

**USING A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING  
SKILLS OF THE TENTH GRADE STUDENTS OF SMA BOPKRI  
BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014**

**A Thesis**

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



**by:**

**Elsa Priastuti**

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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

**2013**

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**APPROVAL SHEET**

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**A THESIS**

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## RATIFICATION

### USING A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE TENTH GRADE STUDENTS OF SMA BOPKRI BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014

#### A Thesis

By

Elsa Priastuti

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Accepted by the board of examiners of FBS, State University of Yogyakarta, on  
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## PERNYATAAN

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Academic Year of 2013/2014.

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

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

Yogyakarta, Desember 2013

Penulis



Elsa Priastuti

07202244073

## MOTTOS

“Therefore I say to you, whatever things you ask when you pray, believe that you receive them, and you will have them.”

(Mark 11: 24)

“The wheel is come full circle.”

(William Shakespeare)

## ***DEDICATIONS***

*I dedicate this thesis to:*

- *My Lord, Jesus Christ, who makes me have power, health and good luck to finish my thesis*
- *My beloved parents, Untoro and Sri Hartati S.Pd (your love and prayers always lead me)*
- *My sister and brother*
- *Mr.Eko for his patience and very helpful suggestions*

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Finally, I realize that this thesis is so far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that this thesis will give some contributions to the improvement of the English teaching and learning.

Yogyakarta, December 2013

The writer

Elsa Priastuti

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**Abstract**

The objective of the research was to improve the tenth grade students' speaking skills of SMA Bopkri Banguntapan through a role play technique in the academic year of 2013/2014.

This research is action research. This research consisted of two cycles with two meetings in each cycle. The subjects of this research were the students of X A, the English teacher, the researcher and the collaborator. The techniques of collecting data were observing the teaching and learning process, interviewing the English teacher and students, taking photographs, and scoring students' speaking. Hence, the data were in the form of field notes, interview transcripts, photographs, and students' speaking scores. In analyzing those data, the researcher used two methods namely qualitative and quantitative methods. In analyzing the qualitative data, the researcher did three steps namely data reduction, data display, and conclusion. In analyzing the quantitative data in the form of students' speaking scores were analyzed by comparing the mean scores.

The findings of the research showed that the use of a role play technique in this research successfully improved the students' speaking skills. The improvements covered: 1) students' fluency, pronunciation, accuracy and vocabulary in speaking English. 2) the students' behavior, i.e. the students' motivation and self-confidence to speak English in the speaking activities. Based on quantitative data sources, the students' speaking scores in the two cycles increased. From the data sources elaborated above, it can be concluded that the students' speaking skills improved.

## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

English is considered as one of the important languages to communicate with other people from different countries. Realizing that English is important in international communication, the Indonesian people need to be able to communicate in English. English is taught in every level of schools in Indonesia and it is a compulsory subject in senior high schools.

In studying English, students have to master four skills. They are listening, speaking, reading and writing. Those four skills should be taught effectively in class. Unfortunately, English teachers usually only teach reading and writing, and rarely teach listening and speaking.

As mentioned above, speaking is one of the four language skills that should be mastered by the students because speaking is very important in communication. Spratt et al (2005: 34) state that speaking is a productive skill. It involves using speech to express meanings to other people. Speaking means communication of using languages to express and transfer speaker's idea and feeling to the listeners.

However, senior high school students have not mastered speaking skill yet. They still find difficulties in learning speaking. In fact, the students of SMA Bopkri Banguntapan had also not mastered speaking skill as one of the skills that should be mastered, it was because those four skills had not been taught effectively.

The students had some problems in practicing their speaking skill. During the teaching and learning process at the tenth grade students of SMA Bopkri Banguntapan, the students seemed to have low motivation and did not pay attention seriously to the speaking skill class because they thought that English was a difficult subject. The students just studied speaking skill by completing dialogue texts in the text books provided. By having these activities, they were bored. The teaching and learning process was not interesting to them.

To overcome those problems, the researcher needs to do some efforts to improve students' speaking skills. One of the ways was to use role play in the teaching and learning process of the tenth grade students in SMA Bopkri Banguntapan.

## **B. Identification of the Problem**

Speaking is one of the four skills that needs a lot of practices. To give students sufficient opportunities to practice speaking, English teachers need to apply some activities which are suitable to students' needs. Based on the background of the study above, the researcher found some problems related to the speaking skill in SMA Bopkri Banguntapan.

The first problem came from the students. It was related to their low motivation, less self-confidence, lack of vocabulary and poor pronunciation.

Firstly, the students had low motivation because most of them were not interested in speaking English. Secondly, the students had less self-confidence because they rarely spoke English and they were afraid of making mistakes. Thirdly, the students still lacked of English vocabulary because they only learned

speaking conversations which were provided in the textbooks. Speaking or conversation materials in the textbook only contained certain expressions like greetings. Fourthly, the students had poor pronunciation. It was because the students rarely spoke English in the classroom and seldom got chance to practice speaking.

The second problem came from the teacher. The teacher only gave lecturing and monotonous activities in the teaching and learning process of speaking skills in the class. The activities in the classroom were dominated by doing the tasks from LKS or students worksheet by completing the incomplete dialogues in the LKS without having practice.

The third problem came from the materials. The materials taught were not interesting, as they were only taken from the dialogues in the books provided by the school. The dialogues material only had certain situations which were taken from the books. Moreover, the dialogues were not interesting for the students. The materials should be interesting and appropriate to the students' level so that the students were attracted to speak English in the teaching and learning process.

The last problem came from the media. The teacher only used LKS and textbook, so that the teaching and learning process was not attractive to the students.

### **C. Delimitation of the Problem**

The researcher decided to focus on the problem related to the students' speaking skills. There were many problems to be solved, but the researcher chose role play to be implemented in the speaking teaching and learning process. The

role play was expected to be able to overcome the speaking skills problems related to the students. Moreover, the role play was also expected to be able to improve students' speaking skills.

#### **D. Formulation of the Problem**

Based on the background of the study, identification of the problem and delimitation of the problem, the research question is presented as follows:

How can the role play be used to improve speaking skills of the tenth grade students of SMA Bopkri Banguntapan in the teaching and learning process?

#### **E. Objective of the Research**

The objective of the research is to improve the tenth grade students' speaking skills of SMA Bopkri Banguntapan through role play technique in the academic year of 2013/2014.

#### **F. Significance of the Research**

This research has some beneficial expectations in contributing to the English teaching and learning process. The following will be the significances of the research. They are:

1. For the institution, the researcher hopes that the result of this research will be able to give a positive contribution to the English teaching and learning process, especially to the teaching and learning process of speaking English.
2. For the English teachers of SMA Bopkri Banguntapan, the result of this research is expected to help them in improving students' speaking skills.
3. For the students of the tenth grade in SMA Bopkri Banguntapan, this research is expected to improve their speaking skills.



4. For the researcher, this research is expected to enrich her experience in teaching, conducting research, and working collaboratively with other people.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Theoretical Review**

In this part, some relevant theories which are related to this study are described. It includes Speaking and Role Play.

##### **1. Speaking**

###### **a. Definitions of Speaking**

Spratt et al (2005: 34) state that speaking is a productive skill. It involves using speech to express meanings to other people. Speaking means communication of using languages to express and transfer speaker's idea, feeling to the listeners. Cameron (2001:40) states that speaking is the active use of language to express meaning in order to the people can understand of them. It means that speaking is the active use of language. It is either oral or verbal which sometimes involves gesture or body language to make the speaking clearer.

In addition, Chaney in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non verbal language in a various kind of contexts. Speaking is an important part in language learning. It means that the speakers need to produce the target language in the form of spoken.

From the definitions of the experts above, speaking is an important activity in communication. It is the use of active language process in transferring information through speaking. Speaking expresses meaning to other people. Speaking also means taking and giving information by using verbal and non

verbal languages. To avoid misunderstanding, the speakers should be able to create the clear and understandable communication.

### **b. Micro and Macro Skills of Speaking**

Brown (2003: 142-143) divides speaking into two, micro and macro skills. The micro skills include producing chunks of language of different lengths; producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours; producing fluent speech at different rates of delivery; monitoring your own oral production and use various strategic devices-pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message; using grammatical word phrases (nouns, verbs, etc), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms; expressing a particular meaning in different grammatical forms.

While the macro skills of speaking include:

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, redundancies, pragmatic, conventions, conversation rules, interrupting and other sociolinguistic features in face to face.
- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events, and feelings, new information and given information.
- 4) Convey facial features, body language, and other non verbal cues along with verbal language.

### **c. Teaching Speaking**

Speaking is a crucial part of second language learning and teaching. It means that in the process of teaching speaking the teachers do not only teach how to communicate, but also pronunciation, and intonation. According to Kayi (2006:2), there are some considerations of teaching speaking to the learners .The

teacher should enable the students to produce the correct English speech sounds and sounds patterns. Grammatically, the students should be able to select appropriate words and sentences in their communications. At last, the teachers can make the students use the language quickly and confidently with few coincidence pauses, which is called fluency. The aim of teaching speaking is to give as much as possible of the students' opportunity to communicate with each other in the target language. Teaching speaking is very important in studying foreign language. Mastering foreign language is one of the essential contribution of the learner in school and every phase of life. Therefore, it is necessary for the language teachers to pay great attention to teaching speaking.

### **1) Principles of Teaching Speaking**

Nunan (2003: 54-56) states that there are some principles of teaching speaking. The first is being aware of the differences between second language and foreign language contexts. The second is giving the students practice with both fluency and accuracy. Giving the students practice with fluency and accuracy is needed. The third is providing opportunity for students to talk by using group work or pair work and imitating teachers' talk. Giving the students a chance to study speaking in pair or group can be the interesting activities that provide the students to practice speaking. The fourth is planning speaking tasks that involve negotiation for meaning. Speaking task means communication activities that must be appropriate and suitable to others in target language. It is involved negotiation for meaning. The students should understand about what they are being talked by asking opinion, exchange, problem solving and decision. The last is designing

classroom activities that involve guidance and practice in both transactional and interactional speaking.

## **2) Principles for Designing Speaking Teaching Technique**

In relation to the teaching speaking, Brown (2001: 275-276) states that there are some principles for designing speaking teaching technique. The first principle is the teacher uses the technique that the learners need which is based on language that focuses accuracy, interaction, meaning and fluency. The technique how to make the students become good speakers should cover the learner needs. It provides interactive activities such as playing a game or discussing solution to our surrounding crisis.

The second principle is providing intrinsically motivating techniques. English teacher needs to have a good motivating technique to encourage the students study English speaking. The English teacher should show the benefit of having good speaking in their teaching and learning process. The third principle is encouraging the use of authentic language in meaningful contexts. An English teacher needs to use the authentic language in meaningful contexts in the teaching and learning process. It is not easy to do this, but by using the resource materials the teacher can make the authentic and meaningful context.

The fourth principle is providing appropriate feedback and correction. The teacher should realize that the most of students still make some mistakes in learning a language. The teacher needs to keep controlling the activities, giving the feedback and correcting their speaking. The fifth principle is capitalizing on the natural link between speaking and listening. Speaking and listening are two

integrated skills. The teacher should teach not only in speaking learning process, but naturally also listening. The students should not lose out opportunities to combine these two skills, so they can gain listening coincide naturally. The sixth principle is giving students opportunities to initiate oral communication. Speaking is an activity that makes the students speak. In this situation, the teacher should give as much as possible interactive to them and gives interesting technique of teaching speaking to support the students studying speaking. The last principle is encouraging the development of speaking strategies. Students sometimes cannot develop their own speaking ideas to make a good meaningful communication. The teacher should help to provide it to the students to develop their speaking capability. For example, the teacher need to give some practice like asking for clarification (what), asking someone to repeat something (excuse me), getting someone's attention (hey, say, so),

In addition, Celce-Murcia (2001: 110-111) suggests that the teachers should have various actions in teaching speaking in the classroom. The skilled English teachers are needed at arranging authentic, motivating, and varied activities in the class. The teachers need to provide authentic activities in attracting the students' motivation. To improve the students' enthusiasm, using technology in teaching speaking is allowed such as playing audiotapes, and other enjoyable activities such as games, interactive activities and role play.

Besides, Harmer (2007: 345-348) gives some important points related to the teaching speaking. They are reluctant of the students to speak and take part and the teacher's role. He adds some useful ways to minimize the students'

reluctance in speaking. The first is preparation. It is good for the teacher to give the students enough time to think in their head about what they will speak. By giving quite time or planning time, the students will speak much better as they have the chance to think about it. The second is value repetition. Repetition in speaking helps the students to remember the phrases and words that are learned before in the students' memory. It also allows the students to improve what they spoke before. That means that they can think about how the words are sounded. Giving the students analysis time is required. The students can analyze what they did before and then the teachers also can give feedback after students' performance. After analyzing their performance, they can repeat what they are going to say. The third is big group or small groups, the teachers make sure that the students get chances to speak and interact in big groups or small groups. The last is mandatory participation. Mandatory participation is allowing the students to equally engage in a task without knowing who gets the turn first or who gets the next.

### **3) Classroom Speaking Activities**

There are many kinds of activities that can be applied in the teaching and learning process of speaking. Those activities include some differences purposes Harmer (2001).

#### **i. Acting from script**

In this section the teacher asks the students to perform the role play based on the dialogue scripted. Thus, the teacher is as the director and the students perform the dialogue.

## ii. Communication Games

A game is one of the activities that can help the students relaxed in learning language. This technique is particularly suitable for the children in mastering language. It is designed to provide communication among students, so that the students have to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order and different pictures.

## iii. Discussion

Discussion is an activity which discusses some problems in a small group or in pairs by forcing the students to express the ideas through the topic which is familiar to them.

## iv. Prepared talks

In this activity students have to say their ideas in form of presentation. They present and share the ideas about a certain topic in front of the class.

## v. Role Play

A popular way of speaking activities aspects is to use role play. This activity makes the students pretend that they are in a different situation, either as themselves or playing the role play of someone quite different. They can be asked as a guess at some parties and go there as a different character. They could be as themselves, pretend to be at an airport trying to check luggage, or either as themselves or other characters who take part in a television program.

## **d. Presentation, Practice, Production**

According to Harmer (2001), variation of the lesson type of language teaching which stands for presentation, practice and production. In this procedure



the contextual situation and the language are introduced then presented. After that, the students practice the appropriate words chorally repetition together with the teacher. The students then have to use the words to make sentences by themselves. Here are the stages of the procedures:

1) Presentation

The teacher presents a situation to the students. The teacher explains and demonstrates the situation.

2) Practice

In this stage, the students practice making sentence of the new form a language. Then usually the teacher puts the students to practice the sentence before listening to a few examples just to check that learning has been effective.

3) Production

This is the end stage of PPP. In the last stage the students are asked to make a situation by themselves and use their own sentences.

Besides, according to Richards (2006) there are three kind principles of language teaching procedure. The aim of PPP according to Richards is to develop fluency with the new pattern. The explanations of the procedures are as follow:

i. Presentation

The teacher presents the new grammar structure in conversation or short text forms. After having explained it, the teacher checks if students have understood.

ii. Practice

The students practice using the new structure in drills or substitution exercises.

iii. Production

The students are asked to practice using the new structure in different context by using their own content or information.

**e. Teaching Speaking at Senior High Schools**

English is one of the compulsory subjects in senior high schools which need to be learned by the students. The purpose of English in senior high schools according to school-based curriculum (2006) is to develop the students' communicative competence in oral or written language which can reach the informational level. In learning English, the students of senior high schools are demanded to communicate both in oral and written language. Furthermore, *Departemen Pendidikan Nasional* (2006) has decided the standard of competence for English in senior high schools in Indonesia.

The standard of competence for speaking skills in senior high schools is to express the meaning in the transactional and interpersonal conversation in the daily life context. The standard of competence for speaking is described below.

**Table 1: Standard of Competence and Basic Competency of Speaking**

| Standard of Competence                                                                                                                                   | Basic Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><i>Berbicara</i></b></p> <p>3. <i>Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari</i></p> | <p>3.1 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji</i></p> <p>3.2 <i>Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: mengungkapkan perasaan bahagia, menunjukkan perhatian, menunjukkan simpati, dan memberi instruksi</i></p> |

In conclusion, in learning English, the students of senior high schools are expected to communicate in oral and written language so that they are able to express and comprehend the meaning short functional texts such as descriptive, news item, narrative, transactional and interpersonal in the daily life context as level as informational.

## **2. Role Play**

### **a. Definitions of Role Play**

According to Ladouse (1995: 5) role play is activities where students are asked to play a part as either their own or somebody's character in specific situation. Harmer (2001: 273) adds in a role play the teachers add the element of giving the participants information about who they are and what they think and feel. Students must not think themselves as students, but as real participant in the situation. It can be interesting activity for them because they can explore their imagination through this activity. Here, they will be involved actively in the process of teaching and learning.

Besides, Ladouse (1995: 6) states that there are five main reasons for choosing role play. First, a very wide variety of experience can be brought into the classroom through role play. The students get vocabulary building and structures. They work in pairs and group activity, create conversation, communication, and games. By using role play the students can study speaking skills in any situation. Second, the role play puts the students in a situation in which they are required to use and develop the forms of language which are so necessary in filling the works of social relationship but which are so often neglected by the language teaching syllabus. Many students think that language is a simple mean to give information from one person to another. They have only a little bit talk, then often create unnecessary rude and abrupt. Third, some people are learning English to prepare for specific roles in their lives. The role play makes the students use the language in their various daily lives. Fourth, Role play helps shy students by providing

them a mask. Some more shy members of group may find it difficult in studying conversation. The students by having role play are free as they no longer feel that their own personality is implicated. Last, the most important reason for using role play is that it is fun. It is believed that studying in a fun way is better, in terms that the students will not be bored in studying speaking skill.

In conclusion, role play makes the students involved in the interactive activities of teaching and learning process. The role play makes the students talk about their daily activities and help the shy students to speak English. The role play is also fun, so it can improve the students' speaking skill.

#### **b. Types of Role Play**

Role play can be categorized into two groups, scripted and unscripted role play. The scripted role play activity here is the same with the speaking activity called acting from a script in Harmer (2001:271-272). Scripted role play includes interpreting either the textbook dialogue or reading text in the conversation and communication forms. Harmer (2001: 271-274) also explains that the students perform a play based on the dialogue in the script in acting from a script. In this case, the teachers should only give the students script of dialogue with certain situations. It means that the scripted role play should be used when the teacher gives new expression and certain situation. In this case, the students study the scripts then practice it in pairs or in group. In contrast, the situations of unscripted role play do not suit to the dialogue in the textbook. It means that the unscripted role play should be used when the teacher would like the students have free conversation and communication. The form of conversation and communications

are free. The students make improvisation of the situation in their dialogue themselves because the teacher does not provide the dialogue script. In these situations the students can develop their idea and opinions.

### **c. Procedure in Teaching English Using Role Play**

When the teachers want to give role play technique, they should prepare the following procedure. Firstly, the teachers should be able to create opportunities for social interaction in the English classroom. They should show situations as the example of practicing role play. Secondly, learners are asked to imagine themselves which could occur outside the classroom, like meeting a friend in the street, and to behave as if the situation really existed (Littlewood, 1981). Role play is one of the teaching speaking technique to improve the speaking skills includes into communicative activity. According to (Littlewood), that the students have to make themselves active and combine their knowledge and skill. They must perform the role play by communicating the situation as best as they can.

Moreover, according to Morales (2008:vii), the teacher also needs to give the students an opportunity to practice the role play first, before they practice it in front of the class. In the role play activities, the teacher just acts as a guide to let the students lead the activities. The teacher only needs to give them a short explanation at the beginning of every activity, and allow them to perform the role play.

## **B. Relevant Studies**

Many researchers have discussed their research in English teaching of speaking. The first is the research conducted by Ayu (2007). According to her, role play activities are very important in teaching speaking because it gives the students a lot of opportunity to practice in different social context and social roles. She also states that role play activities make the teaching and learning process of speaking more enjoyable and interesting.

The second research was conducted by Prisilia (2011). She states that role play makes the students more active in the speaking activities. The students are also more enthusiastic in doing speaking activities and their self confidence and motivation to speaking English increased.

## **C. Conceptual Framework**

The speaking skill should be mastered by the students because it is one of the important language skills. The language skills are listening, speaking, reading and writing. They should be taught proportionally in the teaching and learning process. For the speaking skill, for example, it is not emphasized, the teacher usually focuses on what the students' needs to face the National Exam.

Speaking is important for communication, in fact the students at SMA Bopkri Banguntapan still found it difficult to speak English. It was because they were not interested in studying it. They were not interested, since the materials taught were always taken from the dialogue in the books provided by the school. So, the dialogues were not interesting to the students. The materials should be interesting and appropriate to the students' level, so that the students were

attracted to speak English in class. They were also still less confident because they rarely spoke in English, as they were afraid of making mistakes and the activities of the teaching and learning process were monotonous and made the learners bored.

In brief, the teaching and learning process at school was not in line with the principles of teaching speaking as stated by Brown. Brown (2001: 275-276), states that there are principles in designing speaking techniques. The first principle is that the teacher focuses on accuracy, interaction, meaning and fluency. The second principle is the teacher needs intrinsic motivation to achieve the learning and teaching process goals. The third principle is encouraging the use of authentic language in meaningful contexts. The fourth principle is providing appropriate feedback and correction. The fifth principle is capitalizing on the natural link between speaking and listening. The sixth principle is giving students opportunities to initiate oral communication. The last principle is encouraging the development of speaking strategies. Students sometimes cannot develop their own speaking ideas to make a good meaningful communication. The teacher should help to provide them to develop their capability of it. It is necessary for the teacher to determine the suitable techniques to teach speaking.

