkontrol tidak seperti pertemuan sebelumnya yang ketika ada S mempraktekkan role play di depan kelas yang tidak maju justru ramai sendiri. Hal ini, karena jumlah siswa yang ada di dalam kelas berkurang jumlah siswa yang rapat OSIS.</p>
5.	<p>Penutup</p> <ul style="list-style-type: none"> ➤ P memberi kesempatan S untuk bertanya. ➤ P menanyakan kepada S tentang apa yang telah dipelajari hari itu. ➤ P bersama S memberi kesimpulan singkat tentang apa yang telah dipelajari. ➤ P meminta S untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ➤ P menutup kegiatan belajar mengajar. 	<p>Bel berbunyi pada pukul 09.55 WIB. P pun menutup pertemuan pada saat itu dengan mengucapkan salam penutup “<i>wassalama’alaikum wr.wb.</i>” S menjawab salam P “<i>wa’alaikumsalam wr.wb.</i>”</p>
6.	<p>Wawancara</p> <ul style="list-style-type: none"> ➤ P melakukan wawancara kepada S dan GBI 	<p>Sebelum P pamit pulang, terlebih dahulu P melakukan wawancara kepada 3 S terkait pendapat S pada cycle 1. Setelah melakukan wawancara kepada S, P menuju ruang guru untuk bertemu dengan GBI dan melakukan wawancara kepada GBI.</p>

Field notes 7**Hari, tanggal : Senin, 26 November 2012****Waktu : 09.55 – 11.15 WIB****Lokasi : Ruang kelas VIII A****Hal : Implementasi kegiatan role play “Interview (denying and admitting fact)”. Cycle 2a****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	Pembukaan <ul style="list-style-type: none"> ➤ P mengucapkan salam. ➤ Berdoa sebelum memulai pelajaran. ➤ P mengecek daftar hadir S. 	P, GBI, dan O masuk ke ruang kelas. P mengucapkan salam <i>“Assalamu’alaikum. wr. wb.”</i> S menjawab <i>“Wa’alaikumsalam. wr. wb.”</i> Kemudian P meminta salah satu S untuk memimpin do’a dengan menggunakan bahasa Inggris. S memimpin do’a dengan mengucapkan <i>“Before we start our lesson today, let’s pray together.”</i> P dan S berdo’a bersama. Setelah berdo’a P menyapa S <i>“Hello every body. How’s life?”</i> S pun merespon pertanyaan P <i>“Hello miss. I’m fine, thanks. And you?”</i> P menjawab <i>“I’m very well, thanks.”</i> P bertanya kepada S <i>“Who is absent today?”</i> Hampir seluruh S merespon pertanyaan P. Ada 2 siswa yang tidak masuk. P bertanya kepada S <i>“sudah siap untuk bermain peran lagi dengan saya hari ini?”</i> Seluruh S menjawab dengan semangat <i>“siap miss.”</i>
2.	Presentation <ul style="list-style-type: none"> ➤ P bertanya kepada S apakah mereka pernah mengakui, mengingkari fakta ➤ S menjawab pertanyaan yang diberikan guru. ➤ P menunjukkan gambar orang yang sedang melakukan wawancara. ➤ P bertanya kepada S apakah mereka pernah mewawancarai seseorang. ➤ S menjawab pertanyaan yang diberikan P. ➤ P memberi tahu S topik yang akan di ajarkan. ➤ P memberikan contoh 	Seperti pada pertemuan-pertemuan sebelumnya, pada tahap presentasi, P bertanya terlebih dahulu kepada S apakah mereka pernah mengakui dan mengingkari fakta. <i>“Pernah tidak kalian ditanya teman kalian misalnya ‘eh kemarin kamu habis jalan-jalan ke pantai ya?’ terus kalian membenarkan pertanyaan teman kalian itu?”</i> S menjawab <i>“pernah miss.”</i> P bertanya <i>“kalau mengelak pernah tidak?”</i> S menjawab <i>“pernah”</i> . P bertanya lagi <i>“kalau mengelak karena alasannya apa?”</i> Sebagian S menjawab <i>“ya karena memang tidak ke pantai miss.”</i> Sedangkan sebagian yang lain hanya diam. P membenarkan jawaban S.

	<p>ungkapan mengakui, mengingkari fakta dan menjelaskan ungkapan-ungkapan tersebut.</p>	<p>P menunjukkan gambar orang yang sedang melakukan wawancara dengan bantuan media laptop, LCD, dan layar. Suasana kelas menjadi ramai karena S mencoba menebak-nebak gambar yang ada pada layar. Salah satu S bertanya “miss, itu yang nulis novel lascar pelangi itu ya?” P mengiyakan pertanyaan S dan bertanya “tahu siapa namanya?” S menjawab “lupa miss.” P menjawab “namanya Andrea Hirata.” S pun dengan antusias menimpali jawaban P dengan mengatakan “o iya Andrea Hirata.” Kemudian P bertanya kepada S “what are they doing?” S menjawab “wawancara.” P merespon “iya benar. Di gambar tersebut Andrea Hirata sedang di wawancara oleh seorang wartawan.”</p> <p>P bertanya kepada S topik apa kira-kira yang akan S pelajari pada hari itu. S menjawab “tentang wawancara.” P membenarkan jawaban S dan menjelaskan bahwa topic yang akan mereka pelajari pada hari itu adalah tentang seorang wartawan yang akan mewawancarai seorang aktris yang baru berlibur ke suatu tempat. Aktris yang diwawancarai boleh mengakui maupun mengelak fakta yang ditanyakan oleh wartawan.</p> <p>Setelah itu P memberikan <i>handout</i> kepada S yang berisi ungkapan mengakui dan mengingkari fakta serta contoh dialognya.</p> <p>P menjelaskan ungkapan-ungkapan yang ada pada <i>handout</i>.</p>
3.	<p>Practice</p> <ul style="list-style-type: none"> ➤ P memberikan contoh mengucapkan ungkapan-ungkapan tersebut, S secara bersama-sama menirukan, P memilih S secara acak untuk mengulangi mengucapkan. ➤ P memberikan contoh dialog terkait mengakui, mengingkari fakta. ➤ P menunjuk beberapa S secara acak untuk membaca bergantian. 	<p>P memberikan contoh mengucapkan ungkapan-ungkapan yang ada di <i>handout</i>. Beberapa S masih salah dalam melafalkan beberapa kata seperti kata “<i>truth</i>” dibaca /trut/, dan kata “<i>wrong</i>” dibaca /wrong/. P membenarkan kesalahan S dengan mengulangnya beberapa kali sampai mereka benar dalam melafalkannya.</p> <p>P menunjuk 2 S untuk membaca dialog 1, kemudian menunjuk 2 S yang lainnya untuk membaca dialog 2. Untuk dialog 3, S meminta satu kelas bekerja sama</p>

	<ul style="list-style-type: none"> ➤ P dan S mengartikan kata-kata yang sulit secara bersama. 	<p>membacanya, yang mana 2 baris bagian utara sebagai Fredy dan 2 baris bagian selatan sebagai Elizabeth. Seluruh S aktif mengikuti instruksi P.</p> <p>Sebelum memasuki tahap <i>production</i>, P bertanya kepada S apakah ada kata-kata yang tidak mereka mengerti. S pun merespon pertanyaan P dengan menanyakan beberapa kata yang tidak mereka ketahui artinya. P dan S membahas beberapa kata tersebut.</p>
4.	<p>Production</p> <ul style="list-style-type: none"> ➤ S secara berpasangan melengkapi dialog rumpang yang terkait dengan ungkapan mengakui, meningkari fakta. ➤ S secara berpasangan melengkapi skrip wawancara rumpang sesuai dengan instruksi yang diberikan oleh P, kemudian mempraktekkan dialog tersebut di depan kelas. 	<p>P memberikan lembar tugas yang harus S kerjakan secara berpasangan kemudian menjelaskan aturan kerjanya. Tahap <i>production</i> kali ini terdiri dari dua tugas yang harus S kerjakan. Yang pertama S mengisi dialog rumpang dengan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. Ada tiga soal. Tujuan dari tugas 1 ini adalah untuk mengetahui bahwa S sudah paham dengan materi yang P berikan pada hari itu. S memberi waktu kepada S 5 menit untuk mengerjakan tugas 1. P berkeliling untuk mengontrol pekerjaan S dan membantu S yang mengalami kesulitan. Setelah S selesai mengerjakan tugas 1, kemudian S dan P membahasnya bersama-sama.</p> <p>Tugas kedua adalah role play. S secara berpasangan melengkapi skrip wawancara rumpang sesuai dengan instruksi yang diberikan oleh P. P berkeliling untuk mengontrol pekerjaan S dan membantu S yang mengalami kesulitan. Setelah S selesai membuat dialog, kemudian mereka mempraktekkannya di depan kelas. S1 berperan sebagai wartawan dan S2 sebagai aktris yang diwawancara. Role play dilakukan dengan seting rumah artis yang diwawancara. Seluruh S mendapatkan kesempatan maju untuk mempraktekkan dialog mereka. Sebagian besar S maju dengan tanpa teks, namun masih ada beberapa yang menggunakan teks. Situasi kelas tenang pada saat S maju mempraktekkan role play, karena P meminta S yang tidak maju untuk menilai S yang maju. P</p>

		memberikan lembar penilaian kepada seluruh S. Tidak ada S yang sibuk dengan dialog mereka masing-masing maupun berbicara dengan teman lainnya. S fokus memperhatikan teman mereka yang sedang maju.
5.	Penutup	Pada pertemuan kali itu, P tidak memberikan kesempatan S untuk bertanya maupun mereview materi yang sudah P ajarkan. Hal ini dikarenakan waktu tidak mencukupi karena seluruh S maju untuk mempraktekkan role play. P pun menutup pertemuan hari itu dengan mengucapkan salam dan S menjawabnya.

Field notes 8

Hari, tanggal : Kamis, 29 November 2012

Waktu : 08.20 – 09.55 WIB

Lokasi : Ruang kelas VIII A

Hal : Implementasi kegiatan role play “Inviting a friend by telephoning”. Cycle 2b

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

S : Siswa

O : Observer

NO.	AKTIVITAS	SITUASI RUANG KELAS
1.	Pembukaan <ul style="list-style-type: none"> ➤ P mengucapkan salam. ➤ Berdoa sebelum memulai pelajaran ➤ P mengecek daftar hadir S. 	P, GBI, dan O masuk ke ruang kelas pukul 08.35 WIB dikarenakan guru pengampu mata pelajaran sebelumnya ada pengunduran waktu. P mengucapkan salam “Assalamu’alaikum. wr. wb.” S menjawab “Wa’alaikumsalam. wr. wb.” Kemudian P meminta salah satu S untuk memimpin do’a. P dan S berdo’a bersama. Setelah berdo’a P menyapa S “Good morning class, how are you?” S pun merespon pertanyaan P “Good morning miss. I’m fine, thanks. And you?” P menjawab “I’m fine too, thank you.” P bertanya kepada S “Who is absent today?” S menjawab “Nihil”. P bertanya kepada S “Have you had your breakfast before going to school?” S menjawab dengan semangat “sudah miss”. P bertanya lagi “so now, are you ready to have a class with me?” S merespon pertanyaan P dengan antusias

		"ready."
2.	Presentation <ul style="list-style-type: none"> ➤ P menunjukkan gambar orang yang sedang menelepon. ➤ P bertanya kepada S apakah mereka pernah mengundang seseorang melalui tekepon dan bagaimana respon orang yang diajak. ➤ S menjawab pertanyaan yang diberikan P. ➤ P memberikan contoh ungkapan mengundang, menerima dan menolak ajakan. 	<p>P menunjukkan gambar orang yang sedang menelepon dengan bantuan media laptop, LCD, dan layar. P mereview S tentang pre-test pada pertemuan pertama. Kemudian P bertanya "<i>have you ever invited someone to go somewhere by telephoning?</i>" S menjawab "pernah". P bertanya "<i>can you give me the example of the invitation?</i>" S menjawab "<i>Birthday party. Do homework together. Makan-makan, dan lain sebagainya.</i>" P kembali bertanya "<i>And how does your friend respond your invitation?</i>" S hanya diam. Hanya beberapa saja yang merespon "ya kadang menerima, kadang menolak miss." P merespon jawaban S "<i>good answer.</i>" Pertanyaan saya tadi artinya bagaimana respon teman yang kamu ajak itu." Kemudian S bergumam "ooooo" dilanjutkan dengan jawaban mereka "<i>yes sometimes menerima, sometimes can't.</i>"</p> <p>P memberikan handout kepada S yang berisi ungkapan mengundang, menerima dan menolak ajakan serta contoh dialognya.</p> <p>P menjelaskan ungkapan-ungkapan yang ada pada handout.</p>
3.	Practice <ul style="list-style-type: none"> ➤ P memberikan contoh mengucapkan ungkapan-ungkapan tersebut, S secara bersama-sama menirukan, S memilih siswa secara acak untuk mengulangi mengucapkan. ➤ P memberikan contoh dialog terkait mengundang, menerima dan menolak ajakan. ➤ P menunjuk beberapa S secara acak untuk membaca bergantian. ➤ P memutar video tentang <i>inviting a friend by telephoning.</i> 	<p>P memberikan contoh mengucapkan ungkapan-ungkapan yang ada di hand out dan S menirukan yang P contohkan. Ada dua contoh dialog yang P berikan kepada S. Dialog 1 dibaca dengan membagi kelas menjadi 2 kelompok. 2 baris bagian selatan sebagai Adi dan 2 baris bagian utara sebagai Sanusi.</p> <p>P menunjuk 2 S secara acak untuk membaca dialog 2. S1 sebagai Mawar dan S2 sebagai Dewi.</p> <p>Setelah kedua dialog selesai dibaca, P meminta S untuk menidentifikasi ungkapan apa saja yang ada pada dialog. S pun dengan suka rela ikut aktif menjawab pertanyaan P. P dan S mendiskusikan ungkapan apa saja yang ada pada kedua dialog tadi.</p>

		<p>Bel istirahat berbunyi pada pukul 09.00 WIB. Kegiatan belajar mengajar dihentikan selama 15 menit.</p> <p>Pukul 09.15 WIB bel masuk berbunyi. Namun, kegiatan belajar mengajar baru dapat dilanjutkan pada pukul 09.20 WIB dikarenakan banyak S yang masih berada di luar kelas saat bel masuk berbunyi. Sebelum melanjutkan pelajaran P bertanya kepada S “Are you ready continuing our lesson?” S menjawab “ready miss.” P merespon jawaban S “good students.”</p> <p>Sebelum memasuki tahap <i>production</i>, P bertanya kepada S apakah ada kata-kata yang tidak mereka mengerti berhubungan dengan dialog yang telah dibaca. S pun merespon pertanyaan P dengan menanyakan beberapa kata yang tidak mereka ketahui artinya. P dan S membahas beberapa kata tersebut.</p> <p>Kemudian P memutar video orang tentang <i>inviting a friend by telephoning</i> yang berdurasi 2 menit 31 detik sebanyak dua kali dengan bantuan media laptop, LCD, layar, dan <i>speaker active</i>. S nampak tertarik dengan video yang P putar. S memperhatikan percakapan yang ada pada video.</p>
4.	<p>Production</p> <p>➤ S secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh P terkait ungkapan mengundang, menerima dan menolak ajakan.; kemudian mempraktekkan dialog tersebut di depan kelas.</p>	<p>P memberikan lembar tugas / <i>role card</i> yang harus S kerjakan secara berpasangan. Meskipun pada <i>role card</i> sudah ada instruksinya, namun P tetap menjelaskan aturan kerjanya. S membuat dialog sesuai dengan instruksi yang ada pada <i>role card</i>. P berkeliling untuk mengontrol pekerjaan S dan membantu S yang mengalami kesulitan. Setelah S selesai membuat dialog dengan pasangan masing-masing, kemudian mereka maju ke depan kelas untuk mempraktekkan dialog yang mereka buat. Tidak seluruh S berkesempatan untuk maju pada hari itu, dikarenakan keterbatasan waktu. Beberapa S yang belum maju nampak kecewa karena mereka menganggap tidak akan mendapatkan nilai. Kemudian P menengahi keluhan S dengan mengatakan bahwa pertemuan</p>

		berikutnya adalah pertemuan terakhir dengan P dan P akan melakukan post test, P meminta S agar bersiap-siap dengan post test besok dikarenakan post test yang akan mereka terima masih berhubungan dengan mengundang seseorang melalui telepon, P meminta agar S tidak membawa teks ketika maju ke depan seperti yang S lakukan pada pre test. S pun menyetujui permintaan P.
5.	Penutup	P menutup pertemuan pada saat itu dengan mengucapkan salam penutup “wassalama’alaikum wr.wb.” S menjawab salam P “wa’alaikumsalam wr.wb.”

Field notes 9**Hari, tanggal : Sabtu, 01 Desember 2012****Waktu : 08.20 – 09.55 WIB****Lokasi : Ruang kelas VIII A****Hal : post-test****Pertemuan 6****Keterangan : GBI : Guru Bahasa Inggris****P : Peneliti****S : Siswa****O : Observer**

NO.	AKTIVITAS
1.	P ditemani O tiba di sekolah pukul 08.10 WIB.
2.	Pukul 08.20 WIB P, GBI, dan O masuk ke ruang kelas VIII A. P mengucapkan salam “Assalamu’alaikum. wr. wb.” S menjawab “Wa’alaikumsalam. wr. wb.” Kemudian P meminta salah satu S untuk memimpin do’a. P dan S berdo’a bersama. Setelah berdo’a P menyapa S “Good morning class, how are you?” S pun merespon pertanyaan P “Good morning miss. I’m fine, thanks. And you?” P menjawab “I’m fine too, thank you.” P bertanya kepada S “Who is absent today?” S menjawab “Nihil”. P bertanya kepada S “are you ready to have the post test?” S merespon pertanyaan P dengan antusias “yes miss.”
3.	Sebelum P membagikan role card, terlebih dahulu P mereview materi pada pertemuan sebelumnya. Sebagian besar S sudah mempersiapkan diri, sehingga ketika P mereview S aktif menjawab pertanyaan P.
4.	P membagikan role card yang berisi instruksi bagi S untuk membuat dialog yang kemudian akan S praktekan di depan kelas.
5.	S aktif mengerjakannya. P berkeliling untuk mengontrol dan mengecek pekerjaan S.
6.	10 menit berlalu. Hampir seluruh S sudah menyelesaikan dialog mereka, tinggal menghafalkan dan mempraktekannya ke depan. 5 menit kemudian satu per satu kelompok pun maju ke depan kelas dengan tanpa teks untuk mempraktekan dialog yang mereka buat.
7.	Pukul 09.00 – 09.15 WIB istirahat. Ada 4 kelompok yang belum maju.

