

**IMPROVING ENGLISH SPEAKING ABILITY USING ROLE
PLAY FOR THE ELEVENTH GRADE STUDENTS SCIENCE
OF SMA NEGERI 1 JEPON IN THE ACADEMIC YEAR OF
2010/2011**

A Thesis

Presented as partial fulfillment of the requirements to attain

a *Sarjana Pendidikan* degree in English Education



Written by:

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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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2012

APPROVAL

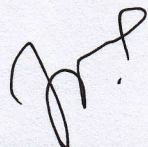
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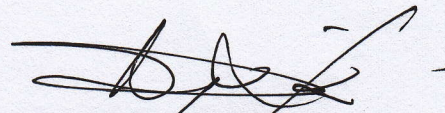
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**IMPROVING ENGLISH SPEAKING ABILITY USING ROLE PLAY FOR
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian 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.

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MOTTOS

*And that there is not for man except that (good) for
which he strives*

-Q.S. An Najm : 39-

Any fool can know. The point is to understand

-Albert Einstein-

*The more that you read, the more things you will
know. The more that you learn, the more places you
will go.*

-Dr. Seuss-

DEDICATIONS

I dedicate this thesis to:

- *my beloved parents, Drs. Suryanto, M.Si and Ery NARTHAWATI, S.Pd,*
- *my brother, Suryandana Dharma Putera,*
- *my thesis consultants, academic consultant and all the lecturers in English Study Program UNY,*
- *my lovely partner,*
- *my classmates in L class 2006, and,*
- *all my friends in English Education Study Program UNY.*

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Finally, I really realize that this thesis still has some shortcomings. Therefore, I welcome all criticisms and suggestions from those interested in the

similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever who reads it, particularly the students of the English Education Department of Yogyakarta State University.

Yogyakarta, November 2012

Writer,

Suryandari Kusumaningrum

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ABSTRACT

This research is an action research. The objective of the research was to improve the students' speaking ability at the eleventh grade of science in SMA Negeri 1 Jepon in the academic year of 2010/2011 by using role play. In reference to the preliminary observation and interviews, there were many problems related to the students' speaking skills. After identifying the feasible problems, the researcher focused on improving the students' speaking skills.

The researcher collaborated with the English teacher in implementing the actions. The data were qualitative in nature. The data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing the students, and holding discussions with the English teacher. The data were in the forms of field notes, interview transcripts, and photographs. Procedures of the research were reconnaissance, planning, actions, evaluation, and reflection. The validity of the data was obtained by applying the democratic validity, process validity and outcome validity.

The result shows that there were some interactive activities that were effective to improve the speaking skill of the English teaching and learning process. Those were role play, group discussions, and the use of classroom English. During the implementation of the actions, the students got involved actively in the classroom activities. They became interested in the English lesson and they felt that the English lesson did not make them bored since the researcher employed role play. The students were able to could interact and communicate with their friends during group discussions. Finally, this study suggests that several stages in using role play should be carried out systematically in order to maximize the learning outputs.

CHAPTER I

INTRODUCTION

A. Background of The Study

Nowadays, we come to the globalization era. In this era, English is used as the global language almost in every field. English as global language becomes a medium to communicate both in spoken and written language. Many companies require their employees to be able to use English both in spoken and written forms.

Speaking plays an important role in a social contact with other people to get information. Moreover, people today do not only make a social contact with those who come from the same country who speak the same language but also with those from other countries who speak different countries. In order to be able to convey their ideas and talk to people from different countries, they must be able to speak English because English is an international language that is used by people around the world to communicate. This is one of the reasons why students must learn English at school.

English is one of international languages learned and taught in schools in Indonesia. English is considered as an important language to absorb and develop science, technology, art and culture, and to improve international relationship. In global area, Indonesian people should be able to master English as the international language so that they can compete with other people from other countries.

In mastering English, someone must be good at both written and oral skills. Speaking is an important component of the language teaching and the primary mode of

communication. This is because all humans learn to speak as a part of their natural development. Well-prepared speaking exercises for second language learners are really needed.

In the international relationship, English speaking ability is very important for communicating and to participating in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability.

In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of lack motivation to practice the second language in daily conversation. They are also too shy and afraid of takes part in the conversation. Many factors can cause the problem of the students' speaking skills such as the students' interest, the material and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching speaking.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social

roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings (in Donough) (1993: 165), based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill

For these reasons, the writer is interested in improving speaking ability using role play in teaching speaking for the students of the eleventh grade in SMA Negeri 1 Jepon, Blora, in academic year of 2010/2011.

B. Identification of The Problem

To identify the problems, the researcher observed the speaking learning process. Based on the observation, the researcher obtains some problems in the speaking learning process. Then the researcher identified the main problems and classified them into several group based on the factors. Some factors that should be considered in speaking learning process were from teacher, students, and also the parents and their environment.

First, the teacher took only a little role in her teaching. This problem makes the learning activities boring because the activity was monotonous and less challenge for some students. Moreover, the techniques that the teacher brought into the class could not accommodate the students to communicate with and learn the language effectively. The point is that the teacher was not able to create interesting activities. The teacher should have the ability to catch students' attention with some unique and interesting materials.

Secondly, they spent their time with friends by playing, chatting, drawing something on their book, sleepy, and/or doing something unrelated to the English lesson. They easily got bored with the monotonous activities so that they began disturbing their classmates and doing something unrelated to the lesson. The students think that English is one of the lessons was hard to learn. From their assumption mentioned before, they were lazy to try to study. Besides, students (in average) who came from the village assumed that after graduating from senior high school, they should work to help their parents and thought that English language ability was not really necessary. In that case, the teacher is required to be able to arouse students' motivation to be enthusiastic in their lesson. The teacher should remind that all lessons learned from school are very useful, especially English, because in this modern time, this skill is indispensable in every aspect of life.

The third, the parents mostly work as farmers, construction workers, servants, shopkeepers and traders. Their education is very low, mostly graduated from junior high schools, elementary schools, and even some parents are illiterate. That is the main cause why they assumed very shallow about education. Parents still think that the junior high school graduate was enough to find a job (of course the work they refer to is a kind of unskilled laborers and shopkeepers). Supports from family, especially parents are very less; this is the factor that makes a few numbers of their children who continue their study until senior high school. In terms of environmental, students house are very far away from the touch of modernization. They are difficult to obtain information / knowledge which can be accessed through internet sites and public library which is actually make them easier to learn and do homework / assignment from school. In this case, students only get English lessons at school, because in the environment and in their own house,

which not possible to increase knowledge, they do not get a chance to learn more and difficult to develop their skill in speaking.

C. Limitation of the Problems

Based on some problems in the identification of the problem above, the researcher and the teacher agreed to focus the study on the efforts to improve the speaking skill through role play for the eleventh grade of SMA Negeri 1 Jepon, Blora in academic year of 2010/2011 through action research.

This is because the student speaking ability is very important to be improved in the English language learning, the researcher makes a limitation of the research. There are the use of role play to teach speaking and the population of the research.

Role play is chosen as the technique used because role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioral skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Eleventh grade of IPA 2 in SMA Negeri 1 Jepon, Blora is chosen the subject of the research because they have been learning English more than 5 years. They had capital enough and experiences to speaking English, and in their age that around 16 years old, they have ripeness think, high imagination and creativity. It can be easier to deliver the material to teach speaking using role play in their class.

D. Formulation of The Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification and limitation of the problem, the problem is formulated as follows: How can role play be applied to improve speaking skills of XI IPA 2 students in SMA Negeri 1 Jepon, Blora in academic year of 2010/2011?

E. The Objective of The Study

This study aims at improving speaking skills of XI IPA 2 students of SMA Negeri 1 Jepon, Blora through role play.

F. Significances of The Study

This study is expected to be beneficial for:

1. English teachers in SMA Negeri 1 Jepon; the finding of this study is expected to become a source of information about the ways to improve the teaching and learning quality.
2. Other teachers in SMA Negeri 1 Jepon; the finding of this study is expected to become an evidence that represents students' ability in learning foreign language.
3. Institutions of the English teaching program; this study is expected to become an input in empowering the teachers of English to improve the students' speaking skills in teaching and learning processes by using games.
4. English education students of Yogyakarta State University; the finding of this study is expected to become one of the considerable source or reading material either to

enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning processes.

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

CHAPTER II

LITERATURE REVIEW

A. REVIEW OF THEORIES

1. English as a Foreign Language

Language has an important role in students' intellectual and emotional development. Language is also an important key to student's success in learning other subject or lesson in their school. It is used to help students to express their experiences', ideas, and also feelings. While using a language, they are expected to participate in their community.

English in Indonesia might be categorized as a foreign language, which is the study of English not as a mother tongue. It denotes that learners of the language are foreigners who study it for various purposes. The School Based Curriculum tries to prepare students to achieve the speaking competence and make them use language properly.

According to Harmer (1992:1-2) English is learnt by the greatest number of students in the world as a foreign language, probably, because it is in the school curriculum whether they like it or not. Some people also want to study English because they think it offers a chance for the advancement in their personal lives.

Brown (2001:3) states that English as a foreign language always refers specifically to English taught in countries (such as Egypt, Japan, and Venezuela) where English is not a major language of commerce and education.

2. Teaching English as a Foreign Language

Madya (2000:1) states that TEFL means that English is taught as a foreign language, a language spoken by people from other countries and not used for formal communication and or daily communication. Through this definition, it was clear that teaching English in Indonesia is regarded as teaching English as a foreign language because English is not spoken by Indonesian people in formal and or daily communication.

Brown (1987:136) explains that teaching English as a foreign language (TEFL) is teaching a non active language which is one's own culture with few immediate and widespread opportunities to use the language within the environment at one's own culture. It means that teaching English in a community in which the language is not used immediately and widespread.

3. Nature of Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. Cameron (2001:103) states speaking is the active use of language to express meaning so that other people can make sense of them. Lazaraton (2001:103) cites the ability to speak a language is synonymously with knowing the language since speech is the most basic means of human

communication. Speaking in a second and foreign language has often been viewed as the most difficult skill of the four ones.

According to the Brown (2001:270) there are number of features that interact to make speaking as a challenging language skill. To start, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision; so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. The same thing can be said for the use of slang and idioms in speech; without facility in using these everywhere features of spoken language, learners are apt to sound bookish. Students must also acquire the stress, rhythm, and intonation in English, a complicated task for many. Perhaps the most difficult aspect of spoken English is that it is almost always accomplishment via interaction with at least one other speaker. This means that the varieties of demands such as monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect etc, are placed at one on the process of learning speaking.

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

- a. Produce chunks of language of different lengths.
- b. Orally produce differences among the English phonemes and allophonic variants.

- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word phrases (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents-in appropriate phrases, pause groups, breath groups, and sentences.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.
- l. Accomplish appropriately communicative functions according to situations, participants, and goals.
- m. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

- o. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.
- p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

In relation in this, Nunan (1989:2) mentions successful oral communicative involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation pattern
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversation acquire good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers.

From the discussion above it can be concluded that speaking skill are always related to communications. Speaking skills can be states as the skill to use

the language accurately to express meaning in order to transfer or to get knowledge and information from other people in the whole life situation.

4. Teaching Speaking

Speaking is a crucial part of foreign language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In teaching speaking, we have to understand what is meant by teaching speaking and how to do it. Nunan (2003) states that teaching speaking is to teach English language learners to produce the English speech sounds and sounds patterns; use words and sentence stress, intonation patterns and the rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize their thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; and use the language quickly and confidently with few unnatural pauses which are called fluency.

According to Klancar (2006),

“when teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied

abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.”

Young learners are very fast learners. They pervade up everything what the teacher said. Thus, clear and correct pronunciations is very importance, since the students repeat exactly what were they heard. The rule that have to apply in teaching and learning speaking skill are slowly and steadily, because what has been taught an early stage is difficult to change later.

Klancar (2006) also said, applying the activities such as dialogues, songs, poems and rhymes into the teaching practice, can help students’ speaking ability increases, their pronunciations also gets better.

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

- a. Preparation: giving enough time to think in their head about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.
- b. The value of repetition: allowing them to improve on what they did before, getting chance to analyze what they have already done, and getting them to draft and re-draft their writing.
- c. Big groups, small groups: making sure that they get chances to speak and interact in big or small groups.

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

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

- a. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies, such as:
 - Asking for clarification (what?).
 - Asking someone to repeat something (Hub? Excuse me?).
 - Using fillers (Ub, I mean, Well).
 - Using conversation maintenance cues (Ub bub, Right, Yeah, Okay, Hin).
 - Getting someone's attention (Hey, Say, So).
 - Using paraphrases for structures one can't produce.
 - Appealing for assistance from the interlocutor (to get a word or phrase, for example).

- Using formulaic expressions (at the survival stage) (How much does___ cost? How do you get to the___?).
- Using mime and nonverbal expressions to convey meaning.

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

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

5. Teaching Speaking in Senior High School

Indonesia has implemented School-Based Curriculum since the academic year of 2006/2007. The School-Based Curriculum is defined as an operational curriculum which is developed and implemented in each school (Badan Standar Nasional Pendidikan (BSNP), 2006). It also contains some ways as a manual to develop learning activities in order to achieve some specific educational purposes. The point of the School-Based Curriculum that is developed by the school based on the school's potential and characteristics, social and culture of the communities and learners' characteristics.

The School-Based Curriculum is developed by school based on BSNP which contains eight national education standards. Two of them are the Standards of Content and the Standards of Graduate Competences that become the main references for each school in developing the School-Based Curriculum. The Standards of Content covers teaching materials which consist of the Standards of Competence and the Basic Competence. Those are developed based on the guidance of the Board of National Educational Standard (BSNP, 2006).

In the English subject, the curriculum involves the four basic skills as the primary foundation of the learning process. The four competencies that the students must achieve are listening, speaking, reading, and writing. These four skills are the target of language development for the students to survive in the society and to achieve language competences. The goal is to lead students to be able to use the language communicatively in those skills.

In senior high school, the curriculum aims to achieve the level of communication proficiency, which means the students are able to use it as informational language. They can access the information of the knowledge through the language. One of the criteria in the curriculum is the extended of competence standard and basic competences which include the four basic skills as the target of language.

The standard and of competency and the basic competency are presented in the table below:

Standards of Competency	Basic Competency
9. Expressing meaning of the sustained and	9.1. To express meaning in a spoken

<p>formal transactional and interpersonal conversations in daily life context.</p>	<p>transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing happiness and sadness.</p> <p>9.2 To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing annoyance and anger.</p>
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Table 1. The Standard of Competency and The Basic Competency. (Adopted from BSNP, 2006)

In conclusion, the aims of the school level based curriculum for senior high school students is to achieve the standard of competence for communication and to access the information of knowledge through the language. The standard competence and basic competences show how conversation becomes an important factor in communications as the competency for speaking.

6. Problems in Teaching Speaking and Some Solutions

The teaching of speaking is more demanding on the teacher than the teaching of any other language skill (Rivers, 1981: 188). The problems may come from learning the language itself, and also from the technical problems in teaching speaking. For this reason, teachers should be aware of the elements of speaking that make it difficult. Brown (2001:270-271) claims eight elements that make speaking difficult such as clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

Moreover Rivers (1981: 187) adds, such features as pitch, intonation, stress and duration, assimilation, juncture, elisions, liaisons at word boundaries, and expensive features like tone of voice and gesture' are often all but ignored. Those features are constrains dealing with the language. However, teachers may find more problems in teaching speaking which are related to the technical problems. They are mentioned as follows:

- a. Students' motivation
- b. Students' reluctance to involve themselves
- c. Grouping the students
- d. Teaching media
- e. Classroom management
- f. Assessment techniques, etc.