To solve the problems, the researcher decided to use role play. Harmer (2001: 273) states that in role play, the teachers add the element of giving the participants information about who they are and what they think and feel. Students must not think themselves as students, but as a real participant in the situation. It can be interesting activity for the students because they can explore their



imagination through this activity. It is related to the second principle. Here, the students will be involved actively in the process of teaching and learning, it is related to the first principle. It is mentioned by Brown (2001: 275-276) that role play is one of the techniques that related to the principles.

In conclusion, by using the role play, the students will be interested and more confident, because in the role play the students can practice speaking in the situation in which they can create and imagine by themselves. The role play also makes class atmosphere more enjoyable and increases the interaction, motivation and opportunities to initiate oral communication of the students. As a result, role play can improve students speaking skills.

## **CHAPTER III RESEARCH METHOD**

### **A. Type of the Research**

This is action research which mainly focuses on developing the speaking skills. The research attempts to get the problems in the speaking teaching and learning process, after that find solutions of the problem. Bogdan and Biklen in Burns (1999: 30) state action research is self-reflective enquiry form that collected systematically which is intended to bring about change and improvement in practice. After collecting the information, researcher solves the problems occurred to bring change.

### **B. Research Setting**

This research study took place at SMA Bopkri Banguntapan which is located in Karangbendo Street. This research was conducted in the first semester in 2013/2014. SMA Bopkri Banguntapan has seven classrooms. They are large and have enough facilities. It also has one room for headmaster, one teacher room, one administration room, one library, one music room, one *Karawitan* room, a computer library, an UKS room, one *koperasi* room, one counseling room, one canteen, one laboratory, one court for playing basketball, seven restrooms, and two parking areas. There are 27 teachers and 275 students. Moreover, this school also has extra activities such as scout, basketball, volleyball, dance and music.

### **C. Subjects of the Research**

The main subjects of this research were the X A students of SMA Bopkri Banguntapan in the academic year of 2013/2014. The reason of choosing XA

students was that the XA students had some problems in learning English. One of the problems deals with the speaking skills. Meanwhile, the other subjects were the English teacher of SMA Bopkri Banguntapan as the collaborator and the researcher herself.

#### **D. Data Collection**

##### **1. Technique**

The data were obtained through classroom observations, interviews, the students' speaking performance test and documenting photographs. The data from the observations were transformed into the field notes. Meanwhile, the data from interviews were transformed into transcripts. In the observation, the researcher conducted a classroom observation to collect the information about what happened in the teaching and learning process. In the interview, the researcher tried to know the data about the opinion and the students' responses during the implementation of the use of role play activities to improve the students' speaking skills.

##### **2. Instruments**

The instruments of the research were the observation checklists, the interview guidelines, speaking test of the students' speaking performance, and a digital camera. The observation checklist was used to check the application of role play activities in the teaching and learning process. Meanwhile, the interview guideline was used to guide the researcher in having the interviews with the students and the English teacher. The speaking test of the students' speaking performance was used to get information about students speaking ability after the

role play activities were given to the students', whether there would be speaking improvement or not of the students speaking skills. The camera was used to take pictures as supporting data during the teaching and learning process.

### **E. Data Analysis Techniques**

The qualitative data were analyzed qualitatively. According to Miles and Huberman (1994:10), qualitative data can be analyzed by data reduction, data display, and conclusion drawing. The data reduction was done by selecting the data which are suitable to the formulation of the problems. In data display, the data were ordered and described in the form of dialogue and narration. A conclusion was made based on the data description.

While to analyze the quantitative data, the researcher used the data form of the students' speaking performance. The students' speaking performances were scored by speaking rubric proposed by Purwaningsih (2009) with some modification. The score of each student was computed to find out the mean by using Excel program. It was to analyze the improvement of each student. Moreover, it can be seen whether there was any improvement or not.

### **F. Data Validity and Reliability**

To maintain the validity of the data, as stated by Anderson in Burns (1999: 161-163), there are five criteria to fulfill the validity of a research. Those five criteria are:

#### **1. Democratic validity**

It refers to the extent in which the researcher had truly collaboration for the multiple voices. To fulfill the democratic validity, the researcher interviewed

the teacher and students to solve the problems. The researcher gave all participants opportunities to share their opinions, ideas and comments about the problems faced and to the actions.

## 2. Outcome validity

It is related to the notion of action leading to outcomes that are “successful” within the research context. To fulfill the outcome validity, the results of the research did not only solve one problem in the teaching and learning process. The researcher and the collaborator analyzed the success and the failure of the actions.

## 3. Process validity

It is related to the extent which raises questions about the process of conducting the research. To fulfill the process validity, the researcher observed the classroom activities, implemented the actions with the English teacher, and interviewed the students and the English teacher.

## 4. Catalytic validity

It is related to the extent to which the researcher allows participants to deepen their understanding of their social realities of the context and the action taken as a result of these changes, or by monitoring other participants’ perceptions of problem in the research setting. To fulfill the catalytic validity, the researcher asked the teacher and the students’ responses to the change occurred after the implementation of the actions.

## 5. Dialogic validity

It is related to the extent that parallels the process of collaborative enquiry or reflective dialogue with “critical friend”. To fulfill the dialogic validity, the researcher always has dialogues with the collaborator. Therefore, she could revise the weakness of the previous actions and plan better actions for the next meeting. It was done in the reflection.

Meanwhile, to get the reliability of the research, it is obtained by giving the genuine data, such as field notes and interview transcripts. To obtain the trustworthiness, Burns (1999: 163) proposes four triangulation techniques. They are:

### a. Time triangulation

The data are collected at one point in time to get a sense of what are involved in the processes of the changes.

### b. Space triangulation

The data are collected to the different subgroups of people, to avoid the imitation of studies conducted within one group.

### c. Investigation triangulation

More than one observer is involved in the same research setting to avoid biased interpretation.

In this research, the researcher used the time triangulation to get the trustworthiness. The researcher collected the data at one point in time. The purpose using a time triangulation is to get a sense of what factors were involved in changing process. The researcher also used the investigation triangulation and

theoretical triangulation. The investigation triangulation was used in the same research setting and helping observer avoid bias and providing checks on the reliability of the observations.

### **G. Procedure of the Research**

There are four steps in conducting action research. According to Burns (1999) the steps of this research are planning, action and observation, and reflection. The researcher followed those steps in this research. However, before implementing them the researcher identified the problems existing in field. The further explanation will be discussed below.

#### **1. Reconnaissance**

The first step of this research was reconnaissance. In this step, the researcher found out the information of the teaching and learning process at SMA Bopkri Banguntapan to identify the existing problems in the field. The first, the researcher interviewed the English teacher and also the students of XA grade. Furthermore, the researcher collected the data by conducting observation of the English teaching and learning process.

Those steps were done by the researcher in order to fulfill the democratic validity in which every participant of the research was given opportunity to give their opinions and comments during the research. Afterwards, based on the result of the interview and observation, the researcher identified many problems that occurred. The problems were related to the students, teacher, learning materials and also teaching and learning process. After the problems were identified, they were grouped based on the possibilities to be overcome. Then the researcher

determined the problems to be solved by considering the scale of priorities in solving problems.

## 2. Planning

In this step, the researcher and the English teacher made the plan for the actions to be implemented to overcome the problems. Considering the identified problems, the researcher tried to use a role play technique to improve the students' speaking skill.

In this research, the researcher conducted two cycles in which each cycles was conducted in two meetings. During the actions, the researcher tried to overcome the problems emerging in the teaching and learning process. However, before conducting the research, the researcher made the lesson plans and instruments for the observation during the research.

## 3. Action and Observation

After the plans had been made agreed together between the English teacher and researcher, the researcher implemented the plans of the action in the teaching and learning process. The teaching and learning process were observed and recorded in the form of field notes. The teacher gave the researcher feedback by observing the implementation of the actions. Based on the observations, notes, and records of the students' responses in the actions, the research members discussed the implementation. Then their evaluation was used to improve the next actions.

To assess the process validity, the researcher examined the data and identified it. In addition, to fulfill the catalytic validity, the researcher gave an



opportunity to the English teacher and students to give their response to the change occurred after the implementation of the actions.

#### 4. Reflection

The next step after completing each cycle of the action was reflection. The researcher and the English teacher discussed and evaluated the actions implemented before. The reflection was done to see what happened in the actions and to see whether the objective was achieved or not. If the actions were successful, the researcher and English teacher continued to implement the actions. When, the actions were not successful, they revised for the next cycle. This was to assess the outcome validity. To fulfill the dialogic validity, the researcher and the English teacher along with the peer observes had discussions of the actions to revise or continue to the next cycle.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents research findings and discussions. This research was conducted in two cycles. Each cycle consists of planning, action and observation, and reflection. The details of the research process are presented below.

#### **A. Research Findings**

##### **1. Reconnaissance**

###### **a. Identification of the Field problems**

To identify problems existing in the field, the researcher did a preliminary classroom observation and interviews. She interviewed the English teacher, the students of XA and observed the English teaching and learning process. She then presented a vignette of the preliminary class observation which explained the process of the English teaching and learning process in the following vignette.

Vignette

|          |                      |
|----------|----------------------|
| Date     | : 18 July 2013       |
| Time     | : 08.40 – 10.10 a.m. |
| Activity | : Observation        |
| Location | : Classroom X A      |

The English teacher and the researcher entered the classroom at 08.35 a.m. Then, the teacher greeted the students by saying “good morning students and how are you today?”. The students responded to the greeting by saying “good morning, sir. I’m fine and you? The teacher answered by saying,” I’m fine too, thanks”. Then, the teacher asked the captain of the class to lead pray and then he checked the attendance list. After that, he introduced the researcher to the students and they greeted her friendly. Afterwards, the researcher was asked to sit at the back.

Then, the English teacher started the lesson; he introduced the topic that was going to discuss today. It was about past tenses in the dialogue text. The teacher used media only from the textbook or LKS and the things at the classroom. The teacher explained briefly and gave the examples of dialogue from the text book. Afterwards, the teacher gave some exercises for the students. The teacher explained about what the students had to do. After the teacher explained the instructions, one of the students asked the teacher by saying,”. *Boleh buka kamus kan pak?*.” And the teacher answered,” *iya.*” The students began to do the tasks. Some students still looked confused and started having discussion with other students and also there were students who did not bring a dictionary, asked their friends.

During they did the tasks, there were some students laying down their head on the table, they seemed not interested in that activity. And then, the class started to be noisy because many students were having discussion and asking the words that they did not understand the meaning to their friends. At that time the teacher sat down in his chair and also looked busy writing something, the teacher sometimes stood up and asked the students to keep silent. Then, the students were silent, did their works but a few minutes later they started to have discussion again. The situation of the class was noisy.

After that, the teachers asked them to change their works then the teacher started to discuss the students’ answer. The teacher asked the students to tell their answers orally. Some students were afraid to tell their answers. When they read their answers, there were many students who made pronunciation mistakes. Sometimes, the teacher gave correction when he found his students pronounced the words incorrectly, but the teacher also often ignored whether his students pronounced the words correctly or not. They were also shy to speak individually. Then, the bell rang and the lesson ended.

Appendix C /Field note 3

From the vignette, it can be seen that the process of the English teaching and learning process did not run well. Eventually based on the vignette above, the

researcher and the English teacher discussed some problems that occurred in the field dealing with the English teaching and learning process, especially speaking. Those problems are presented in the following table.

**Table 2: Problems in the English Teaching and Learning Process in the Class of XA SMA Bopkri Banguntapan in the Academic Year of 2013/2014.**

| No  | Problems                                                                                                                                 |
|-----|------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | The students were noisy in the classroom.                                                                                                |
| 2.  | Most of the students did not bring the dictionary during the English teaching and learning process.                                      |
| 3.  | The students had low motivation in learning English, especially in speaking activities.                                                  |
| 4.  | The students had poor pronunciation.                                                                                                     |
| 5.  | Most of the students were shy and inhibited to speak.                                                                                    |
| 6.  | The students had low self- confidence in speaking.                                                                                       |
| 7.  | The students had limited vocabulary.                                                                                                     |
| 8.  | The activities in the teaching and learning process were monotonous and lacked the use of learning media.                                |
| 9.  | The materials given were mostly taken from <i>LKS</i> .                                                                                  |
| 10. | The interaction either among the students or between the students and the teacher in the English teaching and learning process was less. |
| 11. | The teacher could not handle the students well.                                                                                          |

**b. The Sharpening of the problems**

Based on the list of the problems above, it could be seen that the problems which occurred in the English teaching and learning process were related to the students, teacher, learning material and media. Therefore, the researcher and the English

teacher then discussed the problems related to the students' speaking skills which were possible to overcome. The problems are listed in the following table.

**Table 3: The Field Problems which Influenced the Students' Speaking Skills**

| No | Problems                                                                                |
|----|-----------------------------------------------------------------------------------------|
| 1. | The students had low motivation in learning English, especially in speaking activities. |
| 2. | The students had low self -confidence to speak English.                                 |
| 3. | The students had limited vocabulary.                                                    |
| 4. | The students had poor pronunciation.                                                    |
| 5. | The activities in the teaching and learning process in the class were monotonous.       |
| 6. | The students were not interested in the materials.                                      |
| 7. | The media that was used in the teaching and learning process was lack.                  |

In the teaching and learning process, they were some problems. First, the students had low motivation because most of them were not interested in studying English specially in speaking. Second, the students had less self-confidence because they did not get enough opportunity to speak English, so that they were afraid of making mistakes. Third, the students lacked of English vocabulary because they only learned speaking conversations which were provided in the textbooks. Fourth, the students had poor pronunciation. It was because the students rarely spoke English in the classroom and seldom got chance to practice speaking. Fifth, the activities in the teaching and learning process in the class were monotonous because the activities in

the classroom were only about doing the tasks from LKS or students worksheet by completing the incomplete dialogues in the LKS without having practice. Sixth, the materials taught were not interesting as they were only taken from the dialogues in the books provided by the school. The dialogues material only had certain situations which were taken from the books. Moreover, the dialogues were not interesting to the students. The last, there was lack of the media that was used in the teaching and learning process because the teacher only used LKS and text book, so that the teaching and learning process was not attractive to the students.

To give clear understanding on the research process, the whole steps of the research are presented below.

## **2. The Report of the Actions**

### **a. Cycle 1**

The teaching and learning process in Cycle 1 was conducted in two meetings. In this cycle, the researcher and the collaborator carried out three steps. They were planning, action and observation, and reflection. Those steps are described below.

#### **1) Planning**

After all factors causing the problem were analyzed, it was known that most of the students tended to be passive in speaking activities because they rarely practiced speaking. Moreover, in this stage, the researcher and the English teacher made some plans of the research. They planned some actions to be implemented. They are elaborated as follows:

- a. Using media to motivate the students to do the role play.
- b. Using pair-work and group-work activities to build the students' self -confidence to speak English.
- c. Giving the students an opportunity to prepare the dialogues.

Each of them would be described specifically in the following sections:

- a. Using media to motivate the students to do role play.

The media, such as role cards and pictures can motivate the students to do the role play activities. In addition, the role cards and pictures would also make the teacher easier to explain the materials to the students.

- b. Using pair-work and group-work activities to build the students' self -confidence to speak English.

Based on the observation in the teaching and learning process, it can be seen that the students were not confident to speak English. The researcher tried to make the students have self -confidence to speak English. Therefore, by using pair work and group work the students were expected to be more confident to speak English.

- c. Giving the students opportunity to prepare the dialogues.

The researcher would like to ask the students to perform the role play in front of the class. Before the students performed the role play in front of the class, the researcher gave them an opportunity to prepare everything related to the role play. By having preparation, the researcher supposed that they could perform the role play well.

## 2) Action and Observation

Cycle 1 was held in July and August 2013. It was conducted in two meetings. There were two topics to learn in Cycle 1, they were *introducing oneself and others* and *greeting and parting*. The data in Cycle 1 were collected through classroom observations and interviews. The implementation of the actions would be described below.

In the first meeting on July 31, 2013, the researcher explained about the expressions of *introducing oneself and others*.

R with her collaborators and ET entered the classroom. Then R greeted students by saying “good morning students followed by how are you today? The students responded to the greeting by saying “good morning, Miss. I’m fine and you? The R answered I’m fine too, thanks. Then, the researcher checked the attendance list. After that, she started the lesson.

Appendix C /field notes 5

To introduce the topic, she showed a picture of three people who are doing introducing oneself and others. Before she showed the picture, the researcher asked them whether they had ever introduced themselves or others. Most of the students answered” yes”, I have Miss”. After that she said that it was the topic that was going to be learnt. Then, she asked them some questions related to the picture for example “What are the people doing?”, “What expressions are used in that picture?” and the students answered” that is about the people who are doing introducing and they are use the expressions of introducing oneself and others. “



R: Tadi paham gak waktu saya menjelaskan pakai gambar?  
*( Did you understand, when I explained it by using that picture?)*  
 S: Ngerti kok mbak, saya jadi suka .  
*( Yes, Miss, I like it.)*  
 R: Kenapa suka?  
*( Why did you like it?)*  
 S: Bikin jelas.  
*( It made the materials clear)*  
 R: Maksudnya?  
*( What did you mean?)*  
 S: Saya jadi dong sama materinya mbk hehe.  
*( I understood the materials Miss hehe)*

Appendix D /Interview 9

Afterwards, she gave a handout consisting of the expression of introducing oneself and others and explained it. Then, she played the audio conversation to stimulate students' pronunciation and gave them the audio transcript and asked them to repeat after her.

After that, the researcher asked them worked in groups of six and it was the researcher who divided the groups and gave the worksheet containing an incomplete dialogue to each group. The students should complete the dialogue with the suitable expressions related to the topic. This activity was expected to remind the students about the functional expressions they had learnt. The students did the activity seriously.

They were also busy in deciding what expression they would use to complete the dialogue. After completing the dialogue with some expressions, they practiced pronouncing before they performed orally in front of the class. Some of the students seriously practiced the dialogue but some did not. This activity stimulated the

students to speak in English. After the students read the dialogue loudly, she asked them to perform the dialogue in front of the class, but most of them seemed doubt to do it. They said that they were afraid and shy to perform the dialogue in front of all of their classmates in the class. And finally, there were only three groups of students who wanted to perform the dialogue. Although they had learnt how to pronounce the words in the dialogue, they still did some mispronunciation. The situation can be described in the field note below.

Not long later, there were two students who were willing to perform in front of the class. After those two students performed, some other students were also willing to do the same. Some words were still wrong in the pronunciation when they performed the dialogue. It was fair considering speaking was not intensively learnt.

Appendix C /Field note 5

After some students performed the dialogue, the researcher then distributed some situation cards to the students then gave explanation about what they were going to do. She asked them to make a short dialogue based on the situation given.

Then, the researcher gave them some situation and she gave the different situations for each group. Next, the researcher explained each of the situations and how to make a dialogue.

Appendix C /Field note 5

As the preparation was done before the students performed their dialogue, the researcher always provided them opportunity to have discussion on what they were going to perform. Besides, the students had discussion with their groups; she also let the students ask questions if they found difficulties. If they found difficulties, they

could consult their dialogue transcripts to her before they performed it. The students used the time to prepare the role play effectively.

Furthermore, the students also were given a chance to practice their dialogue before they performed in front of the class. Therefore, they could master the vocabulary, pronunciation and language functions before they used them in the real role play performances. After the students had made the right preparation, the researcher asked them to perform the dialogue in front of the class. However, based on the observation when they perform in front of the class, there were a few students who still felt shy and afraid to speak and it could be seen from their low voices in the role play performances in front of the class. It can be seen in the quotation below.

|                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Students did role play happily, but there were a few students who were shy and afraid of speaking so that they spoke in low voice.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------|

Appendix C /field notes 5

The second meeting was held on August 1, 2013. The topic in this meeting was expression *greeting and parting*. The class started at 07.15 a.m. The researcher greeted the students and checked the attendance list. After that, she began the lesson. To introduce the topic the researcher showed a picture about the people doing greeting and parting. The researcher asked the students some questions related to the topic and the students answered the questions orally. After that, the researcher introduced some functional expressions related to the topic and she distributed the students a handout containing the expressions and text of dialogue as the example

about how to use those functional expressions in a conversation. Then, she explained it briefly.

After the researcher explained it, she asked the students to listen to the conversation about greeting and parting. Then, she gave the students conversation transcript and asked them to repeat after her, and also identified the expression of greeting and parting in the dialogue. After they finished identifying the expressions in the dialogue, she asked them some questions orally.

Afterwards, she asked them to work in pairs. She divided the students into 8 pairs. And then, she asked them to make a short dialogue like the example given. She explained how they should make the dialogue and then she told them some situations. After that, the students made the dialogue with the partner.



**Figure 1: The students are making the dialogue**

After the students finished their works, she asked them to practice the dialogues in front of the class, and then after all of the students practice the dialogue, the researcher distributed the role cards to each pairs and then gave the explanations

about what they were going to do. In this play, the students also made a short dialogue based on the situation in the role cards given by her. She explained the rules and the situation of each role card. It can be seen in the following field note and interviews.

Then, the role-cards containing the situation were distributed for each pair. Each pair got a different card. Next, the researcher explained every situation in the role-cards and how to make a dialogue.