	Kelompok yang belum maju akan mendapatkan kesempatan maju setelah jam istirahat selesai.
8.	Pukul 09.20 WIB aktivitas dimulai kembali. Seluruh S maju mempratekkan dialog mereka dengan tanpa membawa teks. Suasana kelas tenang ketika S maju, dikarenakan S yang tidak maju fokus memperhatikan S yang maju dan menilainya.
9.	P dan GBI menilai kemampuan berbicara S ketika S maju melakukan <i>role play</i> .
10.	Test selesai pada pukul 09.30 WIB. P masih mempunyai waktu 25 menit di dalam kelas VIII A. Maka waktu yang tersisa itu P memanfaatkan untuk mewawancarai beberapa S terkait implementasi role play pada cycle kedua dan meminta seluruh S mengisi angket yang telah P persiapkan sebelumnya.
11.	P mengakhiri pertemuan pada pukul 09.55 WIB.
12.	Setelah ke luar dari ruang kelas VIII A, kemudian P menuju ruang guru untuk bertemu kepada GBI dan melakukan wawancara terkait implementasi role play pada cycle kedua.
13.	P pamit pulang kepada GBI dan WKS dan mengucapkan terimakasih banyak kepadanya.

2

INTERVIEW GUIDE LINE AND INTERVIEW TRANSCRIPTS

INTERVIEW GUIDELINE

A. In the reconnaissance process

1. Guru Bahasa Inggris

- 1) Menurut pendapat Ibu apakah siswa kelas VIII menyukai pelajaran bahasa Inggris?
- 2) Dapatkah Ibu jelaskan bagaimana proses belajar mengajar di kelas?
- 3) Dapatkah Ibu jelaskan tentang kemampuan bahasa Inggris siswa kelas VIII?
- 4) Apa kesulitan yang sering dihadapi siswa dalam belajar bahasa Inggris?
- 5) Menurut Ibu, *skill* apa yang kurang dikuasai siswa?
- 6) Bagaimana kemampuan *speaking* siswa kelas VIII di SMPN 3 Ngaglik?
- 7) Apakah menurut Ibu siswa-siswa di SMPN 3 Ngaglik memiliki kepercayaan diri dan motivasi yang baik dalam kelas *speaking*? Mengapa?
- 8) Kesulitan apa yang biasa Ibu temui ketika mengajar *speaking*?
- 9) Apa yang Ibu lakukan untuk mengatasi kesulitan tersebut?
- 10) Aktivitas apa yang biasa Ibu gunakan untuk mengajar *speaking*?

2. Siswa

- 1) Apakah kamu suka pelajaran bahasa Inggris? Mengapa?
- 2) Kegiatan apa yang biasa diterapkan oleh guru bahasa Inggris di kelas?
- 3) Menurut kamu, bagaimana kegiatan di kelas bahasa Inggris yang biasa diterapkan oleh guru bahasa Inggris?
- 4) Kegiatan seperti apa yang kamu sukai untuk belajar bahasa Inggris?
- 5) Dalam pelajaran bahasa Inggris ada empat *skill*, yaitu *reading*, *writing*, *listening*, *speaking*. Dari keempat *skill* tersebut mana yang kamu sukai? Mengapa?
- 6) Dari keempat *skill* yang ada dalam pelajaran bahasa Inggris, *skill* apa yang menurut kamu susah? Mengapa?
- 7) Apakah kamu mengalami kesulitan dalam berbicara menggunakan bahasa Inggris ketika pelajaran bahasa Inggris?
- 8) Apa kesulitan terbesar kamu dalam belajar berbicara bahasa Inggris?

- 9) Apa usaha kamu untuk mengatasi kesulitan tersebut?
- 10) Kegiatan apa yang biasa diberikan oleh guru bahasa Inggris ketika kelas *speaking*?
- 11) Aktivitas apa yang menyenangkan dalam kelas *speaking*?
- 12) Apakah guru bahasa Inggris kamu pernah menggunakan teknik *role play* ketika kelas *speaking*?

B. After the implementation of the action during the research

1. Guru Bahasa Inggris

- 1) Bagaimana pendapat Ibu tentang aktivitas *speaking* dengan teknik *role play* yang saya implementasikan di kelas?
- 2) Menurut Ibu, apakah siswa menyukai kegiatan *role paly* yang saya implementasikan di kelas?
- 3) Menurut Ibu, bagaimana interaksi antar siswa ketika proses belajar mengajar?
- 4) Menurut Ibu, bagaimana interaksi antara saya dengan siswa ketika proses belajar mengajar?
- 5) Apakah siswa aktif mengikuti kegiatan *role play* yang saya implementasikan di kelas?
- 6) Apakah dengan menggunakan teknik *role play* kemampuan *speaking* siswa ada kemajuan?
- 7) Apa sajakah kekurangan dari implementasi teknik *role play* hari ini?
- 8) Apa saran Ibu untuk pertemuan berikutnya?

2. Siswa

- 1) Menurut kamu bagaimana pelajaran bahasa Inggris hari ini? Mengapa?
- 2) Apakah kamu menyukai belajar *speaking* dengan menggunakan teknik *role play*?
- 3) Apakah kegiatan *role play* membantu meningkatkan kemampuan *speaking* kamu?
- 4) Apakah kamu lebih termotivasi untuk belajar *speaking* dengan menggunakan teknik *role play*?
- 5) Kemajuan apa yang kamu rasakan selama kegiatan belajar mengajar dengan mengguanaka teknik *role play*?

- 6) Apakah cara saya menjelaskan materi mudah dipahami?
- 7) Apa kesulitan yang masih kamu jumpai ketika berbicara menggunakan bahasa Inggris?
- 8) Apa saran kamu untuk kegiatan *role play* di pertemuan berikutnya?

INTERVIEW TRANSCRIPTS

Interview 01

01 November 2012

Ruang Guru

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Mohon maaf ini bu sebelumnya saya meminta waktu ibu' buat wawancara.
2.	ET	:	Iya nggak papa mbak Dawi.
3.	R	:	Menurut ibu pribadi, secara umum siswa kelas delapan itu pada antusias sama pelajaran Bahasa Inggris atau tidak bu?
4.	ET	:	Iya, banyak yang antusias.
5.	R	:	Aktivitas apa yang biasa ibu pakai untuk mengajar bu?
6.	ET	:	Aktivitasnya, mmm ya tergantung materi dan skillnya apa ya mbak. Kalau skill reading ya aktivitasnya membaca, kan ada text-textnya itu. Ya disesuaikan saja textnya, menjawab pertanyaan yang ada kaitannya degan text, lalu dibahas.
7.	R	:	Kalau untuk speakingnya bu?
8.	ET	:	Kalau untuk speakingnya kita berikan dulu lead in ya. Misal ada invitation, undangan gitu ya kita bikin dialog tanya jawab dulu seperti pernahkah kamu mendapatkan undangan atau mengundang teman ke suatu acara. Kalau jawabannya iya ya dilanjut lagi dengan pertanyaan gimana cara kamu mengundang. Ya memang sebagian ada yang bisa, ada yang belum ya. Dengan memberikan contoh-contoh dialog anak nanti disuruh mengidentifikasi mana yang merupakan dialog tentang mengundang. Seperti itu ya.
9.	R	:	Berarti membuat dialog seperti itu ya bu?
10.	ET	:	Iya.
11.	R	:	Pernah menggunakan teknik yang lainnya lagi bu?
12.	ET	:	Kemarin terkahir saya meminta anak-anak untuk membuat dialog dan dipraktekan dengan merekamnya.
13.	R	:	Untuk kemampuan speaking sendiri itu gimana bu anak-anak?
14.	ET	:	Untuk kemampuan speaking di sini yang jelas lebih di bawah dari anak-anak SMP 4 ya. Soalnya kebetulan sebelum di pindah ke sini kan saya ngajar di SMP 4. Ya mungkin karena factor lingkungan juga ya. Kalau di sana kan mungkin karena sekolah RSBI jadi di rumah mungkin prakteknya juga ada.
15.	R	:	O gitu ya bu? Berarti enderung pasif atau justru menggunakan bahasa Jawa gitu bu' untuk berinteraksi?
16.	ET	:	Iya, cenderung pasif.
17.	R	:	Untuk mengatasi masalah tersebut solusi apa yang ibu terapkan bu?
18.	ET	:	Ya saya suruh-suruh untuk membuat mbak. Memang harus dipaksa. Apa lagi yang malas-malas itu. Kadang sudah disuruh dan dipaksapun masih susah. Jadi ya harus tegas sayanya. Kalau yang rajin-rajin itu mudah mbak, disuruh buat ya langsung buat.

19.	R	:	Iya bu', masing-masing anak memang beda-beda ya bu. Kalau dari empat skill sendiri, skill apa bu yang anak-anak masih kesusahan?
20.	ET	:	Apa ya. Yang jelas mereka masih kurang di kosa kata mbak.
21.	R	:	O iya bu. Terimakasih banyak bu. Segitu aja dulu. Nanti kalau ada kurang-kurang saya minta bantuannya lagi ya bu.
22.	ET	:	O njeh mbak sama-sama.

Interview 02

05 November 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Minta waktu sebentar buat wawancara ya dek?
2.	S	:	O iya mbak.
3.	R	:	Namamu siapa dek?
4.	S	:	Saya Bagus Warsito.
5.	R	:	Dek Bagus ini kayaknya yang paling jago Bahasa Inggris di kelas ini. Tadi aja di suruh maju sama ibu guru untuk menjelaskan ulang. Suka ya sama pelajaran Bahasa Inggris?
6.	S	:	Rada mbak.
7.	R	:	Rada apa?
8.	S	:	Rada suka.
9.	R	:	O ya ya ya. Berarti suka lah ya?
10.	S	:	Iya.
11.	R	:	Apa yang membuat dek Bagus suka sama pelajaran Bahasa Inggris?
12.	S	:	Soalnya menyenangkan.
13.	R	:	Maksudnya menyenangkan yang gimana?
14.	S	:	Soalnya Bahasa Inggris kan bahasa asing, jadi ya seneng aja bisa tau bahasa asing.
15.	R	:	Oooo. Kegiatan yang biasa di lakukan Bu Prapti pas ngajar Bahasa Inggris itu apa aja dek?
16.	S	:	Menjawab soal, membuat dialog, terus cerita-cerita gitu.
17.	R	:	Yang membuat dialog itu dipraktekkan tidak?
18.	S	:	Kadang.
19.	R	:	Berarti pernah ada praktek ngomong ya?
20.	S	:	Iya, tapi jarang.
21.	R	:	Hehem. Ngomong-ngomong dari 4 <i>skill</i> yang ada dalam Bahasa Inggris, yaitu <i>listening</i> , <i>speaking</i> , <i>reading</i> , sama <i>writing</i> , mana yang paling dek Bagus sukai?
22.	S	:	Mendengarkan sama menulis.
23.	R	:	<i>Listening</i> sama <i>writing</i> ? Mmmm, kalau <i>speaking</i> gak suka?
24.	S	:	Agak gak suka.
25.	R	:	Loh, kenapa?
26.	S	:	Takut salah mbak.
27.	R	:	Lah kok takut? Kan masih belajar, jadi ya wajar kalau ada salah.
28.	S	:	La susah e mbak ngucapinnya itu.
29.	R	:	Ooo pengucapannya susah jadi takut ngomong gitu ya?

30.	S	:	Ya malu mbak, nanti kalau salah diketawain.
31.	R	:	Hmmm, kegiatan yang kamu sukai untuk speaking itu yang seperti apa sih?
32.	S	:	Ya yang kayak bikin dialog terus dipraktekin mbak. Tapi jarang diberikan.
33.	R	:	O <i>role play</i> alias bermain peran?
34.	S	:	Iya.
35.	R	:	Hmmm besok kalau saya ngajar speaking pakai <i>role play</i> berarti dek Bagas mau ya ikut aktif ngomong pakai Bahasa Inggris? Maju ke depan juga?
36.	S	:	O iya mbak.
37.	R	:	Oke deh. Makasih ya dek Bagas.
38.	S	:	Iya mbak sama-sama.

Interview 03

05 November 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Namamu siapa dek?
2.	S	:	Mohammad Rohadi.
3.	R	:	Saya minta waktu sebentar buat wawancara ya?
4.	S	:	Ya mbak.
5.	R	:	Wah dek Rohadi ini tadi kayaknya yang paling rame ini pas Bu Prapti lagi njelasin materi.
6.	S	:	Heheee iya e mbak.
7.	R	:	Kenapa kok bisa rame gitu?
8.	S	:	Godaan setan mbak.
9.	R	:	Ooooo. La tadi paham gak sama yang dijelasin Bu Prapti?
10.	S	:	Dikit-dikit.
11.	R	:	Tadi nyontek kerjaan Bustam ya? Hayo...
12.	S	:	Wooo gak mbak.
13.	R	:	Gak salah?
14.	S	:	Heheeee
15.	R	:	Dek Rohadi suka gak sih sama pelajaran Bahasa Inggris?
16.	S	:	Nggak terlalu suka.
17.	R	:	Lah, kenapa emang?
18.	S	:	Bosen mbak. Capek suruh nulis terus.
19.	R	:	Emang gak pernah suruh ngomong gitu?
20.	S	:	Ya dikit-dikit.
21.	R	:	Mmmm, selain menulis, biasanya kalau sama bu Prapti kegiatannya apa aja?
22.	S	:	Mmmm nulis, cerita, menjawab soal, membuat dialog gitu mbak.
23.	R	:	Dek Rohadi sudah pernah disuruh maju menjelaskan kayak Bagas tadi tu belum?
24.	S	:	Sudah.
25.	R	:	Suruh ngapain?
26.	S	:	Menulis di papan tulis.
27.	R	:	Kalau dari 4 <i>skill</i> , mana yang kamu sukai?

28.	S	:	Membaca sama mendengarkan.
29.	R	:	Kalau menulis sama berbicara?
30.	S	:	Kurang mbak.
31.	R	:	Lah kenapa emang?
32.	S	:	<i>Ilal Jowo e.</i>
33.	R	:	O ya ya ya, tadi ditanya bu Prapti aja jawabnya pakai Bahasa Jawa ya? Kesulitannya apa lagi selain karena ilat Jowo itu tadi?
34.	S	:	Kata-katanya itu mbak.
35.	R	:	O <i>vocabnya</i> atau kosakatanya?
36.	S	:	Iya, susah-susah.
37.	R	:	Dek Rohadi ada keinginan pengen bisa ngomong pakai bahasa Inggris gak?
38.	S	:	Ya pengen.
39.	R	:	Usaha yang dek Rohadi lakukan agar bisa ngomong pakai Bahasa Inggris apa?
40.	S	:	Ya belajar.
41.	R	:	Besok kalau saya ngajar <i>speaking</i> mau ya dek Rohadi maju.
42.	S	:	O pasti mbak.
43.	R	:	Sipz deh kalau gitu. Makasih banyak ya dek Rohadi.
44.	S	:	Sama-sama mbak.

Interview 04

05 November 2012

Ruang kelas VIII A

R: researcher S: student

Line	Interview		
1.	R	:	Saya minta waktu buat wawancara ya dek.
2.	S	:	Hehe iya mbak.
3.	R	:	Namamu siapa dek?
4.	S	:	Alvi Nur Hidayati.
5.	R	:	Dek Alvi suka gak sama pelajaran Bahasa Inggris?
6.	S	:	Suka.
7.	R	:	Iya, tadi maju juga ya?
8.	S	:	Iya.
9.	R	:	Kenapa suka?
10.	S	:	Ya pengen nyoba aja. Pengen bisa.
11.	R	:	Kalau sama bu Prapti biasanya kegiatannya ngapain aja?
12.	S	:	Mengerjakan soal.
13.	R	:	Selain mengerjakan soal, kegiatan lain yang kamu sukai yang kayak gimana?
14.	S	:	Hmmmm, nggak tau.
15.	R	:	Nggak tau? Yang penting suka gitu aja ya?
16.	S	:	Hehe, iya.
17.	R	:	Menurut dek Alvi kegiatan-kegiatan yang sudah diterapkan sama bu Prapti gimana? Sudah cukup baik belum?
18.	S	:	Belum.
19.	R	:	Belumnya dimananya tu?
20.	S	:	Ya kurang. Kayak permainan gitu harusnya.
21.	R	:	Mmmm, permainan yang kayak gimana ini pengennya?