To cope with the problems mentioned above, the teachers may refer to the communicative activities proposed by Littlewood (1981: 17-18) such as:

- a. To provide “whole-task practice”

Whole-task practice allows the students to practice the language not only in the part of skill, but also in the total skill. In this session, teachers provide learners with various kinds of communicative activities; organize them in order to suit the ability level of learners.

- b. To improve motivation

As learners’ final objective in learning a language is to participate in communication with others, their motivation to learn is more likely to be maintained if their classroom learning can help them to accomplish this objective with increasing success.

- c. To allow natural learning

Because many aspects of language learning take place through natural processes, it operates well when learners use it in the real and natural communication.

- d. To create a context which supports learning

Activities which provide opportunities for positive personal relationship between the students and the teacher and create an environment that can support individual’s effort in learning are those that enable the students to communicate well. Communicative activities are ones to be mentioned to fulfill those requirements.

While Harmer (2007: 348-352) divides classroom speaking activities into six categories: acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play

Besides carrying out communicative activities in the classrooms, teachers should also have knowledge and an understanding on the role of the components in teaching that influence the process of learning including materials, media, teacher's factor, learner's factor, setting, motivation, teaching techniques, etc.

Those elements are important as they play a big role in coping with the problem in teaching speaking. For example, a teacher won't come to the class without having materials to be taught or discussed. He or she also needs media to help the learners figure out what should they know or do in the classroom. These media can be in the form of CD cassettes, pictures, songs, games, realia, etc. However, the teaching-learning process won't run well if there is no cooperation and tolerance between the teachers' and the learners'. Both should agree on a consensus to do their job. Whilst during the learning process, teachers should also modify their teaching technique and the setting of the class, for example the seats arrangement and the grouping technique, so that the students are highly motivated in doing their tasks.

B. ROLE PLAY

1. Definition of Role Play

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while role play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy (Procter, 1996: 126).

According to Harmer (2001:274), a role play is an event or activity where the players are pretending to be someone that they are not. Students are asked to imagine themselves in a situation that could occur outside the classroom and adopt a specific role in this situation and behave as if the situation really existed in accordance with their role. He also says that role-play can be used to encourage oral skill fluency and to train students for specific situations. In this activity, students will be able to practice communicating with the others, increase their activity and improve their conversational skills. Harmer (2001:275) also says that simulation and role play have three distinct advantages, there are:

- a. Both simulation and role play can be good fun and thus motivating.
- b. The activities allow hesitant students to be more forthright in their opinions and behavior than they might be when speaking for themselves, since they do not have to take the same responsibility for what they are saying.

- c. The activities permit the students to use a much wider range of language than some more task-centered activities may do.

Role play, based on Brown (2004:174), is a popular pedagogical activity in communicative language-teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistics output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effects of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.

In this case, Ladousse (1995:13) illustrated that when students assume a 'Role', they play a part (either their own or somebody else's) in specific situation. 'Play' means that is taken on in a safe environment in which students are as an inventive and playful as possible.

According to Crookal and Oxford (1990), there is a little consensus on the terms used in the role playing and simulation literature. A few of the terms often used interchangeably are simulation, games, role play, simulation simulation-game, role play simulation, and role playing game.

There seem to be some agreement; however, simulation is a broader concept than role playing. Simulations are complex lengthy and relatively inflexible events. Role play, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. And role play is also included in simulation as well.

In defining role play, Byrne (1986: 115) states that role play is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), role play and simulation. The terms described as follows:

- a. Mime, the participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. Role play, the participants interact either as themselves in imaginary situations.
- c. Simulation, this involves role play as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting that has been defined for them.

Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes an action, the others try to guess what it is.

Larsen-Freeman (2001) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

From those explanations above, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at encourage the students to thinking and creativity, let students develop and practice new

language and behavioral skills in a relatively non-threatening setting, and can create motivation and involvement necessary for learning to occur.

2. Type and Procedure in Using Role Play

In view of the persons taking an actor, Laddouse (1995:14) explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

There were several procedures in using role play:

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

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

a. Scripted role play

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. For more details, here an example of scripted role plays dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, please.

Angela : (give the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela : Thank you. Where is the post box?

Clerk : You want the air mail box. It's over there, by the door.

To demonstrate a role play activity based on the dialogue, the procedures are:

1. First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.
2. If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3. Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
4. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

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

b. Unscripted role play

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

The example and procedures of unscripted role play are as follows:

One student has lost a bag. The other student is the police officer, and asks for details.

To brings out this idea:

1. The teacher can prepare the whole class, by:

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

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

3. Significance of Role Play in Teaching Speaking

It has been mentioned before in the above discussion that role play is one of the activities to promote speaking. Through role play activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen-Freeman (2001) explained that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse (1995:16), role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

Role play can improve learners' speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where

learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

- a. A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
- b. Role play puts students in situation in which they are required to use and develop those aliphatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- d. Role play helps many shy students by providing them with a mask.
- e. Perhaps the most important reason for using role play is that it is fun.

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

C. Conceptual Framework

Learning English as a foreign language needs a set of method and process. The process of learning is an important part to master a language, especially in speaking. In improving the speaking learning process, the researcher needs to find some efforts to be

implemented in the process of English teaching and learning process. The researcher needs to find the suitable and effective activity to be implemented in the school.

The researcher was choose speaking skills through role play as the appropriate way because a role play can improve learners' speaking skills in any situation and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. A role play is a highly flexible learning activity which has a wide scope for variation and imagination. From the reason above, then the researcher sure that the treatment can improve speaking skill of students in SMA Negeri 1 Jepon especially in grade XI IPA 2.

CHAPTER III

RESEARCH METHOD

In this chapter, how the research is conducted will be explained in detail. This chapter is divided into six parts. They are: the type of the research, setting of the research, data collection, validity and reliability of research data, and the last is procedure of the research. Each of them will be presented in the following discussion.

A. Type of the Research

This research is action research in a natural setting. The researcher collaborated with other participants to indentify the obstacles and the weaknesses of the English teaching and learning process.

There are many definitions regarded to action research. One of them is a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social and educational practice, as well as their understanding of these practices and the situations in which practices are carried out (Kemmis and Mc Taggart in Mc Niff (1991: 24). As it is done in a certain setting, the researcher should be able to understand the characteristics of the setting she might work in. Thus, the collaborative research may be helpful to get the wholesome understanding to the setting characteristics.

Since action research is situational or context-based collaboration, participatory and self-evaluative, the contribution of other researchers, participants and the related elements are needed. The researcher and the other participants should be able to

collaborate to build the atmosphere which allows a space for the improvements. The self-evaluative characteristic of the action research, then, leads the study to find ways to make improvements in the subject matter the researcher works on.

B. Setting of the research

This research took place at SMA Negeri 1 Jepon, focusing on class XI.IPA 2. It is located in Jalan Raya Blora-Cepu KM. 10 Blora, Jawa Tengah. The available rooms in this school are the headmaster's room, teachers' room, a room for guidance and counseling, and administration room, a school health unit, a kitchen, a mosque, teachers' toilet, students' toilet, and 18 classrooms. Each class consists of 35 students. Totally, there are 648 students, one headmaster, 45 teachers, 3 school guards and 3 English teachers.

C. Participants of the research

The research involved the school principal, the English teachers as a collaborator, the students in SMA Negeri 1 Jepon, especially the students of class XI.IPA in the academic year 2010/2011.

D. Time of the research

The researcher conducted the action research in the second semester of the academic year 2010/2011. The action conducted in 4th – 21st May 2011; the scheduled classes were on Wednesday and Saturday at 10.15 – 11.45 a.m. In conducting the actions,

the researcher followed the school calendar in which the English class taught twice a week. Each meeting listed for 90 minutes and for one hour lesson, it has 45 minutes.

E. Data collection technique

The data of the research were qualitative. They were about opinions, feelings, obstacles, preferences and expectation of the research participants. Those obtained by interviewing the English teacher as the collaborator and the students of class XI.IPA 2, observing the teaching and learning English process in class XI.IPA 2 and taking picture of teaching and learning process in the class.

The instruments of data collecting technique were an interview guide and a photo camera. The data are in the form of an interview transcript, field notes of the teaching and learning processes, and photographs of the teaching and learning processes.

F. Validity and Reliability of Research Data

1. Validity of Research Data

The data were collected to see the success of the action. They were in the form of descriptions of description of opinions or ideas, obstacles, preference, and expectation of the research members. The instrument for collecting the data were a camera digital, observation guide, and interview guide. The validity of the data was established by fulfilling the democratic, outcomes, and process validity.

Democratic validity is related to the extent to which the researcher is truly collaborative (Anderson in Burns, 1999:161). The researcher fulfilled the democratic validity by asking the English teacher to be her collaborator in conducting this research, then planning, implementing, evaluating and reflecting the action

collaboratively. In making the conclusion of finding the research, different resources namely the English teacher, team member, and students gave their opinion toward the action that were implemented in the research. Outcome validity is related to the notion of actions leading to outcomes that are successful within the research context (Anderson in Burns 1999:161). The researcher fulfilled the outcome validity by providing the genuine data and showing the improvement of the action, and the researcher stimulated them collaboratively. Process validity raises some question about the process validity by planning, implementing, and revising the actions. The researcher makes modifications to improve the conditions of the teaching learning process.

2. The Reliability by Action Research

To get the trustworthiness, the researcher used the investigator triangulation techniques. Investigator triangulation is the triangulations in which more than one observer is involved in the same research setting to avoid observer biased and to provide checks on the reliability of the observation (Burns, 1999:163).

The researcher gathered the data from several points of views from the students and the English teacher of the eleventh grade. The reliability of the data was gained by giving the genuine data, such as field notes, interview transcripts, and pictures of the learning process.

G. Procedure of the Research

1. Reconnaissance

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

a. Identifying the field problem

In this step, the problems were identified based on the observation and interview. The researcher identified the problems and gave the ideas and suggestion to formulate the problem.

b. Weighing the field problem

The researcher classify the problem were classified into three categories, they were most urgent, urgent, and less urgent. From the result of the observation, the most urgent level field problems were taken.

c. Assessing the field problem feasibility

The researcher and other research team member collaboratively determined the problems of speaking learning process which are necessary and not feasible to be solved as soon as possible.

2. Planning

The research worked in planning some actions conducted to improve the quality of speaking leaning process among eleventh grade of III IPA 2 in SMA Negeri 1 Jepon.

In this step, the lesson plans, the materials, and the research instruments were prepared. Lesson plans were used as scenarios of the teaching and learning process. The materials designed were in the form of copied hand out and others were written in the whiteboard. While the research instrument such as the interview guideline and the questionnaire were designed by considering the kinds of data needed.

In cycle 1, the researcher planned the material to express happiness and sadness. While in cycle 2, the researcher planned to give a material about how to express anger and disappointing.

3. Action

In this step, the plans of actions approved by the researcher were implemented in the classroom. The researcher observed the speaking learning process among eleventh grade of III IPA 2 in SMA Negeri 1 Jepon.

a. Cycle 1

- **Planning**

In planning the first cycle, the researcher considered the materials which would be taught by reviewing the basic competency. The researcher planned to have a material including two expressions in this cycle in two meetings. In this stage, the researcher decided the two expressions by considering the type of the material; the language functions included the expression and the teaching techniques. Furthermore, the hand outs were also designed based on the language functions. They were to express happiness and sadness.

- Action and implementation

In this stage, the lesson plans were implemented in the class, the teaching and learning process were observed in the form of field notes, and some changes were made in relation to the students' learning progress. Also, in this stage the researcher and collaborator noted some problems appearing during the teaching and learning process.

- Evaluation

In this stage, the researcher, the teacher and the collaborator discussed the problems and solutions in each meeting, and at the end of the cycle they discussed the whole stages of the cycle as a consideration to plan for the next cycle.

b. Cycle 2

- Planning

In the planning session of this cycle, the researcher reviewed the result of the discussion and planned the teaching techniques to solve the problems appearing at the first cycle. The researcher planned to give material about expressing annoyance and anger.

- Action and implementation

As what the researcher did in the second stage of the first cycle, in this stage the researcher implemented the revised method decided in the planning session, and observed its progress. The mistakes, weaknesses, changes and improvements were recorded as a consideration to draw the conclusion about the whole teaching and learning process.

- Evaluation

In this stage, the implementation and observation of the cycle 2 were reflected in the discussion between the researcher, the teacher and the collaborator. Furthermore, the whole problems, solutions, changes and improvements made in the cycle 1 and cycle 2 were discussed to draw the conclusion about the overall teaching and learning process.

4. Evaluation and reflection

The researcher and the other research team members evaluated and analyzed the effect, obstacles, difficulties and other possibilities in implementing the actions. If the action was considered to be successful or achieved a positive result, then it was taken as one of the alternative effort to improve the speaking learning process among eleventh grade of III IPA 2 in SMA Negeri 1 Jepon. Next, the researcher tried to propose other action in some cycle. On the contrary when the action was considered failed or achieved a negative result, and then the action would improve in the next

cycle. When the quality of speaking learning process among eleventh grade of III IPA 2 in SMA Negeri 1 Jepon was regarded to be better, then the actions were stopped.

CHAPTER IV

THE RESEARCH PROCESS, FINDING AND INTERPRETATION

A. The sharpening of the problem

There were some steps to do to find the field problems of the research. The first step was conducting an observation of the English teaching and learning process in class XI-A2 of SMA Negeri 1 Jepon and the second was holding interview with the research members.

In the first step, the researcher conducted a classroom observation. Here is the vignette of the teaching learning process of the eleventh grade of IPA 2 SMA Negeri 1 Jepon.

1. Pukul 10.15, peneliti bersama dengan guru memasuki ruangan kelas. Tiba di kelas, guru menyapa murid, *“Good morning class, how are you?”* , para siswa menjawab, *“fine”* ada pula yang menjawab *“good”*, ada pula beberapa siswa di deretan bangku belakang yang hanya diam dan mengipas-ngipaskan buku karena situasi di kelas terbilang panas. Guru kemudian memperkenalkan peneliti kepada siswa. Guru memberi tahu kepada murid bahwa selama beberapa pertemuan ke depan, peneliti akan melakukan penelitian dan menggantikan guru untuk mengajar di kelas.
2. Setelah itu, guru mempersilakan peneliti duduk di bangku belakang untuk mengamati kegiatan belajar mengajar di kelas.

Guru membuka pelajaran dengan memberi tugas kepada siswa, *“karena kemarin kita tidak ada PR, well, today, we are going to study about writing and speaking. Please take a sheet of paper, write down and describe to your paper about your hobby. Do you understand? Okay, 10 minutes enough.”*

Suasana saat itu terlihat agak kaku karena siswa cenderung diam, tetapi

bukan diam karena memperhatikan tetapi lebih mengacu kepada sikap tidak memperhatikan (mengacuhkan guru). Pada waktu diberi tugas, siswa terlihat kurang mengerti dengan instruksi yang diberikan oleh guru, enggan bertanya, dan saling berbisik satu dengan yang lain untuk menanyakan kepada teman yang lain yang mengerti penjelasan dari guru mereka.

3. Ketika mengerjakan tugas dari guru, ada beberapa siswa yang menggunakan kamus elektronik untuk membantu mereka, ada juga yang membawa kamus, tetapi jumlahnya sangat sedikit, hanya sekitar 8 siswa.