Appendix C /Field note 6

R: Tadi role card yang saya berikan berguna tidak?

*(Did you think that the role card I gave you today was useful?)*

S : Role card yang mana mbak?

*(What do you mean by role card, Miss?)*

R: Itu kartu yang isinya aturan role play saya berikan tadi.

*(The card that contains the rule of role play I gave you today)*

S: Oh iya ding mbak, kartunya berguna mbak, soalnya aku jadi tambah ngerti aturan role play nya kalau pakai kartu kayak tadi.

*(Oh, I see, Miss. Yes, it was useful. I could understand easily the rules of the role play if I used that card, miss.)*

Appendix D /Interview 15

Although everything had been already listed in the role card, she kept checking the students' work to make sure that they had prepared the right role play performances. Before the students performed the dialogue, the researcher always gave the students opportunity to prepare the dialogues. Furthermore, the students also were given a chance to practice their dialogue before they performed in front of the class. Therefore, they could master the vocabulary, pronunciation and language

functions before they used them in the real role play performances. It is supported by the following pictures and quotation.



**Figure 2: The students are practicing the dialogues in the back**

While waiting for their turn to perform, the students prepared the role play in the back. Some students were enthusiastic to practice the dialogues that they had made with their partners.

Appendix C /Field note 6

After all the students made the good preparation, the researcher asked them to perform the dialogues in front of the class. In this second meeting almost of the students looked happy and enjoyed their role play performances. The students said that they were fortunate to have an adequate chance to prepare their role plays in the back before they performed it in front of the class. Therefore, they could get more experiences about what they were going to say and do in the role plays through practices in the preparation time. It could be seen in the following interviews.

R: Tadi gimana perasaanmu waktu melakukan role play didepan kelas?

*(How did you feel, when you did the role play in front of the class)*

S: Seneng mbak tapi juga deg-deg an

*( I enjoyed it miss, but still felt little nervous)*

R: Kenapa?

*( Why ?)*

S: Takut kalau tadi tiba-tiba lupa apa yang mau diomongin hehehe

*( I was afraid if I suddenly forgot what I wanted to say)*

Appendix D /Interviewed 16

In this cycle the role plays were successfully implemented, but the researcher found some problems in applying the role play. The first problem was when the researcher divided the pairs or groups, some students did not agree. This is supported by this quotation.

And now let me divide the groups, R divided the students into the pairs or the groups based on the presence. Before she continued to speak there were some students said. ' Miss, let's decided our own group" then the researcher answers," no". Then the students said again." *Wah , tidak enak miss "*.

Appendix C /Field note 6

The students wanted to decide their pairs or groups by themselves. It was because if the researcher determined their groups, they could not do the role play maximally. The second problem was the students who performed in front of the class still made some pronunciation mistakes.

### 3) Reflection of Cycle 1

After conducting the action in cycle 1, the researcher and the English teacher had a discussion to do a reflection. In this step, they analyzed the data from the observations and interviews to evaluate the actions. From the implementation above,

the reflection was used to plan the actions that would be implemented in the next cycle. The following are the results of the reflection.

- a. The media used involved pictures and the role cards. In the first cycle, the researcher used pictures to present the material. Meanwhile, the researcher used role cards to support the students to perform the role play. By using those role cards the students could understand easily the rules of the rule of the role play that they were going to perform in front of the class.
- b. Using pair-work and group-work activities to build the students' self -confidence to speak English. In Cycle 1, the researcher used pair-work and group-work. In the first meeting the researcher divided the students in six groups and in the second meeting the students were divided into eight pairs.
- c. Every group was given an opportunity to discuss and prepare everything that they would say and do in their performances. Furthermore, the students could also consult and practice the dialogues before they had their real role play performances in front of the class. Therefore, the implementation of role play in Cycle 1 was successful to make the students more confident to speak English. Some student were brave to speak and act out in front of the class. However, there were still some pronunciation mistakes made by the students but overall their performances were good.



R: Menurut kamu berlatih dialog terus membuat dialog dan mempratekannya didepan kelas itu gimana?  
*(What do you think about practicing then making dialogue and performing it front of the class?)*  
 Ss: Melatih mental mbak.  
*(More brave Miss)*  
 R: Maksudnya?  
*(What do you mean?)*  
 SS: Ya, sebelum-sebelumnya kan jarang banget, Miss. Kalo berlatih dialog terus mungkin bisa lebih mudah ngomong bahasa Inggris.  
*(I rarely do such activity, Miss. If I keep practicing dialogue maybe I can speak English easily.)*

Appendix D / Interview 18

#### 4) Findings of Cycle 1

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

1. Media were very effective to make the students enthusiastic to perform the role plays. Media could also make the teacher's explanation more communicative, so the students could understand it easily.
2. Using pair-work and group-work activities make the students confident to speak English in front of the class.
3. Giving the students an opportunity to choose their own pairs or groups role play was successful to make the students more confident to speak English in front of the class.

Although the students' speaking performance, vocabulary, motivation, and self confidence could indicate the successful actions in Cycle 1, the researcher still found some difficulties in this cycle. The difficulties it can be seen the following points.

1. Some students still made some mistakes in pronouncing the words.
2. Some students did not agree with the way the researcher divided the groups or pairs. They said that that they were not comfortable to work with the groups or pairs made by the researcher because the members were not cooperative.

Furthermore, the problems above would be the main consideration to plan the next actions in Cycle 2.

#### **b. Cycle 2**

The teaching and learning process in Cycle 2 was conducted in two meetings. It was done through three steps of action. They were planning, action and observation, and reflection. The detail of the steps will be discussed below.

##### **1) Planning**

Based on the reflection of Cycle 1, there were some improvements of the students in each action. However, there were still problems occurred during Cycle 1. Therefore, the next cycle was decided to be conducted. The actions which were used in Cycle 1 would still be used in Cycle 2 with some modifications. Before designing further planning for the next cycle, there were some improvements of the students during the English teaching and learning. The students' improvements are presented in table 4. The actions that would be implemented in Cycle 2 are formulated in the table 5.

**Table 4: The students' Improvements in Cycle 1**

| <b>Problems</b>                                                                  | <b>After implementing actions in cycle 1</b>                                        |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| The students had low motivation in learning English                              | The students were motivated in learning English.                                    |
| The students had poor pronunciation and limited vocabulary                       | The students made pronunciation improvement and had rich vocabulary.                |
| The students were afraid to speak English                                        | The students were brave and confident to speak English.                             |
| The teacher used monotonous method in the English teaching and learning process. | There were various activities applied in the English teaching and learning process. |

From the table above, it could be seen that almost problems have been covered. However, there were some problems appeared during the implementation of the role play technique in Cycle 1.

Therefore, based on the reflection and the general findings in Cycle 1 the researcher and the English teacher decided to implement the next actions in Cycle 2. Basically, the actions in this cycle were still focused on the same technique in Cycle 1. The actions in Cycle 2 were planned as follows.

**Table 5: The Actions Applied in Cycle 2**

| No | Actions                                                      |
|----|--------------------------------------------------------------|
| a. | Using media to motivate the students to do role play.        |
| b. | Letting the students choose their partner freely.            |
| c. | Giving the students an opportunity to prepare the dialogues. |
| d. | Giving rewards to the students.                              |
| e. | Giving pronunciation feedback.                               |

The efforts are described as follows:

- a. Using media to motivate the students to do role play.

Using pictures could make the role play more interesting. It was because that the pictures could create the situation of the role play became more natural and vivid, so they can motivate the students to do role play.

- b. Letting the students choose their partner freely.

Letting the students choose their partner by themselves in studying speaking would make the students confident in speaking. Therefore, the researcher gave the students opportunity to choose their partner by themselves because they would enjoy and felt free in front of their own close friends.

- c. Giving the students an opportunity to prepare the dialogues

It still remained the same with the previous cycle where the students were given opportunity to have preparation before they performed the role play. The students had

time to make a script dialogue and also could consult whether the script dialogues were correct or not. Furthermore, the students could also practice the script with their partner before they performed role play in front of the class.

d. Giving rewards to the students

In this cycle, during the implementation of role play, the researcher gave rewards to the students. She gave a pen as a compliment to the best students' performance. After they had finished performing the role play, the researcher also said "Great", "well", "Good", and Excellent".

e. Giving pronunciation feedback

The researcher was watching the students' speaking performance. The researcher noted some little mistakes that the students made. The students commonly made mistakes in pronouncing the words they spoke. The researcher corrected their pronunciation after they finished performing the role play in front of the class.

## **2) Action and Observation in Cycle 2**

Cycle 2 was conducted in two meetings. They were on August 21 and 22, 2013. In this cycle, the topic of the material was the expression of *accepting invitation*. In this cycle, while the researcher implemented the action, the collaborator 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 she implemented in Cycle 2.

The first meeting of the second cycle was done on 21 August 2013. The topic discussed was expression of *accepting invitation*. Before the researcher began the lesson she showed a picture and asked them “what the picture is it?”, “Have you ever accepted invitation” and “how do you accept the invitation”. Then, there were some students answered the questions correctly.

Then she gave the students an example of how to use those functional expressions, the researcher distributed a handout about the kinds of the expression accepting expressions. She explained briefly then read aloud the expression together with all the students.

To give the students an example of how to use those functional expressions, she played audio conversation. After the end of the audio conversation, she asked some questions related to the dialogue. Then, the researcher gave a transcript for the students and asked them to repeat and discuss that dialogue together.

Afterwards, she distributed other dialogues. Before they read aloud the dialogue, she guided them to pronounce the expression first. After that, they read it aloud three times to avoid mispronunciation and then she asked them to work in pairs and they choose their partner by themselves. The students looked happier when they knew that she asked them to find their partner by themselves. It can be seen by the quotation below.

Ok now please choose your partner for the role play, you can choose by yourselves. Then the students say” horree”, they looked very happy when they have already found their partners.

Appendix C / Field note 7

After they had a partner, she gave the students some situations for each pair and asked them to make a dialogue based on the situation given. Before they made the dialogue, she gave the example about how they should make the dialogue.

After they finished it, she asked them to perform the dialogue in front of the class. When she asked them to perform the dialogues, they enthusiastically raised their hands and wanted to perform the dialogue. Since they started to make some noises, she pointed some students who were passive during the learning process to come in front of the class to perform the dialogue they had made.

After some students performed the dialogue, she distributed some pictures and then she explained the pictures of the role play situation that they should perform in front of the class. Since the time was up before the students make the dialogue, the lesson continued the following day.

The second meeting was conducted on August 22, 2013. To remind the students with the topic, she asked them about the functional expressions they learnt in the previous meeting. She did some warming up to the students, and she reminded the lesson the day before.

R asked the students about the lesson in previous meeting. The researcher asked the students the functional expressions learned in the previous meeting. The researchers asked them about the last lesson.

Appendix C /field note 7

Afterward, the researcher repeated the materials, she asked them about the expressions of making, accepting, and canceling invitation. The students answered the researcher questions correctly and then she continued the lesson. After that, she gave them some pictures and asked them to work in pairs then she gave each pairs different pictures. Afterwards, she explained what they were going to do. When the students were doing this activity, she monitored them by approaching their desk to see whether they understood the instruction or not.



**Figure 3: The researcher are monitoring the students**

After all of the students finished making the script of the dialogue, the researcher gave the time to the students to practice the dialogue first, before they performed it in front of the class. In addition, based on the interview conducted with the students, they could be fluent and confident to speak English during the role play



performances, because they had prepared all what they wanted to say and do well.

The students' preparation could be seen in following quotation.

The students started to prepare the role play. They worked together to make scripts and also concept of the role play that they were going to perform in front of the class. Everyone looked enthusiastic to share ideas and arguments in the discussion. Some students consulted their scripts to R. R checked it and gave correction if there were mistakes found. Meanwhile, the other students looked practicing the scripts in the back. They were very serious to prepare their role play performances.

Appendix C /Field Note 7

R: Menurut kamu persiapan sebelum melakukan role play itu penting gak?

*(Is the preparation before doing the role play important?)*

S: Penting lah mbak, kalau tidak ada persiapan ak tidak PD mbak.

*(Yes, of course. If there is no preparation, I'm less confident.)*

R: Kenapa?

*(Why?)*

S: Bisa jadi lebih siap buat role play nya Mbak.

*(It makes me more confident.)*

Appendix D / Interview 24

To keep maintaining the students' enthusiasm and motivation to speak English, the rewards were given in term of points/ score and compliments. The researcher gave a point and compliment for the pair which they had performed their speaking in each meeting. During this cycle, this action could motivate the students more enthusiastic and confident to perform the role play in front of the class. Giving rewards was effective to motivate the students to be more active in speaking. This could be inferred from the quoted interview below.

R : Adik-adik senang tidak kalau semisal habis mengerjakan tugas dapat pujian.

*(How do you feel when you do the role play well and have compliment)*

Ss : Ya senang lah Miss

*(We are happy Miss)*

R : Kenapa?

*(Why?)*

Ss :” Jadi tambah semangat aja mb kalau dikasih pujian

*( we have more spirit if we get compliment)*

Appendix D/ Interview 28

From the quotations above, it could be inferred that giving rewards to the students could keep maintaining their motivation to speak in the teaching and learning process.

Besides that, the researcher planned to give feedback to the students' pronunciation during the actions in order that the students knew how to pronounce the English words correctly and did not make the same mispronunciation.

### **3) Reflection of Cycle 2**

The reflection evaluated the implementation of some actions that had been revised based on the reflection of Cycle 1. After implementing actions in Cycle 2, the following are the results of the reflection:

- a) Using media to motivate the students.

The use of the media was expected to help the students in learning material and get more attention in teaching and learning process. The researcher used pictures media to present the material and support the students to perform the role play, by

using those pictures the students could understand the situation easily of the role play that they were going to perform in front of the class.

b) Letting the students to choose the partner freely.

When they chose the partner freely it enabled the students to speak English freely and they were happy to work with their partner. Then, the students could work more seriously and performed well.

c) Giving the students an opportunity to prepare the dialogues.

The students could perform the role play maximally when they had prepared all what they wanted to act in front of the class well. In the preparation, they were given opportunity to prepare and practice the scripts that they made before they went to perform the role play. Furthermore, when they had some difficulties about the vocabulary, pronunciation, grammar and everything about the role play they were going to perform, they could ask the teacher to correct them. Therefore, the students could be ready and confident when they perform it.

d) Giving the students rewards

The use media in Cycle 1 was successful to make the students enthusiastic to perform the role play. However, the students had not looked maximal in performing the role play yet. During the Cycle 2, giving rewards was implemented by the researcher. Giving rewards was to enhance the students' motivation to speak English during the teaching and learning process. After the researcher implemented this action, the students became more active in the teaching and learning process.

Moreover, the students were enthusiastic with this activity. As the results, some students prepared the role play more seriously and perform the dialogue in front of the class without being shy anymore.

e) Giving pronunciation feedback

The use of the pronunciation feedback was to help the students avoid making mistake in pronouncing the words. The researcher gave feedback of pronouncing the words they spoke in the speaking activities. By giving feedback the students could know the correct and incorrect pronunciation.

#### **4) Findings of Cycle 2**

- a. Using a picture as media in the teaching and learning was effective to increase the students' motivation in learning English and make the teacher's explanation more communicative.
- b. It was good to give students an opportunity to design their own groups of role play. It could make the students more responsible and comfortable working with their own group.
- c. By giving the students opportunity to prepare the dialogues by themselves first made them more ready and confident.
- d. Giving the students rewards was to enhance the students' motivation to speak English during the teaching and learning process.

- e. Giving pronunciation feedback made the students understand the pronunciation of the words that they spoke and pronounce the English words correctly. They did not make some mistakes anymore.
- f. A role play was an effective technique to improve the students' speaking skills. The students could be more motivated and confident to speak English through role play. Furthermore, the students were happy and interested to join this activity.

### **3. General Findings**

- a. Role play was an effective technique to improve the students' speaking skills. The students could be more motivated and confident to speak English through role play.
- b. Students were more responsible in performing speaking if they chose the members of the group or pair by themselves. Therefore, giving the students opportunity to design their own group or pair was good enough.
- c. Teaching media such as role cards and pictures made the students understand easily the rule and situation of the role play that they were going to perform. Furthermore, media made the teacher's explanation more communicative and easy to understand.
- d. Giving rewards could make the students perform the role play maximally. The students were more motivated when they got appreciation after they had done the activity.

- e. Giving feedback to the students' pronunciation was successful to make the students pronounced the English words correctly and did not make the same mistakes, although sometimes some of them asked about the pronunciation of the English words.

Based on the findings above, there were some improvements and changes related to the speaking skills in the implementation during Cycle 1 and 2. The results of the changes are described below.

**Table 6: The Changes during Implementation of the Actions**

| Before actions were conducted               | After the actions were conducted                                                                                                        |                                                                                                                            |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|                                             | Cycle 1                                                                                                                                 | Cycle 2                                                                                                                    |
| The students had low motivation             | By using media for the students' role play performances, the students were enthusiastic to perform the role play in front of the class. | Giving rewards to the students. With using rewards the students could be more active in the teaching and learning process. |
| The students had less self-confidence       | The students' self-confidence in speaking practice improved.                                                                            | The students' self-confidence in speaking practice improved higher.                                                        |
| The students were still lack of vocabulary. | Only few students were able to use appropriate words in practicing speaking.                                                            | All students were able to use and choose appropriate words in practicing speaking.                                         |
| The students were still poor pronunciation. | Some students still made mistakes in their pronunciation.                                                                               | The students were able to pronounce English words correctly.                                                               |

continued

continued

|                                          |                                                                                                                          |                                                                                                                                                                 |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The speaking activities were monotonous. | Role play technique was implemented and the students become motivated to join the activities and actively speak English. | With conducting role play with different topics and media in every meeting the students were very enthusiastic to join the activity and speak English actively. |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|

In this part, the researcher discussed the result of the students speaking score which was got during the implementation of role play in the teaching and learning process. The scores were taken from the last activity in which she asked each pair and group to practice speaking English in front of the class. Both English teacher and she gave their own score. This could also be seen from the following table.

**Table 7: Mean Score in Cycle 1**

| Aspects         | Mean scores in Cycle 1 |
|-----------------|------------------------|
| <b>Fluency</b>  | 7.20                   |
| <b>Accuracy</b> |                        |
| Grammar         | 6.77                   |
| Pronunciation   | 7.18                   |
| Vocabulary      | 6.88                   |

In reference from the table above, the means score in Cycle 1 for fluency was 7.20, grammar was 6.77, pronunciation was 7.18, and vocabulary was 6.88. Then the mean score of four aspects in Cycle 2 is presented in the following table.

**Table 8: Mean Score in Cycle 2**

| Aspects         | Mean scores in Cycle 2 |
|-----------------|------------------------|
| <b>Fluency</b>  | 8.06                   |
| <b>Accuracy</b> |                        |
| Grammar         | 7.29                   |
| Pronunciation   | 7.82                   |
| Vocabulary      | 7.29                   |

From the table above, the students' score of fluency was 8.06, grammar was 7.29, pronunciation was 7.82, and vocabulary was 7.29 during the Cycle 2. Then, the comparison of the score between Cycle 1 and Cycle 2 is presented in the following table.

**Table 9: Comparison the Score of Cycle 1 and Cycle 2**

| Aspects         | Mean scores in Cycle 1 | Mean scores in Cycle 2 | Gain score |
|-----------------|------------------------|------------------------|------------|
| <b>Fluency</b>  | 7.20                   | 8.06                   | 0.86       |
| <b>Accuracy</b> |                        |                        |            |
| Grammar         | 6.77                   | 7.29                   | 0.52       |
| Pronunciation   | 7.18                   | 7.82                   | 0.64       |
| Vocabulary      | 6.88                   | 7.29                   | 0.41       |

In reference to the table above, all speaking aspects increased. The gain score of fluency was 0.86. Then, the grammar gain score was 0.52 and the pronunciation was 0.64, and lastly, the gain score of vocabulary was 0.41. Overall, the scores of the aspects improved.



## **B. Research Discussions**

The research was focused on using a role play technique to improve the students' speaking skills. From the observation and interview at reconnaissance stage, it could be concluded that many problems appeared in the teaching and learning process were related to speaking. It could be seen from the teaching and learning process when the students were afraid to speak in front of the class. They also had difficulties in some speaking aspects. Moreover, the activities in the class could not support their speaking.

There were some techniques applied and developed to help the researcher to improve the students' speaking skills, and role play can be one of the solutions. The role play technique was chosen for some considerations. The role play technique can bring a lot of real life experiences into the classroom. The teacher made the students involved in any situation that encourage them to use the target language more often and they can act as somebody else. The most important reason perhaps is that role play is fun. It can be an alternative activity to overcome the monotonous activities in the classroom.

To overcome the problems, several actions were conducted. Using a Role play technique was implemented both in the first and second cycles. Those were combined with some actions such as using a media, using pair- work and group- work activities and giving rewards. The aims of those actions were to improve the students' speaking skills and to give them opportunities to speak.

Regarding the findings of Cycle 2, all actions successfully improved the students' speaking skills and the objective of the research was achieved. The researcher and the English teacher agreed to end the research in this cycle.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND DISCUSSIONS**

This section contains the conclusions of the discussions in Chapter 4, implications, and some suggestions for the students of SMA Bopkri Banguntapan, English teacher in SMA Bopkri Banguntapan, and other researchers. The discussion of each part is presented below.