22.	S	:	Ya gitu. Yang nggak ngebosenin. Kan bosen mbak kalau serius terus.
23.	R	:	Ooo ya ya ya. Emang selama ini sama bu Prapti gak pernah ada permainan gitu?
24.	S	:	Enggak. Cepet banget, nggak santai.
25.	R	:	Oooo. Kalau dari 4 <i>skill</i> yakni berbicara, mendengarkan, menulis, membaca, mana yang dek Alvi sukai?
26.	S	:	Menulis.
27.	R	:	Kenapa kok menulis?
28.	S	:	Hehe nggak tau.
29.	R	:	Kalau berbicara suka ndak?
30.	S	:	Enggak.
31.	R	:	Lah kenapa?
32.	S	:	Takut salah mbak. Malu. Nggak PD.
33.	R	:	Tapi pengen kan bisa berbicara bahasa Inggris?
34.	S	:	Pengen.
35.	R	:	Hmmm, harus PD. Nggak boleh takut. Kan masih belajar.
36.	S	:	Iya mbak. Heee
37.	R	:	Besok kalau saya kasih materi <i>Speaking</i> atau berbicara dek Alvi mau ya maju ke depan?
38.	S	:	Mau mbak.
39.	R	:	Oke deh kalau gitu. Makasih banyak ya dek waktunya.
40.	S	:	Iya mbak.

Interview 05

24 November 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Halo dek Taufik. Baru jajan ya?
2.	S	:	Hehe iya mbak.
3.	R	:	Boleh minta waktu gak dek buat wawancara?
4.	S	:	Boleh mbak.
5.	R	:	Hmmm, dek Taufik sama teman satu kelas kan sudah tiga kali pertemuan sama saya. Menurut kamu belajar bahasa Inggris dengan saya gimana?
6.	S	:	Lumayan enak.
7.	R	:	Enaknya dimananya?
8.	S	:	Pembelajarannya.
9.	R	:	Prosesnya gitu ya?
10.	S	:	Iya.
11.	R	:	Selama saya ngajar kan pakai teknik <i>role play</i> tu. Dek Taufik suka gak sama teknik yang saya pakai?
12.	S	:	Suka.
13.	R	:	Kenapa kok suka?
14.	S	:	Karena lebih mudah mempelajari bahasa Inggris khususnya berbicara.
15.	R	:	Kemampuan berbicaramu jadi meningkat gak?
16.	S	:	Iya, lumayan mbak.

17.	R	:	Lebih termotivasi tidak?
18.	S	:	Iya.
19.	R	:	Contohnya?
20.	S	:	Ya kayak kalau mau maju udah nggak malu mbak, malah rebutan sama teman.
21.	R	:	Kemajuan apa aja yang kamu rasakan selama belajar sama saya?
22.	S	:	Ya udah lumayan bisa bicara bahasa Inggris itu tadi mbak.
23.	R	:	Ada yang lain?
24.	S	:	Mmmm, kosakatanya sedikit-sedikit nambah.
25.	R	:	Saya kalau menjelaskan mudah dipahami tidak?
26.	S	:	Mudah.
27.	R	:	Berarti gak susah dong ya mencerna penjelasan saya meskipun menggunakan bahasa inggris?
28.	S	:	Ya kadang ada yang nggak <i>dong</i> si mbak kalau kosakatanya asing dan susah. Tapi biasanya kan mbak Dawi nerjemahin ke Indonesia.
29.	R	:	O ya ya ya. Ada saran buat saya tidak untuk pertemuan berikutnya?
30.	S	:	Heee, ndak mbak.
31.	R	:	O y udah. Makasih banyak ya dek Taufik.
32.	S	:	Iya sama-sama mbak.

Interview 06**24 November 2012****Ruang kelas VIII A****R: researcher****S: student**

Line	Interview		
1.	R	:	Dek Yuni apa kabar?
2.	S	:	Baik mbak.
3.	R	:	Saya minta waktu sebentar buat wawancara ya?
4.	S	:	Iya mbak.
5.	R	:	Hmmm, gimana selama tiga kali pertemuan belajar bahasa Inggris sama saya?
6.	S	:	Cukup menyenangkan.
7.	R	:	Menyenangkannya kayak gimana?
8.	S	:	Materinya lebih mudah dipahami. Penyampaiannya juga enak.
9.	R	:	Dek Yuni suka nggak belajar bahasa Inggris pakai <i>role play</i> atau bermain peran?
10.	S	:	Suka.
11.	R	:	Kenapa?
12.	S	:	Melatih supaya bisa lancar ngomong bahasa Inggrisnya.
13.	R	:	Menurutmu dengan teknik <i>role play</i> bisa membantu meningkatkan kemampuan berbicara kamu tidak?
14.	S	:	Iya.
15.	R	:	Kemajuan apa aja yang kamu rasakan?
16.	S	:	Bisa tau ungkapan-ungkapan menerima, mengajak, sama menolak undangan, meminta, menolak, sama memberi bantuan.
17.	R	:	Ada lagi tidak?
18.	S	:	Mmmm, percakapan bahasa Inggrisnya jadi lebih lancar.

19.	R	:	Lebih termotivasi tidak belajar menggunakan teknik <i>role play</i> ?
20.	S	:	Termotivasi.
21.	R	:	Kenapa bisa termotivasi?
22.	S	:	Ya soalnya aktivitasnya menyenangkan mbak. Baru juga. Terus suka ada video sama gambar-gambarnya. Ya seneng aja.
23.	R	:	O gitu. Penjelasan saya ketika mengajar mudah dipahami apa tidak?
24.	S	:	Cukup mudah dipahami.
25.	R	:	Meskipun saya menggunakan bahasa Inggris?
26.	S	:	Iya. Awalnya emang susah, tapi lama-lama terbiasa.
27.	R	:	Oke. Ada saran buat saya untuk pertemuan berikutnya?
28.	S	:	Mmmm pembelajarannya dibikin yang lebih menarik lagi.
29.	R	:	Oh iya. Ada lagi?
30.	S	:	Udah.
31.	R	:	Oke. Terimakasih banyak dek Yuni.
32.	S	:	Sama-sama mbak.

Interview 07

24 November 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Hai dek Alvi. Maaf ya ganggu lagi. Hehe mau wawancara, boleh kan?
2.	S	:	Heheeee, iya mbak.
3.	R	:	Langsung aja ya dek, ntar keburu bel masuk. Mmmm gimana belajar bahasa Inggris bareng saya selama tiga kali pertemuan ini?
4.	S	:	Menyenangkan.
5.	R	:	Udah gitu aja?
6.	S	:	Iya.
7.	R	:	Menyenangkannya gimana?
8.	S	:	Ya gak terlalu serius tapi bisa paham, kan ini kayak <i>game-game</i> gitu kan mbak?
9.	R	:	Iya. <i>Role play</i> kan memang bagian dari <i>game</i> . Berarti dek Alvi suka dong ya belajar <i>speaking</i> pakai teknik <i>role play</i> ?
10.	S	:	Suka.
11.	R	:	Ada peningkatan tidak kemampuan <i>speaking</i> dek Alvi setelah menggunakan teknik <i>role play</i> ini?
12.	S	:	Ada.
13.	R	:	Apa aja?
14.	S	:	Mmmmm bisa lebih PD ngomong di depan.
15.	R	:	Terus?
16.	S	:	Ya bisa lebih lancar ngomongnya. Pelafalannya bisa lebih bener.
17.	R	:	Ada lagi?
18.	S	:	Mmmm udah.
19.	R	:	Oke, lebih termotivasi juga tidak?
20.	S	:	Iya.
21.	R	:	Saya kalau menjelaskan mudah dipahami apa tidak?
22.	S	:	Iya.

23.	R	:	Iya apa?
24.	S	:	Iya mudah dipahami. Hehe.
25.	R	:	Hehe, kalau saya njelasin pakai bahasa Inggris juga paham?
26.	S	:	Ya kadang paham kadang tidak. Tapi seringnya paham. Hehe.
27.	R	:	Tapi enak to pakai bahasa Inggris terus?
28.	S	:	Heee, iya mungkin. Jadi terbiasa aja.
29.	R	:	Hehe, ada saran buat saya untuk pertemuan berikutnya?
30.	S	:	Mmmmm tidak.
31.	R	:	Oke deh, terimakasih banyak ya dek Alvi.
32.	S	:	Iya mbak.

Interview 08**24 November 2012****Ruang Guru****R: researcher****ET: English Teacher**

Line	Interview		
1.	R	:	Permisi bu. Mohon maaf, ibu ada waktu tidak sekarang?
2.	ET	:	Iya kebetulan saya kosong sekarang mbak. Gimana?
3.	R	:	Ini bu, mau interview lagi, terkait implementasi pada putaran pertama ini.
4.	ET	:	O ya silahkan, boleh-boleh.
5.	R	:	Makasih banyak sebelumnya bu. Hehe. Gimana menurut ibu teknik role play yang saya gunakan selama 1 cycle 2 pertemuan ini bu?
6.	ET	:	Bagus. Tanggapan dari anak-anak cukup baik ya. Ketika disuruh mengerjakan mereka mengerjakan, saya lihat juga mereka berebut untuk maju. Saya kira mereka antusias ya.
7.	R	:	Kekurangannya mungkin bu, untuk pertemuan berikutnya.
8.	ET	:	Cuma penekanan beberapa siswa ya yang masih suka rame sendiri.
9.	R	:	Iya bu, yang di belakang-belakang itu lebih-lebih ya bu. Tadi malah pada tengkar.
10.	ET	:	Iya memang kadang suka gitu mbak anak-anak. Mungkin untuk pertemuan berikutnya berarti cycle 2 ya, anda minta anak-anak yang tidak maju untuk menilai teman-temannya yang sedang maju. Saya kira itu akan membuat mereka lebih tenang. Karena anak biasanya kalau disuruh menilai temannya itu senang. Jadi mereka yang tidak maju akan memperhatikan teman-temannya yang sedang maju perform.
11.	R	:	O iya bu, boleh itu bu untuk perbaikan di pertemuan berikutnya. Nanti saya kasih lembar kaya' daftar hadir siswa gitu ya bu' ke mereka.
12.	ET	:	Yak betul begitu.
13.	R	:	Baik bu. Menurut ibu, apakah anak-anak pada tertarik dan termotivasi dengan teknik role play yang saya pakai atau tidak?
14.	ET	:	Iya, pada tertarik dan termotivasi. Untuk sebagian besarnya ya. Ya 60% ke atas lah.
15.	R	:	Menurut pengamatan ibu, interaksi siswa selama proses belajar mengajar gimana bu?

16.	ET	:	Cukup aktif ya. Ketika mereka tidak jelas mereka mau bertanya. Itu artinya kan mereka ada keinginan untuk mengikuti pelajaran yang disampaikan mbak Dawi.
17.	R	:	Selama cycle 1 ini, menurut ibu, anak-anak ada peningkatan kemampuan speakingnya atau tidak bu?
18.	ET	:	Iya. Menurut saya ada. Kan mbak Dawi juga sering ya menggunakan bahasa Inggris ketika memberikan instruksi, menyampaikan materi, meminta perhatian siswa, kemudian anda juga menerjemahkannya. Saya rasa itu dapat melatih siswa untuk terbiasa mendengar istilah-istilah dalam bahasa Inggris ya. Tapi namanya anak-anak ya ketika diberi materinya mereka antusias dan bisa mengikutinya, ketika sudah pulang dari sekolah ya lupa lagi. Ya paling tidak mereka di kelas sudah ada keterlibatan aktif untuk speaking. Memang harus dibiasakan.
19.	R	:	Iya bu. Ada masukan buat saya lagi bu?
20.	ET	:	Ya mungkin rewardnya ya untuk anak-anak. Entah dipuji, atau tepuk tangan. Meskipun Cuma seperti itu tapi biasanya anak-anak akan lebih termotivasi dan semangat. Untuk media saya kira sudah bagus mbak. Anak-anak juga pada senang.
21.	R	:	Njeh bu, maturnuwun. Segitu aja dulu bu. Nanti saya wawancara lagi setelah selesai cycle ke 2. Terimakasih banyak atas waktunya.
22.	ET	:	Iya sama-sama mbak.

Interview 09

1 Desember 2012

Ruang kelas VIII A

R: researcher S: student

Line	Interview		
1.	R	:	Hai dek Rizki. Boleh ya saya wawancara bentar?
2.	S	:	Nggak lama to mbak?
3.	R	:	Bentar aja kok.
4.	S	:	O ya mbak.
5.	R	:	Gimana belajar bahasa Inggris bareng saya menggunakan teknik <i>role play</i> ?
6.	S	:	Pastinya senang mbak. Saya bisa lebih percaya diri untuk ngomong di depan umum.
7.	R	:	Ada lagi?
8.	S	:	Ya bisa lebih percaya diri lah mbak.
9.	R	:	O ya ya ya, bagus. Kemampuan yang dirasa Rizki meningkat apa?
10.	S	:	<i>Speaking</i> mbak.
11.	R	:	Shipz. Kalau dalam <i>speaking</i> kan ada aspek kaya' <i>pronunciation, accuracy, fluency</i> , sama <i>vocabulary</i> tu. Tau nggak apa itu?
12.	S	:	Enggak.
13.	R	:	Hehe, pelafalan, tata bahasa, kelancaran, sama kosakata.
14.	S	:	Oooo.
15.	R	:	Ya, dari 4 aspek itu mana yang paling meningkat menurut Rizki?
16.	S	:	Kelancarannya mbak. Soalnya kan setiap pertemuan pasti praktek

			ngomong ke depan, sebelum maju juga kan latihan dulu.
17.	R	:	Iya, emang kalau sama Bu Guru jarang praktek ngomong gitu?
18.	S	:	Nggak pernah mbak, cuma suruh nulis terus.
19.	R	:	O ya ya. Kosa katanya meningkat juga gak dek?
20.	S	:	Ya pastinya mbak. Kan banyak kosakata baru yang sebelumnya saya nggak tau sekarang jadi tau.
21.	R	:	Menurut dek Rizki, saya kalau menjelaskan mudah dipahami atau tidak?
22.	S	:	Mudah mbak. Gak kecepeten. Enak aja lah.
23.	R	:	Meskipun saya memakai bahasa Inggris?
24.	S	:	Iya mbak. Enak aja. Jadinya kan kita terbiasa mendengar bahasa Inggris dan bisa tau kalau ada vocab baru.
25.	R	:	Oke. Makasih banyak ya dek Rizki.
26.	S	:	Ya mbak, sama-sama.

Interview 10

1 Desember 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Sekarang gantian wawancara sama kamu ya dek Khevin?
2.	S	:	Ya mbak.
3.	R	:	Hehe. Gimana dek belajar bareng saya?
4.	S	:	Menyenangkan mbak. Bisa belajar sambil bermain.
5.	R	:	Suka berarti ya belajar pakai teknik <i>role play</i> ?
6.	S	:	Suka.
7.	R	:	Ada peningkatan nggak kemampuan <i>speaking</i> kamu?
8.	S	:	Ada.
9.	R	:	Kalau dari empat aspek yang tadi sudah saya sebutin ke Rizki itu mana yang meningkat?
10.	S	:	Kelancarannya mbak. Ya bisa lebih paham. Soalnya kalau sama Bu Prapti susah dipahami mbak. Ibunya ngomong apa saya nggak paham.
11.	R	:	Kalau kemarin sama saya paham?
12.	S	:	Paham mbak.
13.	R	:	Oke. Udah gitu aja. Makasih banyak ya.
14.	S	:	Sama-sama mbak.

Interview 11

1 Desember 2012

Ruang kelas VIII A

R: researcher

S: student

Line	Interview		
1.	R	:	Weheee dek Miftah. Minta bantuan lagi nih. Boleh ya wawancara?
2.	S	:	Hehe iya mbak.
3.	R	:	Gimana belajar bahasa Inggris bareng saya?
4.	S	:	Ya seneng, asik
5.	R	:	Kenapa gitu kok bisa seneng?

6.	S	:	Ya pelajarannya enak. Terus sering ada kayak <i>game-game</i> gitu.
7.	R	:	Terus?
8.	S	:	Ya pokokny kayak gitu lah mbak.
9.	R	:	Paham tidak ketika saya menjelaskan?
10.	S	:	Ya.
11.	R	:	Ada kesulitan?
12.	S	:	Dikit-dikit. Kayak ngelafalin kata-kata yang sulit itu, terus ngerangkai jadi kalimat gitu.
13.	R	:	O ya ya ya, proses ya dek. Ntar lama-lama juga bisa kalau dek Miftah mau belajar sungguh-sungguh.
14.	S	:	Hehe, iya mbak.
15.	R	:	Selama belajar bareng saya pakai teknik <i>role play</i> itu ada peningkatan nggak kemampuan <i>speaking</i> dek Miftah?
16.	S	:	Iya, jadi lebih ngerti, lebih bisa ngomong.
17.	R	:	Kalau dari aspek <i>speaking</i> kayak kelancaran, pelafalan, tata bahasa, sama kosakata, mana yang paling meningka menurut dek Miftah?
18.	S	:	<i>Vocabnya</i> mbak. <i>Vocab</i> tu kosakata kan mbak?
19.	R	:	Iya. Ada masukan atau kritik buat saya?
20.	S	:	Ya ngajar di sini aja terus lah mbak.
21.	R	:	Haha, kenapa kok nyuruh saya ngajar di sini?
22.	S	:	Ya asik aja mbak. Belajarnya jadi nggak ngebosenin. Nggak cuma nulis sama ngerjain soal terus.
23.	R	:	O ya ya ya ya, hehehehe. Ya udah gitu aja wawancara saya. Makasih banyak lo dek.
24.	S	:	Yoi mbak.