Suasana kelas terbilang gaduh karena siswa saling bertanya satu sama lain. Guru kemudian memperingatkan siswa, *“don't be noisy, please. Kelas sebelah nanti terganggu”*.

Setelah waktu yang diberikan guru selesai, guru menunjuk siswa secara acak untuk maju ke depan kelas membacakan hasil deskripsi mereka tentang hobi. Seluruh siswa mendapatkan kesempatan untuk maju membacakan hasil tulisannya tetapi banyak sekali terdapat banyak sekali kesalahan dalam pengucapan kata. Contohnya seperti pengucapan *“basketball field”* menjadi *“basketball feld”* atau kata *“mosque”* tetap diucapkan *“moskue”*, dan menyebutkan hobi jalan-jalan dengan *“walking-walking”*.

Pada saat siswa maju ke depan siswa juga masih malu-malu, membacakan teksnya dengan suara yang pelan, gesture tubuh juga memperlihatkan kalau siswa tersebut gugup. Siswa yang duduk di bangku belakang pun kurang memperhatikan. Mereka ada yang berbicara sendiri dengan teman sebangku atau sekedar bermain dengan telepon genggam.

4. Jam di kelas sudah menunjukkan pukul 11.30, 15 menit lagi jam pelajaran akan selesai. Guru kemudian memberikan komentar dan penilaian bahwa

kemampuan berbicara siswa masih kurang, *“okay class, we can conclude that your ability about speaking are still low, you have to improve it. Try to speak English every day with your friends. Jangan hanya kalau ada pelajaran bahasa Inggris saja.”*

5. Setelah guru menandatangani buku pengajaran di meja, guru pun menutup kelas, *“okay students, enough for today. See you again.”* Kemudian siswa menjawab *“good bye”* dan beberapa menjawab *“see you.”*

(Vignette 1, Wednesday, May 4 2011)

The vignette above is one of the observation data before the implementation of actions in class XI-A2. Based on the data in the observation, the researcher found some problems in the observation, they are:

1. Most the students did not paying attention to the teacher.
2. The students were passive.
3. Some students were busy with their own activities, talked to each other when the teaching learning activities were still going on, and used their phone cell in the teaching learning process.
4. The students often made a noise during the teaching learning process.
5. Some students miss pronounced some words.
6. The English teaching and learning process was monotonous.
7. The teacher did not know how to modify the speaking lesson.
8. The teacher did not provide interesting activities that give opportunities for the students to practice their speaking.
9. The teacher could not gain students' attention.

The next step was holding interview with the teacher and students. From the interview, the researcher got more data from the English teacher and also from the students. There were some problems in the process of the English teaching process; those identified are presented below:

1. The students were passive because most of them were afraid to ask, especially in English.
2. The students preferred to keep silent and did not give any responses to answer the teacher's question because they did not really understand the teacher's instruction and explanation when she spoke in English.
3. It was difficult for the students to answer simple questions orally because they lack of confidence to speak and felt difficult to speak well.
4. The students were shy to act out individually in front of their friends because they felt not confident and comfort.
5. The students often made a noise during the teaching learning process and were busy with their own activity because they felt bored with the uninteresting activity and monotonous lesson.
6. The teacher could not gain students' attention because the students were less interested and less motivated in learning and speaking English.
7. The teacher did not provide interesting activities that gave opportunities for the students to practice their speaking because the poor condition and limited supporting facilities.

Considering the priority and visibility of the problems to be solved, both the researcher and the collaborator (English teacher) thought that it was difficult to

overcome all the problems. Then, based on the result of the observation, the researcher and collaborator discussed and made a list of main problems to solve. They are formulated as follows:

- a. The speaking activities in the classroom were monotonous

Speaking activities in the class were often very monotonous. This was the main cause why the students felt bored with the lesson. The monotony of the material also hindered the students' progress in speaking ability. Another factor that made monotonous classrooms lessons was uninteresting material, so it made students have no passion for learning English.

The problems above were overcome in various ways; they are:

- a) to become an attractive teacher who could provide emotional closeness to the students so they would be comfortable in teaching learning process,
- b) to provide speaking materials that could enhance high creativity and imagination for the students,
- c) to increase the students' motivation to learn, and
- d) to convey the material in interesting ways, cheerful, simple but hit the target.

- b. The students were less interested in speaking English

The main causes of this problem were, sometimes the students would feel that the lesson was difficult. Students would feel stressed and lost their motivation to study. Difficulty may also appear because of the instruction and explanation which were too complicated or unclear.

This problem could be overcome by increasing students' spirit and motivate them to learning English. The simple ways to do to create an

interesting atmosphere in class, give the students the interesting material that can build students' creativity and imagination and deliver it in effective way, simply and clearly.

c. The students were lack of confidence to speak

The reason that the students were lack confident to speak could be gleaned based on the observations as follow:

- a) Over-controlled teaching and too much authority from the teacher left no space for students' imagination, creation and deeper learning, and students were afraid of making mistakes.
- b) The teacher could not give good and appropriate strategies in teaching English.
- c) The student had low motivation to study English.

What could the researcher do? There were the solutions:

- a) Creating an unstressed, relaxed classroom atmosphere.
- b) Making the class interesting with fun and exciting materials.

Based on the identified and feasible problems to be solved, the researcher formulated some actions to overcome those problems. Researcher designed an interesting activity to increase speaking ability.

The interesting action that was used in this research was role play. Using role play was believed to make the speaking class more interesting and attractive.

B. Cycle 1

1. Plans of cycle 1

Considering the problems identified above, the researcher and the collaborator planned some actions as efforts to solve the problems. The efforts focused on three actions, there are using classroom English, role play, and group discussion in the teaching learning process of speaking skills. These are described as follows:

a. Using classroom English during the teaching and learning process

During the action, the researcher acted as the teacher in the class. The researcher planned to use classroom English during the teaching and learning process in order to make them more familiar with English words and they could increase their opportunities to speak English in the class. The researcher used classroom English in several functions such as to greet the students in the beginning of the lesson, to elicit the materials that would be learnt, to explain the materials, to give the instruction of the tasks or activities, to give feedback, and also to end the lesson.

Based on the observation before the action, the students said that they did not understand the researcher explanation when she spoke English all the time. Therefore, during the cycle, the researcher planned to use some Indonesian translations in some difficult aspect such as in giving the Indonesians, so that they could understand.

b. Implementing role play

Role play and group discussion were used to increase the students speaking skill in the case of made them active in the teaching and learning process. Those activities made the students more actively engaged in the English teaching and learning process and gave them opportunities in practice their English in the class. These activities involved the students to work in groups. Through these activities, the students' speaking competences could be built because in these activities they had to communicate with others to find out the information they needed.

The students were asked to perform in front of class to make them confident in speaking in front of their friends. So far the students had less opportunity to speak in front of class. By asking the students to perform the dialogue in front of class by group, they were hoped not to be shy.

In this role play method, the researcher used scripted role play. This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in memorably way. The researcher divided students into small group that consisted of 3-4 students based on the attendance list. After groups were formed, the researcher distributed a handout that contained a dialogue to be played.

The topic of the first meeting was 'expressing happiness' and the second was 'expressing sadness'. The researcher looked for materials in order to remind the students of English vocabularies and also to give them new English vocabularies. The researcher explained interestingly to attract the student interest from the handouts that given for each students.

c. Conducting group discussion

Group discussion activities means allowing the students to form groups of three or four in which they will share the responsibility of getting-the-job-done and of doing the planning, preparation and presentation of their accumulated information as a team, each with an assigned task to fulfill, so they can learn from working with others and from the constructive comments the teacher makes in helping them through the steps of the process.

The objective of conducting group discussion was to encourage the student to be active in the teaching learning process and offer the opportunity to use communicative skill by working together.

Here the table of plans in Cycles I:

Cycle 1	Standards of competency	Basic competency	Indicators	Learning activity	Materials
1 st meeting	9. Expressing meaning of the sustained and formal transactional and interpersonal conversations in daily life context.	9.1. To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using it accurately, fluently and appropriately in daily life context and engaging a language functions.	<ul style="list-style-type: none"> • Students are able to express their feeling about happiness • Students are able to respond expressing happiness from other • Students are able to use expression of happiness, accepting or refusing an expression happiness in a dialog 	<ul style="list-style-type: none"> - Every group acted out the dialog in front of class - Student acted out with gesture and appropriate expression. - They acted depend on the dialog, for example: they acted as a father, as a teacher, and as a foreigner. - Student analyzed the expression of happiness from the group which was acted out in front of class 	<p><i>Expressing happiness</i></p> <p><i>Example:</i></p> <p><i>Me: I get the scholarship. I'm so happy!</i></p> <p><i>Mom: congratulation! I'm very proud of you.</i></p>
2 nd	9. Expressing meaning of	9.1. To express meaning in a	<ul style="list-style-type: none"> • Students are able to make a dialogue 	<ul style="list-style-type: none"> - Student made their own group. 	<p><i>Expressing sadness</i></p>

meeting	the sustained and formal transactional and interpersonal conversations in daily life context.	spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions.	with their group <ul style="list-style-type: none"> • Students are able to respond expressing sadness from their partner. • Students are able to use expression of sadness in a dialogue 	<ul style="list-style-type: none"> - Students discussed with their group to make a dialogue - Every group acted out the dialog in front of class. They could be someone new in the dialog. Ex: they acted as a boss, as a mother, and as an officer. - Student acted out with gesture and appropriate expression - Student analyzed the expression of sadness from the group which was acted out in front of class 	<i>Ex:</i> <i>A: This is the lowest time in my life.</i> <i>B: Take it easy.</i>
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Table 2. Plans of Cycle I

2. Action and observation of cycle 1

a. Implementation of the Actions

The first cycle was conducted on 11th and 14th May, 2011. The researcher and the English teacher agreed that the researcher implemented the actions. The topic of the first cycle was expression of happiness and sadness. The following is the description of the teaching and learning process of Cycle I

a) Meeting 1

The first meeting was held on Wednesday, May 11th, 2011. The teacher greeted the students by saying “Good morning students. How are you today?” The students could respond correctly and enthusiastically. They answered, “Good morning, Miss. I am fine, thank you” or just said “Hallo, Miss.” The teacher asked the students’ attendance by saying “Who is absent today?” the students answered

enthusiastically, “No one.” Then, the teacher checked their homework by saying “Do you have homework?” The students answered loudly, “No.”

After that, the teacher opened the lesson. In the beginning, the teacher asked a question related to the material. The teacher said to the students, “first question for all of you, do you ever feel happy or joy?” the students answered enthusiastically, “yes Miss.” The class suddenly became noisy. The teacher tried to make a play for students, “guys please don’t be noisy, ok? It can disturb another class.” Then, the researcher continued the lesson, “Can you express the feeling? Or, what do you do to express the feeling to show happiness?” The students were silent. They seemed very difficult to answer the questions from the researcher, only a few students who answered with very low voice. Then, teacher tried to explain in Bahasa Indonesia, “*Oke, begini anak-anak, kalian semua pasti pernah merasakan hati yang bahagia, ya istilahnya menyatakan gembira. Iya kan? Gimana sih cara kalian mengungkapkan perasaan bahagia atau sedang senang gitu?*” After the teacher explained with Bahasa Indonesia, the students answered, “I like miss”, or some students said “I love you”. “Alright, today, we are going to discuss that, about how to express the happiness”

“Class, there are so many ways to express happiness, here the example”. Then, the teacher wrote on whiteboard some expressions that showed the expression of happiness, for example ‘I’m so happy’, ‘I really like it’ and so on. The teacher explained in a word about the

material, what is expressing happiness, how to express and how to make the dialogue. After the teacher wrote on whiteboard, then she distributed a handout that contains some of phrases that express happiness. The hand out also contains a dialogue that express the happiness. The teacher tried to read the phrase together with the students and pointed two students to read the dialogue. The students seemed very enthusiastic with the lesson. They gave their attention to their friends who were reading the dialogue. After reading the dialogue, the teacher divided the students into small group that consisted of 3-4 students. After the groups were formed, she distributed a paper containing a clue or some sort situation that would be material to create the dialogue. She gave 10 minutes to each group to discuss and make the dialogue. She also explained a little about playing a role that they acted with other according to the character based the dialogue and situation. Because the dialogue expressed about happiness the student must acted cheerfully, happily, and excitedly.

The students were discussing with their group, while the teacher took pictures of their activities. After 10 minutes passed, the teacher then gave the students a chance to play the role play in front of the class, “Any volunteers, guys? Please act out in front of the class, in front of your friends. Come on!” The students still felt awkward, embarrassed and they point out each other. The classroom became noisy because most of the students point out one group who sat in the last row of the class. The teacher pointed to the group and asked them to act their dialogue in front of class, “Please act, don’t be shy, relax,

and express it well. *Ekpresi bahagia itu harus terlihat senang dong, jangan malas-malasan, harus semangat. Ok? Do it now*".

One by one group came forward and practiced how to play the role. The students were still shy and made mispronunciations, such as; "montorsikel" when they pronounce "motorcycle". There were some students who cannot say English words correctly. The condition in the classroom was very conducive. The students paid attention to their friends who act in front of the class but they often crowded when their friend moved forward in front of the class.

Teaching time has been completed. Before the teacher left the classroom, she gave homework to the students as a matter of preparation for the next meeting, "Class, you just did your first role play very well. But.... You have to practice more and more to against your speaking skill. I tell you once more, don't be shy, be brave! *Dan ada sedikit PR untuk persiapan pertemuan selanjutnya ya... Kalau sekarang kita membahas tentang expression of happiness, besok kita akan bahas bersama tentang expression of sadness. Jadi, tugas kalian adalah, mencari contoh kalimat atau ungkapan yang sederhana tentang expression of sadness and expression of affection. Banyak sekali contoh-contohnya di dalam buku paket atau kalau mau search di internet jg sangat banyak. Paham ya? Any question so far?*" The students looked understand with the explanation. After the teacher gave the short instruction, she left the class, "Okay students, enough for today. We will meet again on Saturday. See you!" then they answered "see you", "good bye" and just answered "yes".

b) Meeting 2

Saturday, May 14th, 2011 was the second day for the teacher to teach in the students. The teacher entered the classroom at 10.15 followed by some male students who ran into the classroom. She opened the class by greeting "good morning class, what a shiny day! How are you?" The students replied with, "fine" and "good". "Before our class started, let's pray together, pray do", "over". After greeting and praying together, the teacher checked the attendance list, on that day; all the students joined the class.

"Guys, before we start our lesson, I should check your home work. I really sure you did it well. Am I right?" The students answered together and made the class crowded, "Silent please. We have to respect the other classes. Ok, now, please, write your sentence which shows expression of sadness or expression of affection. *Satu bangku, satu ya*. We will starts from the students who sat at the back. Okay, go on." Then, one by one the students wrote their homework into the whiteboard. "The sentences that you just wrote on the whiteboard are correct. Here the example of sadness expression. Expression of sadness shows what we feel when we are sad, down, or send the condolences to others. *Kita baca satu persatu ya?*" Then teacher read the examples on the whiteboard with the students. "All the sentences you just wrote, *hampir semuanya ada di hand out yang akan saya bagikan ini.*" The teacher then distributed a handout that summarizes all of the examples

the expression and a dialog that shows expression of sadness. She then asked two students to read.