#### **A. Conclusions**

The action research was held from July to August at grade ten of SMA Bopkri Banguntapan during the first semester of the academic year of 2013/2014. The research used role play technique to improve the student's speaking skill. The role play applied in this research was unscripted role play. The students were given some situations and pictures to have role play either in pairs or a group. So, the students did not bring any scripts when they had performances in front of the class. Based on the research findings and discussion the previous chapter, it can be concluded that the use of role play technique was successful in improving the students' speaking skills. To support this result, there were two types of data presented in this research. The first data were qualitative data and the other data were quantitative.

The researcher found that the implementation of role play that was supported by some other actions such as using pair work- group work activities, giving the students opportunity to prepare the dialogues, giving rewards, giving feedback pronunciation and using media during the teaching and learning process. This research gave the students opportunity to practice speaking, made the

students enthusiastic to involve themselves in the speaking activities, built the student's confidence to speak English and improved the students' vocabulary, pronunciation, fluency and accuracy in speaking English. Meanwhile, in the term of quantitative data, the improvement of the students' speaking skills was supported by the students' speaking scores. The gain score of fluency was 0.86. The grammar gain score was 0.52. Furthermore, the gain score of pronunciation was 0.64 and vocabulary was 0.41.

## **B. Implications**

The results of the research gave some implications to the research members. The implications of the actions are presented in the following details.

1. The actions of using role play made the speaking activity more interesting and enjoyable. Therefore, the students were interested and enthusiastic to join this activity. Through role play, the students got an enough time to practice speaking. It implies that the teacher can use role play to improve the students' speaking skill.
2. In addition, it improved the students' interaction, confidence and enthusiasm to speak in the teaching and learning process. By implementing role play, the students can speak and interact with the members of the group and pairs to do the work. It implies that the English teacher needs to use role play to improve the students' interaction among members of the group and pairs in the teaching and learning process.
3. The use of media like role cards and pictures in the role play activities was able to make the students more motivated to do the speaking performance. It made

the students can easily understand what they had to do all in the role play. It implied that the teacher should use appropriate media that were related to the role play to motivate the students in performing the role play.

### **C. Suggestions**

After conducting this research, the researcher proposes some suggestions for the English teachers of SMA Bopkri Banguntapan, students of SMA Bopkri Banguntapan, and other researchers. They are presented below.

#### **1. For the English teachers of SMA Bopkri Banguntapan**

It is necessary for the English teachers especially the English teachers of SMA Bopkri Banguntapan to improve the students' speaking skills. They need to use appropriate activities and techniques which are related to the students' problems in teaching and learning speaking. It will be useful for them to use role play technique in teaching speaking. Related to the teaching speaking through role play, there are some stages that the teachers have to do. First, the teacher should provide media to make role play more interesting. Second, the teacher should make sure that all the students have good preparation before they performed.

#### **2. For the students of SMA Bopkri Banguntapan**

The students should be more active and confident to practice speaking because they get a chance to improve their speaking skills through role play. They should be more active practicing speaking English in English lesson. They should be able to do it outside the class. The students do not need to be shy and afraid anymore to speak English loudly because through role play they have appropriate guidance in

speaking activities. By doing this activities the students can build their self-confidence to speak English.

### 3. For other researchers

For the other researchers who will have the same study, they should have a good preparation before using role play in teaching and learning process. The preparation involves designing the topic of the role play, managing the time, providing the media for the role play, and controlling the students' activities.

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# **Appendix A**

## **Course Grid**

### COURSE GRID

**SCHOOL** : SMA Bopkri Banguntapan  
**GRADE/SEMESTER** : X/ 1  
**SKILL/CYCLE** : Speaking/1

#### STANDARD OF COMPETENCE:

3. Expressing the meaning of transactional and interpersonal dialogues in the daily life context.

#### BASIC COMPETENCE:

3.1 Expressing the meaning in transactional and interpersonal, formal and informal dialogues accurately, fluently, and acceptably by using simple oral language in daily life context and involving the various functions: introducing, greeting and parting, accepting invitation/offer, accepting appointment, and cancelling appointment.

| Indicators                                                                                                   | Learning objective                                                                                                         | Learning materials                                                                                                  | Learning activities                                                                                                                                                               | Media                                                       | Time Allocation | Sources                                                     |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------|-------------------------------------------------------------|
| 1. Identifying the expressions of introducing oneself and others.<br>2. Using the expressions of introducing | At the end of the lesson, students are able to express the expressions of introducing oneself and others in the daily life | Introducing oneself:<br>- Let me introduce myself. My name is....<br>- I'd like to introduce myself. My name is ... | Presentation:<br>• The teacher shows a picture about introducing oneself and others expressions to the students and asks them some questions related to the picture. (Activity 1) | - Worksheet (Activity)<br>- Role Cards<br>- Audio Recording | 4 x 45 minutes  | Interlanguage: English for Senior High School Students<br>X |

|                                                                             |          |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                      |
|-----------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------|
| oneself and others with correct pronunciation and vocabulary appropriately. | context. | Responses:<br>-Pleased to meet you. I'm....<br>-Nice to meet you. I'm.....<br>Introducing others expressions:<br>-I would like to introduce you to ....<br>-Let me introduce ...<br>Responses:<br>-Nice to meet you<br>-Glad to meet you.<br>Vocabulary list :<br>Introduce<br>Pleased<br>Meet<br><br>Pronunciation:<br>Introduce /, ɪ n. trə' dju: s/<br>Pleased /pli: zd/<br>Meet /mi: t/ | <ul style="list-style-type: none"> <li>• The students answer the teacher's questions orally.(Activity 1)</li> <li>• The teacher explains the expressions of introducing oneself and others.</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>• The teacher asks the students to listen to the audio conversation.(Activity 2)</li> <li>• The students are given a transcript of conversation and asked them to repeat the dialogue after the end of the audio conversation.(Activity 2)</li> <li>• The students are asked to practice the conversation of introducing oneself and others and focus on the right pronunciation.(Activity2)</li> <li>• The students work in groups to complete the dialogues and practice them orally.(Activity 3 and 4)</li> </ul> | – Pictures | Developing English Competencies for Grade X Senior High School (SMA/MA).<br><br>English Zone for Senior High School Students Year X. |
|-----------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------|

3. Responding to the expressions of introducing oneself and others appropriately.

|                                                                                                                                                                                                                                                                |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |  |  |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Grammar:</b><br/>Let <i>me</i> introduce <i>myself</i>. <i>My</i> name is Sandra.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Production:</b></p> <ul style="list-style-type: none"> <li>The students do a role play in groups based on the situation given. (Activity 5)</li> <li>The students perform a dialogue in front of the class.</li> </ul> |  |  | <p><b>Interlanguage:</b><br/>English for Senior High School Students X.<br/>Developing English Competencies for Grade X Senior High School (SMA/MA).</p> |
| <p>1. Identifying the expressions of greeting and parting.</p> <p>2. Using the expressions of greeting and parting with correct pronunciation and vocabulary appropriately.</p> <p>3. Responding to the expressions of greeting and parting appropriately.</p> | <p>At the end of the lesson, students are able to greet and say parting expressions in daily life context.</p> | <p><b>Greeting:</b></p> <ul style="list-style-type: none"> <li>How do you do?</li> <li>How are you?</li> </ul> <p><b>Partings:</b></p> <ul style="list-style-type: none"> <li>Good night.</li> <li>Goodbye</li> <li>See you later.</li> </ul> <p><b>Vocabulary list:</b><br/>Thank<br/>Meet</p> <p><b>Pronunciation list:</b><br/>Thank /θæŋk/<br/>Meet /mi:t/</p> | <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>The teacher shows pictures about greeting and parting expressions to the students and asks them some questions related to the pictures. (Activity 1)</li> <li>The students answer the teacher's questions orally. (Activity 1)</li> <li>The teacher explains the expressions of greeting and parting and then gave the example of the dialogue.</li> </ul> <p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>The teacher asks the students to listen to the audio conversation about</li> </ul> |                                                                                                                                                                                                                              |  |  |                                                                                                                                                          |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |                                                               |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------|
|  |  |  | <p>greeting and parting.<br/>(Activity 2)</p> <ul style="list-style-type: none"><li>• The students are given a transcript of conversation and asked to repeat the dialogue after the end of the audio conversation.(Activity2)</li><li>• The students are asked to identify the expressions in the dialogue and answers the questions related to the audio conversation.(Activity2)</li><li>• In pairs, the students make a short simple dialogue and practice it like the example given.<br/>(Activity 3)</li></ul> <p>Production:</p> <ul style="list-style-type: none"><li>• In pairs, the students practice making a dialogue based on situations in the role cards, then practice it in front of the class<br/>(Activity 4)</li></ul> |  |  | English Zone<br>for Senior High<br>School Students<br>Year X. |
|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------|

## COURSE GRID

**SCHOOL** : SMA Bopkri Banguntapan  
**GRADE/SEMESTER** : X/ 1  
**SKILL/CYCLE** : Speaking/2

### STANDARD OF COMPETENCE:

3. Expressing the meaning of transactional and interpersonal dialogues in the daily life context.

### BASIC COMPETENCE:

3.1 Expressing the meaning in transactional and interpersonal, formal and informal dialogues accurately, fluently, and acceptably by using simple oral language in daily life context and involving the various functions: introducing, greeting and parting, accepting invitation/offer, accepting appointment, and cancelling appointment.

| Indicators                                                   | Learning objective                                                                                                | Learning materials                                                                                                                                                    | Learning activities                                                                                                                                                                                                     | Media                                                                                                             | Time Allocation | Source                                                    |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------|
| 1 Identifying the expressions of accepting invitation.       | At the end of the lesson, students are able to use the expressions of accepting invitation in daily life context. | Making invitation:<br>- Would you like to.....<br>- I'd very much like you to ....<br><br>Accepting invitation:<br>- That's very kind of you.<br>- That sounds a nice | Presentation:<br><ul style="list-style-type: none"> <li>The teacher shows a picture about accepting invitation expressions to the students and asks them some questions related to the picture. (Activity 1)</li> </ul> | <ul style="list-style-type: none"> <li>Worksheet (Activity)</li> <li>Audio Recording</li> <li>Pictures</li> </ul> | 4 x45 minutes   | Interlanguage: English for Senior High School Students X. |
| 2 Using the expressions of accepting invitation with correct |                                                                                                                   |                                                                                                                                                                       |                                                                                                                                                                                                                         |                                                                                                                   |                 |                                                           |

|                                             |  |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |                                                                                                                                      |
|---------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------|
| pronunciation and vocabulary appropriately. |  | idea.<br>Refusing invitation:<br>- I'm very sorry, I don't think I can.<br>- I'd like to, but....<br>Vocabulary list:<br>Idea<br>Think<br>Attend<br>Party<br><br>Pronunciation:<br>Idea/aɪ'dɪə/<br>Think /θɪŋk/<br>Attend /ətɪŋk/<br>Party/'pɑ:ti/ | <ul style="list-style-type: none"> <li>The students answer the teacher's questions orally. (Activity 1)</li> <li>The teacher explains the expressions of accepting invitation. Practice:               <ul style="list-style-type: none"> <li>The teacher asks students to pay attention to the audio conversation about accepting invitation. (Activity 2)</li> <li>The students get the transcript of the conversation about expressions of accepting invitation and then repeat the dialogue after the end of the audio conversation. (Activity 2)</li> <li>The students discuss the expressions in the dialogue and answers the questions related to the audio</li> </ul> </li> </ul> |  |  | Developing English Competencies for Grade X Senior High School (SMA/MA).<br><br>English Zone for Senior High School Students Year X. |
|---------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|  |  |  |  | <p>conversation.<br/>(Activity 2)</p> <ul style="list-style-type: none"><li>• The students get another dialogue and then pronounce the expressions with the guidance from the teacher and practice it.(Activity 3)</li><li>• In pairs, make a simple dialogue with the expressions of making, accepting and refusing an invitation then practice it.(Activity 4)</li></ul> <p>Production:</p> <ul style="list-style-type: none"><li>• In pairs, make a dialogue consist of making, accepting, and refusing an invitation expressions based on the pictures given.<br/>(Activity 5)</li></ul> |  |  |  |
|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|



## **APPENDIX B**

### **Lesson Plans**

## LESSON PLAN

School : SMA Bopkri Banguntapan

Subject : English

Grade/Semester : X/1

Skill : Speaking

Time Allocation : 2 X 45 minutes

Standard of Competence : 3. Expressing the meaning of transactional and interpersonal dialogues in the daily life context

Basic Competency : 3.1 Expressing the meaning in transactional and interpersonal, formal and informal dialogues accurately, fluently, and acceptably by using simple oral language in daily life context and involving the various functions: introducing, greeting and parting, accepting invitation/offer, accepting appointment, and cancelling appointment.

### A. Indicators :

1. Identifying the expressions of introducing oneself and others.
2. Using the expressions of introducing oneself and others with correct pronunciation and vocabulary appropriately
3. Responding to the expressions of introducing oneself and others appropriately.

### B. Learning Objective

At the end of the lesson, students are able to express the expressions of introducing oneself and others in the daily life context.

C. Materials

Enclosed (Appendix)

D. Method : PPP ( Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher shows a picture about introducing oneself and others expressions to the students and asks them some questions related to the picture. (Activity 1)
- 2) The students answer the teacher's questions orally. (Activity 1)
- 3) The teacher explains the expressions of introducing oneself and others.

b. Practice

- 1) The teacher asks the students to listen to the audio conversation. (Activity 2)
- 2) The students are given a transcript of conversation and asked them to repeat the dialogue after the end of the audio conversation.(Activity 2)
- 3) The students are asked to practice the conversation of introducing oneself and others and focus on the right pronunciation.(Activity 2)

- 4) The students work in groups to complete the dialogues and practice them orally.( Activity 3 and 4 )

c. Production

- 1) The students do a role play in groups based on the situations.  
(Activity 5)
- 2) The students perform a dialogue in front of the class.

3. Closing Activities

- a. The teacher asks the students' difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

F. Source:

- Priyana. Joko. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Depdiknas.
- Doddy. Achmad .2008. *Developing English Competencies for Grade X Senior High School (SMA/MA): Jakarta: Pusat Perbukuan Depdiknas.*
- Eka, Mulya, A.2010. *English Zone for Senior High School Students Year X*. Jakarta: Erlangga.

## G. Assessment

| No | Name | Fluency | Accuracy |               |            | Score |
|----|------|---------|----------|---------------|------------|-------|
|    |      |         | Grammar  | Pronunciation | Vocabulary |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |

Maximum score 4x10=40

Bantul, July 2013

English Teacher,

Researcher,

Sugihartono, S.Pd

Elsa Priastuti

07202244073

## TASKS UNIT



### Activity 1

**Look at the picture! Listen to your teacher's explanation and answer your teacher's questions orally.**



1. Look at the picture! What are the people doing?
2. What expressions are used in that picture?

**Study the expressions of introducing oneself and others:**

#### Expressions of introducing oneself:

- Let me introduce myself. My name is ...
- I'd like to introduce myself. My name is ...
- Allow me to introduce myself.  
My name is.....
- Responses:
- Pleased to meet you. I'm....
- Nice to meet you. I'm.....

#### Expressions of introducing others:

- I would like to introduce you to ....
- Let me introduce ...
- I'd like you to meet ...
- Responses:
- Nice to meet you.
- Glad to meet you.
- Pleased to meet you.

**Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.**

Pronunciation and vocabulary list:

| Words     | Phonetic transcription | Indonesian     |
|-----------|------------------------|----------------|
| Introduce | /,ɪn.trə'dju:s/        | memperkenalkan |
| Pleased   | /pli:zd/               | senang         |
| Meet      | /mi:t/                 | bertemu        |

**Study these personal pronouns below and then listen to your teacher explanation about this.**

| Subject | Object | Possessive Adjective (+ noun) | Possessive Pronoun | Reflexive Pronoun       |
|---------|--------|-------------------------------|--------------------|-------------------------|
| I       | Me     | My                            | Mine               | Myself                  |
| You     | You    | Your                          | Yours              | Yourself<br>Your selves |
| We      | Us     | Our                           | Ours               | Ourselves               |
| They    | Them   | Their                         | Theirs             | Themselves              |
| He      | Him    | His                           | His                | Himself                 |
| She     | Her    | Her                           | Hers               | Herself                 |
| It      | It     | Its                           | -                  | Itself                  |



### Activity 2

**Listen to the conversation and then repeat it. After that, practice the dialogue of introducing oneself and others and focus on the right pronunciation.**

*Ricky and Gaby are in the bookstore. They meet Carla, a friend of Ricky.*

Ricky : Hi, Carla! **How are you?**

Carla : Hi, I'm fine, thanks. What about you?

Ricky : I'm very well thank you. By the way, **I would like** to introduce you to my classmate Gaby. This is Gaby, she is my classmate.

Carla : Nice to meet you, Gaby.

Gaby : **Nice to meet you**, too.



### Activity 3

**Work in groups, complete the following dialogue with the expressions of introducing oneself and others, then act it out.**

*Anita introduces herself to Sinta, and Sinta introduces her friend, Ayu to Anita.*

Anita : Hi ..... is Anita.

Sinta : Hi, Anita. My name is Sinta. It's .....

Anita : Nice to meet you, too.

Sinta : Anita, I would like to introduce you to my friend, Ayu. Anita this is Ayu.  
Ayu this is Anita.

Anita : Pleased to meet you Ayu

Ayu : .....too.





#### Activity 4

*Today is the commemoration of National Education Day. Every province in Indonesia sends their representatives to attend outstanding students gathering in Jakarta*

Fajar : Hello, let me ..... myself. My name is Fajar. I am a student of  
SMAN 19 Bandung.

Denias : Hi, I'm Denias, I'm from Manado. ....

Fajar : Nice to meet you too. Let's go to the crowd.

*( Denias and Fajar go to the crowd and they meet Sasa the friend of Fajar).*

Sasa : Hi, Fajar. How are you?

Fajar : I'm fine. How about you?

Sasa : I'm fine too. Thank you.

Fajar : Sasa, this is Denias, my new friend.

Denias : Hi. ....? Pleased to meet you.

Sasa : How do you do? Pleased to meet you too.



#### Activity 5

**Let's do a role play. Work in groups and make a simple dialogue based on the situation below. Then, perform it with your partner in front of the class.**

a. Situation 1

Wayan is your friend. He introduces Sofyan, his brother, to you.

b. Situation 2

In the classroom, your friend Dewi, introduces you to her sister, Tini.

c. Situation 3

Alex and his daughter go to the zoo. In the zoo, Alex meet his close friend, Damar. Alex introduces his daughter to him.

d. Situation 4

Fajar is a new employee in this office. His boss, Raka, introduces Fajar to his other employers. After that, Fajar also introduces himself in the front of them.

## LESSON PLAN

School : SMA Bopkri Banguntapan

Subject : English

Grade/Semester : X/1

Skill : Speaking

Time Allocation : 2 X 45 minutes

Standard of Competence : 3. Expressing the meaning of transactional and interpersonal dialogues in the daily life context

Basic Competency : 3.1 Expressing the meaning in transactional and interpersonal, formal and informal dialogues accurately, fluently, and acceptably by using simple oral language in daily life context and involving the various functions: introducing, greeting and parting, accepting invitation/offer, accepting appointment, and cancelling appointment.

### A. Indicators :

1. Identifying the expressions of greeting and parting.
2. Using the expressions of greeting and parting with correct pronunciation and vocabulary appropriately.
3. Responding to the expressions of greeting and parting appropriately

### B. Learning Objective

At the end of the lesson, students are able to greet and say parting expressions in daily life context.

### C. Materials

Enclosed (Appendix)

### D. Method : PPP ( Presentation, Practice and Production)

### E. Teaching and Learning Activities:

#### 1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

#### 2. Main Activities

##### a. Presentation

- 1) The teacher shows pictures about greeting and parting expressions to the students and asks them some questions related to the pictures.

(Activity 1)

- 2) The students answer the teacher's questions orally. (Activity 1)
- 3) The teacher explains the expressions of greeting and parting and then gave the example of the dialogue.

##### b. Practice

- 1) The teacher asks the students to listen to the audio conversation about greeting and parting. (Activity 2)
- 2) The students are given a transcript of conversation and asked to repeat the dialogue after the end of the audio conversation.(Activity 2)
- 3) The students are asked to identify the expressions in the dialogue and answers the questions related to the audio conversation.(Activity 2)

- 4) In pairs, the students make a short simple dialogue and practice it like the example given. (Activity 3)

c. Production

In pairs, the students practice making a dialogue based on situations in the role cards, then practice it in front of the class. (Activity 4)

3. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

F. Source:

- Priyana. Joko. 2008. *Interlanguage: English for Senior High School Students* X. Jakarta: Pusat Perbukuan Depdiknas.
- Doddy. Achmad .2008. *Developing English Competencies for Grade X Senior High School (SMA/MA): Jakarta: Pusat Perbukuan Depdiknas,*
- Eka, Mulya, A.2010. *English Zone for Senior High School Students Year X.* Jakarta: Erlangga

## G. Assessment

| No | Name | Fluency | Accuracy |               |            | Score |
|----|------|---------|----------|---------------|------------|-------|
|    |      |         | Grammar  | Pronunciation | Vocabulary |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |

Maximum score 4x10=40

Bantul, July 2013

English Teacher,

Researcher,

Sugihartono, S.Pd

Elsa Priastuti

07202244073

## TASKS UNIT



### Activity 1

Look at the pictures! Listen to your teacher's explanation and answer your teacher's questions orally.