Interview 12

01 Desember 2012

Ruang Guru

R: researcher

ET: English Teacher

Line	Interview		
1.	R	:	Permisi ibu. Hehe, mau ngrepotin lagi nih bu.
2.	ET	:	E mbak Dawi, sini duduk. Mau wawancara lagi?
3.	R	:	Iya bu. Sampai hafal ya bu? Maaf ya bu ngrepotin terus.
4.	ET	:	O gak papa. Kalau saya bisa bantu ya akan saya bantu. Gimana gimana?
5.	R	:	Mau tanya-tanya aja bu, gimana pendapat ibu selama cycle 2 sampai post test ini?
6.	ET	:	Bagus mbak. Ada perbaikan ya yang saya tahu. Anak-anak juga sudah terkontrol karena mereka fokus memperhatikan dan menilai temannya yang sedang maju perform. Tidak seperti di cycle pertama kan mbak Dawi sampai hampir kualahan saingan suara. Topiknya juga saya lihat setiap hari ganti-ganti, itu bisa mengurangi kejenuhan anak-anak ya. Untuk media ajar yang dipakai juga bagus. Adanya video dan recorder itu saya kira menjadikan anak-anak jadi lebih tertarik. Ya bagus mbak.
7.	R	:	O ya bu terimakasih, ini juga berkat masukan-masukan dari njenengan. Anak-anak terlihat jenuh atau tidak bu dengan

			aktivitas role play terus menerus setiap pertemuan?
8.	ET	:	Sebagian memang ada yang terlihat jenuh ya. Tapi sebagian besar saya lihat mereka tetap antusias mengikuti kegiatan role play yang diberikan mbak Dawi. Ya mungkin karena topiknya berbeda-beda itu tadi ya. Terus juga adanya media ajar tadi.
9.	R	:	Untuk interaksinya sendiri bagaimana bu?
10.	ET	:	Tetap baik ya. Anak-anak aktif bertanya ketika mereka kurang paham.
11.	R	:	Interaksi saya pribadi terhadap anak-anak bagaimana menurut ibu?
12.	ET	:	Baik juga. Anda mau muter, mengontrol, dan mengecek pekerjaan anak ya.
13.	R	:	Njeh bu. Kemampuan speaking anak-anak bagaimana bu? Apakah ada peningkatan lagi?
14.	ET	:	Iya. Sebagian besar meningkat ya. Dari hasil nilai post testnya juga kan terlihat berbeda mbak. Nilainya jadi lebih baik dari nilai pas pre test.
15.	R	:	Iya bu. Terimakasih banyak bu atas bantuannya selama ini. Maaf sudah merepotkan terus.
16.	ET	:	Gak papa mbak. Saya malah seneng bisa bantu. Dulu juga saya pernah penelitian seperti anda.

3

OBSERVATION SHEET

OBSERVATION SHEET

Date: November 19, 2012

	CRITERIA	YES	NO	COMMENTS
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks a student to lead the prayer.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		Ask the students to pay attention
	5. Students are active in responding the lead in given by the teacher	√		Give reward to the students who give response
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher explains how to say some expressions related to the topic discussed.	√		
	8. All students repeat what the teacher says.	√		Ask to all the students to repeat
	9. The teacher asks some students to repeat again.	√		
	10. The teacher gives some example of the dialogue related to the topic discussed.	√		

	11. The teacher and the students read by turns, the teacher as A and the students as B.	√		
	12. The teacher asks the students to identify what expressions included in the dialogue given.	√		Check understanding to all the students
	13. The students are active in answering the teacher's question.	√		Motivate to all the students to be active
	14. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.	√		
	15. The teacher asks the students to do a role play based on the clue given.	√		
	16. The students are active in doing a role play in pairs.	√		
C	Post-Teaching			
	17. The teacher gives the students opportunity to ask about the matter has been given.	√		
	18. The teacher asks the students what material has just been discussed.	√		To check the understanding, ask one of the students to mention / review the material.
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		

D	Methods			
	21. The teacher moves around when students do the task.	√		The teacher moves and checks the students' work.
	22. The teacher motivates the students to be more confidence and to be more speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		Ask several students to repeat some expressions
	26. The teacher corrects the students' mistakes.	√		Clearly
	27. The teacher uses time allocation well.	√		Enough
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.		√	
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

OBSERVATION SHEET

Date: November 24, 2012

	CRITERIA	YES	NO	COMMENTS
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks a student to lead the prayer.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher explains how to say some expressions related to the topic discussed.	√		
	8. All students repeat what the teacher says.	√		Ask the students to repeat one expression by one expression
	9. The teacher asks some students to repeat again.	√		
	10. The teacher gives some example of the dialogue related to the	√		

	topic discussed.			
	11. The teacher and the students read by turns, the teacher as A and the students as B.	√		
	12. The teacher asks the students to identify what expressions included in the dialogue given.	√		To check understanding of the students, ask him / her to answer the question related to the expression given
	13. The students are active in answering the teacher's question.	√		
	14. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.	√		
	15. The teacher asks the students to do a role play based on the clue given.	√		
	16. The students are active in doing a role play in groups / pairs.	√		
C	Post-Teaching			
	17. The teacher gives the students opportunity to ask about the matter has been given.	√		
	18. The teacher asks the students what material has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.			
	20. The teacher closes the teaching and learning process.	√		

D	Methods			
	21. The teacher moves around when students do the task.	√		
	22. The teacher motivates the students to be more confidence and to be more speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		But, the teacher has to pay attention to some students who are busy.
	24. The teacher uses teaching media.	√		Good teaching media.
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

OBSERVATION SHEET

Date: November 26, 2012

	CRITERIA	YES	NO	COMMENTS
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks a student to lead the prayer.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher explains how to say some expressions related to the topic discussed.	√		
	8. All students repeat what the teacher says.	√		
	9. The teacher asks some students to repeat again.	√		

	10. The teacher gives some example of the dialogue related to the topic discussed.	√		
	11. The teacher and the students read by turns, the teacher as A and the students as B.	√		
	12. The teacher asks the students to identify what expressions included in the dialogue given.	√		
	13. The students are active in answering the teacher's question.	√		
	14. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.	√		
	15. The teacher asks the students to do a role play based on the clue given.	√		
	16. The students are active in doing a role play in pairs.	√		
C	Post-Teaching			
	17. The teacher gives the students opportunity to ask about the matter has been given.	√		
	18. The teacher asks the students what material has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.			
	20. The teacher closes the teaching and learning process.	√		

D	Methods			
	21. The teacher moves around when students do the task.	√		
	22. The teacher motivates the students to be more confidence and to be more speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

OBSERVATION SHEET

Date: November 29, 2012

	CRITERIA	YES	NO	COMMENTS
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks a student to lead the prayer.	√		
	3. The teacher asks the students condition and their attendance list.	√		
	4. The teacher gives opening to the students related to the material will be discussed.	√		
	5. Students are active in responding the lead in given by the teacher	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher explains how to say some expressions related to the topic discussed.	√		
	8. All students repeat what the teacher says.	√		
	9. The teacher asks some students to repeat again.	√		

	10. The teacher gives some example of the dialogue related to the topic discussed.	√		
	11. The teacher and the students read by turns, the teacher as A and the students as B.	√		
	12. The teacher asks the students to identify what expressions included in the dialogue given.	√		
	13. The students are active in answering the teacher's question.	√		
	14. The teacher explains the function, the vocabularies, and the meaning of the topic discussed.	√		
	15. The teacher asks the students to do a role play based on the clue given.	√		
	16. The students are active in doing a role play in pairs.	√		
C	Post-Teaching			
	17. The teacher gives the students opportunity to ask about the matter has been given.	√		
	18. The teacher asks the students what material has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.			
	20. The teacher closes the teaching and learning process.	√		

D	Methods			
	21. The teacher moves around when students do the task.	√		
	22. The teacher motivates the students to be more confidence and to be more speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

4 PRE-TEST & POST-TEST

Activity for Pre-Test

Situation: Your friend has just visited Bali. You make a call to your friend by telephoning and ask his/her opinion about Bali.

Work in pairs; make a dialogue by using expression of asking for opinion and giving opinion. Then practice it with your partner in front of the class

Activity for Post-Test

Situation: There is a basket ball competition at your school tomorrow at 3 p.m. You want to watch the competition and invite your friend by telephoning your friend.

Work in pairs; make a dialogue by using expression of inviting someone, accepting and declining an invitation. Then practice it with your partner in front of the class

5

COURSE GRID

Improving Students' Speaking Ability through Scripted Role Play at SMPN 3 Ngaglik Grade VIII, A Class in the Academic Year of 2012 / 2013

Transactional Course Grid of Grade Eight SMP

Berbicara

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

No.	Basic Competence	Indicators	Teaching Learning Activities	Role Play	Topic	Learning Materials			Media
						Grammar	Vocabulary	Expressions	
1.	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta,	1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan <i>asking for, offering, and refusing help; asking for, offering, and refusing something</i> (meminta, memberi, menolak jasa; meminta, memberi, menolak barang) 2. Siswa dapat mengucapkan <i>ungkapan asking for, offering, refusing help; asking for, offering, and refusing something</i> (meminta, memberi, menolak jasa; meminta, memberi, menolak barang) 3. Siswa dapat	a. Presentation <ul style="list-style-type: none">Guru bertanya kepada siswa apakah mereka pernah meminta, memberi, menolak jasa seseorang; meminta, memberi, menolak barangGuru menunjukkan gambar orang makan di restoran kepada siswa.Guru bertanya kepada siswa apakah mereka pernah makan di restoran.Siswa menjawab pertanyaan yang diberikan guru.Guru memberi tahu siswa topik yang akan di ajarkan.Guru memberikan contoh ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang dan menjelaskan ungkapan-ungkapan tersebut. b. Practice <ul style="list-style-type: none">Guru memberikan contoh mengucapkan ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih	<ul style="list-style-type: none">➤ Actor : a waiter and customers➤ The students work in a group of three. They will perform a role play about ordering food.➤ Place : in a restaurant➤ Step :<ol style="list-style-type: none">Teacher gives the students work sheet and explain the rule of the play.Three students are in a restaurant.One student becomes a waiter, and the others become customers.	Having dinner in a restaurant	Offering for help: <ul style="list-style-type: none">• Can I help...?• Would you like?• Let me get...?• I'll take...?. Accepting an offer of help: <ul style="list-style-type: none">• That's very kind of you• Thank you (very much) Refusing an offer of help: <ul style="list-style-type: none">• I don't think so, thank you• No, don't bother really. Asking for help: <ul style="list-style-type: none">• Can you help me?• Do you mind	Waiter Customer Order Wait a minute Sour chocolate Crab Delicious Flour Squid dessert	Waiter: Here are your menus. Customer : Thank you. Waiter: I'll be back if you are ready with your order. Customer: Okay. Waiter: Can I take your order, please? Customer: I take two super cheese burgers, please. Waiter: Won't you have anything to drink? Customer: A glass of ice tea.	LCD or picture, Hand out, speaker active, Students worksheet, White board and Board Marker

	<p>memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat</p>	<p>membuat dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang dan mempraktekkannya .</p>	<p>siswa secara acak untuk mengulangi mengucapkan.</p> <ul style="list-style-type: none"> ▪ Guru memutar rekaman ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang. ▪ Guru memutar video “how to order in a restaurant”. ▪ Guru memberikan contoh dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. ▪ Guru menunjuk beberapa siswa secara acak untuk membaca bergantian. ▪ Guru dan siswa mengartikan kata-kata yang sulit secara bersama. <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berkelompok yang beranggotakan tiga siswa melengkapi dialog rumpang sesuai dengan instruksi yang diberikan oleh guru terkait ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. kemudian mempraktekkan dialog tersebut di depan kelas. 			<p>showing me?</p> <ul style="list-style-type: none"> • Could you do me a favor? <p>Giving help:</p> <ul style="list-style-type: none"> • Sure. • Okay. • All right. <p>Refusing to help:</p> <ul style="list-style-type: none"> • I’m sorry but.... • I can’t do it now, but.... • Sorry, I can’t. <p>Offering something:</p> <ul style="list-style-type: none"> • Will you have a cup of tea? • While we’re waiting, can I offer you a drink? • Won’t you have....? <p>Response to the expression of offering something:</p> <ul style="list-style-type: none"> • Thank you • No, thank you • A cup of coffee, please • I’d like... 		<p>Waiter: Would you like anything else?</p> <p>Customer: No, thanks.</p> <p>Waiter: I’ll take your menus, wait a minute.</p> <p>Customer: Thank you.</p>	
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2.	3.2. Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: menyetujui dan tidak menyetujui.	<p>1. Siswa dapat mengucapkan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui (<i>asking if someone agrees, agreeing, and disagreeing expressions</i>) secara benar.</p> <p>2. Siswa dapat mengidentifikasi bentuk-bentuk meminta persetujuan, menyetujui dan tidak menyetujui (<i>asking if someone agrees, agreeing, and disagreeing expressions</i>)</p> <p>3. Siswa dapat membuat dialog terkait ungkapan menyetujui dan tidak menyetujui kemudian mempraktekkan dialog tersebut.</p>	<p>a. Presentation</p> <ul style="list-style-type: none"> Guru bertanya kepada siswa apakah mereka pernah meminta persetujuan seseorang, menyetujui dan tidak menyetujui pendapat orang lain. Guru menunjukkan gambar tokoh kartun suncan. Guru bertanya kepada siswa apakah mereka setuju bahwa film kartun suncan adalah film kartun yang lucu. Siswa menjawab pertanyaan yang diberikan guru. Guru memberi tahu siswa topik yang akan di ajarkan. Guru memberikan contoh ungkapan meminta dan memberi pendapat persetujuan.. <p>b. Practice</p> <ul style="list-style-type: none"> Guru memutar rekaman ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. guru memilih siswa secara acak untuk mengulangi mengucapkan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui sesuai rekaman. Guru memberikan contoh dialog terkait ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. Guru menunjuk beberapa siswa secara acak untuk 	<ul style="list-style-type: none"> ➤ Actor : friend and friend ➤ The students work in pairs. They will perform a role play about agreeing and disagreeing. ➤ Place : on the way to home. ➤ Step : <ul style="list-style-type: none"> a. Teacher gives the students worksheet and explain the rule of the play. b. Two students are on the way to home talking about NOAH concert in RCTI. 	NOAH concert	<p>Asking if someone agrees:</p> <ul style="list-style-type: none"> •Don't you think so? •Don't you agree? •Don't you think? •Do you agree? •How about it? <p>Agreeing expression:</p> <ul style="list-style-type: none"> •I agree with you. •Yes! •Yeah sure. •You're right •Of course, that's good idea. <p>Disagreeing expression:</p> <ul style="list-style-type: none"> •No, I can't agree with you •No, never. •No. •You're wrong. •That's not good idea. 	Often knowledge Watch almost Wavy Performance Gorgeous	<p>Ida: Laila, did you watch Sherina's performance on TV last night?</p> <p>Laila: Of course. She is my idol. She looked beautiful with her new hair cut.</p> <p>Ida: You're right. I like her brown wavy hair. Don't you think so?</p> <p>Laila: I think so. She also looked nice in her black gown.</p> <p>Ida: What a gorgeous girl!</p> <p>Laila: Besides, she's very talented. She wrote her own songs. She's the real idol.</p> <p>Ida: Yes, that's quite true.</p>	LCD or picture, Hand out, speaker active, Students worksheet, White board and Board Marker
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			<p>membaca bergantian.</p> <ul style="list-style-type: none"> ▪ Guru meminta siswa untuk mengidentifikasi ungkapan apa saja yang ada dalam dialog-dialog tersebut. ▪ Siswa menjawab dan menyebutkan ungkapan-ungkapan yang ada dalam dialog. ▪ Guru dan siswa mengartikan kosa kata yang sulit secara bersama. <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berpasangan melengkapi dialog rumpang dengan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. ▪ Siswa secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh guru, kemudian mempraktekkan dialog tersebut di depan kelas. 						
3.	3.1 Mengungkapk an makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan	1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan <i>denying and admitting fact</i> (mengakui, meningkari fakta) 2. Siswa dapat mengucapkan ungkapan <i>denying and admitting fact</i> (mengakui, meningkari fakta)	<p>a. Presentation</p> <ul style="list-style-type: none"> • Guru bertanya kepada siswa apakah mereka pernah mengakui, meningkari fakta • Siswa menjawab pertanyaan yang diberikan guru. • Guru memberi tahu siswa topik yang akan di ajarkan. • Guru memberikan contoh ungkapan mengakui, meningkari fakta dan menjelaskan ungkapan-ungkapan tersebut. 	<p>➤ Actor : a reporter and an actress / actor</p> <p>➤ The students work in pairs. They will perform a role play about interview.</p> <p>➤ Place : in the actress' / actor's home</p>	denying and admitting having a holiday	<p>Asking for facts:</p> <ul style="list-style-type: none"> • Is that true? • Are you telling me the truth? • Is that right, please? <p>Admitting facts:</p> <ul style="list-style-type: none"> • Yes, that's right. • Yes, that's true. • Absolutely. • That's it. • Yes, that's 	Interesting Experience Riding Scary Fun	<p>A: Sanusi told me that Andi is playing truant today.</p> <p>B: I'm afraid that's wrong. Andi is sick.</p>	LCD or picture, Hand out, speaker active, Students worksheet, White board and Board Marker

	ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta , dan meminta dan memberi pendapat	3. Siswa dapat membuat dialog terkait mengakui, mengingkari fakta dan mempraktekannya .	c. Practice <ul style="list-style-type: none"> Guru memberikan contoh mengucapkan ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih siswa secara acak untuk mengulangi mengucapkan. Guru memberikan contoh dialog terkait mengakui, mengingkari fakta. Guru dan siswa membaca bergantian, guru sebagai A dan siswa sebagai B. Guru dan siswa mengartikan kata-kata yang sulit secara bersama. d. Production <ul style="list-style-type: none"> Siswa secara berpasangan melengkapi dialog rumpang yang terkait dengan ungkapan mengakui, mengingkari fakta. Siswa secara berpasangan melengkapi skrip wawancara rumpang sesuai dengan instruksi yang diberikan oleh guru, kemudian mempraktekkan dialog tersebut di depan kelas. 	➤Step : <ol style="list-style-type: none"> Teacher gives the students work sheet and explain the rule of the play. Two students are in an actress' / actor's home. One student becomes a reporter, and the other becomes an actress / actor. 		correct. • Nothing wrong with that. Denying facts: <ul style="list-style-type: none"> No, it isn't, actually. I'm afraid that's wrong. It is not true. No, that's all wrong. I don't think..... 			
4.	3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal	1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan <i>inviting someone, accepting and declining an invitation</i>	a. Presentation <ul style="list-style-type: none"> Guru menunjukkan gambar orang yang sedang menelepon. Guru bertanya kepada siswa apakah mereka pernah mengundang seseorang melalui telepon dan 	➤Actor : friend and friend ➤The students work in pairs They will perform a role play about	Inviting a friend by telephoning	Inviting someone: <ul style="list-style-type: none"> Please come inside Would you come to? Could you come 	Plan Holiday Idea visit	Mawar: Hello, is that Dewi? Dewi: Yes, Dewi is speaking Mawar: This	LCD or picture, Speaker active, Hand out, Students worksheet