“Ok class. Let's we starts our action. But now, we have to divide the class into small groups that consist of 3 students. You can choose, pick your friend up and make your own group, it's up to you. *Tapi kalau bisa dicampur antara laki-laki dan perempuan ya.* Do you get the point? Ok, do it now”. After the groups were formed, the teacher explained the next assignment for the students. ”After you make your own group, now, one of your members should come here to pick the clue cards”. The teacher then took several rolls of paper that contains a clue and a situation that will be used as an ingredient to make the dialogue. The students took roll of a paper and opened it together with their group. “*Semuanya sudah mendapatkan clue card kan?* Then, your job is, make a simple dialog to show the expression of sadness based on the situation. 10 minutes enough I think. Now, do it well class”. After the teacher gave a briefing, the students discussed it with their group. The students worked in group to make the dialogue. They wrote and some of them tried to find a word in dictionary. Some students also tried to ask the other group. While the students were working in their group, the teacher took some pictures. The class was busy but did not disturb the other class; they discussed and expressed their ideas with each other.

The time that given by the teacher to discuss the material was finished, then, the students acted the role play in front of the class. Each group seemed serious to playing a role, although, sometimes they

laughed or be laughed at friends who sat on the bench. Every group that has been act out in front of the class was given the comments from their friends. Their comments were about the content of the dialogue, how to play a role, and also the situation that happened in a role play. The students made some progresses in self-confidence and group activities. When the teacher asked the students to act out in front of the class, they were very excited. The students were very confident but most of them still felt ashamed.

Every group that acted in front of the class showed a good performance. Some of them still did some mistakes in pronunciation. However, the conclusion for today, the student made some progresses, they worked in group very well, they discussed together and acted well, and their self-confidence of students also increased. One thing to be considered by the teacher was to organize the students to be not too crowded, so they would not disturb the other class.

The teaching and learning time has been exhausted. The teacher gave homework for the next meeting. She asked the students to prepare a sentence that show annoyed expression because the researcher will provide the material about expression of annoyance. After the teacher gave homework, she left the class and said goodbye, “ok, enough for today. Thank you very much, class; you did it very well. Do not forget to do your homework; we will discuss it together in the next meeting. See you, goodbye” and the students answered, “Okay” and “see you”.

b. Discussion

a) Using classroom English

The students were not familiar with classroom English, so the researcher and the English teacher agreed to conduct classroom English. This action was expected to make the students able to use English actively especially on speaking. During the lesson, the teacher tried to use English as frequently as possible.

The researcher spoke in English in order to make the students familiar with English expressions. At the beginning of the lesson, the researcher said “Good morning, class. How are you today?” At the end of the lesson, the researcher used leave-taking expression such as “Good bye!” or “See you tomorrow!” or “Have a nice day”. The researcher also asked the class leader to lead the prayer in English, “before we start our lesson today, let’s pray together, pray begins”, at the beginning of the prayer and “enough”, at the end of the prayer. In giving instruction, the researcher also used English. Some students had been familiar with the routines above. However, sometimes the students could not respond to questions or they kept silent when the researcher asked them to answer. For example, when the researcher asked, “could you please show me how to express happiness?” they just kept silent, but when the teacher repeats the question in Bahasa Indonesia, they could respond very well. Then, the researcher drilled the students how to respond to these expressions for many times.

Concerning the use English in giving instructions, some the students still got difficulties in understanding the English instruction.

Some students said that they could understand the instruction if the teacher spoke slowly. It can be seen from the quoted interview below.

.....

Researcher : do you understand when I asked you or give you instruction or give a question in English?

Umayya : yes, but just a little bit. I confused when you spoke English too fast, Miss.

Researcher : ok Umayya, thank you.

(Interview transcripts day 2, Saturday, 14 May 2011)

b) Role play

The researcher started the English teaching process by greeting the class and then giving the materials. Before conducting the material, the researcher explained the rules of the role play. Firstly, the role play was played in groups. Secondly, the students acted based on the dialogue which was given by the researcher and they were asked to read it from their chair. Next, the other group gave their opinion based on the performances. The group which was stuck on good performance, good spelling and pronunciations, and good expression would get a high point. After explaining the rules, the researcher divided the students into 10 groups based on the attendance list. The researcher prepared the handouts that would give to the students. After the students got their own material, the role play was started. The students tried to read and acted it very well. The students were happy

and enjoyed the activities because they could learn and play, the students also did not get bored in speaking class as shown in the following statements:

<i>Researcher</i>	: <i>what's your name?</i>
<i>Eko</i>	: <i>Eko Adi Siswanto</i>
<i>Researcher</i>	: <i>what's your opinion about our first lesson today?</i>
<i>Eko</i>	: <i>it's so fun. I do love it, Miss. We can play and learn at the same time.</i>
<i>Researcher</i>	: <i>do you getting bored when you joining my classroom?</i>
<i>Eko</i>	: <i>no, Miss. It's fun. I never bored.</i>

(Interview transcript day 1, Wednesday, May 11, 2011)

By conducting the role play, the students were easier to understand the lesson. The researcher found that the action made the students more active, although they still made pronunciations mistakes. It can be seen from the quoted interview below:

<i>Researcher</i>	: <i>what's your name?</i>
<i>Santono</i>	: <i>Santono</i>
<i>Researcher</i>	: <i>what your opinion about the first lesson with me?</i>
<i>Santono</i>	: <i>ok, Miss. I don't sleepy.</i>
<i>Researcher</i>	: <i>do you understand? Are you getting bored?</i>
<i>Santono</i>	: <i>no, never bored. It's fun.</i>
<i>Researcher</i>	: <i>but next meeting, you have to bring your dictionary. You did so many pronunciation mistakes. I just wrote it, such as neighbor,</i>

motorcycle, and mosque. You need to more practice.

Santono : hahaha, yes Miss, sorry. It was too hard to say that words.

(Interview transcript day 1, Wednesday, May 11, 2011)

The problem happened when the students thought that the teacher's explanation was too fast. Although there were several problems, the students generally enjoyed the speaking teaching and learning process by using role play. They said that the materials were very interesting and different, so they could enjoy them very much. It is indicated in the following interview:

Researcher : what's your name?

Dian : Dian Pramsiska

Researcher : what's your first impression about my class?

Dian : you always spoke in English, Miss.

Researcher : do you understand and get my point?

Dian : yes, but you spoke it too fast, Miss. Could you just used bahasa Indonesia? It makes us more understand.

Researcher : hemm, you just need read your dictionary. Dian, what's your opinion about role play? Is it fun? Or you were getting bored?

Dian : our teacher never did the role play Miss. I think it is fun, I did not bore. I think we get the knowledge with playing the role play.

Researcher : ok Dian, thank you for your opinion.

(Interview transcript day 1, Wednesday, May 11, 2011)

c) Conducting group discussions

The researcher asked the students to work in group then distributed the material in handouts and then each group read the material and discussed it together. The researcher encouraged the students to speak up. After finishing their work, each group should report the result of discussion and act in the front of the class.

Group discussion could bring creative atmosphere for the students in the speaking teaching learning process. They could learn in relaxed condition. It can be shown in the interview transcript as stated below:

Researcher : *what's your first impression about my lesson?*

M. Alif Ghufron : *I'm very happy, Miss.*

Researcher : *what's your opinion about group discussion?*

M. Alif Ghufron : *fun lessons. We can work together and more relax.*

Researcher : *which one do you choose, working on group or by yourself?*

M. Alif Ghufron : *of course working together. It can be more creative when we discuss together and be easier to finish the tasks.*

Researcher : *ok, Alif, thank you.*

(Interview transcripts day 2, Saturday, 14 May 2011)

The students also preferred to work in group rather than to work individually. The quotation below is taken from the interview with students:

.....
Researcher : *do you happy working on group?*

Umayya : of course yes. We can discuss together.

Researcher : which one do you choose, working by yourself or group discussion?

Umayya : group discussion, Miss. We can change our opinion with our friends.

Researcher : ok Umayya, thank you.

(Interview transcripts day 2, Saturday, 14 May 2011)

This action was successful to make the students participated actively and encourage the student to speak up. The classroom was noisy because the student tried to speak up. When the researcher asked some students to practice in front of class, they seemed enthusiastic although sometimes they were confused to arrange good sentences. If students spoke in Indonesian, the researcher asked them to speak in English and helped them to translate what they wanted to say.

Conducting the treatment could make the students did not bore and they did not feel shy to speak in English with their friend. It can be seen from the quoted interview below:

Researcher : how's today? Do you enjoy the lesson? Do you feel bored in my class?

Anisa Roufa : yes Miss, its fun. Easy to finish the tasks. I did not felt bored at all, Miss.

Researcher : how about the role plays and also group discussion?

Anisa Roufa : I'm happy working together with my friends. I always feel shy when speaking in front of class but with role play and my friend, it can be

easier.

Researcher : ok Nisa, thank you

(Interview transcripts day 2, Saturday, 14 May 2011)

From the quotation above, it can be seen that the implementation of group discussion is needed in order to improve the student confidence and motivation in doing the activities. In this case, they are more enthusiastic to find the information that they don't possess. The collaborator also says that the uses of group work are effective in improving the students' confidence and motivation. Here, the students are very enthusiastic to do the activities given by the researcher. It can be concluded that most of the students were more confident and motivated to do the activities during the group work activities.

3. Reflection of cycle 1

After conducting actions in Cycle I, the researcher analyzed the data. The reflections were based on the observation during the teaching and learning process and from the students' opinions. The result can be presented as follows:

- a. The role play made the students interested in speaking teaching learning process and increased the students' motivation and made the students learn English easily. This activity also could make the students did not get bored in speaking class. The students were enjoying in joining role play activities because they could learn and play with their class mates. The role play would be used to improve the

students' self-confidence to speak English. Although the role play made the students interested in speaking teaching learning process, this method was not really successful. The teacher told that the situation in teaching-learning was very noisy, so it could disturb other classes. Some students also still did not relax and felt shy when they acted in front of class. By considering the problem, the researcher and the teacher agreed to conduct role play again and it would improve in the next cycle.

- b. The group discussion ran well. The students seemed active in the teaching learning process. The use of group work was effective to motivate the students to get involved and actively participate in the teaching and learning process. It also gave the students more opportunities to interact with their friends. They could express their ideas, opinions, and comments to finish the task. The students seemed enthusiastic because they could work with their friends during the group work activity. They found the exercise easier than individually work. They could ask their friends when they got difficulties. But group discussion did not run smoothly yet. There were some students who made disruptive behaviors. They tended to walked around to see the other group's works. Consequently, the situation of the class was fairly crowded and noisy.
- c. The use of English classroom was effective to familiarize the students with English. However, sometimes English teacher mixed up English with Bahasa Indonesia to make the students understand. The students sometimes used Bahasa Indonesia to answer the question from the

researcher. They also made too many pronunciations and grammatical mistakes. In the next cycle, the researcher would improve this activity. The classroom English should be repeated and new expressions English classroom should be introduced to improve their English.

Result of the reflection on Cycle I:

Components	Result in the reflection	Conclusions of the action	Implementation for Cycle II
Classroom English	Classroom English was not really successful in improving the students speaking skill and make them more familiar with English words.	The classroom English would be implemented to be used in Cycle II with some improvement.	There should be no Indonesian translation but the researcher should use some synonym that could make the students understand the classroom English easily.
Role play	The implementation of role play in cycle I was not really successful enough in improving the students' involvement in the teaching and learning process.	The implementation of role play would be sustained to be used in cycle II with improvement.	Because the students were still reluctant and shy to act the dialogue voluntarily, the researcher should give more motivation and provide rewards for them who wanted to perform the dialogue in front of class voluntarily.

Group discussion	The implementation of asking the students to discuss and act their dialogue in front of class was not successful enough in improving the students' confidence in speaking in front of their friend because some of them were reluctant and shy to act their own dialogue. Besides that, some of the students were noisy when the other acted in the dialogue.	The implementation of group discussion would be implemented to be used in cycle II with some accompanying activities and actions.	The researcher had to give every student a responsibility to speak the dialogue and acted well, so that the students would be actively participated in their group.
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Table 3. Result of the reflection on Cycle I.

C. Cycle 2

1. Plans of cycle 2

In reference to the reflection of the first cycle, the researcher concluded that there were some aspects which had to be improved and modified. In this cycle, the researcher planned to implement some effort to improve the students' speaking ability; they were using more interesting speaking activity and giving more interesting teaching material for role playing, such as improving classroom English by using English and there's should be no Indonesian translation in teaching learning process, improving role play with unscripted role play and organized group discussion very well.

a. Using Classroom English during teaching and learning process

Since the implementation of classroom English in Cycle I was successful to increase the students' opportunities to speak English, the researcher decided to use it in Cycle II. The use of classroom English in this cycle was still the same as that in Cycle I. However, different from the previous cycle, in this cycle there was no Indonesian translation. The researcher used some synonym of the English words to make the students understand them so that they did not depend on the Indonesian translation. The researcher planned to use classroom English in several functions, such as opening the lesson, eliciting the materials that would be learnt, explaining the materials, giving the instruction of the activities and ending the lesson.

To overcome the grammatical mistakes frequently made by the students, the researcher helped the students when they found difficulties in arranging sentences. The teacher also drilled the students when they learned new vocabulary in order to make improvement in Cycle 2.

b. Implementing role play

The topic of the first meeting was “expression of annoyance” and the second meeting was “expression of anger”. The learning objective was in the end of the lesson, the students were able to respond and make their own expression. The activity was role playing. The researcher gave them situation for every groups and they should work together to act it in front of class. The researcher asked them to make a small group that consists of 3-4 students and every group gets a situation. The differences of role play in cycle 2, the students made a sentence more complex than Cycle 1 which was simpler. They made one or two sentences per student in Cycle 1 but in Cycle 2 they were made at least four or five sentences per student. In Cycle 2 they also used unscripted role play. The situations of unscripted role play did not depend on textbooks. It is known as a free role play or improvisation. The students themselves had to decide how the conversation must developed.

This action was conducted in Cycle 1 and it was effective. The researcher realized that conducting role play could motivate the students in speaking class because it could make them more creative.

c. Conducting group discussion

The objective of conducting group discussion was to encourage the students to be active in the teaching learning process and offer the opportunity to use communicative skill by working together. Based on the result of Cycle 1, the researcher believed that discussion was one of the best activities for speaking class because the students accomplished the goal that they spoke in a quite natural context and also motivated the passive to conduct group discussion in Cycle 2. The researcher made an improvement in group discussion by handled the students and organized them to made the conducive situation so that the action ran very well, did not crowded, noisy, and did not disturbed another class.

Here the table of planning in Cycle II:

Cycle 1	Standards of competency	Basic competency	Indicators	Learning activity	Materials
3 rd meeting	9. Expressing meaning of the sustained and formal transactional and interpersonal conversations in daily life context.	9.2 To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing annoyance	<ul style="list-style-type: none"> • Students are able to express their feeling about annoyance • Students are able to respond expressing annoyance from other • Students are able to use expression of love, accepting or refusing an expression annoyance in a dialog 	<ul style="list-style-type: none"> - Every group act out the dialog in front of class - Student acted out with gesture and appropriate expression. - They acted depend on the dialog, ex: they acted as a shop keeper, as a servant, or as a guest. - Student analyzed the expression of annoyance from the group which is acted out in front of class 	<p><i>Expressing annoyance</i> Ex:</p> <p><i>A: I can't take this anymore.</i></p> <p><i>B: Sorry about that.</i></p>

4 th meeting	9. Expressing meaning of the sustained and formal transactional and interpersonal conversations in daily life context.	9.2 To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing anger	<ul style="list-style-type: none"> • Students are able to make a dialogue with their group • Students are able to respond expressing anger from their partner. • Students are able to use expression of anger in a dialogue 	<ul style="list-style-type: none"> - Student made their own group - Students discussed with their group to made a dialogue - Every group act out the dialog in front of class. They can be someone new in the dialog. Ex: they acted as a mother, as an officer or being a boss. - Student acted out with gesture and appropriate expression. - Student analyzed the expression of anger from the group which is acted out in front of class 	<p><i>Expressing anger</i></p> <p><i>Ex:</i></p> <p><i>A: there's nothing to talk about. Get out of here!</i></p> <p><i>B: if you say so...</i></p>
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Table 4. Planning of Cycle II.