I'm fine,  
thank you.

Hello, how  
are you,  
Deta?

Ok, see you..

I'm sorry, I  
must go now  
Deta. See you.



1. Look at the pictures! What are the people doing?
2. What expressions are used in those pictures?
3. Could you give examples of the expressions?

**Study the expressions of greeting and parting:**

#### Expressions of Greetings:

- Hello.
- How are you?
- How do you do?
- How're you doing?
- Hi

#### Responses:

- Hello.
- Fine, thanks.
- How do you do?
- Not bad.
- Hi!

#### Expressions of Partings:

- Good night.
- Goodbye.
- See you later.
- Bye.

#### Responses:

- Good night.
- Goodbye.
- See you.
- Bye.

Read the dialogue of greeting and parting expressions.

*In the grocery, Emma meets her former teacher, Mrs. Karen*

Emma : **Good afternoon**, ma'am.  
 Mrs. Karen : **Good afternoon**. You are?  
 Emma : Emma, ma'am. My name is Emma. How are you?  
 Mrs. Karen : I am fine, thank you, and how about you?  
 Emma : I am fine, too. What are you doing here, ma'am?  
 Mrs. Karen : I just bought vegetables. My children like eating soup very much.  
 Emma : Oh, I see  
 Mrs. Karen : Sorry Emma. I have to go now, **goodbye**.  
 Emma : **Goodbye** ma'am

**Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.**

Pronunciation and vocabulary list:

| Words | Phonetic transcription | Indonesian   |
|-------|------------------------|--------------|
| Thank | /θæŋk/                 | Terima kasih |
| Meet  | /mi:t/                 | bertemu      |



## Activity 2

**Listen to the audio conversation and then repeat the conversation. After that, identify the expressions of greeting and parting in that dialogue. (Activity 2)**

*Sandra meets her classmate at the Internet Café*

Sandra : John?

John : Sandra, Hi, it's been a while.

Sandra : Yeah, How are you?

John : I'm good. How about you?

Sandra : Very well, oh, you have a twitter account.



John : Yeah, do you have too?

Sandra : Of course, I have. You can follow my account @ Sandra.

John : Sure, I will

Sandra : Ok, I have to go now. See you John.

John : See you.

Sandra : Ok.

According to the audio conversation, answer the following questions.

1. What expressions do they use?
2. What are they talking about?
3. Can you mention the expression of greeting and parting in that dialogue?



### Activity 3

**Make a simple dialogue based on the examples and practice it with your partner.**

**Example:**

1). Arin : Hi, how are you?

Ruben : Very well, thank you.

2) Arin : See you tomorrow.

Ruben : See you.

**Situations:**

1. You greet your friend and your friends respond to you, and ask your friend to do the same.
2. You must part with your friend and say parting expressions then your friend responds to you then your friend does the same.



#### Activity 4

**In pairs, make a dialogue based on situation in the role cards. Then, practice it with your partner.**

Card 1

Student A

- You meet Andi in the lobby of a hotel in the evening and greet him.
- You ask him if the hotel is a nice hotel.
- You tell him that it is to part for going to bed.

Card 1

Student B

- You respond to Andi's greeting in the lobby of a hotel.
- You tell him that the hotel is good for you.
- You respond to the expression of parting from Andi.

Card 2

Student A

- You meet your friend in a restaurant. You greet him.
- You ask your friend if he often comes to this restaurant.
- Tell your friend that you must go and part.

Card 2

Student B

- You respond to your friend's greeting.
- Tell him that you often come to the restaurant.
- You respond to the expression of parting from him.

## Card 3

## Student A

- In the morning, you meet Ani, your old friend on the way to school. You greet and ask her how she is doing.
- You ask Ani where she studies
- You give expression of parting because you are in a hurry to school.

## Card 3

## Student B

- Ani responds to your friend's greeting and answers her question.
- Ani tells her that she studies in a vocational school in Klaten.
- Ani respond to her parting expression.

## Card 4

## Student A

- You meet your old friend in the market. You greet him/her.
- You ask your old friend what he/she is doing in the market.
- You tell him/her that you have to go because you have to come back to your school.

## Card 4

## Students B

- You respond to your friend's greeting.
- You tell him/her that you are in the market to sell meat.
- You respond to his/her parting expression.

## Card 5

## Student A

- You meet your teacher in the Bakery shop, you greet him/her.
- You ask him/her if tomorrow the tenth grade students will have a review test.
- You tell him/her that you have to go.

## Card 5

## Student B

- You respond to your students' greeting.
- You tell him/her that tomorrow the tenth grade students will have a review test.
- You respond to your students' parting expression.

## LESSON PLAN

School : SMA Bopkri Banguntapan

Subject : English

Grade/Semester : X/1

Skill : Speaking

Time Allocation : 4 X 45 minutes (2 meetings)

Standard of Competence : 3. Expressing the meaning of transactional and interpersonal dialogues in the daily life context

Basic Competency : 3.1 Expressing the meaning in transactional and interpersonal, formal and informal dialogues accurately, fluently, and acceptably by using simple oral language in daily life context and involving the various functions: introducing, greeting and parting, accepting invitation/offer, accepting appointment, and cancelling appointment.

### A. Indicators :

1. Identifying the expression of accepting invitation.
2. Using the expression of accepting invitation with correct pronunciation and vocabulary appropriately.
3. Responding to the expression of accepting invitation appropriately.

### B. Learning Objective

At the end of the lesson, students are able to use the expressions of accepting invitation in daily life context.

C. Materials

Enclosed (Appendix)

D. Method : PPP ( Presentation, Practice and Production)

E. Teaching and Learning Activities:

1. Opening Activities

- a. The teacher greets the students.
- b. The teacher asks the students' condition.
- c. The teacher leads the prayer.
- d. The teacher checks the students' attendance.

2. Main Activities

a. Presentation

- 1) The teacher shows a picture about accepting invitation expressions to the students and asks them some questions related to the picture.  
(Activity 1)
- 2) The students answer the teacher's questions orally.(Activity 1)
- 3) The teacher explains the expressions of accepting invitation.

b. Practice

- 1) The teacher asks students to pay attention to the audio conversation about expressions accepting invitation (Activity 2)
- 2) The students get the transcript of the conversation about expressions of accepting invitation and then repeat the dialogue after the end of the audio conversation. (Activity 2)
- 3) The students discuss the expressions in the dialogue and answers the questions related to the audio conversation. (Activity 2)

- 4) The students get another dialogue and then pronounce the expressions with the guidance from the teacher and practice it. (Activity 3)
- 5) In pairs, make a simple dialogue with the expressions of making, accepting and refusing an invitation and practice it. (Activity 4)

c. Production

In pairs, make a dialogue consist of making, accepting, and refusing an invitation expressions based on the pictures given. (Activity 5)

3. Closing Activities

- a. The teacher asks students' difficulties during the teaching and learning process.
- b. The teacher reviews the lessons together with the students.
- c. The teacher closes the teaching and learning process.

F. Sources:

- Priyana. Joko. 2008. *Interlanguage: English for Senior High School Students X*. Jakarta: Pusat Perbukuan Depdiknas.
- Doddy. Achmad .2008. *Developing English Competencies for Grade X Senior High School (SMA/MA)*: Jakarta: Pusat Perbukuan Depdiknas.
- Eka, Mulya, A.2010. *English Zone for Senior High School Students Year X*. Jakarta: Erlangga

## G. Assessment

| No | Name | Fluency | Accuracy |               |            | Score |
|----|------|---------|----------|---------------|------------|-------|
|    |      |         | Grammar  | Pronunciation | Vocabulary |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |
|    |      |         |          |               |            |       |

Maximum score 4x10=40

Bantul, July 2013

English Teacher,

Researcher,

Sugihartono,S.Pd

Elsa Priastuti

07202244073



## TASKS UNIT



### Activity 1

**Look at the picture! Listen to your teacher's explanation and answer your teacher's questions orally.**



1. Do you know what picture it is?
2. Have you ever accepted invitation?
3. How do you accept the invitation?

Study the expressions of accepting invitation.

|                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Expressions of making invitation:</b> <ul style="list-style-type: none"> <li>- Would you like to ....</li> <li>- I'd very much like you to ....</li> <li>- We should be pleased/delighted if you could ....</li> </ul> | <b>Accepting invitation:</b> <ul style="list-style-type: none"> <li>- That's very kind of you.</li> <li>- That sounds a nice idea.</li> <li>- That would be very nice.</li> <li>- Thank you. I'd like to.</li> <li>- That would be very nice.</li> <li>- With pleasure.</li> </ul> | <b>Refusing invitation :</b> <ul style="list-style-type: none"> <li>- I'm very sorry, I don't think I can.</li> <li>- I'd like to, but ....</li> <li>- That's very kind of you, but ...</li> <li>- I'm not sure I can.</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Study this pronunciation and vocabulary list. Then, listen to your teacher to pronounce it.**

Pronunciation and vocabulary list:

| Words  | Phonetic transcription | Indonesian |
|--------|------------------------|------------|
| Idea   | /aɪˈdɪə/               | Ide        |
| Think  | /θɪŋk/                 | Berpikir   |
| Attend | /əˈtend/               | Menghadiri |
| Party  | /ˈpaːti/               | Pesta      |



### Activity 2

**Listen to the audio conversation and then repeat the conversation. After that, discuss the expressions used in the dialogue.**

*Aldo and Andi are close friends. Aldo just finished moving into new house and wants to invite Andi over celebrate.*

Aldo : Hi, Andi, how are you?

Andi : Hi, I'm doing well.

Aldo : I am going to celebrate of moving into my new house. Could you come to the party tomorrow afternoon?

Andi : Its sounds great, I'd love to. At what time?

Aldo : At four o'clock.

Andi : Ok, see you tomorrow.

Aldo : See you.

**According to the audio conversation, answer the following questions.**

1. What are they talking about?
2. What the expressions do they use?
3. Why did Aldo invite Andi to come to the party?



### Activity 3

**Practice the dialogue below. Pronounce the expression correctly.**

*Fajar is calling Sasa to invite her to see the concert.*

Fajar : Hello, this is Fajar speaking. Is this Sasa?

Sasa : Hello Fajar, Yes, I am Sasa. What would you like?

Fajar : I would like to invite you to see the concert tonight.

Sasa : I would love to, but I am afraid, I can't because I have many home works to do.

Fajar : Well, how about tomorrow night?

Sasa : It is a good idea.

Fajar : Ok, see you tomorrow.

Sasa : See you.

### Activity 4

**In pairs, make a simple dialogue with the expressions of making, accepting and refusing an invitation as the example below.**

Example:

Fajar : Would you have a glass of Palubutung ice?

Sandra : That would be nice (accept)

Sinta : I'd like to, but I am full. (refuse)

- a. Student A: You will have lunch in Padang Resto and invite student B to come along with you.

Student B: You refuse the invitation because you will go to the bookstore.

- b. Student A: You will buy a novel in the bookstore and invite your friend to accompany you.

Student B: You accept the invitation because you are free.

- c. Student A: You want to go fishing tomorrow afternoon and invite your friend.

Student B: You refuse the invitation because you have many assignments to do.

- d. Student A: You will join the English speech contest next week and you invite your friend to join it.

Student B: You accept the invitation because you want to.

**Activity 5**

**Let's do a role play. Work in pairs and make a dialogue based on the pictures below. Then, perform it with your partner.**

**A****Violin concert****B****Birthday party****C****Dinner in the restaurant**

## **Appendix C**

### **Field Notes**

**Field Note 1**

Date : July 18, 2013                      R        : Researcher  
 Time : 08.00 a.m.                      H        : Headmaster  
 Place : Headmaster room              ET       : English Teacher

|   |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | R arrived at SMA Bopkri Banguntapan, she met the TU and told her that she wanted to meet the headmaster. The research wanted to give the permission letter.                                                                                                                                                                                                                                                      |
| 2 | R met the headmaster today was for asking permission to conduct a research in his school. The researcher told that the research conducted was related to the English subject. The researcher also wanted to ask for permission to conduct some observations to identify the problems in the classroom that would be used for the research. The headmaster gave R permission to conduct observation and research. |
| 3 | The headmaster asked the R to meet the ET and explained him about her planning to conduct the researcher. However, ET was having a business outside the school today, so the headmaster asked R to meet him the following week on Tuesday morning.                                                                                                                                                               |
| 4 | R then asking permission to go home and thanked him for spending time.                                                                                                                                                                                                                                                                                                                                           |

**Field Note 2**

Date : July 23, 2013                      R        : Researcher  
 Time : 09.00 a.m.                      ET       : English Teacher  
 Place : Teacher's room

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | R arrived at school, and then she met E. The ET allowed him to sit down.                                                                                                                                                                                                                                                                                                                                                                      |
| 2 | R explained to the ET that she wanted to conduct a research in his classroom. Furthermore, the R explains the detail specification of the research that would be conducted. After that, the ET gave permission to conduct the research in one of his classroom, XA. Then, R asked for permission to conduct classroom observation first, and ET permitted her to do it. Then, ET tells about the schedule of the English subject in Class XA. |
| 3 | After that, the classroom observation could start tomorrow morning.                                                                                                                                                                                                                                                                                                                                                                           |

**Field Note 3**

Date : July 24, 2013                      R        : Researcher  
 Time : 08. 35.a.m.                      ET       : English Teacher  
 Place : Classroom of XA              Ss       : Students

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Opening<br>ET and R entered the classroom at 08.40 a.m. Then, the teacher greeted the students by saying "good morning students and how are you today?." The students responded to the greeting by saying "good morning, sir. I'm fine and you? The teacher answered by saying," I'm fine too, thanks". Then, the teacher asked the captain of the class to lead pray and then checked the attendance list. After that, he introduced the researcher to the students and they greeted her friendly. Afterwards, the researcher was asked to sit at the back. |
| 2 | Main Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <p>Then, the English teacher started the lesson; he introduced the topic that was going to discuss today. It was about past tenses in the dialogue text. <b>The teacher used media only from the textbook or LKS and the things at the classroom.</b> The teacher explained briefly and gave the examples of dialogue from the text book. Afterwards, the teacher gave some exercises for the students. The teacher explained about what the students had to do. After the teacher explained the instructions, one of the students asked the teacher by saying, ". <i>Boleh buka kamus kan pak?</i>." And the teacher answered, " <i>iya.</i>" The students began to do the tasks. Some students still looked confused and started having discussion with other students and also there were students who did not bring a dictionary, asked their friends.</p> <p>During they did the tasks, <b>there were some students laying down their head on the table, they seemed not interested in that activity.</b> And then, the class started to be noisy because many students were having discussion and asking the words that they did not understand the meaning to their friends. At that time the teacher sat down in his chair and also looked busy writing something, the teacher sometimes stood up and asked the students to keep silent. Then, the students were silent, did their works but a few minutes later they started to have discussion again. The situation of the class was noisy.</p> <p>After that, the teachers asked them to change their works then the teacher started to discuss the students' answer. <b>The teacher asked the students to tell their answers orally. Some students were afraid to tell their answers.</b> When they read their answers, <b>there were many students who made pronunciation mistakes.</b> Sometimes, the teacher gave correction when he found his students pronounced the words incorrectly, but the teacher also often ignored whether his students pronounced the words correctly or not. They were also shy to speak individually.</p> |
| 3 | <p>Closing</p> <p>Then, the bell rang and the lesson ended. However, all the exercises had not already discussed. Then, the ET <i>said kita lanjutkan besok ya anak-anak.</i> Then, the students replied by saying <i>iya pak.</i> After that the ET closed the lesson by saying goodbye.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**Field Note 4**

Date : July 25, 2013

R : Researcher

Time : 09.00 a.m.

ET : English Teacher

Place : Teacher's room

|   |                                                                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | R meets the ET in the teacher's room. Then she shows the course grids and the lesson plans, and the ET reads the course grids and lesson plans given by R. |
| 2 | Then, the ET asks R to do the actions next week on Wednesday and Thursday.                                                                                 |
| 3 | After everything is clear, R asks permission to home.                                                                                                      |



**Field Note 5**

Date : July 31 , 2013

R : Researcher

Time : 08.40 a.m.

ET : English Teacher

Place : Classroom of XA

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Opening</p> <p>R with her collaborators and ET entered the classroom. Then R greeted students by saying “good morning students followed by how are you today? The students responded to the greeting by saying “good morning, Miss. I’m fine and you? The R answered I’m fine too, thanks. Then, the researcher checked the attendance list. After that, she started the lesson.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2 | <p>Main Activity</p> <p>And then, R started the lesson and explained briefly. Then she asked the students, “<i>Liat gambar apa itu anak-anak?</i>” Then, the students answered, “<i>Perkenalan miss</i>”. Then, she gave a handout consisting the examples of introducing oneself and others. After that, she played the audio conversation and they discussed about what they listened. Afterwards, she asked them to work in groups of six and gave some exercises for the students. R explained about what the students had to do and the students began to do the tasks. After the time was up, she asked them to perform in front of the class. Before they performed in front of the class, some of the students seriously practiced the dialogue but some did not. After that, the researcher asked them to perform the dialogue in front of the class, but most of them seemed doubt to do it. They said that they were afraid and shy to perform the dialogue in front of all of their classmates in the class. Not long later, there were two students who were willing to perform in front of the class. After those two students performed, some other students were also willing to do the same. Some words were still wrong in the pronunciation when they performed the dialogue. It was fair considering speaking was not intensively learnt. After some students performed the dialogue, she distributed some situations to the students then gave explanation about what they were going to do. Then, the researcher gave them some situation and she gave the different situations for each group. Next, the researcher explained each of the situations and how to make a dialogue. After that, they had discussion with their groups she also let the students to ask questions if they found difficulties. The students used the time to prepare the role play effectively. After the students had made the right preparation, the researcher asked them to perform the dialogue in front of the class. However, when they perform in front of the class, there were a few students who still felt shy and afraid to speak in front of the class. Although the students did role play happily, but there were a few students who were shy and afraid of speaking so that they spoke in low voice.</p> |
| 3 | <p>Closing</p> <p>Then, the bell rang and the R checked if the students had understood or not, yet.” What we have learned today?” Students replied introducing oneself and others miss. Then, Then R asked students whether there was</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | any question but there was no any question. At last R closed the lesson and see you. |
|--|--------------------------------------------------------------------------------------|

**Field Note 6**

Date : August 1 , 2013

R : Researcher

Time : 07.15 a.m.

ET : English Teacher

Place : Classroom of XA

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Opening</p> <p>R with her collaborators and ET entered the classroom. Then, R greeted students by saying “good morning students followed by how are you today? The students responded to the greeting by saying “good morning, Miss. I’m fine and you? The R answered I’m just fine, thanks. Then, the researcher asked the captain of the class to lead to pray. R tried to give joke to the students to make them closer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2 | <p>Main Activity</p> <p>R started the lesson. Then, the R shows a picture to the students, and then she asked them “do you know what pictures it is?” students are silent for a while then some of them say” greeting and parting miss’. That’s great all of you great. Then R gave distribute the handout for the students and she explained briefly. Then, she asked the students to listen to the conversation about greeting and parting she gave the students conversation transcript and asked them to repeat after her, and also identified the expression of greeting and parting in the dialogue. After they finished identifying the expressions in the dialogue, the researcher asked them some questions orally. Afterwards, the researcher asked them to work in pairs. She divided the students into 8 pairs. R divided the students into the pairs or the groups based on the presence. Before she continued to speak there were some students said.’ Miss, let’s decided our own group” then the researcher answers,” no”. Then the students said again.” <i>Wah , tidak enak miss “</i>. After the researcher divided the pairs or groups, she explained how they should make the dialogue and then she told them some situations. After that, the students made the dialogue with the partner. After the students finished their works, she asked them to practice the dialogues in front of the class. Then after that, she gave the role cards for each pair, then role-cards containing the situation were distributed for each pair. Each pair got a different card. Next, the researcher explained every situation in the role-cards and how to make a dialogue. To make sure the every pairs has got their cards, she asks the students “Every group has got these two cards?” The students answer “Yes, Miss”. After all groups accept their cards, the researcher explains the rule of role plays which they are going to perform. Then, R gives an opportunity for the students to have discussion and prepare what they are going to perform. While waiting for their turn to perform, Ss prepared the role play in the back. Some Ss were enthusiastic to practice the dialogues that they had made with their partners.</p> |
| 3 | <p>Closing</p> <p>And the bell rang and R checked if the students had understood or not,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|  | yet.” What we have learned today?”The students reply greeting and parting. Then R asked students whether there was any question or not. Then, R <i>said ok, time was up and we will continue our discussion next week.</i> Then, the students replied by saying <i>ok miss.</i> After that the R closed the lesson by saying goodbye. |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Field Note 7**

Date : August 21 , 2013

R : Researcher

Time : 08.40 a.m.