	<p>(bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat.</p>	<p>(mengundang, menerima dan menolak ajakan). 2. Siswa dapat mengucapkan ungkapan <i>inviting someone, accepting and declining an invitation</i> (mengundang, menerima dan menolak ajakan) 3. Siswa dapat membuat dialog terkait mengundang, menerima dan menolak ajakan dan mempraktekannya .</p>	<p>bagaimana respon orang yang diajak.</p> <ul style="list-style-type: none"> ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru memberikan contoh ungkapan mengundang, menerima dan menolak ajakan. <p>b. Practice</p> <ul style="list-style-type: none"> ▪ Guru memberikan contoh ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih siswa secara acak untuk mengulangi mengucapkan. ▪ Guru memberikan contoh dialog terkait mengundang, menerima dan menolak ajakan. Guru dan siswa membaca bergantian, guru sebagai A dan siswa sebagai B. <p>c. Production</p> <ul style="list-style-type: none"> • Siswa secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh guru terkait ungkapan mengundang, menerima dan menolak ajakan.; kemudian mempraktekkan dialog tersebut di depan kelas. 	<p>Inviting a friend by telephoning ➤Place : in their own home ➤Step : a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are in their own home. c. Student 1 calls student 2.</p>		<p>to ? •Do you fancy coming?</p> <p>Accepting an invitation: •I would, thank you very much. •I would not say no. •That would be very nice. Declining: • Sorry, I can't. • I'm affraid I can't. • I'm so sorry, I can't. • I'd love to, but I've got an exam that afternoon.</p>		<p>is me, Mawar. How are you? Dewi: I'm fine. Thank you. And you? Mawar: I'm fine too. Listen, I'm going to visit Vero's house with some other students from our class. Do you fancy coming? Dewi: Ummm, what time are you going? Mawar: We are meeting at about 7 o'clock. Dewi: yeach, I'd love to come. Mawar: Okay, see you there. Dewi: See you.</p>	<p>(role card), White board and Board Marker</p>
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6

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Ngaglik
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/ 1
Tahun Pelajaran	: 2012/2013
Jenis Teks	: <i>Transactional</i>
Tema	: <i>Having dinner in a restaurant</i>
Aspek	: Berbicara
Alokasi Waktu	: 2 x 40 menit

Standar Kompetensi :

➤ Berbicara

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

Kompetensi Dasar :

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: **meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat**

Indikator :

1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan *asking for, offering, and refusing help; asking for, offering, and refusing something* (meminta, memberi, menolak jasa; meminta, memberi, menolak barang)
2. Siswa dapat mengucapkan ungkapan *asking for, offering, refusing help; asking for, offering, and refusing something* (meminta, memberi, menolak jasa; meminta, memberi, menolak barang)

3. Siswa dapat membuat dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang dan mempraktekannya.

A. Tujuan Pembelajaran

Berbicara

Pada akhir pembelajaran siswa dapat menggunakan ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang dalam kehidupan sehari-hari.

B. Materi Pembelajaran

1. Ungkapan-ungkapan yang terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang
2. Dialog-dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang
3. Kosa kata-kosa kata yang berhubungan dengan restoran

C. Teknik Pembelajaran

PPP (presentation, practice, production)

D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
1.	Kegiatan Pendahuluan Pembukaan <ul style="list-style-type: none"> ▪ Guru mengucapkan salam. ▪ Berdoa sebelum memulai pelajaran. ▪ Guru Mengabsen murid. 	<ul style="list-style-type: none"> - Santun - Religius - Disiplin 	5 menit
2.	Kegiatan Inti a. Presentation <ul style="list-style-type: none"> ▪ Guru bertanya kepada siswa apakah mereka pernah meminta, memberi, menolak jasa seseorang; meminta, memberi, menolak barang ▪ Guru menunjukkan gambar orang makan di restoran kepada siswa. (App 1) ▪ Guru bertanya kepada siswa apakah mereka pernah makan di restoran. ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru memberi tahu siswa topik yang akan di ajarkan. 	<ul style="list-style-type: none"> - Santun - Percaya diri - Berpikir kritis, kreatif, dan inovatif - Ingin tahu - Mandiri - Kerja sama 	65 menit

	<ul style="list-style-type: none"> ▪ Guru memberikan contoh ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang dan menjelaskan ungkapan-ungkapan tersebut. (App 2) <p>b. Practice</p> <ul style="list-style-type: none"> ▪ Guru memberikan contoh mengucapkan ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih siswa secara acak untuk mengulangi mengucapkan. (App 2) ▪ Guru memutar rekaman ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang. ▪ Guru memutar video “how to order in a restaurant”. ▪ Guru memberikan contoh dialog terkait meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. (App 3) ▪ Guru menunjuk beberapa siswa secara acak untuk membaca bergantian. (App 3) ▪ Guru dan siswa mengartikan kata-kata yang sulit secara bersama. (App 3) <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berkelompok yang beranggotakan tiga siswa melengkapi dialog rumpang sesuai dengan instruksi yang diberikan oleh guru terkait ungkapan meminta, memberi, menolak jasa; meminta, memberi, menolak barang ketika memesan makanan di restoran. kemudian mempraktekkan dialog tersebut di depan kelas. (App 4) 		
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ Guru memberi kesempatan siswa untuk bertanya. ▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu. ▪ Guru bersama siswa memberi 	<ul style="list-style-type: none"> - Berpikir logis, kritis, kreatif, dan inovatif - Religius - Kerja sama 	10 menit

	kesimpulan singkat tentang apa yang telah dipelajari. <ul style="list-style-type: none"> ▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ▪ Guru menutup kegiatan belajar mengajar. 		
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Production		
No.	Role Play	
	Component	Description
1.	Topic	Having dinner in a restaurant
2.	Actor	Each group consists of three students
3.	Setting	In a restaurant
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of asking for, offering, refusing help; asking for, offering ,and refusing something b. To enable students to respond to the expressions of asking for, offering, refusing help; asking for, offering ,and refusing something
6.	Language Function	asking for, offering, refusing help; asking for, offering ,and refusing something
7.	Organization	The students work in a group of three.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Three students are in a restaurant. c. One student becomes a waiter, and the others become customers.

E. Sumber Belajar

1. Buku Paket Bahasa Inggris: Interactive English Junior High School Grade VIII
2. Function in English
3. http://www.thesmithfamily.com.au/webdata/resources/files/Lesson_plan_Food_and_Ordering_at_a_restaurant.pdf
2. Media: LCD or picture, Hand out, Students worksheet, White board and Board Marker

F. Penilaian

No.	Score Aspect	1	2	3	4	5	6	7	8	9	10
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Sardonoharjo, 2012

Mengetahui,
Guru Pembimbing

Mahasiswa

Prapti Sukartiningsih, S.Pd.
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Robiatul Adawiyah
NIM. 08202244048

APPENDIX

1. Pictures related to having dinner situation in a restaurant



Terima Pesan Antar

Makanan

WAKUL
warung kuliner

Jl. Raya Mojorejo Batu

☎ 0341 - 230 7000

Nasi Putih Sepuasnya

Nasi Goreng Rendang

Kacang Goreng Rendang

Cumi Lombok Ijo

Udang Saos Padang

Ayam Lada

NASI & BAKMI

Nasi Putih Sepuasnya	2.000
Nasi Goreng Ayam	11.000
Nasi Goreng Seafood	11.000
Nasi Goreng Sosis	10.000
Bakmi Goreng/Rebus	10.000

SEAFOOD

TUNA	
Tuna Goreng	18.000
Tuna Bakar Kecap	19.000
Tuna Bakar Rica	19.000
Tuna Saos Padang	20.000
Tuna Bakar Pontianak	20.000
UDANG WINDU (ISI 5)	
Udang Goreng Tepung	29.500
Udang Mayones	29.500
Udang Saos Inggris	29.500
Udang Asam Manis	32.000
Udang Telor Asin	29.500
Udang Bakar Pedas	34.000

CUMI	
Cumi Goreng Tepung	26.500
Cumi Lombok Ijo	26.500
Cumi Saos Manis	26.500
Cumi Asam Manis	27.000
Cumi Saos Padang	27.500

KEKORONGAN	
Untuk dibakar dengan bumbu pontianak ada 3 pilihan rasa yaitu: pedas dan ecap pedas	
Untuk dibakar dengan bumbu lada ada 3 pilihan rasa yaitu: pedas dan ecap pedas	

KEPITING

Kepiting Lada Hitam	18.000/ons
Kepiting Saos Padang	20.000/ons
Kepiting Asam manis	18.000/ons
kepiting Telor Asin	20.000/ons
Kepiting Kare Pedas	20.000/ons
Kepiting Asap Pedas	21.000/ons

* Special Menu Kepiting dengan harga 15.000/ons
Min. pembelian 2 kepiting dg jenis olahan yg sama

IKAN SEGAR

GURAMI (500-600 gr)	
Gurami Goreng Terbang	29.000
Gurami Goreng Crispy	32.000
Gurami Bakar Kecap	34.000
Gurami Bakar Rica	34.000
Gurami Bakar Pontianak	38.000
Gurami Pesto	35.000
Gurami Saos Padang	33.000
PATIN (350-450 gr)	
Patin Goreng Tepung	16.000
Patin Colo-colo	17.000
Patin Bakar Kecap	18.000
Patin Bakar Rica	18.000
Patin Bakar Pontianak	21.000

SOP SEGAR	
Sayur Asem	7.500
Sop Iga Kompit	23.000
Sop Iga Garang Asem	23.000
Sop Sehat Porci Kecil	17.000
Sop Sehat Porci Besar	30.000
Sop Patin Garang Asem /ekor	21.000

TRADISIONAL

AYAM KAMPUNG (700-800 gr)	
Ayam Goreng Kremes Dada/Paha	9.500
Ayam Bakar Kecap Dada/Paha	10.500
Ayam Bakar Rica Dada/Paha	10.500
Ayam Bakar Pontianak Dada/Paha	13.000
Ayam Masak Ladoho Dada/Paha	12.500
Ayam Goreng Kremes /ekor	34.500
Ayam Bakar Kecap /ekor	35.000
Ayam Bakar Rica /ekor	35.000
Ayam Bakar Pontianak /ekor	38.000
Ayam Ladoho /ekor	36.000
Aci Ampela /pasang	2.500
Kepala Ayam Goreng	2.000
Usus Goreng Crispy	8.000
Ceker Masak Pedas/Asam Manis	8.000
Sate Ayam (isi 10)	9.000

BEBEK	
Kepala Bebek Ladoho (isi 3)	9.000
Bebek Goreng Paha/Dada	16.500
Bebek Bakar Kecap Paha/Dada	17.500
Bebek Bakar Rica Paha/Dada	17.500
Bebek Bakar Pontianak Paha/Dada	18.500
Bebek Goreng /ekor	62.000
Bebek Bakar Kecap /ekor	65.000
Bebek Bakar Rica /ekor	65.000
Bebek Bakar Pontianak /ekor	68.000

IGA	
Iga Goreng	23.000
Iga Bakar	23.000
Iga Bakar Pontianak	23.000
Iga Lada Hitam	23.000

JAJANAN

Tahu Pong Crispy	500
Tempe Goreng Crispy (isi 2)	2.500
Jamur Crispy	5.000
Tahu Goreng Tepung (isi 5)	4.500

SAYURAN

Cah Kangkung	7.500
Pancing Kangkung	8.500
Cah Baby Koi	7.500
Cah Jamur Tiram	8.000
Cap Cay	15.000

SAMBAL DAN PENYET

Lalapan	2.000
Lalapan+Sambal Bajak	5.000
Sambal Trasi	2.500
Sambal Dabu Dabu	2.500
Sambal Masah	2.500
Sambal Mangga	5.000
Telor Penyot	4.000
Tempe Penyot (isi 2)	5.000
Tahu Penyot (isi 2)	5.000
Terong Penyot (isi 2)	5.000
Tahu Tempe Penyot	6.000
Penyot Ayam Dada/Paha	10.000
Penyot Ayam Dada/Paha+Tempe	12.000
Penyot Ayam Dada/Paha+Tahu	12.000
Penyot Ayam Dada/Paha+Terong	12.000
Penyot Ayam Dada/Paha+Telor	12.000
Bebek Penyot Sambal Ijo Paha/Dada	18.000
Iga Penyot	22.000

2. List of asking for, offering ,and refusing help; asking for, offering ,and refusing something expressions

Offering for help	Response	
	Accepting an offer of help	Refusing an offer of help
<ul style="list-style-type: none"> • Can I help you? • Would you like any help? • Let me get it for you. • I'll take your menus. 	<ul style="list-style-type: none"> • That's very kind of you • Thank you (very much) • Thanks (very much) 	<ul style="list-style-type: none"> • I don't think so, thank you • No, don't bother really.

Asking for help	Response	
	Giving help	Refusing to help
<ul style="list-style-type: none"> • Can you help me? • Do you mind showing me? • Could you do me a favor? • Would you take my English book to school for me, please? 	<ul style="list-style-type: none"> • Sure. • Okay. • All right. • Yes. What do you want me to do? • Yes, sure. 	<ul style="list-style-type: none"> • I'm sorry but.... • I can't do it now, but.... • Sorry, I can't.

Offering something	Response
<ul style="list-style-type: none"> • Will you have a cup of tea? • While we're waiting, can I offer you a drink? • Won't you have....? • Would you like anything to drink? • Would you like? • Why don't you have....? 	<ul style="list-style-type: none"> • Thank you • No, thank you • A cup of coffee, please • I'd like..... • I'll have.....

3. Example of a dialogue between a waiter and customers in a restaurant.

Waiter : Here are your menus.
 Customer : Thank you.
 Waiter : I'll be back if you are ready with your order.
 Customer : Okay.

 Waiter : Can I take your order, please?
 Customer : **I take two super cheese burgers, please.**
 Waiter : **Won't you have anything to drink?**
 Customer : **A glass of ice tea.**
 Waiter : **Would you like anything else?**
 Customer : **No, thanks.**
 Waiter : **I'll take your menus, wait a minute.**
 Customer : **Thank you.**

VOCABULARIES

Waiter /'weɪ.tər/	: pelayan
Customer /'kʌs.tə.mər/	: pelanggan
Order /'ɔ:.dər/	: pesanan
Wait a minute	: tunggu sebentar

4. Production

In a group of three complete the following dialogue. Discuss who will become the waiter, customer 1, customer 2, what the name of the restaurant is, what menus the restaurant has, what menu will be ordered.

Look at the example below.

Waiter : Welcome to Bumbu Desa. Here are your menus.

Customer1 : **Do you mind showing us the special menu today?**

Waiter : Our special menu for today is sweet sour crab. I'll be back to take your order in a minute.

...

Waiter : Are you ready to order?

Customer 1: Yes. **I'd like the flour fried squid, please.**

Customer 2: **I'll have the special menu, sweet sour crab, please.**

Waiter : **Would you like anything to drink?**

Customer 1: **I'll have chocolate milk shake, please.**

Waiter : And for you?

Customer 2: **Just water, please.**

Waiter : OK. So that's one flour fried squid, sweet sour crab, one chocolate milk shake, and one water. **I'll take your menus.**

...

Waiter : Here is your food. Enjoy your meal.

...

Waiter : How was everything?

Customers 2: Delicious, thanks.

Waiter : **Would you like anything for dessert?**

Customer 1: **No, just the bill please.**

VOCABULARIES

Sour /saʊə r / : masam / asam

chocolate /'tʃɒk.lət/ : coklat

Crab /kræb/ : kepiting

Delicious /dɪ'liʃ.əs/ : nikmat

Flour /flaʊə r / : tepung

Squid /skwɪd/ : cumi-cumi

dessert /dɪ'zɜ:t/ : makanan pencuci mulut

Waiter : Welcome to 1._____. Here are your menus.

Customer1 : **Do you mind showing us the special menu today?**

Waiter : Our special menu for today is 2._____. I'll be back to take your order in a minute.

...

Waiter : Are you ready to order?

Customer 1: Yes. **I'd like** 3._____, **please.**

Customer 2: 4._____.

Waiter : 5._____?

Customer 1: 6._____, **please.**

Waiter : And for you?

Customer 2: **Just water, please.**

Waiter : OK. So that's 7._____. **I'll take your menus.**

...

Waiter : Here is your food. Enjoy your meal.

...

Waiter : How was everything?

Customers 2: Delicious, thanks.

Waiter : **Would you like anything for dessert?**

Customer 1: **No, just the bill please.**

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Ngaglik
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/ 1
Tahun Pelajaran	: 2012/2013
Jenis Teks	: <i>Transactional</i>
Tema	: <i>TV Program</i>
Aspek	: Berbicara
Alokasi Waktu	: 2 x 40 menit

Standar Kompetensi :

➤ Berbicara

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

Kompetensi Dasar :

- 3.2. Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: menyetujui dan tidak menyetujui.