2. Action and observation of cycle 2

a. Implementation of the actions

The second cycle was conducted on 18th and 21st May, 2011. The researcher and the English teacher agreed that the researcher implemented the action. The language function of the first cycle was expression of annoyance and expression of anger. The following are the description of the teaching and learning process of Cycle II:

a) Meeting 1

The first meeting was held on Wednesday, May 18th, 2011. The teacher greeted the students by saying “Good morning all of you. How are you today? Fine?” The students could respond correctly and

enthusiastically. They answered, “Good morning, Miss. I am fine, thank you” or just said “Hallo, Miss” or “fine”. The teacher asked the students’ attendance by saying “Who is absent today?” the students answered enthusiastically, “No one.” Then, the teacher checked their homework by saying “Do you have homework?” The students answered loudly, “No.”

After that, the teacher opened the lesson. In the beginning, the teacher asked a question related to the material. The teacher said to the students, “first question for all of you did you ever felt annoyed to anyone?” the students answered, “of course Miss” and “yes Miss”. “Okay then, so, what did you said, or how’s your expression to show your feel? Quite? Or sneering? Or swearing to that annoying person?” The students were silent. They seemed very difficult to answer the questions from the researcher, but they were tried to answer. They opened the dictionary or their electronic dictionary to answer the question. Then some student answered, “Yes miss, just quite”, or “swearing Miss, *lha nyebelin kok!*”

“Class, there are so many ways to express the feeling of annoyance, here the example”. Then, the teacher wrote on whiteboard some expressions that showed the expression of annoyance, for example ‘I feel very annoyed’, ‘I hate this’, ‘I don’t like it’ and so on. The teacher explained in a word about the material, what is expressing annoyance, how to express and how to make the dialogue. After the teacher wrote on whiteboard, then she distributes a handout that contains some of phrases that expressing annoyance. The hand out also contains a dialogue that

express the feeling of annoyance. The teacher tried to read the phrase together with the students and pointed two students to read the dialogue. The students seemed very enthusiastic with the lesson. They gave their attention to their friends who were reading the dialogue. After reading the dialogue, the teacher divided the students into small group that consist of 3-4 students from the attendance list. After the groups were formed, she asked the students to make a dialogue which was contained of expression of annoyance. She gave 10 minutes to each group to discuss and make the dialogue. She also explained a little about playing a role that they acted with other according to the character based on a dialogue and situation. Because the dialogue express about annoyance, the student must act in desperate way, or sometime their face looks angry, or just grumbling.

The students were discussing with their group, while the teacher took pictures of their activities. After 10 minutes passed, the teacher then gave the students a chance to play the role play in front of the class, “Any volunteers, guys? Please act out in front of the class, in front of your friends. Come on!” The classroom became noisy because most of the students pointed out each other. But then there’s one group that go to in front of class to act their dialogue, “attention, class. Your friends will act their dialogue. Please act, don’t be shy, relax, and express it well. Ok? Do it now”.

One by one group came forward and practiced how to play the role. The condition in the classroom was very conducive. The students

paid attention to their friends who act in front of the class. The students felt comfort and happy with the lesson that used role play. The students showed a very good developing. The material that delivered by the teacher also received and absorbed well to the students.

Teaching time has been completed. Before the teacher left the classroom, she gave homework to the students as a matter of preparation for the next meeting, "Class, you just did the role play very well. But... You have to practice more and more to against your speaking skill. There's a little homework for all of you, class. Because the next meeting we will discuss about expression of anger, please look for an example on the internet or books. Do you get the point? Any question so far?" The students looked understand with the explanation. After the teacher gave the short instruction, she left the class, "Okay students, enough for today. See you on the next meeting!" then they answered "see you", "good bye" and just answered "yes Miss".

b) Meeting 2

May 21st, 2011 was the second day for the teacher to teach in the students. The teacher entered the classroom at 10.15 followed by some students who ran into the classroom. The teacher opened the class by greeting, "good morning students! How are you?" The students replied with, "fine" and "good". "Before our class started, let's pray together, pray

do”, “over”. After greeting and praying together, the teacher checked the attendance list, on that day; all the students joined the class.

“Guys, before we start our lesson, I should check your home work. I really sure you did it well.” The students answered together and made the class noisy, “Silent please. We have to respect the other classes. Ok, now, please, write your sentence which shows expression of anger. We will starts from the students who sat at the front row. Okay, go on.” Then, one by one the students wrote their homework into the whiteboard. “The sentences that you just wrote on the whiteboard are correct. Here the example of anger expression. Then teacher read the examples on the whiteboard with the students, after that, the teacher distributed a handout that summarizes all of the examples the expression and a dialog that shows expression of anger. The teacher asked two students to read the dialog.

“Ok class. Let's starts our action. But now, we have to divide the class into small groups that consist of 3 students. You can choose, pick your friend up and make your own group, it's up to you. Do you get the point? Ok, do it now”. After the groups were formed, the teacher explained the next assignment for the students. ”After you make your own group, now, one of your members should come here to pick the clue cards”. The teacher then took several rolls of paper that contains a clue and a situation that will be used as an ingredient to make the dialogue. The students took roll of a paper and opened it together with their group. “Everybody get the clue card? Ok then, your job is, make a simple dialog

to show the expression of anger based on the situation. 10 minutes enough I think. Now, do it well class". After the teacher gave a briefing, the students discussed it with their group. The students worked in group to make the dialogue. They wrote and some of them tried to find a word in dictionary. Some students also tried to ask the other group. While the students were working in their group, the teacher took some pictures. Sometimes the teacher moved around the class to observe and help the student works. The teacher also corrected the students' work and pronunciation if there were made some mistakes. The class was busy but did not disturb the other class; they discussed and expressed their ideas with each other.

The time that given by the teacher to discuss the material was finished, then, the students acted the role play in front of the class. Each group seemed serious to playing a role. Every group that has been act out in front of the class was given the comments from their friends. Their comments were about the content of the dialogue, how to play a role, and also the situation that happened in a role play. The students made some progresses in self-confidence and group activities. When the teacher asked the students to act out in front of the class, they were very excited and confident.

Every group that acted in front of the class showed a good performance. However, the conclusion for today, the student made some

progresses, they worked in group very well, they discussed together and acted well, and their self-confidence of students also increased.

The teaching and learning time has been exhausted. The teacher left the class and said goodbye, “ok, enough for today. Thank you very much, class; you did it very well. Thank you for all of you, you were very cooperative. See you, goodbye” and the students answered, “Okay” and “see you”.

b. Discussion

a) Using classroom English

The researcher would improve the use of classroom English in Cycle 2. The researcher would give instruction and explanation in English in every meeting.

In every lesson, the researcher used English to instruct the lesson, such as “silent, please” or “please, discuss with your friends”. The researcher also used English to explain the lesson. The researcher asked the students to use English as frequently as possible, such when the student wanted to borrow something or asked the questions, they used English. The researcher would help the students who still looked confused in using English. The researcher also used gestures such as put the finger on the mouth when ordered the students to keep silent and so on in order to improve the students’ comprehension with the expression, instruction and explanations.

Some students said that using classroom English could improve the students' ability and students' vocabulary mastery. It can be seen from the quoted interview below:

.....	
Researcher	: Len, do you think your ability to understand instructions and explanations already inflated? Did your vocabulary were increased enough?
Leni	: I think so, Miss. I feel easier and understand with your lessons. You always used English in my class; it could help us to know more about English. If I did not understand with your explanation, I could ask it to you.
Researcher	: Len, give me some enhancement did you got in my classroom, please.
Leni	: I never heard some words like embarrassing and annoying before. I think your lesson help me to know some new words.
(Interview transcripts 2, Wednesday, 17 th May 2011)	

b) Conducting role play

The students had to work it together with their group, change the situation to their own script. The teacher asked the students to rehearse and know the character before performing in front of class.

The researcher also provided the property of the role play in order to make the real situation. Every group competed to show firstly and they

did the best. The action gave spirit for the students, so they were happy in joining the activities. It can be seen from the interview as quoted bellow:

Researcher	: what's your name?
Leni	: Leni Luvita
Researcher	: what's your opinion in our third lessons?
Leni	: I feel so relax, and happy, and I think it's fun. I feel more understand, Miss.
(interview transcript 3, Wednesday, 17 th May 2011)	

The students also enjoyed to speak in English with their friends, so it could increase their self-confidence in using English, as seen in the following statement

Researcher	: what's your name?
Nurul	: Nurul Fatimah
Researcher	: what do you feel joining in my class?
Nurul	: I do love it Miss
Researcher	: what do you feel when you acted in front of class? Do you feel shy or something?
Nurul	: I feel braver than before. I was felt so nervous when I go in front of class. But with my friend and joining role play I feel so enjoy in this class.
(Interview transcript 3, Wednesday, 17 th May 2011)	

The role play showed that most of the students had willingness to try to speak in English. It was because they came to the front of the class

in group and some of them thought that if their friends were brave to do that, why they were not. Another factor was because they had known and practiced the expressions so they were brave to play the role. It is found in the interview below.

Researcher	: what's your name?
Grevi	: Grevi Ratnawati
Researcher	: Grev, you always said no when I asked you to go in front of class, but today you could acted very well. What do you feel, anyway?
Grevi	: yes Miss, I feel so worry to doing or saying something, I feel worry when I do wrong thing but now I feel more daring than ever before, Miss.
Researcher	: What makes you so brave, Grev? Because you come forward in front of class with a group? But you know, Grevi, you act very well!
Grevi	: you just told me that I must acted as an annoying people who get mad with the situation; I just did what you asked for. Hehehe. It was fun when acted in the front of class with my friends in the group, doing together and very enjoyable.
(Interview transcript 3, Wednesday, 17 th May 2011)	

c) Conducting Group Discussion

The researcher divided the students into small groups consisting of 3-4 students. Every group created the situation then every group had a discussion to make their own conversation script. The students tried to

express their ideas and they could open the dictionary if they had difficulties to find the meaning.

Most of students were able to finish their task in time, they were not afraid to ask the researcher if they did not know some vocabulary or the meaning of the conversation. Some of them were able to speak in good pronunciation and some other was still doubtful to speak but they were brave enough to come to the front and acted the dialogue.

Discussion could raise students' solidarity and level of cooperative work as seen in the following statements

a. Students 1

Researcher : what's your name?

Bagus : Bagus Wahyu

Researcher : Gus, what do you think about my lesson today?
What's your opinion about group discussion?

Bagus : very happy Miss, we can works together, I don't feel too hard and not feel dizzy.

Researcher : in your opinion, what do you feel about working by yourself or working groups? Which one is easier?

Bagus : I find it easier to work in the group, I feel more aware, I also can ask a friend who is more proficient in the group.

b. Students 2

Researcher : what's your name?

Weni : Weni Ati

Researcher : Wen, what do you think about group discussion?

- | | |
|------------|---|
| Weni | : I really like the lesson Miss, because we can be more compact, in the group, we could work together and it can be so much easier. |
| Researcher | : what about the members of group, do the all members in your group contributed ideas? |
| Weni | : This is a working group, so the script we created together, Miss. |
| Researcher | : what do you think, it was easier to learn by yourself or working in groups? |
| Weni | : I feel more comfortable learning in a group, we can discuss together, Miss. |

(interview transcript 4, Saturday, 21 May 2011)

3. Reflection of cycle 2

After implementing the actions, the English teacher and the researcher did some reflections. There were used to see the success and failure of the actions. It was based on the observation during the teaching and learning process, the students' opinions, comments, and suggestion from each research members. The follows are the results of the reflection:

- a. The implementation of role play in Cycle II made improvement. The researcher divided the students into small groups, made more complex sentences in their dialogue and used unscripted role play method. The role play was effective to increase the students' interest and to help the students to be more creative and easy memorize the lesson. Conducting role play could

create positive activity in speaking class. This condition made the students happy in joining this activity. They could practice to speak English with their friends, so it could improve their self-confidence.

- b. Both role play and group discussion made the students could understand the lesson easily because they practiced a conversation in English directly. They also could improve their speaking ability and their self-confidence to speak English. Group discussion made the students happy and was efficient to make the students more active in joining the speaking class. The students also enjoyed the lesson during discussions activities. In Cycle II, group discussion was more organized, solid, and did not made students crowded. This activity were effective in encouraging the students to be active in expressing their idea, increase their knowledge, improve their speaking ability and establish more intimate friendship.
- c. Giving instruction and explanation in English would make the students more familiar with English; especially in Cycle II which was no Indonesian translated. The use of classroom English could improve the students' motivation in learning. It also helped the students to memorize new vocabulary and to guess the meaning without long explanation.

4. Summary of cycle 2

- 1. The implementation of role playing was successful. The implementation of role playing made improvement and it was effective to increase the students' interest.

2. The classroom English ran successful. Their ability to speak English was increased. This activity was efficient to improve their speaking ability and their self- confidence to speak English. Classroom English also make the students more active in joining speaking class.
3. The implementation of group discussion was successful. Discussion was effective in encouraging the students to be active and be brave in expressing their ideas in English.
4. The implementation of actions in cycle 2 could fulfill the weaknesses that found in cycle 1. This included preparation, time management and coordination between the researcher, the teacher and the students. The three of them were cooperated very well.

5. General findings

- a. The use of classroom English was effective to familiarize the students with English. Before the action, the use of classroom English was very limited. Therefore, the students were not familiar with them. After the action, the use of classroom English in the classroom increased. The students became familiar with them. They also could use and respond to the English expressions well.
- b. The use of role playing which focused in the production session was effective to improve students' speaking skills. Role play was also effective in improving students' motivation and involvement in the teaching-learning process. Small group speaking role play gave equal chance for the students to speak so that it was effective to improve students' speaking ability.

- c. The use of group discussion was effective to give the students more opportunities to interact with their friends. The students could express their ideas, opinions, and comments in their group discussion to finish the task. Before the actions, the teacher rarely used these activities. She thought that these activities spent much time and would not run effectively because most of the students were boys. They liked playing and shouting in the class. After being implemented it turned out to be effective. The students enjoyed working with their friends. They could discuss and share their opinions with their friends to finish the tasks. They also found the tasks easier if they did them together. They could finish the task more quickly than did it individually.