ET : English Teacher

Place : Classroom of XA

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Opening</p> <p>R with her collaborators and ET entered the classroom. Then, R greeted students by saying “good morning students followed by how are you? The students responded to the greeting by saying “good morning, Miss Elsa. I’m fine and you? The R answered I’m fine, thanks. Then, checked the attendance list.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2 | <p>Main Activity</p> <p>The Researcher started the lesson. R shows a picture of invitation. The R then asked the students what the picture is it?”, “Have you ever accepted invitation” and” how do you accept the invitation”. Then, there were some students answered the questions correctly. That’s great, and researcher continued gave the examples from the hand out a handout about the kinds of the expression accepting expressions and she explained briefly then read aloud the expression together with all the students. Afterwards, to give the students an example of how to use those functional expressions, the researcher played audio conversation and the researcher asked some questions related to the dialogue. Then, the researcher gave a transcript for the students and asked them to repeat and discuss that dialogue together. Afterwards, she moved to another activity and distributed other dialogues. Before they read aloud the dialogue, she guided them to pronounce the expression first and she asked them to work in pairs,” Ok now please choose your partner for the role play, you can choose by yourselves. Then the students say” horree”, they looked very happy when they have already found their partners.“After that, she gave the exercises for the students. She explained the instruction for them and gave the example about how they should make the dialogue. After they finished it, she asked them to perform the dialogue in front of the class. When she asked them to perform the dialogues, they enthusiastically raised their hands and wanted to perform the dialogue. Since they started to make some noises, she pointed some students who were passive during the learning process to come in front of the class to perform the dialogue they had made. After some students performed the dialogue, the researcher distributed some pictures and then she explained the pictures of the role play situation that they should perform in front of the class.</p> |
| 3 | <p>Closing</p> <p>Suddenly the bell rang before the students made the dialogues, the lesson</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|  | continued the following day. Then, the R said, " <i>terusin besok ya</i> ", and the students replied by saying <i>sip miss</i> . After that, the R closed the lesson by saying goodbye. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Field Note 8**

Date : August 22 , 2013

R : Researcher

Time : 07.15 a.m.

ET : English Teacher

Place : Classroom of XA

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>Opening</p> <p>R with her collaborators and ET entered the classroom. Then, R greeted students by saying "good morning students followed by how are you? The students responded to the greeting by saying "good morning, Miss Elsa. I'm fine and you? The R answered I'm fine, thanks. Then, the researcher asked the captain of the class to lead to pray and she checked the attendance list.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2 | <p>Main Activity</p> <p>R continued the lesson and did some warming up to the students. She asked the students about the lesson in previous meeting. The researcher asked the students the functional expressions learned in the previous meeting. The researchers asked them about the last lesson. After that, she repeated the materials and she asked them about the expressions of making, accepting and canceling invitation. The students answered the questions correctly and she continued the lesson. After that, the researcher gave them some pictures and asked them to work in pairs then she gave each pairs different pictures. Afterwards, she explained what they were going to do. The students started to prepare the role play. They worked together to make scripts and also concept of the role play that they were going to perform in front of the class. Everyone looked enthusiastic to share ideas and arguments in the discussion. Some students consulted their scripts to R. R checked it and gave correction if there were mistakes found. Meanwhile, the other Ss looked practicing the scripts in the back. They were very serious to prepare their role play performances.</p> |
| 3 | <p>Closing</p> <p>R checked if the students had understood or not, yet." What we have learned today?"students replied making, accepting and canceling invitation expressions. Then R asks students whether there is any question or not. 'Ok class, any question so far?'Students reply 'no'. At last R closes the lesson 'I think that's all for today. Thank you for your attention and See you' Students answer See you'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## **Appendix D**

### **Interview Transcripts**

### Interview 1

July 23, 2013

Di Ruang Guru

R: Researcher ET: English Teacher

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R  | Menurut Bapak, para siswa suka pelajaran bahasa Inggris ga?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ET | Ya, begitu mbak. Namanya juga bahasa asing yang dipelajari. Ada beberapa siswa yang suka dan ada yang tidak begitu karena mersa kesulitan.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| R  | Menurut Bapak kesulitan yang siswa hadapi dalam bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ET | Hmm kalau kesulitan siswa ada bermacam-macam. Mereka sih kebanyakan kesulitan dalam vocabulary, pengucapan kata, dan grammarnya.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| R  | Begitu ya Pak, jadi aspek-aspek tersebut yang membuat siswa kesulitan dalam bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ET | Iya mbak, tapi kadang ada faktor dari luar juga sih mbak. Apalagi kalau disuruh ngomong pasti banyak yang kacau Mbak. Tapi saya menghargai usaha mereka walaupun kadang mereka malu dalam berbicara bahasa Inggris.                                                                                                                                                                                                                                                                                                                                                        |
| R  | Jadi kalau dilihat dari skills, speaking mereka masih lemah ya?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ET | Ya kurang lebih begitu Mbak. Sebenarnya selain speaking anak-anak juga lemah dalam <i>writing</i> tapi kan frekuensi mengajar <i>writing</i> itu lebih sering. Jadi bisa diatasi. Kalau yang paling bagus <i>reading</i> nya. Kalau listening mereka juga mengalami kesulitan tapi karena ada program khusus pengajaran listening jadi masih bisa diatasi. Jadi kalau disuruh ngomong, anak-anak banyak yang takut, mungkin takut salah, takut diketawain, ga pede, bingung mau ngomong apa. Itu mungkin karena vocabulary, grammar, dan pronunciation mereka cukup lemah. |
| R  | Jadi Bapak jarang mengajar speaking ya?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| ET | Iya mbak soalnya pengajaran bahasa Inggrisnya saya fokuskan ke materi-materi yang akan keluar di UAN nah dalam hal ini penekanannya ke reading. Tapi bukan berarti saya tidak pernah mengajar speaking mbak, hanya saja porsi yang paling sedikit daripada yang lain.                                                                                                                                                                                                                                                                                                      |
| R  | Biasanya ngajarnya bagaimana biar siswa tertarik dan kemampuannya meningkat?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| ET | Ya saya mengajar biasa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| R  | Kalau pada kegiatan speaking gimana Pak?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| ET | Paling membuat dialog terus maju.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Interview 2

After observation

July 24, 2013

Di Ruang Guru

R: Researcher ET: English Teacher

|    |                                                                                                                                                                                                                                                                                                      |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R  | Masalah apa yang biasanya dihadapi siswa dalam speaking?                                                                                                                                                                                                                                             |
| ET | Masalahnya biasanya terkait seputar pengucapan kata, mereka takut salah, tidak tahu arti kata-kata baru, kadang ada beberapa siswa yang diam waktu speaking. Sebenarnya anak-anak itu bisa, cuma ya tadi bingung dan takut salah.                                                                    |
| R  | Apa saja kendala –kendala yang dihadapi dalam pengajaran speaking?                                                                                                                                                                                                                                   |
| ET | Kendalanya mulai dari males belajar, rame kalo diterangkan, mungkin juga karena materinya kurang menarik.                                                                                                                                                                                            |
| R  | Oh begitu Pak, terus kalau mengajar speaking biasanya menggunakan media apa?                                                                                                                                                                                                                         |
| ET | Jarang pake mbak soalnya gak sempet mau mempersiapkannya. Jadi cuma memanfaatkan apa yang ada di kelas.                                                                                                                                                                                              |
| R  | Kalau untuk materi, biasanya ambil darimana Pak?                                                                                                                                                                                                                                                     |
| ET | Materi dari beberapa buku cetak, LKS sama dari saya sendiri.                                                                                                                                                                                                                                         |
| R  | Teknik dan aktivitas apa yang bapak gunakan waktu pengajaran speaking                                                                                                                                                                                                                                |
| ET | Kalau saya awalnya cuma ngasih contoh kalimat dulu. Setelah itu diajarkan kalimat perintah dan anak-anak disuruh untuk ngomong itu. Kalau aktivitasnya disuruh nglakuin secara langsung apa yang saya perintahkan, mempelajari cara baca kata-katanya, habis itu mempraktikan kata-katanya tersebut. |
| R  | O ya Pak, terus saya rencananya pakai teknik <i>role play</i> menurut Bapak bagaimana?                                                                                                                                                                                                               |
| ET | Ya bagus mbak, biar anak-anak yang takut ngomong didepan kelas jadi berani ngomong.                                                                                                                                                                                                                  |
| R  | Oh begitu ya, kira-kira saya bisa mulai penelitiannya kapan?                                                                                                                                                                                                                                         |
| ET | Minggu depan ya mbak hari rabu dan kamis.                                                                                                                                                                                                                                                            |

## Interview 3

July 24, 2013

Di Depan Kelas

R: Researcher Ss: Yeni

|    |                                                                                                         |
|----|---------------------------------------------------------------------------------------------------------|
| R  | Apakah kamu senang belajar bahasa inggris?                                                              |
| Ss | Suka mbk                                                                                                |
| R  | Kegiatan dikelas bahasa Inggris biasanya kayak apa?                                                     |
| Ss | Ngerjain LKS, terus nerjemahin mbk                                                                      |
| R  | Kegiatan apa yang kamu sukai dalam belajar bahasa Inggris?                                              |
| Ss | Apa ya? kalau ak senengnya bisa bermain sambil belajar hehehe , soalnya kalau nerjemahin itu bosan mbk. |
| R  | Kesulitannya?                                                                                           |
| Ss | Bahasanya susah dipelajari, trus jarang latihan ngmong.                                                 |

continued

continued

|    |                                                            |
|----|------------------------------------------------------------|
| R  | Terus upaya kamu untuk mengatasi itu?                      |
| Ss | Emm, paling belajar membaca kata- kata bahasa Inggris mbak |

#### Interview 4

July 24, 2013

Di Kantin

R: Researcher Ss: Bombong

|    |                                                                                                                            |
|----|----------------------------------------------------------------------------------------------------------------------------|
| R  | Apakah kamu senang belajar bahasa Inggris?                                                                                 |
| Ss | Lumayan                                                                                                                    |
| R  | Kegiatan dikelas bahasa Inggris biasanya kayak apa?                                                                        |
| Ss | Nerjemahin LKS sama kadang teks-teks di buku paket                                                                         |
| R  | Kesulitannya?                                                                                                              |
| Ss | Itu mbak, pokoknya kata-katanya bikin pusing, sama itu antara kata-katanya sama cara bacanya beda-beda kan bikin mumet mbk |
| R  | Kamu suka tidak kalau belajar <i>speaking</i> .?                                                                           |
| Ss | Gimana ya mbak, suka sih tapi kadang takut, takut kalau salah sama takut kalau ditertawain                                 |
| R  | Kalau besok-besok diajar <i>speaking</i> mau ga?                                                                           |
| Ss | Mau mbk.                                                                                                                   |

#### Interview 5

July 24, 2013

Di Depan kelas

R: Researcher Ss: Riyani

|    |                                                             |
|----|-------------------------------------------------------------|
| R  | Apakah kamu senang belajar bahasa Inggris?                  |
| Ss | Gak mbak, susah soalnya                                     |
| R  | Kesulitannya?                                               |
| Ss | Ummm ya kalo ada kata baru itu kadang gak tahu artinya mbak |
| R  | Kamu suka tidak kalau belajar <i>speaking</i> .?            |
| Ss | Suka sih, tapi susah mbk                                    |
| R  | Kalau besok-besok diajar <i>speaking</i> mau ga?            |
| Ss | Ya mau mbk.                                                 |

#### Interview 6

July 31, 2013

Di Ruang Guru

R : Researcher ET: English Teacher

|    |                                                                                               |
|----|-----------------------------------------------------------------------------------------------|
| R  | Selamat pagi Pak, menurut Bpk action tadi bagaimana?                                          |
| ET | Selamat pagi mbk, ya kalau menurut saya sih bagus mbk, tapi mungkin tadi anak-anak agak rame. |
| R  | Lalu menurut Bpk penerapan Role Play nya hari ini bagaimana pak?                              |
| ET | Bagus mbk, tadi anak – anak saya lihat sudah lumayan berani berbicara bahasa Inggris.         |
| R  | Saya juga tidak menyangka anak- anak tadi berani berbicara bahasa Inggris didepan kelas.      |

continued



continued

|    |                                                                              |
|----|------------------------------------------------------------------------------|
| ET | Saya juga merasa senang saat melihat mereka tampil role play di depan kelas. |
| R  | Menurut Bpk bagaimana materi yang saya gunakan?                              |
| ET | Bagus mbk                                                                    |
| R  | Terus adakah saran untuk implementasi selanjutnya?                           |
| ET | Ya, lebih variatif role play nya, supaya siswa juga lebih tertarik.          |

### Interview 7

July 31, 2013

Di Kantin

R : Researcher Ss: nando

|   |                                                                                                                                   |
|---|-----------------------------------------------------------------------------------------------------------------------------------|
| R | Tadi seneng ga sama pelajaranya                                                                                                   |
| S | Seneng mbk, tapi tadi nggak tahu mbk nya ngomong apa hehe...tadi angel e mbk. Kalau diartikan ke bahasa Indonesia baru tahu, mbk. |
| R | Berarti baru ngerti kalau udah diartikan pakai bahasa Indonesia ya                                                                |
| S | Iya mbk, soalnya tadi ada yang belum tahu artinya dan gak bawa kamus mbk hehe                                                     |
| R | Ya udah besok jangan lupa bawa kamus ya dek                                                                                       |

### Interview 8

July 31, 2013

Di Luar Kelas

R : Researcher Ss: Condro

|   |                                                                              |
|---|------------------------------------------------------------------------------|
| R | Menurut kamu pelajaranya hari ini menyenangkan tidak?                        |
| S | Cukup menyenangkan mbak                                                      |
| R | Kenapa?                                                                      |
| S | Ya gitu mbak soalnya kadang cuma teori aja mbak dan kadang bosan dan ngantuk |
| R | Loh, emangnya setiap pelajaran bahasa Inggris kamu suka ngantuk ya?          |
| S | Iya gitu deh mbak                                                            |
| R | Terus tadi kamu seneng gag kalau belajarnya pakai media ?                    |
| S | Ya suka mbak                                                                 |
| R | Senengnya kenapa?                                                            |
| S | Kalo pake media lebih menarik                                                |
| R | Terus tadi menurut kamu role planya gimana?                                  |
| S | Menarik juga mbak soalnya kita bisa langsung praktek                         |
| R | Ok, makasih ya dek                                                           |

### Interview 9

July 31, 2013

Di Luar Kelas

R : Researcher Ss: Dito

|   |                                                       |
|---|-------------------------------------------------------|
| R | Menurut kamu pelajaranya hari ini menyenangkan tidak? |
| S | Cukup menyenangkan mbak                               |

continued

continued

|   |                                                     |
|---|-----------------------------------------------------|
| R | Tadi paham gak waktu saya menjelaskan pakai gambar? |
| S | Ngerti kok mbak, saya jadi suka.                    |
| R | Kenapa suka?                                        |
| S | Bikin jelas                                         |
| R | Maksudnya?                                          |
| S | Saya jadi dong sama materinya mbk. hehe             |

### Interview 10

July 31, 2013

Di Luar Kelas

R : Researcher Ss: Eklesia

|   |                                                               |
|---|---------------------------------------------------------------|
| R | Eklesia menurut kamu pelajarinya hari ini menyenangkan tidak? |
| S | Lumayan menyenangkan mbk                                      |
| R | Kenapa kok menyenangkan?                                      |
| S | Saya suka bahasa Inggris soalnya mbk hehe                     |
| R | Terus tadi kamu seneng gak kalau pakai media?                 |
| S | Iya seneng mbak lebih menarik                                 |
| R | Tadi menurut kamu role play nya gimana?                       |
| S | Menarik mbk, jadi mudah dipahami karena ada situasinya.       |
| R | Oke dek, makasih ya                                           |

### Interview 11

August 1, 2013

Di Luar Kelas

R : Researcher ET: English Teacher

|    |                                                                                                                                                  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------|
| R  | Saya mau tanya Pak tentang bagaimana saya mengajar kemarin?                                                                                      |
| ET | Bagus mbak, ada peningkatan dari pertemuan sebelumnya.                                                                                           |
| R  | Lalu mengenai media yang saya gunakan dalam role play bagaimana?                                                                                 |
| ET | Cukup variatif dan membuat siswa-siswa lebih antusias untuk belajar speaking                                                                     |
| R  | Menurut Bpk, sampai saat ini speaking anak-anak sudah ada peningkatan belum?                                                                     |
| ET | Sudah mbak, dari penampilan anak-anak juga sudah mulai nyaman dan bisa meningkatkan motivasi untuk berbicara lebih bagus                         |
| R  | Berarti role play yang saya terapkan berhasil ya pak?                                                                                            |
| ET | Ya lumayan mbk, anak-anak tadi sudah mulai termotivasi untuk belajar tentang cara pengucapan dan kelancaran berbicara dari anak-anak lebih baik. |

**Interview 12**

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Dewi

|   |                                                                                      |
|---|--------------------------------------------------------------------------------------|
| R | Menurut kamu pelajaran bahasa Inggris hari ini gimana dek?                           |
| S | Bagus dan menyenangkan mbk                                                           |
| R | Terus kok bisa lebih menyenangkan dari kemarin kenapa?                               |
| S | Bisa langsung praktek mbak                                                           |
| R | Terus gimana dengan role playnya?                                                    |
| S | Menarik mbak                                                                         |
| R | Lalu bedanya dari yang kemarin gimana?                                               |
| S | Nggak hanya teori tapi bias langsung praktek maju pakai dialogue yang kita buat mbk. |
| R | Ok, makasih ya                                                                       |

**Interview13**

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Lintang

|   |                                                            |
|---|------------------------------------------------------------|
| R | Menurut kamu pelajaran bahasa Inggris hari ini gimana dek? |
| S | Ya gitu mbk lumayan                                        |
| R | Terus ada kesulitan nggak waktu berbicara tadi?            |
| S | Ummmm pengucapan kata barunya mbak                         |
| R | Bagaimana tanggapan kamu tentang role play nya hari ini?   |
| S | Ya menarik kok mbak                                        |
| R | Terus bagaimana dengan media yang digunakan hari ini?      |
| S | Menarik juga mbak                                          |
| R | Oke, makasih dek                                           |
| S | Sama-sama mbk                                              |

**Interview 14**

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Dinda

|   |                                                                 |
|---|-----------------------------------------------------------------|
| R | Emm, Menurut kamu pelajaran bahasa Inggris hari ini gimana dek? |
| S | Lumayan mbk                                                     |
| R | Terus ada kesulitan nggak waktu berbicara tadi?                 |
| S | Umm banyak mbak hehe                                            |
| R | Terus bagaimana tanggapan kamu tentang role play hari ini?      |
| S | Ya cukup menarik mbak                                           |
| R | Terus gimana dengan aktivitas role play nya?                    |
| S | Bagus kok mbak                                                  |

continued

continued

|   |                                                                   |
|---|-------------------------------------------------------------------|
| R | Terus bagaimana dengan media yang digunakan hari ini?             |
| S | Ya lumayan bagus mbak , tadi kan pakai role cards ya mbak namany? |
| R | Iya, tadi gimana role cardsnya                                    |
| S | Bagus, jadi mudah dimengerti                                      |

### Interview 15

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Yeni

|   |                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------|
| R | Emm, Menurut kamu pelajaran bahasa Inggris hari ini gimana dek?                                                           |
| S | Lumayan mbk                                                                                                               |
| R | Tadi role card yang saya berikan berguna tidak?                                                                           |
| S | Role card yang mana mbak?                                                                                                 |
| R | Itu kartu yang isinya aturan role play saya berikan tadi.                                                                 |
| S | Oh iya ding mbak, kartunya berguna mbak, soalnya aku jadi tambah ngerti aturan role play nya kalau pakai kartu kyak tadi. |

### Interview 16

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Anastasia

|   |                                                                 |
|---|-----------------------------------------------------------------|
| R | Emm, Menurut kamu pelajaran bahasa Inggris hari ini gimana dek? |
| S | Asik mbk                                                        |
| R | Tadi gimana perasaanmu waktu melakukan role play didepan kelas? |
| S | Seneng mbak tapi juga deg-deg an                                |
| R | Kenapa?                                                         |
| S | Takut kalau tadi tiba-tiba lupa apa yang mau diomongin hehehe   |

### Interview 17

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Cathrin

|   |                                                                                       |
|---|---------------------------------------------------------------------------------------|
| R | Menurut kamu pelajaran bahasa Inggris hari ini gimana dek? jelas gak?                 |
| S | Jelas mbk                                                                             |
| R | Jadi semua udah jelas ya?                                                             |
| S | Ya lumayan jelas mbk hehe                                                             |
| R | Oke deh, terus kalau pas bicara pakai bahasa Inggris tadi gimana?ada kesulitan tidak? |
| S | Ummm ga tahu kalo ada arti baru                                                       |
| R | Terus tadi Role play nya gimana dek?                                                  |
| S | Bagus mbak saya suka                                                                  |
| R | Bagaimana dengan media yang digunakan ketika pelajaran tadi?                          |
| S | Menarik mbak                                                                          |

**Interview 18**

August 1, 2013

Di Luar Kelas

R : Researcher Ss: Dito

|   |                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------|
| R | Menurut kamu pelajaran bahasa Inggris hari ini gimana dek , jelas nggak?                                                      |
| S | Jelas mbk                                                                                                                     |
| R | Terus menurut kamu berlatih dialog terus membuat dialog dan mempratekannya didepan kelas itu gimana?                          |
| S | Melatih mental mbak.                                                                                                          |
| R | Maksudnya?                                                                                                                    |
| S | Ya, sebelum-sebelumnya kan jarang banget, Miss. Kalo berlatih dialogue terus mungkin bisa lebih mudah ngomong bahasa Inggris. |