Indikator :

1. Siswa dapat mengucapkan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui (*asking if someone agrees, agreeing, and disagreeing expressions*) secara benar.
2. Siswa dapat mengidentifikasi bentuk-bentuk meminta persetujuan, menyetujui dan tidak menyetujui (*asking if someone agrees, agreeing, and disagreeing expressions*).
3. Siswa dapat membuat dialog terkait ungkapan menyetujui dan tidak menyetujui kemudian mempraktekkan dialog tersebut.

A. Tujuan Pembelajaran

Berbicara

Pada akhir pembelajaran siswa dapat menggunakan bentuk meminta persetujuan, menyetujui dan tidak menyetujui dalam kehidupan sehari-hari.

B. Materi Pembelajaran

1. Ungkapan-ungkapan meminta persetujuan, menyetujui dan tidak menyetujui
2. Dialog-dialog terkait meminta persetujuan, menyetujui dan tidak menyetujui
3. Kosa kata-kosa kata yang berhubungan dengan acara TV

C. Teknik Pembelajaran

PPP (presentation, practice, production)

D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
1.	Kegiatan Pendahuluan Pembukaan <ul style="list-style-type: none"> ▪ Guru mengucapkan salam. ▪ Berdoa sebelum memulai pelajaran. ▪ Guru mengabsen siswa. 	<ul style="list-style-type: none"> - Santun - Religius - Disiplin 	5 menit
2.	Kegiatan Inti a. Presentation <ul style="list-style-type: none"> ▪ Guru bertanya kepada siswa apakah mereka pernah meminta persetujuan seseorang, menyetujui dan tidak menyetujui pendapat orang lain. ▪ Guru menunjukkan gambar tokoh kartun suncan. (App 1) ▪ Guru bertanya kepada siswa apakah mereka setuju bahwa film kartun suncan adalah film kartun yang lucu. ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru memberi tahu siswa topik yang akan di ajarkan. ▪ Guru memberikan contoh ungkapan meminta dan memberi pendapat persetujuan.. (App 2) 	<ul style="list-style-type: none"> - Santun - Percaya diri - Berpikir kritis, kreatif, dan inovatif - Ingin tahu - Mandiri - Kerja sama 	65 menit

	<p>b. Practice</p> <ul style="list-style-type: none"> ▪ Guru memutar rekaman ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. ▪ guru memilih siswa secara acak untuk mengulangi mengucapkan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui sesuai rekaman. ▪ Guru memberikan contoh dialog terkait ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. (App 3) ▪ Guru menunjuk beberapa siswa secara acak untuk membaca bergantian. (App 3) ▪ Guru meminta siswa untuk mengidentifikasi ungkapan apa saja yang ada dalam dialog-dialog tersebut. (App 3) ▪ Siswa menjawab dan menyebutkan ungkapan-ungkapan yang ada dalam dialog. (App 3) ▪ Guru dan siswa mengartikan kosa kata yang sulit secara bersama. (App 3) <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berpasangan melengkapi dialog rumpang dengan ungkapan meminta persetujuan, menyetujui dan tidak menyetujui. (App 4.a) ▪ Siswa secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh guru, kemudian mempraktekkan dialog tersebut di depan kelas. (App 4.b) 		
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ Guru memberi kesempatan siswa untuk bertanya. ▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu. ▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari. ▪ Guru meminta siswa untuk 	<ul style="list-style-type: none"> - Berpikir logis, kritis, kreatif, dan inovatif - Religius - Kerja sama 	10 menit

	<p>mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari.</p> <ul style="list-style-type: none"> ▪ Guru menutup kegiatan belajar mengajar. 		
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Production		
No.	Role Play	
	Component	Description
1.	Topic	NOAH concert
2.	Actor	Friend - friend
3.	Setting	On the way to home
4.	Time	5-10 minutes
5.	Aim	<p>a. To enable students to use expressions of asking if someone agrees, agreeing, and disagreeing</p> <p>b. To enable students to respond to the expressions of asking if someone agrees, agreeing, and disagreeing</p>
6.	Language Function	asking if someone agrees, agreeing, and disagreeing
7.	Organization	The students work in pairs.
8.	Preparation	Worksheet
9.	Procedure	<p>a. Teacher gives the students work sheet and explain the rule of the play.</p> <p>b. Two students are on the way to home talking about NOAH concert in RCTI.</p>

E. Sumber Belajar

1. Buku Paket Bahasa Inggris: SCAFFOLDING English for Junior High School Students Grade VIII.
2. Media: LCD or picture, Hand out, Students worksheet, White board and Board Marker

E. Penilaian

No.	Score	1	2	3	4	5	6	7	8	9	10
	Aspect										
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

Sardonoharjo, 2012

Mengetahui,
Guru Pembimbing

Mahasiswa

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APPENDIX

1. Lead in

The teacher asks the students' agreement if Sincan movie is a funny cartoon movie.



2. List of Asking if someone agrees, Agreeing and Disagreeing expressions

<i>Asking if someone agrees</i>	<i>Agreeing expression</i>	<i>Disagreeing expression</i>
<ul style="list-style-type: none"> • Don't you think so? • Don't you agree? • Don't you think? • Do you agree? • How about it? • Right? • OK? • All right? • I don't think we're going to agree on this, are we? • Wouldn't you 	<ul style="list-style-type: none"> • I agree with you. • Yes! • Yeah sure. • You're right • Of course, that's good idea. • Yes, that's quite true. • Well, you have a point there. • Alright • I'm with you. 	<ul style="list-style-type: none"> • No, I can't agree with you • No, never. • No. • You're wrong. • That's not good idea. • No, that's not true. • You don't have a point there. • I can't accept what you say. • I disagree, (I'm

agree? • Do/Would you agree with.....?	• That's right/true.	afraid)..... • I don't think so.
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3. Example of the dialogue about asking if someone agrees, agreeing, and disagreeing.

a. Elya and Eko are talking about *on the spot* program.

Elya : Eko, have you ever watched *on the spot* program?

Eko : Yes, I often watch it. I think it's a good TV program. It gives us a lot of new knowledge.

Elya : **That's right.** I also watch it almost everyday.

b. Ida and Laila are talking about Sherina's performance.

Ida : Laila, did you watch Sherina's performance on TV last night?

Laila : Of course. She is my idol. She looked beautiful with her new hair cut.

Ida : **You're right.** I like her brown wavy hair. **Don't you think so?**

Laila : **I think so.** She also looked nice in her black gown.

Ida : What a gorgeous girl!

Laila : Besides, she's very talented. She wrote her own songs. She's the real idol.

Ida : **Yes, that's quite true.**

Often /'ɒftən/ : sering

knowledge /'nɒldʒ/ : pengetahuan

Watch /wɒtʃ/ : menonton

almost /'ɔːlməʊst/ : hampir

Wavy /'weɪvi/ : berombak

Performance /pə'fɔːmənts/ : penampilan

Gorgeous /'gɔːdʒəs/ : menawan

4. Production

a. Express whether you agree or disagree with these statements. Look at the example. Work in pairs.

1.) A : I think Realigi is a bad reality show. Do you agree with my opinion?

B : Well, you have a point there.

2.) A : Opera van Java is the funniest comedy. Right?

B : _____

3.) A : I always watch Kick Andy, because I always curious with the guess.

Don't you agree with me?

B : _____

4.) A : Dahsyat show has many good singers, Don't you think so?

B : _____

b. You and your friend are on the way to home talking about NOAH concert in RCTI last night. Make a dialogue about NOAH concert, ask your friend agreement about your opinion.

Here is the opening of your dialogue.

A : A, did you watch NOAH concert in RCTI last night?

B :

A :

B :

A :

B :

A :

B :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP Negeri 3 Ngaglik
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VIII/ 1
Tahun Pelajaran : 2011/2012
Jenis Teks : *Transactional*
Tema : *Interview (denying and admitting fact)*
Aspek : Berbicara
Alokasi Waktu : 2 x 40 menit

Standar Kompetensi :

➤ Berbicara

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

Kompetensi Dasar :

- 3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, **mengakui, mengingkari fakta**, dan meminta dan memberi pendapat

Indikator :

1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan *denying and admitting fact* (mengakui, mengingkari fakta)
2. Siswa dapat mengucapkan ungkapan *denying and admitting fact* (mengakui, mengingkari fakta)
3. Siswa dapat membuat dialog terkait mengakui, mengingkari fakta dan mempraktekkannya.

A. Tujuan Pembelajaran

Berbicara

Pada akhir pembelajaran siswa dapat menggunakan ungkapan mengakui, meningkari fakta dalam kehidupan sehari-hari.

B. Materi Pembelajaran

1. Ungkapan-ungkapan yang terkait mengakui, meningkari fakta
2. Dialog-dialog terkait mengakui, meningkari fakta
3. Kosa kata-kosa kata yang berhubungan dengan *holiday*

C. Teknik Pembelajaran

PPP (presentation, practice, production)

D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
1.	Kegiatan Pendahuluan Pembukaan <ul style="list-style-type: none"> ▪ Guru mengucapkan salam. ▪ Berdoa sebelum memulai pelajaran. ▪ Mengabsen murid. 	<ul style="list-style-type: none"> - Santun - Religius - Disiplin 	5 menit
2.	Kegiatan Inti c. Presentation <ul style="list-style-type: none"> ▪ Guru bertanya kepada siswa apakah mereka pernah mengakui, meningkari fakta ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru menunjukkan gambar orang yang sedang melakukan wawancara. (App 1) ▪ Guru bertanya kepada siswa apakah mereka pernah mewawancarai seseorang. ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru memberi tahu siswa topik yang akan di ajarkan. ▪ Guru memberikan contoh ungkapan mengakui, meningkari fakta dan menjelaskan ungkapan-ungkapan tersebut. (App 2) d. Practice	<ul style="list-style-type: none"> - Santun - Percaya diri - Berpikir kritis, kreatif, dan inovatif - Ingin tahu - Mandiri - Kerja sama 	65 menit

	<ul style="list-style-type: none"> ▪ Guru memberikan contoh mengucapkan ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih siswa secara acak untuk mengulangi mengucapkan. (App 2) ▪ Guru memberikan contoh dialog terkait mengakui, meningkari fakta. (App 3) ▪ Guru menunjuk beberapa siswa secara acak untuk membaca bergantian. (App 3) ▪ Guru dan siswa mengartikan kata-kata yang sulit secara bersama. (App 3) <p>e. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berpasangan melengkapi dialog rumpang yang terkait dengan ungkapan mengakui, meningkari fakta. (App 3a) ▪ Siswa secara berpasangan melengkapi skrip wawancara rumpang sesuai dengan instruksi yang diberikan oleh guru, kemudian mempraktekkan dialog tersebut di depan kelas. (App 3b) 		
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ Guru memberi kesempatan siswa untuk bertanya. ▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu. ▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari. ▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ▪ Guru menutup kegiatan belajar mengajar. 	<ul style="list-style-type: none"> - Berpikir logis, kritis, kreatif, dan inovatif - Religius - Kerja sama 	10 menit

Production		
No.	Role Play	
	Component	Description
1.	Topic	denying and admitting Having a holiday
2.	Actor	Friend-friend
3.	Setting	actress' / actor's home.
4.	Time	5-10 minutes

5.	Aim	a. To enable students to use expressions of denying and admitting fact b. To enable students to respond to the expressions of denying and admitting fact
6.	Language Function	Denying and admitting fact
7.	Organization	The students work in pairs.
8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are in an actress' / actor's home. c. One student becomes a reporter, and the other becomes an actress / actor.

E. Sumber Belajar

1. Buku Paket Bahasa Inggris: Interactive English Junior High School Grade VIII, SCAFFOLDING English for Junior High School Students Grade VIII Function in English
2. Media: LCD or picture, Hand out, Students worksheet, White board and Board Marker

F. Penilaian

No.	Score	1	2	3	4	5	6	7	8	9	10
	Aspect										
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

$$\frac{\text{Total Score}}{4} \times 10 =$$

Sardonoharjo, 2012

Mengetahui,
Guru Pembimbing

Mahasiswa

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APPENDIX

1. A picture of having an interview with someone



2. List of denying and admitting fact expressions

Asking for facts	Response	
	Admitting facts	Denying facts
<ul style="list-style-type: none"> • Is that true? • Are you telling me the truth? • Is that right, please? 	<ul style="list-style-type: none"> • Yes, that's right. • Yes, that's true. • Absolutely. • That's it. • Yes, that's correct. • Nothing wrong with that. 	<ul style="list-style-type: none"> • No, it isn't, actually. • I'm afraid that's wrong. • It is not true. • No, that's all wrong. • I don't think.....

3. Example of simple dialogue Asking for facts and the responses

a. Asking for fact and Admitting fact

Is this your first experience to join the English contest?

Absolutely.



b. Asking for fact and denying fact

Sanusi told me that Andi is playing truant today.

I'm afraid that's wrong. Andi is sick.



c. Fredy and Elizabeth are talking about Elizabeth's holiday.

Fredy : Hi, Elizabeth. How was your holiday?
 Elizabeth : It was great.
 Fredy : Well, **I heard you went to Pangandaran last week.**
 Elizabeth : **That's not true.** Actually, I went to Telaga Sarangan.
 Fredy : Where is it?
 Elizabeth : It is in Magetan, East Java.
 Fredy : Did you have any interesting experience there?
 Elizabeth : Of course. I had my first horse riding.
 Fredy : Was that scary?
 Elizabeth : Yes, at first, it was scary, but then it was fun. I really enjoyed it.
 Fredy : Really? It sounds interesting. I'd like to try it. Shall we go there next year?
 Elizabeth : I'd love to.

VOCABULARIES

Interesting /'ɪn.trəs.tɪŋ/	: menarik
Experience /ɪk'spɪə.ri.əns/	: pengalaman
Riding /'raɪ.dɪŋ/	: menaiki / menunggangi
Scary /'skeəri/	: menakutkan
Fun /fʌn/	: menyenangkan
Sounds /saʊnd/	: kedengarannya

4. Production

- a. Complete the following dialogues with correct expressions of denying or admitting facts. Look at the example.**

Laila : You look nervous. Is this your first time to get on a boat?

Sanusi : *No, it isn't, actually.* It is my second time.

1) Fredy : I heard you got an accident when you were in Surabaya.

Elizabeth : _____ However, it was just a small accident.

2) Wayan Legawa : Didn't you go to Solo last week?

Adi : _____ I bought some batik clothes there.

3) Adi : How was your grandmother? You visited her yesterday, didn't you?

Ida : _____ I visited my aunt.

- b. In pairs, conduct an interview based on the following script. One of you will play as a reporter, and the other will play as an actress/actor. Discuss the news will be discussed, the name of the reporter and the name of magazine or newspaper the reporter from based on your imagination. Use this hand out as your leading script.**

Name of magazine / newspaper : _____

Reporter : _____

Actress / Actor : _____

Topic: Having a holiday in _____

Reporter : My name is _____. I'm from _____ magazine / newspaper. First of all, thank you very much for giving me time to have an interview with you. By the way, how are you?

Actress / Actor : I'm fine, thanks anyway.

Reporter : I've heard that you have just had a holiday in _____. Is that true?

Actress / Actor :

(You may deny or admit. If denying, give the clarification.)

Reporter : Did you enjoy your holiday?

Actress / Actor : Of course, I really enjoyed my holiday.

Reporter : What did you do then?

Actress / Actor :

Reporter : Nice holiday I think. Last question, what is the next destination for your next holiday?

Actress / Actor : I haven't thought it yet. Maybe, I'll visit Hongkong.

Reporter : Okay, I'll wait for your new information. Once more, thank you very much for your time.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMP Negeri 3 Ngaglik
Mata Pelajaran	: Bahasa Inggris
Kelas /Semester	: VIII/ 1
Tahun Pelajaran	: 2012/2013
Jenis Teks	: <i>Transactional</i>
Tema	: <i>Inviting a friend by telephoning</i>
Aspek	: Berbicara
Alokasi Waktu	: 2 x 40 menit

Standar Kompetensi :

➤ Berbicara

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

Kompetensi Dasar :

- 3.2 Memahami dan merespon percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: **mengundang, menerima dan menolak ajakan**, menyetujui/tidak menyetujui, memuji, dan memberi selamat.

Indikator :

1. Siswa dapat mengidentifikasi bentuk-bentuk ungkapan *inviting someone, accepting and declining an invitation* (mengundang, menerima dan menolak ajakan).
2. Siswa dapat mengucapkan ungkapan *inviting someone, accepting and declining an invitation* (mengundang, menerima dan menolak ajakan)
3. Siswa dapat Siswa dapat membuat dialog terkait mengundang, menerima dan menolak ajakan dan mempraktekannya.

A. Tujuan Pembelajaran

Berbicara

Pada akhir pembelajaran siswa dapat menggunakan ungkapan mengundang, menerima dan menolak ajakan dalam kehidupan sehari-hari.