Table V
Differences of Speaking and Learning Process in Cycle 1 and Cycle 2

Before the Actions	Actions	The Result in Cycle 1	Actions	The Result in Cycle 2
The students' speaking ability was low. They still were made mispronunciations and grammatical mistakes. They also had low vocabularies.	a. using classroom English during the teaching and learning process b. using role plays	The students often made mispronunciation and grammatical mistakes when they speak. Some students were still not familiar with some English words and expressions so that there were some Indonesian translations.	a. Using classroom English continually and frequently. b. using role plays	The students were familiar with the English words and expressions without the Indonesian translation. The students rarely made grammatical mistakes. Their pronunciations were also better than before. They could respond and answer the question or instruction correctly.
The students felt shy or less self confident	a. using classroom English b. implementing role plays c. implementing group discussion	Some students were still shy and reluctant when they were asked to express their idea in English.	a. using classroom English continually b. implementing role plays c. implementing group discussion	Most of the students' self-confident were increased. They're more active in joining speaking activity.
The students were passive	a. implementing role plays	There were still some students who were not	a. implementing role plays	All of the students were actively engaged in the

	b. implementing group discussion	actively engaged in the speaking teaching and learning process.	b. implementing group discussion	activities during the speaking teaching and learning process.
The students had less opportunity to speak in front of class	a. implementing role plays	The students had the same opportunity to speak in front of class.	a. implementing unscripted role plays	The students had the same opportunity to speak in front of class. Besides that, the speaking ability of the students was increased.
The students had low opportunity to communicate	a. implementing group discussion	The students tried to communicate and discuss with their group to solve the problem together. But the action need to be improved because they still noisy and disturbing the other class while they discussed.	a. implementing group discussion	The students built a good communication between the members of the group and worked together. The students could organize their group very well. The noises were decreased so they couldn't disturb the other class.
The students had low responsibility	a. implementing role plays b. implementing group discussion	The students had low responsibility.	a. implementing role plays b. implementing group discussion	The students' responsibilities were increased. They worked together and organize their group very well.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

All stages in the action research were completely done. The research was done in May 2011. The action that was improving the students' speaking skills by using role play method was successful. The actions that consisted of the use of classroom English, role play method, and group discussions which were carried out in two cycles were effective in improving the students' motivation, self confidence, vocabulary mastery, and pronunciation.

There were some changes as the result of the actions. The changes were either in speaking skill, the way of thinking, and behavior of the individual members. There are some changes occurring as a result of the actions. Those changes are related to: (1) the English teaching and learning processes, (2) the students, (3) the English teacher, and (4) the changes in the researcher. These changes are presented as follows:

1. The English teaching learning process

During the implementation of the actions, the English teaching and learning process was more active and enjoyable than the previous conditions. The students were involved actively in the speaking teaching learning process. The classroom atmosphere was more alive than before the actions. It was different from previous process, in which the students seemed unmotivated to get involved in the teaching learning process.

2. The students

The students became more interested and active in learning the speaking skill. The students seemed enthusiastically and happily involved in speaking activities. The students were motivated in learning English by implementing the role play. Through the applications of group discussions and role play, the students could improve their self confidence to speak in English. The students were more familiar with English by using classroom English.

3. The English teacher

The English teacher got more knowledge about teaching English. She realized that conducting communicative activities in speaking teaching learning could make the students enjoy their learning English, make them involved in the activities actively, and they also could understand the lesson easily.

4. The changes in the researcher

During the research, the researcher got more knowledge about teaching English. The researcher also knew the variety of students' characteristics that needed different treatment. The researcher could improve the way to teach to manage classroom and to create various and interesting activities, in order to motivate the students during the teaching learning process.

B. Implications

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

1. The use of classroom English routines to start and end the lesson were very effective to familiarize the students with them. The researcher and the English teacher also used English for questioning and giving instructions to the students. It was very useful to make the students practice the English expressions. It implies that the use of classroom English can make the students familiar with English.
2. The role play method was effective to improve the students' speaking skill and self confidence. This activity maximized the students to have an experience to do a dialogue in English. Since the students were asked to perform the role play in front of class, they can improve their self confidence and also their speaking skill. It implies that using role play method can improve the students' speaking skill and increase self confidence.
3. The use of group discussion was effective to give opportunity to the students to interact and to communicate with their friends. The students were happy since they could cooperate, discuss, and work with their friends in group discussion. They could express their ideas although their utterances were still in simple

forms. By communicating with their friends the students learn language. It is because the essential learning language is to enable the students to communicate in real English, both spoken and written. The students also thought that the tasks became easier since it was done in group. It implies that the group discussion can improve the quality of the English teaching learning process, increase the interaction among the students, and make the students get involved in the classroom activities.

C. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study.

They are presented as follows;

1. For the English teacher

The English teacher should consider the students' needs and interest before designing the speaking materials. The teacher needs to vary the activities in the process of speaking teaching and learning. This will prolong the students' involvement in the speaking activities. Another thing that needs to be considered in teaching English is the willingness and awareness of the teacher to dig more deep about the activity which could improve students' speaking skill. Related to the research, the teacher is suggested to use role play method, group discussion and classroom English in their speaking class to make the students more familiar with English, increase their confidence and improve their speaking skill.

2. For the students

In relation to the development of their speaking skills, it will be much better if the students can make their own opportunities in practicing their speaking skills. They can make their own speaking club to practice their speaking. It is also necessary for them to develop their confidence in speaking before the class as well as speak louder without fear to make mistakes. It will benefit them much if they can develop their vocabulary mastery, grammatical competence, pronunciation, cooperation, body language and risk taking independently.

3. For other researchers

This study is mainly intended to describe how role play method can be applied to improve the students' speaking skills. There are many problems that are not yet solved. This study may be used as one of the reading sources before the researchers do an action research related to the development of the students' speaking skills.

The other researchers who will conduct similar research or studies need to be well-prepared, so the research can run well. It is not easy to deal with the children because they have unique characteristics. Therefore, the researcher needs to be patient, flexible and creative to deal with children.

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APPENDIX 1

Course Grid

Lesson Plans

COURSE GRID OF CYCLE I

Standard of Competency : 9. expressing meaning of the sustained and formal transactional and interpersonal conversations in daily life context.

Basic Competency : 9.1. To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing happiness and sadness.

No	Cycle/ meeting	Indicators	Learning Goal	Materials	Learning Activities	Time
1.	1/1	<ol style="list-style-type: none"> 1. Students are able to express their feeling about happiness. 2. Students are able to respond expressing happiness from others. 3. Students are able using the expressions of happiness and accepting the expression of happiness in a dialog. 	The students are able to use and respond to the expression of happiness using correct tenses.	<ol style="list-style-type: none"> 1. Input text: dialogue (transactional and interpersonal dialogue) 2. language functions :expressing happiness, accepting and responding the expression of happiness. 3. Grammar : Simple present tense 4. Vocabulary: Happy, lovely, proud, etc... 5. Expressions: 	<p>Presentation:</p> <ol style="list-style-type: none"> 1. The teacher asks about the students' knowledge about the way to express happiness 2. The teacher gives some examples in a dialogue to express happiness and asks the students to pay attention to the tense. 3. The teacher explains the material about tense and gives examples to make the students understand deeply. <p>Practice:</p> <ol style="list-style-type: none"> 4. The teacher asks the students to practice the dialogue in front of the class with their friend. 5. The teacher together with the students identifies the dialog which is consisting of the expression of happiness. <p>Production:</p> <ol style="list-style-type: none"> 6. The teacher asks the students to join in 	2 x 45 minutes

				<p>It is lovely! I am so happy... It gives me a great pleasure...</p> <p>6. Pronunciations: Pleasure, wonderful, amazing...</p>	<p>their group.</p> <p>7. The teacher reviews the material in the previous meeting about the way to express the happiness.</p> <p>8. The teacher gives the situation they need to discuss with their group.</p> <p>9. The teacher gives the students 20 minutes to discuss the situation and ask them to make a dialogue with their group.</p> <p>10. After the students finish the discussion, the teacher asks the groups one by one to act their dialogue. They do a role play in front of the class.</p> <p>11. All students are required to conclude the performance of all the presenter groups while listening. Therefore, all students will have all the performance results.</p> <p>12. The teacher gives the conclusion.</p>	
2.	1/2	<p>1. Students are able to express their feelings about sadness.</p> <p>2. Students are able to respond expressing sadness from their partners.</p> <p>3. Students are able to use</p>	<p>The students are able to use and respond the expression of sadness using correct</p>	<p>1. input text: dialogues (transactional and interpersonal dialogue).</p> <p>2. language function : expressing sadness and responding to the expression of sadness.</p> <p>3. Grammar : Simple present</p>	<p>Presentation:</p> <p>1. The teacher asks about the students' knowledge about the way to express sadness.</p> <p>2. The teacher gives some examples in a dialogue to express sadness and asks the students to pay attention to the tense.</p> <p>3. The teacher explains the material about tense and gives examples to make the students understand deeply.</p> <p>Practice:</p> <p>4. The teacher asks the students to practice a dialogue in front of the class with their</p>	2 x 45 minutes

		expression of sadness in a dialogue.	tenses.	<p>tense and simple past tense.</p> <p>4. Vocabulary: Sad, sorry, bad...</p> <p>5. - Expressions of sadness: You look so sad... I am feeling bad at this time... It was a terrible situation... - How to respond the expression of sadness: Sorry to hear that... I really care about you... Don't worry...</p> <p>6. pronunciations: Terrible, condolence, accident...</p>	<p>friend.</p> <p>5. The teacher together with the students identifies the dialog which is consisting of the expression of sadness.</p> <p>Production:</p> <p>6. The teacher asks the students to join their group.</p> <p>7. The teacher reviews the material in the previous meeting about the way to express the happiness.</p> <p>8. The teacher gives the situation they need to discuss with their group.</p> <p>9. The teacher gives the students 20 minutes to discuss the situation and ask them to make a dialogue with their group.</p> <p>10. After the students finish the discussion, the teacher asks the groups one by one to do role plays in front of the class. They act the dialog that consists of the expression of sadness.</p> <p>11. All students are required to conclude the performance of all the presenter groups while listening. Therefore, all students will have all the performance results.</p> <p>12. The teacher gives the conclusion.</p>	
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COURSE GRID OF CYCLE II

Standard of Competency : 9. expressing meaning of the sustained and formal transactional and interpersonal conversations in daily life context.

Basic Competency : 9.2 To express meaning in a spoken transactional (to get things done) and interpersonal (socialize) both formally and continually by using in accurately, fluently and appropriately in daily life context and engaging language functions, i.e.: expressing embarrassing, anger, and annoyed.

No	Cycle/ meeting	Indicators	Learning Goal	Materials	Learning Activities	Time
3.	2/1	<ol style="list-style-type: none"> 1. Students are able to express their feeling about annoyance. 2. Students are able to respond expressing annoyance from other 3. Students are able to use expressions of annoyance and responding the expression annoyance in 	The students are able to use and respond to the expression of annoyance using correct tenses.	<ol style="list-style-type: none"> 1. input text: dialogue (transactional and interpersonal dialogue) 2. language function : expressing annoyance, responding the expressions of annoyance 3. Grammar : Simple present tense 4. Vocabulary: Wrong, annoy, burn... 5. Expressions: You burn me 	<p>Presentation:</p> <ol style="list-style-type: none"> 1. The teacher asks about the students' knowledge about the way to express annoyance. 2. The teacher gives some examples in a dialogue to express annoyance and asks the students to pay attention to the tense. 3. The teacher explains the material about tense and gives examples to make the students understand deeply. <p>Practice:</p> <ol style="list-style-type: none"> 4. The teacher asks the students to practice the dialogue and practice in front of the class with their friend. 5. The teacher and the students identify the dialogue that consists of the expression of annoyance. <p>Production:</p> <ol style="list-style-type: none"> 6. The teacher asks the students to join in 	2 x 45 minutes

		a dialog.		up... It is very disappointing... 6. Pronunciations: Disappointing, insult, irritating...	their group. 7. The teacher reviews the material in the previous meeting about the way to express the happiness. 8. The teacher gives the situation they need to discuss with their group. The teacher gives the students 20 minutes to discuss the situation and ask them to make a dialogue with their group. 9. Every group act out the dialog in front of class without a text (unscripted role plays). Student act out with gesture and appropriate expression. They do role play that depends on the dialog, e.g.: they act as a shop keeper, as a servant, or as a guest. 10. Students analyze the expression of annoyance from the group which is acted out in front of class. 11. The teacher gives the conclusion.	
4.	2/2	1. Students are able to make a dialogue with their group. 2. Students are able to respond expressing anger from their partner. 3. Students are able to use	The students are able to use and respond the expression of anger using correct tenses.	1. input text : dialogue (transactional and interpersonal dialogue) 2. language function :expressing anger, responding the expression of anger. 3. Grammar :	Presentation: 1. The teacher asks about the students' knowledge about the way to expressing anger. 2. The teacher gives some examples in a dialogue to expressing anger and asks the students to pay attention to the tense. 3. The teacher explains the material about tense and gives examples to make the students understand deeply. Practice: 4. The teacher asks the students to read a	2 x 45 minutes

		expression of anger in a dialogue.		<p>Simple present tense</p> <p>4. Vocabulary: Burn-up, angry...</p> <p>5. Expressions: You are getting me angry... Get out of here! I am going to blow-up!</p> <p>6. Pronunciations: Blow-up, fury, trouble...</p>	<p>dialogue and practice in front of the class with their friend.</p> <p>5. The students together with their friends identify the dialogue that consists of the expression of anger.</p> <p>Production:</p> <p>6. The teacher asks the students to join their group.</p> <p>7. The teacher reviews the material in the previous meeting about the way to express of anger.</p> <p>8. The teacher gives the situation they need to discuss with their group. The teacher gives the students 20 minutes to discuss the situation and ask them to make a dialogue with their group.</p> <p>9. Every group act out the dialog in front of class without a text (unscripted role plays). Student acted out with gesture and appropriate expression. They acted depend on the dialog, e.g.: they act as a mother, as an officer or being a boss.</p> <p>10. Students analyze the expression of anger from the group which is acted out in front of class.</p> <p>11. The teacher gives the conclusion.</p>	
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 1 Jepon
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ 2
Alokasi waktu	: 2 x 45 menit
Standar Kompetensi	: 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan bahagia, dan menyatakan perasaan sedih.
Indikator	: <ol style="list-style-type: none"> a. Siswa dapat menggunakan tindak tutur untuk menyatakan perasaan bahagia b. Siswa dapat merespon tindak tutur untuk menyatakan perasaan bahagia c. Siswa dapat mengungkapkan ekspresi tentang kebahagiaan, menerima, dan merespon ungkapan kebahagiaan ke dalam suatu percakapan.

A. Tujuan Pembelajaran

Para siswa dapat mengungkapkan kebahagiaan dan merespon ekspresi kebahagiaan tersebut dengan menggunakan kalimat yang benar.

B. Materi Pembelajaran

a. *Text Type: Dialogue (interpersonal and transactional dialogue)*

b. *Language function :*

- *Expressing happiness.*

- *Accepting the expression of happiness.*
- *Responding the expression of happiness.*
- c. *Vocabulary:*
 - *Happy*
 - *Proud*
 - *Lovely*
- d. Ungkapan yang digunakan untuk mengungkapkan ekspresi bahagia:
 - *I am so happy...*
 - *It is lovely!*
 - *It gives me a great pleasure...*
- e. Ungkapan untuk merespon ungkapan kebahagiaan:
 - *Congratulation!*
 - *Wonderful!*
 - *Good news!*
- f. Dialog-dialog sebagai contoh pengimplementasian penggunaan *simple present tense*
- g. *Grammar :*
 1. *Simple present tense*

C. Metode Pembelajaran

- 1) *PPP (Presentation, Practice, and Production)*

D. Sumber/ Bahan Pembelajaran

- 1) Sudarwati, Th. M. 2005. *LOOK AHEAD 2: An English Course for Senior High School Students Year XI*. Erlangga: Jakarta.
- 2) Doddy, Achmad. 2008. *Developing English Competencies: For Senior High School*. Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta.
- 3) Materi diskusi kelompok:

Amanda gets good news about her job application. She is very happy.

Amanda : Dad, where is mom?

Father : She is back there.