**Interview 19**

August 21, 2013

Di Ruang Guru

R : Researcher ET: English Teacher

|    |                                                                                                                                                                                             |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R  | Bagaimana action di pertemuan tadi pak?                                                                                                                                                     |
| ET | Baik mbk.                                                                                                                                                                                   |
| R  | Terus untuk penerapan role playnya gimana pak?                                                                                                                                              |
| ET | Pengajaran nya menggunakan role play sangat cocok mbak, anak-anak jadi berani berbicara kemudian dengan memberikan situasi-situasi itu membuat anak-anak berani buat ngomong bahasa Inggris |
| R  | Lalu media yang saya gunakan menurut bapak bagaimana?                                                                                                                                       |
| ET | Bagus.                                                                                                                                                                                      |
| R  | Menurut Bpk, apakah dengan aktivitas ini siswa lebih tertarik untuk berbicara?                                                                                                              |
| ET | Iya mbak, karena mereka diberi situasi dan mereka bisa berimprovisasi dan berimajinasi membuat dialog mereka sendiri dan itu sangat membantu mereka untuk bisa berbicara lebih santai.      |

**Interview 20**

August 21, 2013

Di Luar Kelas

R : Researcher Ss: Lintang

|   |                                                                                   |
|---|-----------------------------------------------------------------------------------|
| R | Mbk boleh nanya-nanya ya dek                                                      |
| S | Boleh mbak silakan                                                                |
| R | Menurut kamu bagaimana role playnya hari ini?                                     |
| S | Menarik kok mbak                                                                  |
| R | Terus tadi kalian pas ngomong bahasa Inggrisnya sudah jelas dan berani ya?        |
| S | Ya gitu mbak hehe tapi ada beberapa kata yang ga susah di ucapin                  |
| R | Berarti sekarang kamu sudah percaya diri kan untuk berbicara pakai bahasa Inggris |

continued

continued

|   |                                                                |
|---|----------------------------------------------------------------|
| S | Ya lumayan mbak                                                |
| R | Tadi ada kesulitan tidak dalam mengerjakan latihan- latihanya? |
| S | Tadi sih sulitnya karena gag tau artinya mbk hehe              |
| R | Lha kamu gak bawa kamus ke sekolah                             |
| S | Iya mbk, tapi kalau bawa kamus kadang ki berat gitu heheh      |
| R | Oh gitu ya oke makasih ya                                      |
| S | Iya mbak                                                       |

### Interview 21

August 21, 2013

Di Kantin

R : Researcher Ss: Riyani

|   |                                                               |
|---|---------------------------------------------------------------|
| R | Menurut kamu pelajaran bahasa Inggris hari ini gimana dek?    |
| S | Jelas dan cukup menarik mbak                                  |
| R | Terus ada kesulitan nggak waktu berbicara tadi?               |
| S | Suka gak ngerti kalau ada kata baru mbak                      |
| R | Lalu bagaimana tanggapan kamu tentang role play nya hari ini? |
| S | Ummm menarik mbak saya suka                                   |
| R | Terus bagaimana dengan media yang digunakan hari ini?         |
| S | Ya bagus mbak dan menarik                                     |

### Interview 22

August 21, 2013

Di Kantin

R : Researcher Ss: Robert

|   |                                                                      |
|---|----------------------------------------------------------------------|
| R | Siang dek, mbk tanya- tanya bentar ya?nama kamu siapa?               |
| S | Robert mbk                                                           |
| R | Emm, kamu suka gag sama pelajaran bahasa Inggrisnya hari ini?        |
| S | Suka mbk                                                             |
| R | Sukanya kenapa?                                                      |
| S | Praktek ngomong bahasa inggris                                       |
| R | Terus kalian menemukan kesulitan tidak waktu berbicara didepan tadi? |
| S | Gag sih mbk,                                                         |
| R | Kenapa?                                                              |
| S | Karena tadi kan udah latihan dulu dibelakang mbk jadi gag bingung    |
| R | Oh gitu, jadi tadi sangat membantu ya dek                            |
| S | Iya kok mbk                                                          |

### Interview 23

August 22, 2013

Di Ruang Guru

R : Researcher ET: English Teacher

|    |                                                                                                     |
|----|-----------------------------------------------------------------------------------------------------|
| R  | Selamat pagi Pak, menurut bapak gimana tentang penampilan role play yang dilakukan oleh para siswa? |
| ET | Sudah cukup bagus mbak, apalagi situasinya dalam role play berbentuk                                |

continued

continued

|    |                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | gambar.                                                                                                                                                    |
| R  | Terus saran bpk untuk kedepanya bagaimana?                                                                                                                 |
| ET | Ya itu tadi mbak, medianya diperbanyak supaya siswa lebih tertarik lagi, tapi hari ini sudah baik kok mbak, anak-anak sudah lebih pede dan berani ngomong. |
| R  | Oh iya pak, terima kasih atas saran dan solusinya.                                                                                                         |
| ET | Iya mbk, sama-sama.                                                                                                                                        |

#### Interview 24

August 22, 2013

Di Luar Kelas

R : Researcher Ss: Condro

|   |                                                                     |
|---|---------------------------------------------------------------------|
| R | Siang dek, mbk tanya- tanya bentar ya? nama kamu siapa?             |
| S | Condro mbk                                                          |
| R | Menurut kamu persiapan sebelum melakukan role play itu penting gak? |
| S | Penting lah mbak, kalau tidak ada persiapan ak tidak PD mbak.       |
| R | Kenapa?                                                             |
| S | Bisa jadi lebih siap buat role play nya Mbak.                       |

#### Interview 25

August 22, 2013

Di Luar Kelas

R : Researcher Ss: Nando

|   |                                                                                                            |
|---|------------------------------------------------------------------------------------------------------------|
| R | Menurut kamu bagaimana kegiatan belajar hari ini dek?                                                      |
| S | Menarik mbk                                                                                                |
| R | Lalu bagaimana role play nya hari ini?                                                                     |
| S | Menarik juga mbk                                                                                           |
| R | Tadi kalian sepertinya ngomongnya lancar ya saat role play?                                                |
| S | Umm ya lumayan lah mbak                                                                                    |
| R | Kok bisa gitu kenapa?                                                                                      |
| S | Ada beberapa kata baru yang susah mbak                                                                     |
| R | Berarti sekarang kamu sudah lebih percaya diri kan untuk ngomong pakai bahasa Inggris?                     |
| S | Ya gitu deh mbak                                                                                           |
| R | Terus tadi ada kesulitanya tidak waktu mengerjakan latihan-latihanya?                                      |
| S | Ya itu tadi mbak kata kata barunya kadang kadang kesulitan                                                 |
| R | Tadi gimana persaanmu ketika tampil role play didepan kelas ?                                              |
| S | Ya deg deg an tapi mearik mbak                                                                             |
| R | Tapi sekarang udah gag deg – deg an kan?                                                                   |
| S | Ya lumayan mbak hehe                                                                                       |
| R | Terus kamu merasa lebih siap gag kalau sebelum melakukan role play diberi waktu buat latihan ngomong dulu? |
| S | Ya mbak                                                                                                    |
| R | Mengapa dek?                                                                                               |
| S | Ya lebih ada persiapan mbak                                                                                |

**Interview 26**

August 22, 2013

Di Perpustakaan

R : Researcher Ss: Cindi

|   |                                                                 |
|---|-----------------------------------------------------------------|
| R | Permisi dek, mbk interview sebentar ya?                         |
| S | Ya mbk hehe                                                     |
| R | Tadi menurut kamu role play nya gimana?                         |
| S | Umm lumayan menarik mbk                                         |
| R | Tadi seneng gak dengan latihan speaking nya?                    |
| S | Ya suka mbak                                                    |
| R | Senengnya kenapa?                                               |
| S | Langsung praktek mbak                                           |
| R | Okee...pokonya tetep semangat ya dek belajar bahasa Inggrisnya, |
| S | Oke mbak                                                        |

**Interview 27**

August 22, 2013

Di Luar Kelas

R : Researcher Ss: Students

|   |                                                                                             |
|---|---------------------------------------------------------------------------------------------|
| R | Dek, mbk nganggu sebentar buat interview ya? Nama kamu siapa?                               |
| S | Harry mbk                                                                                   |
| R | Kamu seneng gak pelajaran hari ini?                                                         |
| S | Seneng mbk                                                                                  |
| R | Terus yang kamu sukai dari pelajaran hari ini apa dek?                                      |
| S | Praktek dialog di depan dengan situasinya                                                   |
| R | Maksud kamu role play nya ya?                                                               |
| S | Iya mbak.                                                                                   |
| R | Terus kalau sering latihan speaking jadi lebih berani tidak buat ngomong didepan kelas dek? |
| S | Ya mbak jadi tambah pede dan bisa langsung praktek                                          |

**Interview 28**

August 22, 2013

Di Luar Kelas

R : Researcher Ss: Yeni, Margareta, Risky

|    |                                                                         |
|----|-------------------------------------------------------------------------|
| R  | Kalian Senang tidak kalau semisal habis mengerjakan tugas dapat pujian. |
| Ss | Ya seneng lah Miss                                                      |
| R  | Kenapa?                                                                 |
| Ss | Seneng mbk                                                              |
| R  | Jadi tambah semangat aja mb kalau dikasih pujian                        |
| Ss | Betul mbak (bersaman)                                                   |



# **Appendix E**

## **Interview Guideline**

**Sebelum Implementasi (Untuk Guru Bahasa Inggris)**

1. Menurut Bapak apakah siswa menyukai pelajaran bahasa Inggris?
2. Apa kesulitan terbesar siswa dalam belajar bahasa Inggris?
3. Bagaimana kemampuan para siswa dalam bahasa Inggris?
4. Apa usaha anda untuk meningkatkan kemampuan berbicara siswa?

**Sebelum Implementasi (Untuk Siswa)**

1. Apakah kamu senang belajar bahasa Inggris?
2. Bagaimana kegiatan di kelas bahasa Inggris?
3. Kegiatan yang seperti apa yang kamu sukai untuk belajar bahasa Inggris?
4. Apa kesulitan kamu dalam belajar berbicara bahasa Inggris?
5. Apa usaha kamu untuk menghadapi kesulitan tersebut?

**Setelah Implementasi (Untuk Guru Bahasa Inggris)**

1. Bagaimana pendapat Bapak tentang penerapan *Role Play* untuk membantu siswa berbicara di kelas?
2. Bagaimana respon siswa terhadap *Role Play* ini?
3. Apakah kemampuan berbicara siswa meningkat dengan *Role Play*?

**Setelah Implementasi (Untuk Siswa)**

1. Menurut kamu bagaimana pelajaran bahasa Inggris hari ini?
2. Apakah kamu paham tentang penjelasan materi tadi?
3. Bagaimana dengan media yang saya gunakan untuk mengajar hari ini?
4. Bagaimana perasaan kamu tadi saat praktik *Role Play* di depan kelas?
5. Apakah kegiatan *Role Play* membantu kamu dalam belajar berbicara bahasa Inggris?

## **Appendix F**

### **Observation Checklist Forms**

Cycle : 1  
 Meeting : 1  
 Date : July 31, 2013

| No  | Items                                                                                     | Yes | No |
|-----|-------------------------------------------------------------------------------------------|-----|----|
|     | A. Opening Activities                                                                     |     |    |
| 1.  | The researcher opened the class by greeting.                                              | √   |    |
| 2.  | The students responded to the greeting.                                                   | √   |    |
| 3.  | The researcher asked the students' condition.                                             | √   |    |
| 4.  | The students told their condition to the researcher.                                      | √   |    |
| 5.  | The researcher lead pray.                                                                 |     | √  |
| 6.  | The researcher checked students' attendance.                                              | √   |    |
| 7.  | The researcher gave apperception of the materials.                                        | √   |    |
|     | B. Main Activities                                                                        |     |    |
| 8.  | The students were ready to learn the materials.                                           | √   |    |
| 9.  | The researcher explained the materials.                                                   | √   |    |
| 10. | The researcher used media helping to deliver the materials.                               | √   |    |
| 11. | The students responded to the researcher's explanation.                                   |     | √  |
| 12. | The researcher asked the students to study the materials.                                 | √   |    |
| 13. | The students studied it with their peers.                                                 | √   |    |
| 14. | The researcher gave chances to the students for asking questions.                         | √   |    |
| 15. | The researcher guided the students to develop the material in a speech.                   | √   |    |
| 16. | The researcher asked the students to work in groups consisting of 2-3 students.           | √   |    |
| 17. | The researcher gave enough time to arrange their seat/ to move in groups.                 | √   |    |
| 18. | The researcher asked the students to do role play.                                        | √   |    |
| 19. | The researcher explained the rules and instructions of the activities.                    | √   |    |
| 20. | The students understood the rules and instructions.                                       |     | √  |
| 21. | The students did the activities.                                                          | √   |    |
| 22. | The researcher facilitated the students.                                                  | √   |    |
| 23. | The students cooperated well in those activities.                                         |     | √  |
| 24. | The students spoke English fluently and accurately during those activities.               |     | √  |
| 25. | The teacher scored the students' speech.                                                  | √   |    |
|     | C. Closing Activities                                                                     |     |    |
| 26. | The researcher asked the students' difficulties during the teaching and learning process. | √   |    |
| 27. | The teacher closed the lesson.                                                            | √   |    |

Cycle : 1

Meeting : 2

Date : August 1, 2013

| No  | Items                                                                                     | Yes | No |
|-----|-------------------------------------------------------------------------------------------|-----|----|
|     | <b>A. Opening Activities</b>                                                              |     |    |
| 1.  | The researcher opened the class by greeting.                                              | √   |    |
| 2.  | The students responded to the greeting.                                                   | √   |    |
| 3.  | The researcher asked the students' condition.                                             | √   |    |
| 4.  | The students told their condition to the researcher.                                      | √   |    |
| 5.  | The researcher lead pray.                                                                 | √   |    |
| 6.  | The researcher checked students' attendance.                                              |     | √  |
| 7.  | The researcher gave apperception of the materials.                                        | √   |    |
|     | <b>B. Main Activities</b>                                                                 |     |    |
| 8.  | The students were ready to learn the materials.                                           | √   |    |
| 9.  | The researcher explained the materials.                                                   | √   |    |
| 10. | The researcher used media helping to deliver the materials.                               | √   |    |
| 11. | The students responded to the researcher's explanation.                                   | √   |    |
| 12. | The researcher asked the students to study the materials.                                 | √   |    |
| 13. | The students studied it with their peers.                                                 | √   |    |
| 14. | The researcher gave chances to the students for asking questions.                         | √   |    |
| 15. | The researcher guided the students to develop the material in a speech.                   | √   |    |
| 16. | The researcher asked the students to work in groups consisting of 2-3 students.           | √   |    |
| 17. | The researcher gave enough time to arrange their seat/ to move in groups.                 | √   |    |
| 18. | The researcher asked the students to do role play.                                        | √   |    |
| 19. | The researcher explained the rules and instructions of the activities.                    | √   |    |
| 20. | The students understood the rules and instructions.                                       | √   |    |
| 21. | The students did the activities.                                                          | √   |    |
| 22. | The researcher facilitated the students.                                                  | √   |    |
| 23. | The students cooperated well in those activities.                                         |     |    |
| 24. | The students spoke English fluently and accurately during those activities.               | √   |    |
| 25. | The teacher scored the students' speech.                                                  | √   |    |
|     | <b>C. Closing Activities</b>                                                              |     |    |
| 26. | The researcher asked the students' difficulties during the teaching and learning process. | √   |    |
| 27. | The teacher closed the lesson.                                                            | √   |    |

Cycle : 2

Meeting : 3

Date : August 21, 2013

| No  | Items                                                                                     | Yes | No |
|-----|-------------------------------------------------------------------------------------------|-----|----|
|     | <b>A. Opening Activities</b>                                                              |     |    |
| 1.  | The researcher opened the class by greeting.                                              | √   |    |
| 2.  | The students responded to the greeting.                                                   | √   |    |
| 3.  | The researcher asked the students' condition.                                             | √   |    |
| 4.  | The students told their condition to the researcher.                                      | √   |    |
| 5.  | The researcher lead pray.                                                                 |     | √  |
| 6.  | The researcher checked students' attendance.                                              | √   |    |
| 7.  | The researcher gave apperception of the materials.                                        | √   |    |
|     | <b>B. Main Activities</b>                                                                 |     |    |
| 8.  | The students were ready to learn the materials.                                           | √   |    |
| 9.  | The researcher explained the materials.                                                   | √   |    |
| 10. | The researcher used media helping to deliver the materials.                               | √   |    |
| 11. | The students responded to the researcher's explanation.                                   | √   |    |
| 12. | The researcher asked the students to study the materials.                                 | √   |    |
| 13. | The students studied it with their peers.                                                 | √   |    |
| 14. | The researcher gave chances to the students for asking questions.                         | √   |    |
| 15. | The researcher guided the students to develop the material in a speech.                   | √   |    |
| 16. | The researcher asked the students to work in groups consisting of 2-3 students.           | √   |    |
| 17. | The researcher gave enough time to arrange their seat/ to move in groups.                 | √   |    |
| 18. | The researcher asked the students to do role play.                                        | √   |    |
| 19. | The researcher explained the rules and instructions of the activities.                    | √   |    |
| 20. | The students understood the rules and instructions.                                       | √   |    |
| 21. | The students did the activities.                                                          | √   |    |
| 22. | The researcher facilitated the students.                                                  | √   |    |
| 23. | The students cooperated well in those activities.                                         | √   |    |
| 24. | The students spoke English fluently and accurately during those activities.               | √   |    |
| 25. | The teacher scored the students' speech.                                                  | √   |    |
|     | <b>C. Closing Activities</b>                                                              |     |    |
| 26. | The researcher asked the students' difficulties during the teaching and learning process. |     | √  |
| 27. | The teacher closed the lesson.                                                            | √   |    |

Cycle : 2

Meeting : 4

Date : August 22, 2013

| No  | Items                                                                                     | Yes | No |
|-----|-------------------------------------------------------------------------------------------|-----|----|
|     | <b>A. Opening Activities</b>                                                              |     |    |
| 1.  | The researcher opened the class by greeting.                                              | √   |    |
| 2.  | The students responded to the greeting.                                                   | √   |    |
| 3.  | The researcher asked the students' condition.                                             | √   |    |
| 4.  | The students told their condition to the researcher.                                      | √   |    |
| 5.  | The researcher lead pray.                                                                 | √   |    |
| 6.  | The researcher checked students' attendance.                                              | √   |    |
| 7.  | The researcher gave apperception of the materials.                                        | √   |    |
|     | <b>B. Main Activities</b>                                                                 |     |    |
| 8.  | The students were ready to learn the materials.                                           | √   |    |
| 9.  | The researcher explained the materials.                                                   | √   |    |
| 10. | The researcher used media helping to deliver the materials.                               | √   |    |
| 11. | The students responded to the researcher's explanation.                                   | √   |    |
| 12. | The researcher asked the students to study the materials.                                 | √   |    |
| 13. | The students studied it with their peers.                                                 | √   |    |
| 14. | The researcher gave chances to the students for asking questions.                         | √   |    |
| 15. | The researcher guided the students to develop the material in a speech.                   | √   |    |
| 16. | The researcher asked the students to work in groups consisting of 2-3 students.           | √   |    |
| 17. | The researcher gave enough time to arrange their seat/ to move in groups.                 | √   |    |
| 18. | The researcher asked the students to do role play.                                        | √   |    |
| 19. | The researcher explained the rules and instructions of the activities.                    | √   |    |
| 20. | The students understood the rules and instructions.                                       | √   |    |
| 21. | The students did the activities.                                                          | √   |    |
| 22. | The researcher facilitated the students.                                                  | √   |    |
| 23. | The students cooperated well in those activities.                                         | √   |    |
| 24. | The students spoke English fluently and accurately during those activities.               | √   |    |
| 25. | The teacher scored the students' speech.                                                  | √   |    |
|     | <b>C. Closing Activities</b>                                                              |     |    |
| 26. | The researcher asked the students' difficulties during the teaching and learning process. | √   |    |
| 27. | The teacher closed the lesson.                                                            | √   |    |

## **Appendix G**

### **Speaking Rubric**



### Grammar

Criterion : Using simple complex grammatical structures correctly

| Score | Indicators                                                                                                                                                                                                                                                                                                     |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | The student <b>never makes any grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) and in complex structure (like complex sentences).                                                                           |
| 9     | The student <b>almost makes grammatical mistakes</b> in performing the expected competency; both in basic grammatical structures (like phrases, simple and compound sentences) but makes <b>very few mistakes</b> in complex structure (like complex sentences), however those mistakes do not impede meaning. |
| 8     | The student <b>makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>few mistakes in complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.                        |
| 7     | The student <b>rarely makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>some mistakes in complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.                |
| 6     | The student <b>sometimes makes grammatical mistakes very rare in basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>quite a lot mistakes in complex structure</b> (like complex sentences) in performing expected competency so that they rather impede meaning.      |
| 5     | The student <b>often makes grammatical mistakes in basic grammatical structures</b> (like phrases, simple and compound sentences) and makes <b>quite a lot mistakes in complex structure</b> (like complex sentences) in performing expected competency so that they strongly impede meaning                   |
| 4     | The student <b>makes grammatical mistakes very often in basic grammatical structures</b> (like phrases, simple and compound sentences) and <b>makes so many mistakes in complex structure</b> (like sentences), the mistakes strongly impede communication in expected competency.<br>(continued)              |
| 3     | The student <b>almost always makes grammatical mistakes in basic</b>                                                                                                                                                                                                                                           |