B. Materi Pembelajaran

1. Ungkapan-ungkapan yang terkait mengundang, menerima dan menolak ajakan
2. Dialog-dialog terkait mengundang, menerima dan menolak ajakan

C. Teknik Pembelajaran

PPP (presentation, practice, production)

D. Langkah-Langkah Kegiatan

No	Kegiatan Belajar	Karakter	Waktu
1.	Kegiatan Pendahuluan Pembukaan <ul style="list-style-type: none"> ▪ Guru mengucapkan salam. ▪ Berdoa sebelum memulai pelajaran. ▪ Guru Mengabsen murid. 	<ul style="list-style-type: none"> - Santun - Religius - Disiplin 	5 menit
2.	Kegiatan Inti d. Presentation <ul style="list-style-type: none"> ▪ Lead in ▪ Guru menunjukkan gambar orang yang sedang menelepon. (App 1) ▪ Guru bertanya kepada siswa apakah mereka pernah mengundang seseorang melalui tekepon dan bagaimana respon orang yang diajak. ▪ Siswa menjawab pertanyaan yang diberikan guru. ▪ Guru memberikan contoh ungkapan mengundang, menerima dan menolak ajakan. (App 2) e. Practice <ul style="list-style-type: none"> ▪ Guru memberikan contoh mengucapkan ungkapan-ungkapan tersebut, siswa secara bersama-sama menirukan, guru memilih siswa secara acak untuk mengulangi mengucapkan. (App 2) 	<ul style="list-style-type: none"> - Santun - Percaya diri - Berpikir kritis, kreatif, dan inovatif - Ingin tahu - Mandiri - Kerja sama 	65 menit

	<ul style="list-style-type: none"> ▪ Guru memberikan contoh dialog terkait mengundang, menerima dan menolak ajakan. (App 3) ▪ Guru menunjuk beberapa siswa secara acak untuk membaca bergantian. (App 3) ▪ Guru memutar video about inviting a friend by telephoning. <p>c. Production</p> <ul style="list-style-type: none"> ▪ Siswa secara berpasangan membuat dialog sesuai dengan situasi yang diberikan oleh guru terkait ungkapan mengundang, menerima dan menolak ajakan.; kemudian mempraktekkan dialog tersebut di depan kelas. (App 4) 		
3.	<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> ▪ Guru memberi kesempatan siswa untuk bertanya. ▪ Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari itu. ▪ Guru bersama siswa memberi kesimpulan singkat tentang apa yang telah dipelajari. ▪ Guru meminta siswa untuk mengaplikasikan yang telah dipelajari dalam kehidupan sehari-hari. ▪ Guru menutup kegiatan belajar mengajar. 	<ul style="list-style-type: none"> - Berpikir logis, kritis, kreatif, dan inovatif - Religius - Kerja sama 	10 menit

Production		
No.	Role Play	
	Component	Description
1.	Topic	Inviting a friend by telephoning
2.	Actor	Friend - friend
3.	Setting	In their own home
4.	Time	5-10 minutes
5.	Aim	a. To enable students to use expressions of inviting someone, accepting and declining an invitation b. To enable students to respond to the expressions of inviting someone, accepting and declining an invitation
6.	Language Function	inviting someone, accepting and declining an invitation
7.	Organization	The students work in pairs.

8.	Preparation	Worksheet
9.	Procedure	a. Teacher gives the students work sheet and explain the rule of the play. b. Two students are in their own home. c. Student 1 calls student 2.

E. Sumber Belajar

1. a. Buku Paket Bahasa Inggris: SCAFFOLDING English for Junior High School Students Grade VIII
 b. Role Plays for Today
2. Media: LCD or picture, Hand out, Students worksheet (role card), White board and Board Marker

F. Penilaian

No.	Score	1	2	3	4	5	6	7	8	9	10
	Aspect										
1.	Fluency										
2.	Pronunciation										
3.	Accuracy										
4.	Vocabulary										

Total Score x 10 =

4

Sardonoharjo, 2012

Mengetahui,
Guru Pembimbing

Mahasiswa

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APPENDIX

1. Lead in: pictures of inviting someone by telephoning



2. List of inviting someone, accepting and declining an invitation expressions

<i>Inviting someone</i>	<i>Response</i>	
	Accepting	Declining
<ul style="list-style-type: none"> • Please come inside • Would you come to ? • Would you come to my sister's party tomorrow? • Could you come to ? • Do you fancy coming? • Shall we spend our holiday there? 	<ul style="list-style-type: none"> • I would, thank you very much. • I would not say no. • That would be very nice. • Sure, I will. • With pleasure. • I'd love to. 	<ul style="list-style-type: none"> • Sorry, I can't. • I'm afraid I can't. • I'm so sorry, I can't. • I'd love to, but I've got an exam that afternoon. • Thank you for inviting me, but • I wish I could, but • That would be great.

3. Examples of the dialogues about inviting someone, accepting and declining invitations

Dialogue 1

Adi and his classmates are talking about their plans for holiday.

Adi : Have you got any plan for our holiday?

Sanusi : I have no idea. What about you, Fredy?

Fredy : I want to feel the fresh air.

Adi : I have an idea. My uncle lives in Bogor. **Shall we spend our holiday there?**

Sanusi : **I'd love to.**

Fredy : **That would be great.** What about you, Laila?

Laila : **I'd love to, but my family and I are going to visit our grandparents in Banjarmasin.**

Adi : That's okay.

Dialogue 2

Mawar is calling Dewi to invite Dewi to visit Vero's house.

Mawar : Hello, is that Dewi?

Dewi : Yes, Dewi is speaking

Mawar : This is me, Mawar. How are you?

Dewi : I'm fine. Thank you. And you?

Mawar : I'm fine too. Listen, I'm going to visit Vero's house with some other students from our class. **Do you fancy coming?**

Dewi : Ummm, what time are you going?

Mawar : We are meeting at about 7 o'clock.

Dewi : yeach, **I'd love to come.**

Mawar : Okay, see you there.

Dewi : See you.

VOCABULARIES

Plan /plæn/ : rencana

Holiday /'hɒlɪdeɪ/ : liburan

Idea /aɪ'diə/ : ide

visit /'vɪzɪt/ : mengunjungi

4. Production

Work in pairs and have a dialogue with your classmate based on the following clues. Look at the example given to you in the previous.

A

Invite your friend to watch basket ball competition at school tomorrow at 3 p.m.

B

Accept A's invitation.

A

Invite your friend to watch basket ball competition at school tomorrow at 3 p.m.

B

Decline A's invitation because you are going to watch Korean drama in Indosiar at that time.

A

Invite your friend to study together at Rita's house tonight at 7 o'clock.

B

Accept A's invitation

A

Invite your friend to study together at Rita's house tonight at 7 o'clock.

B

Decline A's invitation because you have any course with your tutor.

A

Invite your friend to accompany you to buy a book at book store tomorrow at 10 a.m.

B

Accept A's invitation

A

Invite your friend to accompany you to buy a book at book store tomorrow at 10 a.m.

B

Decline A's invitation because you are going to accompany your mother to go to the market.

7

STUDENTS' SCORE

The students' speaking scores in the pre-test

NO.	NAME	ASPECTS								TOTAL MARK		SCORE		MEAN
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
1	Alfi Nur Hidayati	7	7	7	7	7	8	7	8	28	30	7	7.5	7.25
2	Angger Muhammad	6	6	6	6	6	6	7	7	25	25	6.25	6.25	6.25
3	Arif Setio Utomo	6	6	6	7	6	6	7	7	25	26	6.25	6.5	6.375
4	Bagas Warsito	6	6	6	6	6	7	6	7	24	26	6	6.5	6.25
5	Bustam	7	7	7	7	8	8	8	8	30	30	7.5	7.5	7.5
6	Citra Dian Sari	6	6	7	6	7	7	7	8	27	27	6.75	6.75	6.75
7	Daniella Natasha P H													
8	Diyah Avianti	7	7	7	7	7	8	8	8	29	30	7.25	7.5	7.375
9	Eko Andriyanto	6	6	6	6	6	6	7	7	25	25	6.25	6.25	6.25
10	Elya Kurniawan	6	6	6	6	6	7	7	7	25	26	6.25	6.5	6.375
11	Fawwaz Hasanu	6	6	6	6	6	6	6	7	24	25	6	6.25	6.125
12	Faza Nur Azizi	7	7	7	7	7	7	8	8	29	29	7.25	7.25	7.25
13	Fegy Tri Damayanti	6	6	6	7	7	7	8	8	27	28	6.75	7	6.875
14	Fifi Nur Azizah	7	7	7	7	8	7	8	8	30	29	7.5	7.25	7.375
15	Ismi Mareta K	7	7	7	7	7	7	8	7	29	28	7.25	7	7.125
16	Kris Dwi Oktavia	7	7	7	7	7	7	7	7	28	28	7	7	7
17	Litania Two Winda	7	7	7	7	7	8	8	8	29	30	7.25	7.5	7.375
18	Mela Anggraeni	7	6	7	7	8	8	7	7	29	28	7.25	7	7.125
19	Mery Ana Eka Fify	6	6	7	7	7	7	7	7	27	27	6.75	6.75	6.75
20	Miftah Fitriana	7	7	7	8	8	8	8	8	30	31	7.5	7.75	7.625
21	Mira Annisa Haivani													
22	M. Fachrurozi	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
23	M. Khevindra F	7	7	7	8	8	8	7	7	29	30	7.25	7.5	7.375
24	Muhammad Rahim	6	6	6	7	7	7	7	7	26	27	6.5	6.75	6.625

25	Muhammad Rohadi	7	6	7	7	8	7	8	8	30	28	7.5	7	7.25
26	Ni Putu Sarah A													
27	Nurhidayah	7	7	7	7	7	7	8	8	29	29	7.25	7.25	7.25
28	Rizki Leksi Reylando	8	8	7	8	8	8	7	7	30	31	7.5	7.75	7.625
29	Rohim Bhi Kholiq	6	6	6	7	6	6	7	6	25	25	6.25	6.25	6.25
30	Sujud Widiyatmoko	6	6	6	6	6	7	7	7	25	26	6.25	6.5	6.375
31	Tomi Rahmadhani	7	7	6	6	6	6	7	6	26	25	6.5	6.25	6.375
32	Tri Andhiyanto	6	7	6	7	7	7	7	7	26	28	6.5	7	6.75
33	Tulus Maulana Malik	6	6	6	6	6	6	7	7	25	25	6.25	6.25	6.25
34	Yuni Fahmiluwati	7	7	7	7	7	7	8	7	29	28	7.25	7	7.125
35	Taufik Taviyanto	7	7	7	7	7	7	8	7	29	28	7.25	7	7.125
36	Adistya Kintan H													
TOTAL												219.25	221.75	220.5
MEAN												6.85	6.92	6.89

KETERANGAN

R : Researcher

ET : English Teacher

The students' speaking scores in the post-test

NO.	NAME	ASPECTS								TOTAL MARK		SCORE		MEAN
		Fluency		Pronunciation		Accuracy		Vocabulary						
		R	ET	R	ET	R	ET	R	ET	R	ET	R	ET	
1	Alfi Nur Hidayati	8	8	8	8	8	8	8	9	32	33	8	8.25	8.125
2	Angger Muhammad	7	7	7	7	7	7	7	7	28	28	7	7	7
3	Arif Setio Utomo	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
4	Bagas Warsito	7	7	7	7	7	7	7	7	28	28	7	7	7
5	Bustam	8	8	8	8	8	8	8	9	32	33	8	8.25	8.125
6	Citra Dian Sari	7	7	7	7	8	8	8	9	30	31	7.5	7.75	7.625
7	Daniella Natasha P H													
8	Diyah Avianti	7	7	8	8	7	8	9	9	31	32	7.75	8	7.875
9	Eko Andriyanto	7	7	7	7	7	7	7	7	28	28	7	7	7
10	Elya Kurniawan	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
11	Fawwaz Hasanu	7	7	7	7	7	8	8	8	29	30	7.25	7.5	7.375
12	Faza Nur Azizi	7	7	8	8	8	8	9	9	32	32	8	8	8
13	Fegy Tri Damayanti	7	7	7	7	7	8	8	8	29	30	7.25	7.5	7.375
14	Fifi Nur Azizah	8	8	8	8	8	8	8	8	32	32	8	8	8
15	Ismi Mareta K	7	7	8	7	8	8	8	8	31	30	7.75	7.5	7.625
16	Kris Dwi Oktavia	7	7	7	8	8	8	8	8	30	31	7.5	7.75	7.625
17	Litania Two Winda	8	8	8	8	8	8	8	9	32	33	8	8.25	8.125
18	Mela Anggraeni	7	7	8	8	8	8	8	8	31	31	7.75	7.75	7.75
19	Mery Ana Eka Fify	7	7	7	7	7	8	8	8	29	30	7.25	7.5	7.375
20	Miftah Fitriana	8	8	8	8	8	9	9	9	33	34	8.25	8.5	8.375
21	Mira Annisa Haivani													
22	M. Fachrurozi	8	8	8	8	8	8	8	9	32	33	8	8.25	8.125
23	M. Khevindra F	8	8	8	8	8	8	8	9	32	33	8	8.25	8.125
24	Muhammad Rahim	7	7	7	7	8	7	8	8	30	29	7.5	7.25	7.375

25	Muhammad Rohadi	7	7	8	7	8	8	9	8	32	30	8	7.5	7.75
26	Ni Putu Sarah A													
27	Nurhidayah	7	7	8	8	8	8	8	8	31	31	7.75	7.75	7.75
28	Rizki Leksi Reylando	9	8	9	9	9	9	9	8	36	34	9	8.5	8.75
29	Rohim Bhi Kholiq	7	7	7	7	7	7	7	7	28	28	7	7	7
30	Sujud Widiyatmoko	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
31	Tomi Rahmadhani	7	7	7	7	8	7	8	7	30	28	7.5	7	7.25
32	Tri Andhiyanto	7	7	8	8	8	8	8	7	31	30	7.75	7.5	7.625
33	Tulus Maulana Malik	7	7	7	7	7	7	7	8	28	29	7	7.25	7.125
34	Yuni Fahmiluwati	7	7	7	8	8	8	9	8	31	31	7.75	7.75	7.75
35	Taufik Taviyanto	7	7	8	7	8	8	8	8	31	30	7.75	7.5	7.625
36	Adistya Kintan H													
TOTAL												243.25	244.75	244
MEAN												7.60	7.65	7.625

KETERANGAN

R : Researcher

ET : English Teacher

8

SPEAKING RUBRIC

RUBRIC

1. FLUENCY

Score	Indicators
10	The student speaks very fluently in communication to perform the expected competency.
9	The student speaks fluently in communication to perform the expected competency, but there are natural hesitations.
8	The student speaks quite fluently in communication to perform the expected competency, although there are hesitations which are not quite natural.
7	The student speaks quite fluently in communication to perform the expected competency, although there are often hesitations which are not quite natural.
6	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she speaks rather slowly and hesitantly , sometimes those problems disrupt the performance.
5	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems so that he/she speaks slowly and hesitantly , sometimes those problems disrupt the performance.
4	The student does not speak quite fluently in communication to perform the expected competency, sometimes he/she is impeded by language problems like repeating and searching for words so that he/she speaks hesitantly and sometimes pauses quite long , those problems strongly disrupt the performance.
3	The student speaks very slowly and discontinuously (like speaking per word with simple patterns), even pauses very long in communication to perform the expected competency.
2	The student speaks very slowly and often discontinuously (like speaking per word with simple patterns), even suddenly stops in communication to perform the expected competency.
1	The student communicates very difficultly to perform the expected competency, he/she speaks very slowly and always discontinuously (like speaking per word with simple patterns) and even then stops .

2. PRONUNCIATION

Score	Indicators
10	The student never makes pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, all sounds are unambiguous and can be understood.
9	The student almost never makes pronunciation mistakes in performing the expected competency, intonation and stress are appropriate, a few sounds are ambiguous but can be understood.
8	The student rarely makes pronunciation mistakes in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
7	The student sometimes makes pronunciation mistakes in performing the expected competency, intonation and stress are sometimes not quite appropriate, some sounds are rather ambiguous but can be understood.
6	The student often makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, some sounds are ambiguous and rather difficult to be understood.
5	The student makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
4	The student almost always makes pronunciation mistakes in performing the expected competency, intonation and stress are inappropriate, many sounds are ambiguous and difficult to be understood.
3	The student always makes pronunciation mistakes in performing the expected competency, many sounds are ambiguous because the pronunciation is not clear, speaks without considering intonation and stress.
2	The student always makes pronunciation mistakes in performing the expected competency, such as many sounds are ambiguous because the pronunciation is not clear.
1	The student cannot pronounce well at all in performing the expected competency.

3. ACCURACY

Score	Indicators
10	The student never makes any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) and in complex structures (like complex sentences).
9	The student almost never makes any grammatical mistakes in performing the expected competency, both in basic grammatical structures (like phrases, simple, and compound sentences) but makes very few mistakes in complex structures (like complex sentences), however those mistakes do not impede meaning.
8	The student makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes very few mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
7	The student rarely makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes some mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
6	The student sometimes makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they rather impede meaning.
5	The student often makes grammatical mistakes very rare in basic grammatical structures (like phrases, simple, and compound sentences) and makes quite a lot mistakes in complex structures (like complex sentences) in performing the expected competency so that they strongly impede meaning.
4	The student makes grammatical mistakes very often in basic grammatical structures (like phrases, simple, and compound sentences) and makes so many mistakes in complex structures (like complex sentences). The mistakes strongly impede communication in performing the expected competency.
3	The student almost always makes grammatical mistakes in basic grammatical structures (like phrases, simple, and compound sentences), cannot use complex structures (like complex sentences) well. The mistakes disrupt communication in performing the expected competency.
2	The student always makes grammatical mistakes in most of the basic grammatical structures (like phrases, simple, and compound sentences), and there is no effort to use complex structure well, the mistakes strongly disrupt communication in performing the expected competency.
1	The student has no mastery of grammar to perform the expected competency so that the grammatical structures are entirely incorrect.

4. VOCABULARY

Score	Indicators
10	The student uses so many vocabulary variations and makes no mistakes in word choices in performing the expected competency.
9	The student uses many vocabulary variations and only makes very few mistakes in word choices in performing the expected competency.
8	The student uses quite many vocabulary variations and makes few mistakes in word choices but those are sufficient and do not impede meaning in performing the expected competency.
7	The student uses few vocabulary variations and uses word choices which are not quite appropriate but sufficient to perform the expected competency. He/she sometimes has to explain ideas to get the appropriate words.
6	The student uses few vocabulary variations and uses word choices which are not quite appropriate and not quite sufficient to perform the expected competency. He/she needs to explain ideas to get the appropriate words.
5	The student uses limited vocabulary variations and inappropriate word choices in performing the expected competency. He/she often explains ideas because of the insufficient vocabulary.
4	The student uses limited vocabulary variations and very inappropriate word choices in performing the expected competency. He/she often explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas.
3	The student uses limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she often asks the teacher to express certain ideas.
2	The student uses very limited vocabulary to perform the expected competency so that communication is rather difficult to understand , he/she has to ask the teacher to express certain ideas.
1	The student has no vocabulary mastery to perform the expected competency so that communication is unclear and very difficult to understand , he/she always asks the teacher to be able to express certain ideas.