Amanda : Mommy, Mommy...

Mother : I'm right here, honey. What's up?

Amanda : **Mom, you know, I sent a job application to an international company near the downtown a couple of days ago and just now I got a phone call from the company that I get accepted. I am going to work. It's lovely.**

Mother : **That's wonderful, honey! Come on! Go tell your daddy.**

Amanda : **Yes, I will. I'm so happy right now.**

E. Langkah-langkah kegiatan pembelajaran

Kegiatan Awal
<ol style="list-style-type: none"> 1. Pengkondisian siswa 2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang kalimat-kalimat yang menunjukkan cara mengungkapkan sebuah kebahagiaan.
Kegiatan Inti
<p>Presentation</p> <ol style="list-style-type: none"> 3. Siswa diberikan masing-masing dialog dengan pola <i>simple present tense</i>, satu teks untuk satu bangku. 4. Siswa bersama dengan teman sebangkunya kemudian membaca, mempelajari dan mengidentifikasi kalimat-kalimat yang ada di dialog tersebut dan kemudian guru menanyakan bagian manakah yang menunjukkan kalimat yang menyatakan perasaan bahagia. <p>Practice</p> <ol style="list-style-type: none"> 5. Siswa dipersilakan membaca bersama teks tersebut dengan keras. 6. Kemudian guru menjelaskan tentang kalimat yang menunjukkan <i>simple present tense</i> secara lebih lengkap dan memberikan beberapa contoh penggunaan dalam kalimat yang menunjukkan perasaan bahagia tersebut dan kalimat yang digunakan untuk merespon ungkapan kebahagiaan. 7. Setelah selesai menjelaskan, guru kemudian membagi kelas menjadi kelompok kecil yang terdiri dari 3-4 siswa. <p>Production</p>

8. Untuk memperdalam pemahaman siswa, Guru menugaskan masing-masing kelompok untuk berdiskusi dan membuat dialog tentang penggunaan <i>simple present tense</i> dalam kalimat yang menunjukkan perasaan bahagia. Guru memberikan waktu 20 menit untuk berdiskusi kelompok.
9. Setelah waktu diskusi habis, beberapa kelompok siswa maju untuk mempresentasikan hasil diskusi. Mereka bermain peran (<i>role playing</i>) di depan kelas untuk menunjukkan cara mengungkapkan kebahagiaan dan merespon perasaan bahagia.
10. Guru menyuruh siswa yang tidak maju untuk memperhatikan dan mengoreksi pekerjaan teman-temannya yang sedang presentasi.
Kegiatan Akhir
11. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.
12. Guru menanyakan apakah siswa mengalami kesulitan tentang materi yang diajarkan.
13. Penutup

F. Penilaian

Oral test; siswa dipersilakan untuk bermain peran (*role plays*) di depan kelas berdasarkan situasi yang didiskusikan bersama di masing-masing kelompok.

Penilaian yang digunakan adalah menggunakan *rubrics of speaking*. Aspek-aspek yang dinilai adalah *fluency*, *pronunciation*, dan *accuracy*.

Score	Accuracy	Fluency	Pronunciation
5	Grammatical and lexical accuracy is extremely high	Speak fluently without hesitation or searching for words	Very clear; reasonable control of stress and intonation
4	Quite accurate, some errors, but meaning is always clear	Some hesitation and sometimes has to search for words	Generally clear; reasonable control of stress and intonation
3	Frequent errors; meaning is not always clear	Quite hesitant; limited range of vocabulary and structure	Frequent errors; not always clear enough to understand
2	Very frequent errors; difficulty in making	Extremely hesitant; very limited range of language	Very frequent errors; often very difficult to understand

	meaning clear	available	
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

(The Teaching Knowledge Test (TKT) Course page 104)

Mengetahui

Guru Bahasa Inggris

Peneliti

Yanik Ekawati, S.Pd

Suryandari K

ACTIVITY 1

Identify the sentences that show the expression of happiness. Practice the following dialogue in front of the class. Pay attention to your expressions.

Dialogue 1

Amanda gets good news about her job application. She is very happy.

Amanda : Dad, where is mom?

Father : She is back there.

Amanda : Mommy, Mommy...

Mother : I'm right here, honey. What's up?

Amanda : Mom, you know, I sent a job application to an international company near the downtown a couple of days ago and just now I got a phone call from the company that I get accepted. I am going to work. It's lovely.

Mother : That's wonderful, honey! Come on! Go tell your daddy.

Amanda : Yes, I will. I'm so happy right now.

ACTIVITY 2

Work in groups of three and complete the following dialogue with the expressions of happiness. Practice the dialogue with your friends in front of the class.

Rudy gets a scholarship. He is very happy.

Rudy : Daddy? Where are you?

Father : I'm right here. What's up, boy?

Rudy : Dad, you know what. My teacher told me that I am one of the students who get a scholarship from national University in Jakarta.

Father : Oh really? That's excellent my son! I'm very _____ for you.

Rudy : Thank you so much, Dad. I'm so _____ now.

ACTIVITY 3

Choose one of the following situations. Then, make a dialogue based on the situations you choose in groups of three or four. After that, act out in front of the class.

- a. Your English teacher told you that you just won a Chemist competition.
- b. Your brother just graduated from his school with a highest score. Express your happiness.
- c. Your mother just told that she won a quiz and got a new television.
- d. One of your nephews just got a scholarship to London. Show your happiness.
- e. Your friend has new motorcycle. Show your happiness.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA Negeri 1 Jepon
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ 2
Alokasi waktu	: 2 x 45 menit
Standar Kompetensi	: 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (<i>bersosialisasi</i>) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan bahagia, dan menyatakan perasaan sedih.
Indikator	: <ol style="list-style-type: none"> a. Siswa dapat menggunakan tindak tutur untuk menyatakan perasaan sedih b. Siswa dapat merespon tindak tutur untuk menyatakan perasaan sedih c. Siswa dapat mengungkapkan perasaan sedih dan merespon ungkapan sedih dengan kalimat yang benar dalam percakapan.

A. Tujuan Pembelajaran

- Agar siswa dapat menyatakan dan merespon ungkapan-ungkapan dalam percakapan yang mengemukakan ekspresi sedih dengan menggunakan *tense* yang benar

B. Materi Pembelajaran

- a. *Text Type: Dialogue (interpersonal and transactional dialogues)*
- b. *Language function :*

- *Expressing sadness*
- *Responding the expression of sadness*

- c. Kata yang digunakan untuk mengungkapkan kesedihan:
- *Sad* - *terrible*
 - *Sorry* - *bad*
- d. Ungkapan yang digunakan untuk mengungkapkan kesedihan:
- *It was a terrible situation...*
 - *I am feeling bad at this time...*
 - *What actually happened? You look so sad...*
- e. Ungkapan untuk merespon ekspresi kesedihan:
- *Sorry to hear that...*
 - *I really care about you...*
 - *Don't worry...*
- f. Dialog-dialog sebagai contoh pengimplementasian penggunaan *simple present tense* dan *simple past tense*
- g. Grammar :
1. *Simple present tense*
 2. *Simple past tense*

C. Metode Pembelajaran

- 1) *PPP (Presentation, Practice, and Production)*

D. Sumber/ Bahan Pembelajaran

- 1) Sudarwati, Th. M. 2005. *LOOK AHEAD 2: An English Course for Senior High School Students Year XI*. Erlangga: Jakarta.
- 2) Doddy, Achmad. 2008. *Developing English Competencies: For Senior High School*. Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta.
- 3) Materi diskusi kelompok:

Brian and Tina show their sympathy to his friend, Andy.

Tina : Hi, Andy. You look so sad. Is everything alright?

Andy : Well, this week has been so terrible for me.

Tina : Really? I'm sorry to hear that. What actually happened?

Andy : My grandmother passed away on Tuesday.

Tina : Was she ill or something before she died?

Andy : No, no. She was badly hurt because of a car accident.

Brian : Oh really? What happened?

Andy : She was driving a car and suddenly a speedy truck bumped into her car in front. So her death was really a shock for me and my family. I can't still believe that she's gone.

Brian : Of course. It's always hard to lose someone you love. However, I'm pretty sure next week will be better for you.

Andy : Thank you, friends. I hope so.

E. Langkah-langkah kegiatan pembelajaran

Kegiatan Awal
<ol style="list-style-type: none"> 1. Pengkondisian siswa 2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang kalimat-kalimat yang menunjukkan cara mengungkapkan sebuah kesedihan.
Kegiatan Inti
<p>Presentation</p> <ol style="list-style-type: none"> 3. Siswa diberikan masing-masing dialog yang berisikan ungkapan kesedihan dan pola <i>simple present tense</i> dan <i>simple past tense</i>, satu teks untuk satu bangku. 4. Siswa bersama dengan teman sebangku mereka membaca, mempelajari dan mengidentifikasi kalimat-kalimat di dalam dialog tersebut dan kemudian guru menanyakan bagian manakah yang menunjukkan kalimat yang menyatakan perasaan sedih dan mana kalimat untuk merespon seseorang yang mengungkapkan kesedihan. <p>Practice</p> <ol style="list-style-type: none"> 5. Setelah waktu diskusi habis, tiga siswa dipersilakan untuk membaca bersama teks tersebut di depan kelas. 6. Kemudian guru menjelaskan tentang kalimat yang menunjukkan <i>simple present tense</i> dan <i>simple past tense</i> secara lebih lengkap dan memberikan beberapa contoh penggunaan dalam kalimat yang menunjukkan perasaan sedih tersebut. 7. Setelah selesai menjelaskan, guru kemudian membagi kelas menjadi kelompok kecil yang terdiri dari 3-4 siswa.

<p>Production</p> <p>8. Untuk memperdalam pemahaman siswa, Guru menugaskan masing-masing kelompok untuk berdiskusi dan membuat dialog tentang penggunaan <i>simple present tense</i> dan <i>simple past tense</i> dalam kalimat yang menunjukkan perasaan sedih dan kalimat-kalimat yang digunakan untuk merespon seseorang yang menyatakan kesedihan tersebut. Guru memberikan waktu 20 menit untuk berdiskusi kelompok.</p> <p>9. Setelah waktu diskusi habis, beberapa kelompok siswa maju untuk berakting sesuai dialog. Mereka bermain peran (<i>role playing</i>) di depan kelas untuk menunjukkan cara mengungkapkan dan merespon dari perasaan sedih.</p> <p>10. Guru menyuruh siswa yang tidak maju untuk memperhatikan dan mengoreksi pekerjaan teman-temannya yang sedang presentasi.</p>
Kegiatan Akhir
<p>11. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan.</p> <p>12. Guru menanyakan apakah siswa mengalami kesulitan tentang materi yang diajarkan.</p> <p>13. Penutup</p>

F. Penilaian

Oral test; siswa dipersilakan untuk bermain peran (*role plays*) di depan kelas berdasarkan situasi yang didiskusikan bersama di masing-masing kelompok.

Penilaian yang digunakan adalah menggunakan *rubrics of speaking*. Aspek-aspek yang dinilai adalah *fluency*, *pronunciation*, dan *accuracy*.

Score	Accuracy	Fluency	Pronunciation
5	Grammatical and lexical accuracy is extremely high	Speak fluently without hesitation or searching for words	Very clear; reasonable control of stress and intonation
4	Quite accurate, some errors, but meaning is always clear	Some hesitation and sometimes has to search for words	Generally clear; reasonable control of stress and intonation
3	Frequent errors; meaning is not always clear	Quite hesitant; limited range of vocabulary and structure	Frequent errors; not always clear enough to understand

2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

(The Teaching Knowledge Test (TKT) Course page 104)

Mengetahui

Guru Bahasa Inggris

Peneliti

Yanik Ekawati, S.Pd

Suryandari K

ACTIVITY 1

Identify the sentences that show the expression of sadness. Practice the following dialogue in front of the class. Pay attention to your expressions.

Dialogue 1

Brian and Tina show their sympathy to his friend, Andy.

Tina : Hi, Andy. You don't look very happy. Is everything alright?

Andy : Well, this week has been so terrible for me.

Tina : Really? I'm sorry to hear that. What actually happened?

Andy : My grandmother passed away on Tuesday.

Tina : Was she ill or something before she died?

Andy : No, no. She was badly hurt because of a car accident.

Brian : Oh really? What happened?

Andy : She was driving a car and suddenly a speedy truck bumped into her car in front. So her death was really a shock for me and my family. I can't still believe that she's gone.

Brian : Of course. It's always hard to lose someone you love. However, I'm pretty sure next week will be better for you.

Andy : Thank you, friends. I hope so.

ACTIVITY 2

Work in group of three or four and complete the following dialogue with the expressions of sadness. Act out the dialogue in front of the class with your group.

Emmy asks her boss to have a few days off because her father has passed away.

Emmy : Excuse me, Sir.

Mr. Andrew : Yes? What can I do for you, Emmy?

Emmy : Well, I'm afraid I cannot finish my job at the moment, Sir.

Mr. Andrew : Are you serious? We need to finish this project right away.

Emmy : I know that Sir, but I have just received a call from my mother telling me that my father has _____ .

Mr. Andrew : Oh, I'm _____ You have my sincere _____ Take all the time you need. Don't worry about this project.

Emmy : Thank you, Sir.

ACTIVITY 3

Choose one of the following situations. Then, make a dialogue based on the situation you choose in groups of three or four. After that, act out in front of the class.

- *Your friend's elder sister has passed away.*
- *One of your friends had an accident.*
- *One of your neighbors just robbed last night.*
- *One of your friends got typhus and has to hospitalize.*

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMA Negeri 1 Jepon
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ 2
Alokasi waktu	: 4 x 45 menit
Standar Kompetensi	: 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel.
Indikator	: <ol style="list-style-type: none"> a. Siswa dapat menggunakan tindak tutur untuk menyatakan perasaan jengkel. b. Siswa dapat merespon tindak tutur untuk menyatakan perasaan jengkel. c. Siswa dapat mengungkapkan perasaan jengkel, merespon ungkapan jengkel dengan menggunakan kalimat yang benar dalam sebuah percakapan. d. Siswa dapat menggunakan tindak tutur untuk menyatakan perasaan marah. e. Siswa dapat merespon tindak tutur untuk menyatakan perasaan marah. f. Siswa dapat mengungkapkan perasaan marah, merespon seseorang yang sedang mengungkapkan perasaan marah dengan menggunakan kalimat yang benar dalam sebuah percakapan.

A. Tujuan Pembelajaran

- Agar siswa dapat menggunakan ungkapan-ungkapan untuk mengemukakan perasaan jengkel dan merespon ungkapan yang menunjukkan kejengkelan dengan menggunakan kalimat yang benar dalam sebuah percakapan.
- Agar siswa dapat menggunakan ungkapan untuk mengemukakan perasaan marah dan merespon ungkapan yang menunjukkan kemarahan dengan menggunakan kalimat yang benar dalam sebuah percakapan.

B. Materi Pembelajaran

a. *Text Type: Dialogue (interpersonal and transactional dialogue)*

b. *Language function :*

- *Expressing annoyance*
- *Responding the expression of annoyance*
- *Expressing anger*
- *Responding the expression of anger*

c. Ungkapan yang digunakan untuk mengungkapkan ekspresi marah:

- *You are getting me angry!*
- *You burn me up!*

d. Ungkapan yang digunakan untuk mengungkapkan ekspresi jengkel:

- *I've never been so insulted in my life...*
- *It was displeasure...*

e. Dialog-dialog sebagai contoh pengimplementasian penggunaan *simple present tense* dan *simple past tense*

f. *Grammar :*

1. *Simple present tense*
2. *Simple past tense*

C. Metode Pembelajaran

1) *PPP (Presentation, Practice, and Production)*

D. Sumber/ Bahan Pembelajaran

- 1) Sudarwati, Th. M. 2005. LOOK AHEAD 2: An English Course for Senior High School Students Year XI. Erlangga: Jakarta.
- 2) Doddy, Achmad. 2008. Developing English Competencies: For Senior High School. Pusat Perbukuan Departemen Pendidikan Nasional: Jakarta.