(continued)

|   |                                                                                                                                                                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>grammatical structures</b> (like phrases, simple and compound sentences) and <b>can't use complex structure</b> (like complex sentences) well, the mistakes disrupt communication in performing expected competency.                                       |
| 2 | The student <b>always makes grammatical mistakes</b> in <b>basic grammatical structures</b> (like phrases, simple and compound sentences) <b>and there is no effort to use complex structure</b> (like complex sentences) well, the mistakes strongly disrupt |
| 1 | The student <b>has no mastery of grammar</b> to perform the expected competency so that the grammatical structures are entirely incorrect.                                                                                                                    |

### Fluency

| Score | Indicators                                                                                                                                                                                                                                                          |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | The student speaks <b>very fluently</b> in communication to perform the expected competency                                                                                                                                                                         |
| 9     | The student speaks <b>fluently</b> in communication to perform the expected competency, but there are natural hesitations.                                                                                                                                          |
| 8     | The student speaks <b>quite fluently</b> in communication to perform the expected competency, <b>although there are hesitations which are not quite natural</b>                                                                                                     |
| 7     | The student speaks <b>quite fluently</b> in communication to perform the expected competency, <b>although there are often hesitations which are not quite natural</b>                                                                                               |
| 6     | The student <b>doesn't speak quite fluently</b> in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she <b>speaks rather slowly and hesitantly</b> ; sometimes those problems disrupt the performance. |
| 5     | The student <b>doesn't speak quite fluently</b> in communication to perform the expected competency; sometimes he/she is impeded by language problems so that he/she <b>speaks slowly and hesitantly</b> ; those problems disrupt the performance.                  |
| 4     | The student <b>doesn't speak quite fluently</b> 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 <b>speaks</b>                                           |

(continued)

(continued)

|   |                                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>hesitantly and sometimes pauses quite long</b> ; those problems strongly disrupt the performance.                                                                                                               |
| 3 | The student <b>speaks very slowly</b> and discontinuously (like speaking per word with simple patterns). Even <b>pauses are very long</b> in communication to perform the expected competency.                     |
| 2 | The student <b>speaks very slowly</b> and often discontinuously (like speaking per word with simple patterns). Even <b>suddenly stops</b> in communication to perform the expected competency.                     |
| 1 | The student communicates very difficulty to perform the expected competency; he/she speaks <b>very slowly and always discontinuously</b> ((like speaking per word with simple patterns) and <b>even then stops</b> |

### Pronunciation

| Score | Indicators                                                                                                                                                                                                        |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | The student <b>never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate: all sounds are unambiguous and can be understood                              |
| 9     | The student <b>almost never makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are appropriate: a few sounds are ambiguous but can be understood.                      |
| 8     | The student <b>rarely makes pronunciation mistakes</b> 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 <b>sometimes makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not quite appropriate: some sounds are ambiguous but can be understood       |
| 6     | The student <b>often makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are sometimes not appropriate: some sounds are ambiguous and rather difficult to be understood |
| 5     | The student <b>makes pronunciation mistakes very often</b> in performing the expected competency; intonation and stress are inappropriate: many sounds are ambiguous and difficult to be understood.              |

(continued)

|   |                                                                                                                                                                                                             |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | The student <b>almost always makes pronunciation mistakes</b> in performing the expected competency; intonation and stress are very inappropriate: many sounds are ambiguous and difficult to be understood |
| 3 | The student <b>always makes pronunciation mistakes</b> in performing the expected competency; many sounds are ambiguous because pronunciation isn't clear, speak without considering intonation and stress. |
| 2 | The student <b>always makes pronunciation mistakes</b> in performing the expected competency, such as many sounds are ambiguous because pronunciation isn't clear                                           |
| 1 | The student <b>can't pronounce well at all</b> in performing the expected competency.                                                                                                                       |

### Vocabulary

| Score | Indicators                                                                                                                                                                                                                                   |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10    | The student uses <b>so many</b> vocabulary variations and <b>makes no mistakes</b> in word choices in performing the expected competency.                                                                                                    |
| 9     | The student <b>uses many vocabulary variations and only makes very few mistakes in word choices</b> in performing the expected competency.                                                                                                   |
| 8     | The student uses <b>quite many</b> vocabulary variations and <b>makes few mistakes</b> in word choices but those are sufficient and don't impede meaning in performing the expected competency.                                              |
| 7     | The student uses <b>few</b> vocabulary variations and <b>uses word choices</b> 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 <b>very few</b> vocabulary variations and <b>uses word choices</b> 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 <b>has limited vocabulary and inappropriate word choices</b> in performing the expected competency; he/she often explains ideas                                                                                                  |

(continued)

(continued)

|   |                                                                                                                                                                                                                                                         |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | because of the insufficient vocabulary.                                                                                                                                                                                                                 |
| 4 | The student <b>uses limited vocabulary and very inappropriate word choices</b> in performing the expected competency; he/she <b>often</b> explains ideas because of the insufficient vocabulary and sometimes asks the teacher to express certain ideas |
| 3 | The student <b>uses limited vocabulary</b> to perform the expected competency so that communication is <b>rather difficult to understand</b> ; he/she asks the teacher to express the ideas.                                                            |
| 2 | The student <b>uses very limited vocabulary</b> to perform the expected competency so that communication is <b>difficult to understand</b> ; he/she <b>has to</b> ask the teacher to express the ideas                                                  |
| 1 | The student <b>has no vocabulary mastery</b> 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 the ideas.                                      |

## **Appendix H**

### **Students' Speaking Scores**

SPEAKING SCORES OF XA STUDENTS CYCLE 1 MEETING 1

| NO    | NAME                          | SS  | ASPECTS |    |          |     |    |               |   |    |            |     |    |     |      |      |       | Total | Score |
|-------|-------------------------------|-----|---------|----|----------|-----|----|---------------|---|----|------------|-----|----|-----|------|------|-------|-------|-------|
|       |                               |     | FLUENCY |    | Accuracy |     |    |               |   |    | Vocabulary |     |    |     |      |      |       |       |       |
|       |                               |     |         |    | Grammar  |     |    | Pronunciation |   |    |            |     |    |     |      |      |       |       |       |
|       |                               |     | R       | ET | A        | R   | ET | A             | R | ET | A          | R   | ET | A   | R    | ET   | A     |       |       |
| 1     | Anastasia Sinthiya Dewi       | S1  | 6       | 7  | 6,5      | 7   | 6  | 6,5           | 6 | 7  | 6,5        | 7   | 6  | 6,5 | 26   | 6,5  |       |       |       |
| 2     | Andreas Dito Setyawan         | S2  | 6       | 7  | 6,5      | 6   | 6  | 6             | 7 | 6  | 6,5        | 6   | 6  | 6   | 25   | 6,25 |       |       |       |
| 3     | Bombong Haryadi Sianturi      | S3  | 6       | 7  | 6,5      | 7   | 6  | 6,5           | 6 | 6  | 6          | 6   | 6  | 6   | 25   | 6,25 |       |       |       |
| 4     | Cathrin Tanatania             | S4  | 6       | 6  | 6        | 6   | 6  | 6             | 7 | 7  | 7          | 7   | 6  | 6,5 | 25,5 | 6,37 |       |       |       |
| 5     | Cindi Kathrine Duha           | S5  | 8       | 8  | 8        | 8   | 7  | 7,5           | 8 | 8  | 8          | 8   | 7  | 7,5 | 31   | 7,75 |       |       |       |
| 6     | Dinda Erining Novia Anggereni | S6  | 7       | 6  | 6,5      | 6   | 6  | 6             | 6 | 7  | 6,5        | 6   | 6  | 6   | 25   | 6,25 |       |       |       |
| 7     | Eklesia Ovitamaya             | S7  | 8       | 7  | 7,5      | 7   | 6  | 6,5           | 7 | 7  | 7          | 7   | 6  | 6,5 | 27,5 | 6,87 |       |       |       |
| 8     | Fernando Gidion Mandala Putra | S8  | 7       | 6  | 6,5      | 7   | 6  | 6,5           | 7 | 7  | 7          | 7   | 6  | 6,5 | 26,5 | 6,62 |       |       |       |
| 9     | Fransiska Nora Christina Dewi | S9  | 6       | 6  | 6        | 6   | 6  | 6             | 7 | 6  | 6,5        | 7   | 6  | 6,5 | 25   | 6,25 |       |       |       |
| 10    | Harry Suryapambagya           | S10 | 8       | 8  | 8        | 7   | 8  | 7,5           | 8 | 8  | 8          | 8   | 7  | 7,5 | 31   | 7,75 |       |       |       |
| 11    | Lintang Prasasti              | S11 | 7       | 6  | 6,5      | 6   | 6  | 6             | 6 | 7  | 6,5        | 6   | 6  | 6   | 25   | 6,25 |       |       |       |
| 12    | Margareta Viona Putri Gunawan | S12 | 8       | 8  | 8        | 7   | 7  | 7             | 8 | 8  | 8          | 8   | 8  | 8   | 31   | 7,75 |       |       |       |
| 13    | Risky Dwi Saputro             | S13 | 7       | 7  | 7        | 8   | 7  | 7,5           | 7 | 7  | 7          | 8   | 7  | 7,5 | 29   | 7,25 |       |       |       |
| 14    | Riyani                        | S14 | 6       | 7  | 6,5      | 6   | 6  | 6             | 7 | 7  | 7          | 6   | 6  | 6   | 25,5 | 6,37 |       |       |       |
| 15    | Robert Kurniawan              | S15 | 7       | 6  | 6,5      | 6   | 6  | 6             | 7 | 6  | 6,5        | 7   | 6  | 6,5 | 25,5 | 6,37 |       |       |       |
| 16    | Sang Condro Nughroho          | S16 | 7       | 6  | 6,5      | 6   | 6  | 6             | 6 | 6  | 6          | 6   | 6  | 6   | 24,5 | 6,12 |       |       |       |
| 17    | Yeni Yunita                   | S17 | 8       | 7  | 7,5      | 7   | 7  | 7             | 7 | 7  | 7          | 7   | 7  | 7   | 28,5 | 7,12 |       |       |       |
| Total |                               |     | 117     |    |          | 111 |    |               |   |    |            | 117 |    |     | 113  | 457  | 114,1 |       |       |
| Mean  |                               |     | 6,9     |    |          | 6,5 |    |               |   |    |            | 6,9 |    |     | 6,6  | 6,72 | 6,71  |       |       |

SPEAKING SCORES OF XA STUDENTS CYCLE 1 MEETING 2

| NO    | NAME                          | SS  | ASPECTS |    |          |      |    |     |               |    |     |      |            |      | Total | Score  |
|-------|-------------------------------|-----|---------|----|----------|------|----|-----|---------------|----|-----|------|------------|------|-------|--------|
|       |                               |     | FLUENCY |    | Accuracy |      |    |     |               |    |     |      | Vocabulary |      |       |        |
|       |                               |     |         |    | Grammar  |      |    |     | Pronunciation |    |     |      |            |      |       |        |
|       |                               |     |         | ET | A        | R    | ET | A   | R             | ET | A   | R    | ET         | A    |       |        |
| 1     | Anastasia Sinthiya Dewi       | S1  | 7       | 7  | 7        | 7    | 7  | 7   | 7             | 7  | 7   | 7    | 7          | 28   | 7     |        |
| 2     | Andreas Dito Setyawan         | S2  | 8       | 7  | 7,5      | 7    | 6  | 6,5 | 8             | 7  | 7,5 | 7    | 7          | 28,5 | 7,12  |        |
| 3     | Bombong Haryadi Sianturi      | S3  | 7       | 7  | 7        | 7    | 6  | 6,5 | 7             | 7  | 7   | 7    | 7          | 27,5 | 6,87  |        |
| 4     | Cathrin Tanatania             | S4  | 7       | 7  | 7        | 7    | 6  | 6,5 | 7             | 7  | 7   | 7    | 6          | 27   | 6,75  |        |
| 5     | Cindi Kathrine Duha           | S5  | 8       | 8  | 8        | 8    | 7  | 7,5 | 8             | 8  | 8   | 8    | 8          | 31,5 | 7,87  |        |
| 6     | Dinda Erining Novia Anggereni | S6  | 7       | 7  | 7        | 7    | 6  | 6,5 | 7             | 7  | 7   | 7    | 7          | 27,5 | 6,87  |        |
| 7     | Eklesia Ovitamaya             | S7  | 8       | 8  | 8        | 8    | 7  | 7,5 | 8             | 7  | 7,5 | 8    | 7          | 30,5 | 7,62  |        |
| 8     | Fernando Gidion Mandala Putra | S8  | 7       | 7  | 7        | 7    | 7  | 7   | 8             | 8  | 8   | 7    | 7          | 29   | 7,25  |        |
| 9     | Fransiska Nora Christina Dewi | S9  | 7       | 8  | 7,5      | 7    | 6  | 6,5 | 7             | 7  | 7   | 7    | 7          | 28   | 7     |        |
| 10    | Harry Suryapambagya           | S10 | 8       | 8  | 8        | 8    | 8  | 8   | 8             | 9  | 8,5 | 8    | 8          | 32,5 | 8,12  |        |
| 11    | Lintang Prasasti              | S11 | 7       | 8  | 7,5      | 7    | 7  | 7   | 7             | 7  | 7   | 7    | 7          | 28,5 | 7,12  |        |
| 12    | Margareta Viona Putri Gunawan | S12 | 8       | 9  | 8,5      | 8    | 8  | 8   | 8             | 8  | 8   | 8    | 8          | 32,5 | 8,12  |        |
| 13    | Risky Dwi Saputro             | S13 | 8       | 7  | 7,5      | 8    | 8  | 8   | 8             | 8  | 8   | 8    | 7          | 31   | 7,75  |        |
| 14    | Riyani                        | S14 | 7       | 8  | 7,5      | 7    | 7  | 7   | 7             | 7  | 7   | 7    | 7          | 28,5 | 7,12  |        |
| 15    | Robert Kurniawan              | S15 | 7       | 7  | 7        | 7    | 6  | 6,5 | 8             | 7  | 7,5 | 7    | 6          | 27,5 | 6,87  |        |
| 16    | Sang Condro Nughroho          | S16 | 7       | 8  | 7,5      | 7    | 7  | 7   | 7             | 7  | 7   | 7    | 7          | 28,5 | 7,12  |        |
| 17    | Yeni Yunita                   | S17 | 8       | 8  | 8        | 7    | 7  | 7   | 8             | 8  | 8   | 7    | 7          | 30   | 7,5   |        |
| Total |                               |     | 127,5   |    |          | 120  |    |     | 127           |    |     | 122  |            |      | 496,5 | 124,07 |
| Mean  |                               |     | 7,5     |    |          | 7,05 |    |     | 7,47          |    |     | 7,17 |            |      | 7,3   | 7,29   |



SPEAKING SCORES OF XA STUDENTS CYCLE 2

| NO    | NAME                          | SS  | ASPECTS |    |          |      |               |     |   |      |            |   |    |      | Total | Score |
|-------|-------------------------------|-----|---------|----|----------|------|---------------|-----|---|------|------------|---|----|------|-------|-------|
|       |                               |     | FLUENCY |    | Accuracy |      |               |     |   |      | Vocabulary |   |    |      |       |       |
|       |                               |     |         |    | Grammar  |      | Pronunciation |     |   |      |            |   |    |      |       |       |
|       |                               |     | R       | ET | A        | R    | ET            | A   | R | ET   | A          | R | ET | A    |       |       |
| 1     | Anastasia Sinthiya Dewi       | S1  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 8    | 8          | 8 | 7  | 7,5  | 30,5  | 7,62  |
| 2     | Andreas Dito Setyawan         | S2  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 3     | Bombong Haryadi Sianturi      | S3  | 8       | 8  | 8        | 7    | 7             | 7   | 7 | 7    | 7          | 7 | 7  | 7    | 29    | 7,25  |
| 4     | Cathrin Tanatania             | S4  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 8    | 8          | 7 | 7  | 7    | 30    | 7,5   |
| 5     | Cindi Kathrine Duha           | S5  | 9       | 8  | 8,5      | 8    | 8             | 8   | 8 | 9    | 8,5        | 8 | 8  | 8    | 33    | 8,25  |
| 6     | Dinda Erining Novia Anggereni | S6  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 7     | Eklesia Ovitamaya             | S7  | 9       | 8  | 8,5      | 7    | 7             | 7   | 8 | 8    | 8          | 7 | 7  | 7    | 30,5  | 7,62  |
| 8     | Fernando Gidion Mandala Putra | S8  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 9     | Fransiska Nora Christina Dewi | S9  | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 10    | Harry Suryapambagya           | S10 | 8       | 8  | 8        | 8    | 8             | 8   | 9 | 8    | 8,5        | 8 | 8  | 8    | 32,5  | 8,12  |
| 11    | Lintang Prasasti              | S11 | 7       | 8  | 7,5      | 8    | 7             | 7,5 | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 12    | Margareta Viona Putri Gunawan | S12 | 9       | 8  | 8,5      | 8    | 8             | 8   | 9 | 9    | 9          | 8 | 8  | 8    | 32,5  | 8,12  |
| 13    | Risky Dwi Saputro             | S13 | 8       | 8  | 8        | 8    | 8             | 8   | 8 | 8    | 8          | 8 | 7  | 7,5  | 31,5  | 7,87  |
| 14    | Riyani                        | S14 | 8       | 8  | 8        | 7    | 7             | 7   | 8 | 7    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 15    | Robert Kurniawan              | S15 | 8       | 8  | 8        | 7    | 7             | 7   | 7 | 8    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 16    | Sang Condro Nugthroho         | S16 | 8       | 8  | 8        | 7    | 7             | 7   | 7 | 8    | 7,5        | 7 | 7  | 7    | 29,5  | 7,37  |
| 17    | Yeni Yunita                   | S17 | 8       | 8  | 8        | 8    | 7             | 7,5 | 8 | 8    | 8          | 8 | 8  | 8    | 31,5  | 7,87  |
| Total |                               |     | 137     |    |          | 124  |               |     |   | 133  |            |   |    | 124  | 517   | 129,2 |
| Mean  |                               |     | 8,06    |    |          | 7,29 |               |     |   | 7,82 |            |   |    | 7,29 | 7,6   | 7,60  |

# **Appendix I**

## **Photographs**



The researcher is monitoring the students.



The students are working in pairs.



The researcher is explaining the rule of the role play.



The students are performing their role play in front of the class.

## **Appendix J**

### **Research Permits**



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

## 070/5352 N/6/2013

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 : ELSA PRIASTUTI NIP/NIM : 07202244073  
 Alamat : KARANGMALANG YOGYAKARTA 55281  
 Judul : USING A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE TENTH GRADE STUDENTS OF SMA BOPKRI BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014  
 Lokasi : - Kota/Kab. BANTUL  
 Waktu : 25 Juni 2013 s/d 25 September 2013

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

Dikeluarkan di Yogyakarta  
Pada tanggal 25 Juni 2013  
A.n Sekretaris Daerah  
Asisten Perekonomian dan Pembangunan  
Ub.  
Kepala Biro Administrasi Pembangunan

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







**PEMERINTAH KABUPATEN BANTUL  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( B A P P E D A )**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796  
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

**SURAT KETERANGAN/IZIN**

**Nomor : 070 / 1688**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/5352/V/6/2013  
Tanggal : 25 Juni 2013 Perihal : Ijin Penelitian

**Mengingat** : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;  
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada** :  
Nama : **ELSA PRIASTUTI**  
P. T / Alamat : FBS UNY,, Karang malang Yogyakarta  
NIP/NIM/No. KTP : 07202244073  
Tema/Judul : **USING A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE TENTH GRADE STUDENTS OF SMA BOPKRI BANGUNTAPAN IN THE ACADEMIC YEAR OF 2013/2014**  
Lokasi : SMA BOPKRI BANGUNTAPAN  
Waktu : 03 Juli 2013 sd 25 September 2013  
Personil : 1 orang

**Dengan ketentuan sebagai berikut :**

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : Bantul  
Pada tanggal : 02 Juli 2013

A.n. Kepala,  
Kepala Bidang Data Pengembangan  
dan Penelitian, D. Kasubid. Litbang  
**Heny Endrawati, S.P., M.P.**  
UNIP: 197106081998032004

**Tembusan disampaikan kepada Yth.**

- 1 Bupati Bantul (sebagai laporan)
- 2 Ka Kantor Keshanannol Kab Bantul





Develop Your Talent

**YAYASAN BOPKRI YOGYAKARTA  
SEKOLAH MENENGAH ATAS  
SMA BOPKRI BANGUNTAPAN**

TERAKREDITASI : A

Jl. Sukun No. 94 Karangbendo Banguntapan Bantul Yogyakarta 55198 ☎ (0274) 489511

Nomor : 259/I13.2/SMA BBTP/I.7/VII/2013

Tanggal, 2 Agustus 2013

Lamp. : -

Hal : Surat Keterangan

Kepada

Yth. : **Dekan Fakultas Bahasa dan Seni  
Universitas Negeri Yogyakarta  
Di Yogyakarta.**

Salam Sejahtera,

Yang bertanda tangan di bawah ini :

Nama : Drs. JOKO WIGATI

NIY : 054620133

Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : ELSA PRIASTUTI

NIM : 07202244073

Prodi : Pendidikan Bahasa Inggris

Telah melaksanakan **Penelitian** dari bulan Juli 2013 s.d. Agustus 2013 DENGAN JUDUL : “  
**USING A ROLE PLAY TECHNIQUE TO IMPROVE THE SPEAKING SKILLS OF THE  
TENTH GRADE STUDENTS OF SMA BOPKRI BANGUNTAPAN IN THE ACADEMIC  
YEAR OF 2013/2014**”.

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