9

QUESTIONNAIRES

QUESTIONNAIRE

Instrument penelitian “**IMPROVING STUDENTS’ SPEAKING ABILITY
THROUGH SCRIPTED ROLE PLAY AT SMPN 3 NGAGLIK GRADE VIII A
IN THE ACADEMIC YEAR OF 2012 / 2013**”

Nama :

Nomor :

Kelas :

- I. Isilah pernyataan-pernyataan di bawah ini dengan jujur sesuai dengan keadaanmu. Berilah tanda (√) pada kolom yang telah tersedia. Jawaban tidak akan mempengaruhi apapun.

Keterangan:

S :Setuju

TS : Tidak Setuju

SS : Sangat Setuju

STS : Sangat Tidak Setuju

NO	PERTANYAAN	S	SS	TS	STS	ALASAN
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?					
2.	Apakah ketika kelas <i>speaking</i> kamu mudah memahami?					
3.	Apakah penggunaan teknik <i>role play</i> dalam kelas <i>speaking</i> yang digunakan oleh guru menarik?					
4.	Apakah teknik <i>role play</i> yang diterapkan oleh guru mudah dipahami?					
5.	Apakah instruksi yang diberikan oleh guru dalam menerapkan teknik <i>role play</i> di dalam kelas jelas dan mudah dipahami?					
6.	Apakah teknik <i>role play</i> yang diterapkan oleh guru memberikan manfaat dalam pembelajaran bahasa Inggris?					
7.	Apakah teknik <i>role play</i> dapat melatih kemampuan <i>speaking</i> kamu?					
8.	Apakah teknik <i>role play</i> yang diterapkan oleh guru membantu meningkatkan kemampuan <i>speaking</i> kamu?					
9.	Apakah teknik <i>role play</i> yang diterapkan oleh guru sesuai dengan materi yang diajarkan?					

10.	Apakah teknik <i>role play</i> yang diterapkan oleh guru dapat membantu kamu memahami materi yang diajarkan?					
11.	Apakah teknik <i>role play</i> yang diterapkan oleh guru menjadikan kamu lebih aktif?					
12.	Apakah teknik <i>role play</i> yang diterapkan oleh guru menjadikan kamu lebih termotivasi untuk belajar bahasa Inggris?					
13.	Apakah belajar bahasa Inggris dengan menggunakan <i>role-play</i> menyenangkan?					
14.	Apakah dengan menggunakan <i>role play</i> , kamu merasa lebih percaya diri untuk berbicara dengan bahasa Inggris ketika pelajaran sedang berlangsung?					
15.	Apakah waktu yang diberikan oleh guru untuk mempelajari materi yang diberikan cukup?					

10

ANALYSIS OF QUESTIONNAIRE DATA

The Students' Comments about the Role Play Technique that Had Been Implemented

NO	PERTANYAAN	S		SS		TS		STS	
		Ss	%	Ss	%	Ss	%	Ss	%
1.	Apakah kamu menyukai pelajaran Bahasa Inggris?	31	86.1	4	11.1	1	2.8	0	0
2.	Apakah ketika kelas <i>speaking</i> kamu mudah memahami?	25	69.4	4	11.1	7	19.4	0	0
3.	Apakah penggunaan teknik <i>role play</i> dalam kelas <i>speaking</i> yang digunakan oleh guru menarik?	24	66.7	10	27.8	2	5.6	0	0
4.	Apakah teknik <i>role play</i> yang diterapkan oleh guru mudah dipahami?	27	75	9	25	0	0	0	0
5.	Apakah instruksi yang diberikan oleh guru dalam menerapkan teknik <i>role play</i> di dalam kelas jelas dan mudah dipahami?	25	69.4	8	22.2	3	8.3	0	0
6.	Apakah teknik <i>role play</i> yang diterapkan oleh guru memberikan manfaat dalam pembelajaran bahasa Inggris?	23	63.9	13	36.1	0	0	0	0
7.	Apakah teknik <i>role play</i> dapat melatih kemampuan <i>speaking</i> kamu?	22	61.1	13	36.1	1	2.8	0	0
8.	Apakah teknik <i>role play</i> yang diterapkan oleh guru membantu meningkatkan kemampuan <i>speaking</i> kamu?	20	55.6	14	38.9	2	5.6	0	0
9.	Apakah teknik <i>role play</i> yang diterapkan oleh guru sesuai dengan materi yang diajarkan?	26	72.2	5	13.9	5	13.9	0	0
10.	Apakah teknik <i>role play</i> yang diterapkan oleh guru dapat membantu kamu memahami materi yang diajarkan?	29	80.6	7	19.4	0	0	0	0
11.	Apakah teknik <i>role play</i> yang diterapkan oleh guru menjadikan kamu lebih aktif?	19	52.8	16	44.4	1	2.8	0	0

12.	Apakah teknik <i>role play</i> yang diterapkan oleh guru menjadikan kamu lebih termotivasi untuk belajar bahasa Inggris?	17	47.2	16	44.4	1	2.8	1	2.8
13.	Apakah belajar bahasa Inggris dengan menggunakan <i>role-play</i> menyenangkan?	23	63.9	13	36.1	0	0	0	0
14.	Apakah dengan menggunakan <i>role play</i> , kamu merasa lebih percaya diri untuk berbicara dengan bahasa Inggris ketika pelajaran sedang berlangsung?	25	69.4	8	22.2	2	5.6	1	2.8
15.	Apakah waktu yang diberikan oleh guru untuk mempelajari materi yang diberikan cukup?	22	61.1	7	19.4	6	16.7	0	0

KETERANGAN:

S :Setuju

TS : Tidak Setuju

Ss : Jumlah Siswa

SS : Sangat Setuju

STS : Sangat Tidak Setuju

% : Jumlah Siswa dalam Persen

11

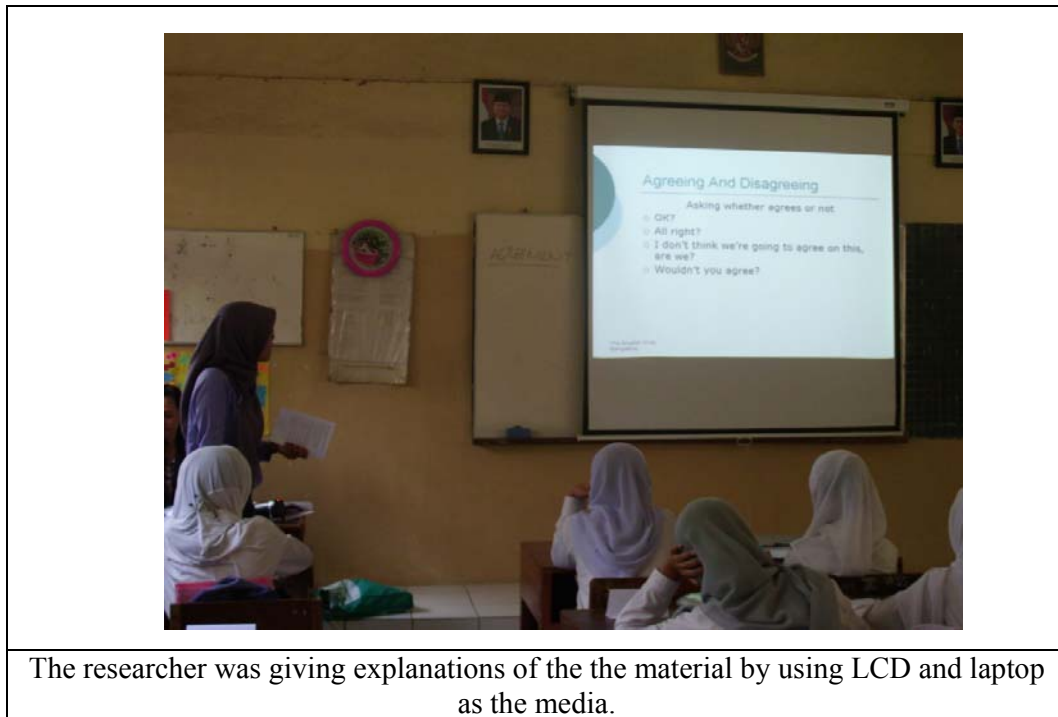
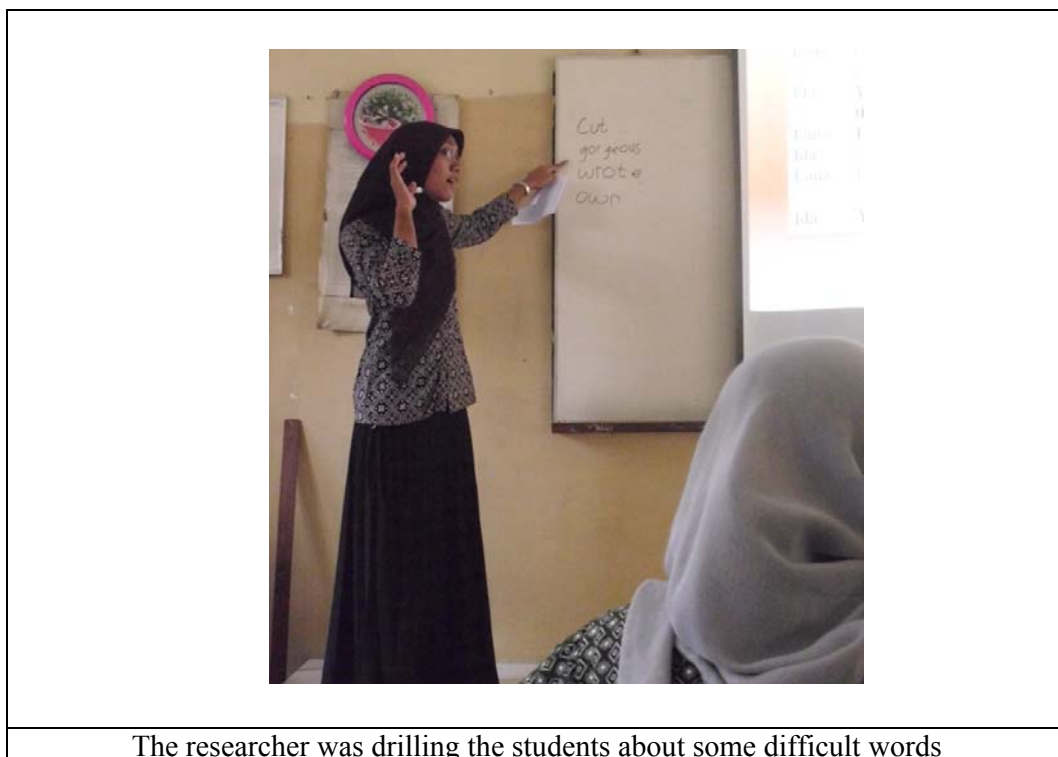
ATTENDANCE LIST

DAFTAR HADIR SISWA KELAS VIII A SMP N 3 NGAGLIK
SEMESTER I / TAHUN AJARAN 2012/2013

NO.	NAMA SISWA	NOV					DES	KETERANGAN
		17	19	24	26	29	1	
1	Alfi Nur Hidayati	-	-	-	-	-	-	
2	Angger Muhammad Z P	-	-	A	-	-	-	
3	Arif Setio Utomo	-	-	-	-	-	-	
4	Bagas Warsito	-	-	-	-	-	-	
5	Bustam	-	-	-	-	-	-	
6	Citra Dian Sari	-	-	-	S	-	-	
7	Daniella Natasha P H	S	S	-	-	-	-	
8	Diyah Avianti	-	-	-	-	-	-	
9	Eko Andriyanto	-	-	-	-	-	-	
10	Elya Kurniawan	-	-	-	-	-	-	
11	Fawwaz Hasanu	-	-	-	-	-	-	
12	Faza Nur Azizi	-	-	-	-	-	-	
13	Fegy Tri Damayanti	-	-	-	-	-	-	
14	Fifi Nur Azizah	-	-	-	-	-	-	
15	Ismi Mareta K	-	-	-	-	-	-	
16	Kris Dwi Oktavia	-	-	-	-	-	-	
17	Litania Two Winda	-	-	-	-	-	-	
18	Mela Anggraeni	-	-	-	-	-	-	
19	Mery Ana Eka Fify	-	-	-	-	-	-	
20	Miftah Fitriana	-	-	-	-	-	-	
21	Mira Annisa Haivani	S	S	-	-	-	-	
22	Muchamad Fachrurozi	-	-	S	-	-	-	
23	Muhammad Khevindra F	-	-	-	-	-	-	
24	Muhammad Rahim	-	-	-	-	-	-	
25	Muhammad Rohadi	-	-	-	-	-	-	
26	Ni Putu Sarah A	I	S	-	-	-	-	
27	Nurhidayah	-	-	-	-	-	-	
28	Rizki Leksi reylando	-	-	-	I	-	-	
29	Rohim Bhi Kholiq	-	-	-	-	-	-	
30	Sujud Widiyatmoko	-	-	-	-	-	-	
31	Tomi Rahmadhani	-	-	-	-	-	-	
32	Tri Andhiyanto	-	-	S	-	-	-	
33	Tulus Maulana Malik	-	-	-	-	-	-	
34	Yuni Fahmiluwati	-	-	-	-	-	-	
35	Taufik Taviyanto	-	-	-	-	-	-	
36	Adistya Kintan H	S	S	S	-	-	-	

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PHOTOGRAPHS

Picture 1**Picture 2**

Picture 3

The researcher was going around to check the students cooperation and help them whether they got difficulties.

Picture 4

The students were discussing about the role play they would perform.

Picture 5

The students were enthusiastic to perform their work voluntarily.

Picture 6

The students were enthusiastically doing the role play.

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PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRMFBS/33-01
10 Jan 2011

Nomor : 1426g/UN.34.12/PP/XI/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

28 November 2012

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

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

Improving Students' Speaking Ability through Scripted Role Play at SMP 3 Ngaglik Grade VIII A in the Academic Year of 2012/2013

Mahasiswa dimaksud adalah :

Nama : ROBIATUL ADAWIYAH
NIM : 08202244048
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November – Desember 2012
Lokasi Penelitian : SMP 3 Ngaglik

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

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

Kasubag. Pendidikan FBS,

Indri Robo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
Kepala SMP 3 Ngaglik



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimilie (0274) 868800
Website: slemankab.go.id, E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 3114 / 2012

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta
Nomor : 070/9204/V/11/2012 Tanggal : 29 Nopember 2012
Hal : Izin Penelitian

MENGIZINKAN :

Kepada :
Nama : ROBIATUL ADAWIYAH
No.Mhs/NIM/NIP/NIK : 08202244048
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta 55281
Alamat Rumah : Ngentak, Sapen, Caturtunggal, Depok, Sleman, Yk.
No. Telp / HP : 085743717734
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SCRIPTED
ROLE PLAY AT SMP NEGERI 3 NGAGLIK GRADE VIII A IN THE
ACADEMIC YEAR OF 2012/2013**
Lokasi : SMP N 3 Ngaglik
Waktu : Selama 3 bulan mulai tanggal: 29 Nopember 2012 s/d 29 Februari 2013

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 29 Nopember 2012

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris
u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, M.M

Pembina, IV/a

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Kantor Kesatuan Bangsa Kab. Sleman
3. Kepala Dinas Dikpora Kab. Sleman
4. Kabid. Sosial Budaya Bappeda Kab. Sleman
5. Camat Ngaglik
6. Kepala SMP N 3 Ngaglik
7. Dekan Fak. Bahasa dan Seni UNY.
8. Yang Bersangkutan



Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

070/9204N/11/2012

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Nama : ROBIATUL ADAWIYAH NIP/NIM : 08202244048
 Alamat : Karangmalang Yogyakarta
 Judul : IMPROVING STUDENTS' SPEAKING ABILITY THROUGH SCRIPTED ROLE PLAY AT
 SMP 3 NGAGLIK GRADE VIII A IN THE ACADEMIK YEAR OF 2012/2013
 Lokasi : - Kec. NGAGLIK, Kota/Kab. SLEMAN
 Waktu : 29 November 2012 s/d 28 Februari 2013

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



1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman c/q Ka. Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMP NEGERI 3 NGAGLIK

Alamat : Candi Sardonoarjo Ngaglik Sleman Yogyakarta 55581 Telpun (0274) 884160
TERAKREDITASI : A. SK. No. : 12.1/BAP/TU/XI/2010. 12 NOV. 2010

SURAT KETERANGAN

Nomor : 421 / 130 / 2012

Yang bertanda tangan di bawah ini :

N a m a : SUKENDAR, S.Pd
N I P : 19570612 197710 2 001
Pangkat/Golongan : Pembina, IV/a
J a b a t a n : Kepala Sekolah
Unit Kerja : SMP Negeri 3 Ngaglik

Menerangkan bahwa :

N a m a : ROBIATUL ADAWIYAH
N I M : 08202244048
Jurusan : Pendidikan Bahasa Inggris
Universitas Negeri Yogyakarta

Benar-benar telah melaksanakan tugas penelitian dalam rangka tugas akhir (Tesis) dengan judul *"Improving Students' Speaking Ability through Scripted Role Play at SMP 3 Ngaglik Grade VIII A in the Academic Year 2012/2013"*

Adapun pelaksanaan penelitian tersebut dilakukan pada bulan November s/d Desember 2012, dengan menggunakan siswa/siswi tahun ajaran 2012/2013.

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sardonoarjo, 3 Desember 2012

Kepala Sekolah



SUKENDAR, S.Pd

NIP. 19631007 198412 1 003