3) Materi diskusi kelompok:

The shopkeeper and customer are debating in clothing store.

Shopkeeper : Good afternoon. Is there anything I can help you with?

Customer : Good afternoon. I am not satisfied with the shirt I bought yesterday in this shop.

Shopkeeper : Why? What's wrong with it?

Customer : Let me explain. I wear extra-large T-shirts. The one you gave me is extremely small. See the label is M not XL. You know, it was disappointing the customer.

Shopkeeper : Sorry, you can't exchange the shirt you bought. Why don't you give it to your brother? I'm sure he would be happy with it.

Customer : Look, I didn't buy this shirt for my brother and anyways I don't have a brother! Besides, I want my money back if you can't give me the extra large size. Oh my God, this store really irritating me.

Shopkeeper : I am sorry. The receipt says once a product has been purchased, it can't be returned.

E. Langkah-langkah kegiatan pembelajaran

Kegiatan Awal
1. Pengkondisian siswa 2. Apersepsi dan motivasi siswa: guru melakukan tanya jawab untuk memancing pengetahuan siswa tentang kalimat-kalimat yang menunjukkan cara mengungkapkan sebuah kejengkelan dan kemarahan.
Kegiatan Inti
Presentation 3. Siswa diberikan masing-masing dialog yang berisikan ekspresi kejengkelan/ekspresi kemarahan dengan pola <i>simple present tense</i> dan <i>simple past tense</i> , satu teks untuk satu bangku. 4. Siswa bersama teman sebangkunya membaca dialog, mempelajari dan mengidentifikasi

<p>kalimat-kalimat tersebut. Kemudian guru menanyakan bagian manakah yang menunjukkan kalimat yang menyatakan perasaan jengkel atau marah dan mana kalimat untuk merespon seseorang yang mengungkapkan kejengkelan dan kemarahan.</p> <p>Practice</p> <ol style="list-style-type: none"> 5. Setelah waktu diskusi habis, Guru membahas dialog tersebut bersama-sama dengan para siswa. Guru lalu mempersilakan siswa untuk membaca bersama teks tersebut di depan kelas. 6. Kemudian guru menjelaskan tentang kalimat yang menunjukkan <i>simple present tense</i> dan <i>simple past tense</i> secara lebih lengkap dan memberikan beberapa contoh penggunaan dalam kalimat yang menunjukkan perasaan jengkel dan marah tersebut. 7. Setelah selesai menjelaskan, guru kemudian membagi kelas menjadi kelompok kecil yang terdiri dari 3-4 siswa. <p>Production</p> <ol style="list-style-type: none"> 8. Untuk memperdalam pemahaman siswa, Guru menugaskan masing-masing kelompok untuk berdiskusi dan membuat dialog tentang penggunaan <i>simple present tense</i> dan <i>simple past tense</i> dalam kalimat yang menunjukkan perasaan jengkel dan marah dan kalimat-kalimat yang digunakan untuk merespon seseorang yang menyatakan kejengkelan dan kemarahan tersebut. Guru memberikan waktu 20 menit untuk berdiskusi kelompok. 9. Setelah waktu diskusi habis, kelompok siswa maju untuk beracting sesuai dialog. Mereka bermain peran (<i>role plays</i>) di depan kelas untuk menunjukkan cara mengungkapkan dan merespon dari perasaan jengkel dan marah. 10. Guru menyuruh siswa yang tidak maju untuk memperhatikan dan mengoreksi pekerjaan teman-temannya yang sedang presentasi.
<p>Kegiatan Akhir</p> <ol style="list-style-type: none"> 11. Guru dan siswa melakukan refleksi dan mengambil kesimpulan terhadap kegiatan yang telah dilakukan. 12. Guru menanyakan apakah siswa mengalami kesulitan tentang materi yang diajarkan. 13. Penutup

F. Penilaian

Oral test; siswa dipersilakan untuk bermain peran (*role plays*) di depan kelas berdasarkan situasi yang didiskusikan bersama di masing-masing kelompok.

Penilaian yang digunakan adalah menggunakan *rubrics of speaking*. Aspek-aspek yang dinilai adalah *fluency, pronunciation, dan accuracy*.

Score	Accuracy	Fluency	Pronunciation
5	Grammatical and lexical accuracy is extremely high	Speak fluently without hesitation or searching for words	Very clear; reasonable control of stress and intonation
4	Quite accurate, some errors, but meaning is always clear	Some hesitation and sometimes has to search for words	Generally clear; reasonable control of stress and intonation
3	Frequent errors; meaning is not always clear	Quite hesitant; limited range of vocabulary and structure	Frequent errors; not always clear enough to understand
2	Very frequent errors; difficulty in making meaning clear	Extremely hesitant; very limited range of language available	Very frequent errors; often very difficult to understand
1	Almost unable to communicate	Almost unable to communicate	Almost unable to communicate

(The Teaching Knowledge Test (TKT) Course page 104)

Mengetahui

Guru Bahasa Inggris

Peneliti

Yanik Ekawati, S.Pd

Suryandari K

ACTIVITY 1

Identify the sentences that show the expression of annoyance. Practice the following dialogue in front of the class. Pay attention to your expressions.

Shopkeeper : Good afternoon. Is there anything I can help you with?

Customer : Good afternoon. I am not satisfied with the shirt I bought yesterday in this shop.

Shopkeeper : Why? What's wrong with it?

Customer : Let me explain. I wear extra-large T-shirts. The one you gave me is extremely small. See the label is M not XL. You know, it was disappointing the customer.

Shopkeeper : Sorry, you can't exchange the shirt you bought. Why don't you give it to your brother? I'm sure he would be happy with it.

Customer : Look, I didn't buy this shirt for my brother and anyways I don't have a brother! Besides, I want my money back if you can't give me the extra large size. Oh my God, this store really irritating me

ACTIVITY 2

Please make groups of three or four. Look at the example above and make a simple conversation that shows an expression of annoyance. Act out your conversation in front of the class with your group.

ACTIVITY 3

Fill in the blanks with suitable words. Then, perform the fully conversation in front of the class.

- Karina** : Look at this It says that some meatball sellers are suspected of their meatballs with formalin.
- Edwin** : Formalin? I've never of that. What is it?
- Karina** : It is a chemical substance which is used to a dead body to avoid decaying.
- Edwin** : And what is their purpose of using formalin in the meatballs?
- Karina** : To keep the meatballs preserved.
- Lukas** : Hmmh ... is that a?
- Karina** : Of course, Luke! Formalin is very for our health. Consuming food which a formalin substance will poison our body gradually in the long run. The substance will go in our organ tissues and it will the vital body such as the liver, brain, and kidneys.
- Lukas** : Really?
- Vera** : And you know what, formalin can also trigger in our body. It's one of the ten most dangerous additive ingredients in our food and drug law.
- Edwin** : I don't get it, Ver. I mean, if formalin is so dangerous why don't they use other food preservatives instead of formalin?
- Vera** : Because it is a lot
- Edwin** : Oh, I see. Well, that explains everything, I guess.
- Vera** : I don't think so, Ed. I mean, I believe that the is the most important thing above all.
- Lukas** : I can see your point, Ver, but can't you see, business is business and profit as much as possible is extremely important.

organs	Newspaper	Contains
Problem	Mixing	Preserve
cheaper	Human life	Cancers
Formalin	Dangerous	Gaining
Destroy	Heard	forbidden

ACTIVITY 4

Now, choose one of the following situations. Then, make a dialogue based in the following situations in groups of three or four. After that, act out in front of the class.

- a. You're going out on a birthday party with your friends. You are ready and you want to put on your shoes but they're wet and dirty.
- b. You're waiting for a friend at a garden hall and your friend in an hour late.
- c. You will go to the school and suddenly your motorcycle gets a trouble in the machine.
- d. Your favorite book was borrowed with your friend, but she broke some pages.
- e. You're hanging out together with your friend at a cafeteria but another guest accidentally spilled-out his coffee in your food.
- f. You and your mom are going to traditional market, but the thief has stolen your mom's wallet.

APPENDIX 2

Interview Transcripts

INTERVIEW TRANSCRIPTS

1. INTERVIEW TRANSCRIPT 1

Tuesday, 28 April 2011

- Researcher : selamat pagi, Bu. Saya Suryandari.
- Teacher : oh iya, saya Yani mbak. Kemarin sudah ketemu Kepala Sekolah ya?
- Researcher : iya bu, kemarin sudah ijin mau melakukan observasi dan penelitian. Kepala Sekolah menyarankan untuk masuk di kelas Bu Yani saja.
- Teacher : oh begitu. Iya mbak, sudah saya siapkan di kelas XI IPA 2. Kebetulan wali kelasnya juga saya, jadi biar lebih gampang aja nanti. Ini mbak mau mengadakan penelitian tentang apa ya?
- Researcher : oh ini saya bawa proposal skripsi saya beserta 3 RPP. Silakan Ibu baca dulu mungkin nanti ada revisi biar kalau ada tambahan saya bisa segera mengerjakan. Saya mengangankan skill speaking bu, temanya tentang to express the feelings, sudah saya lampirkan semuanya di RPP.
- Teacher : wah kebetulan mbak kalau speaking saya dukung. Soalnya saya itu jarang sekali menerapkan skill speaking, lebih saya fokuskan ke writing sama reading. Ini sudah bisa langsung diterapkan kok mbak, nggak usah ada revisi, sudah cukup baik.
- Researcher : oh ya terimakasih bu. Kalau saya boleh tahu, saya bisa mulai observasi dan penelitian kapan ya bu?
- Teacher : awal Mei saja mbak, saya masih ada materi yang belum selesai diberikan ini, biar selesai dulu gitu. Gimana? Nggak apa-apa kan ya?
- Researcher : iya bu, tidak apa-apa. Oh iya bu, kalo saya boleh tahu, apa susah menerapkan kelas speaking pada anak-anak? Menurut ibu sebagai guru pengampu, apa kesulitan yang dihadapi anak-anak?

- Teacher : speaking itu paling susah mbak. Ya mungkin sih karena guru jarang menerapkan skill tersebut ya. Sebagian besar guru itu menitik beratkan kepada writing dan reading gitu. Menjawab pertanyaan yang mudah saja kadang anak-anak itu susah, tapi kalau ditulis, ya bisa. Kalau menurut saya ya memang tidak terbiasa.
- Researcher : selain factor tadi, apakah ada factor yang lain bu?
- Teacher : kalau menurut saya ya masalah percaya diri mbak, pede atau nggak pede. Ada beberapa anak yang pintar, yang kalau mengerjakan soal gitu bisa, disuruh ngomong, susah. Motivasi juga mbak. Kalau sudah mala situ ya diberi materi mudah dan menyenangkan itu ya sudah nggak suka duluan, jadinya ya nggak bisa. Anak-anak itu sebenarnya cepat sekali belajarnya, tapi kadang malu, takut salah. Kan kalau salah terus diketawain sama temennya, nah itu juga yang menjadi masalah, minim sekali kepercayaan diri. Ini jadi pekerjaan mbak juga lho, speaking dan materi mbak ini saya harapkan memberi perubahan yang baik buat murid.
- Researcher : oh, baiklah bu, saya usahakan maksimal. Terimakasih infonya bu, nanti saya mulai observasi di kelas ibu awal Mei ya bu?
- Teacher : yes. Bisa. Jadwal setiap hari Rabu dan Sabtu, jamnya sama semua, 10.15. nanti mbak datang saja jam 10 begitu langsung ke ruang guru menemui saya. Oke?
- Researcher : iya bu, terimakasih banyak. Sampai ketemu lagi bu.
- Teacher : okay, see you again next week.

2. INTERVIEW TRANSCRIPT 2

OBSERVASI, Rabu, 4 Mei 2011

a. Student 1

Researcher : selamat siang, boleh kenalan dulu? Namanya siapa?

Nugroho : Nugroho Jati Kristianto mbak

Researcher : panggil Miss aja ya. Mau nanya nih, kamu suka pelajaran bahasa Inggris nggak? Kalo iya, apa yang disukai? Kalau ngga, apa alasannya?

Nugroho : wah.. ya nggak seneng lah Miss. Susah banget!

Researcher : lho apa yang bikin susah? Kalau belajar pasti bisa.

Nugroho : ah mboseni, bikin pusing itu lho miss. Nggak tau artinya.

Researcher : ya bawa kamus. Punya nggak?

Nugroho : nggak lah Miss. Aku nggak suka pokoknya, males, susah.

Researcher : oke baiklah. Terimakasih ya atas waktunya.

b. Student 2

Researcher : halo selamat siang, namanya siapa?

Siti Romtika : Siti Romtika mbak

Researcher : panggil miss aja ya. Aku panggil Tika aja ya. Gini Tik, kamu suka pelajaran bahasa Inggris nggak sih?

Siti Romtika : ya sebenarnya suka Miss, tapi susah ngomongnya.

Researcher : oh, susah spelling-nya ya? Harus banyak belajar itu.

Siti Romtika : iya ee miss, kan beda tuh tulisan sama ngucapinnya.

Researcher : besok kalau pelajaran saya, bawa kamus ya, disitu nanti ada panduan kok cara pengucapan sebuah kata, nanti kita belajar ya.

Siti Romtika : iya Miss.

c. Student 3

Researcher : halo, nama kamu siapa?

Yasin : Choirun Nuryasin miss, panggilannya Yasin.

Researcher : oh kamu yang maju tadi ya? Sepertinya grogi banget?

Yasin : haha, iya Miss, malu, takut salah.

Researcher : lho kenapa? Namanya juga belajar, salah nggak apa-apa, nanti kan ada bu guru yang membetulkan, jadi tahu yang benar.

Yasin : iya miss, lha biasanya kalo salah nanti diketawain sekelas, jadi ya malu lah.

Researcher : wah jangan psimis, besok harus lebih pede ya! Oh iya, kamu suka pelajaran bahasa Inggris?

Yasin : ya sebenarnya suka sih, tapi susah.

Researcher : oh ok, besok kita belajar bersama ya. Terimakasih Yasin.

d. Student 4

Researcher : halo, kenalan dulu, namanya siapa?

Reni : Nur Reni, Miss.

Researcher : ok Reni, mau nanya sebentar nih. Kamu suka pelajaran bahasa Inggris nggak?

Reni : nggak sih Miss, susah, aku nggak bisa, lagian juga mbosenin.

Researcher : apa yang bikin kamu bosan dan merasa susah? Terus kalau bosan sama pelajarannya, kalian ngapain di kelas?

Reni : ya susah aja Miss, ngomongnya itu lho susah. Terus bosan ya karena gitu-gitu aja. Kalau bosan ya main hape lah Miss, hehehe.

Researcher : wah jangan begitu, harus memperhatikan guru dan pelajaran ya. Besok deh kita belajar bersama. Ok? Terimakasih ya waktunya.

e. Student 5

Researcher : halo, namanya siapa?

Puji : Puji Rahayu, miss.

Researcher : mau tanya nih, suka nggak sama pelajaran bahasa Inggris?

Puji : ya nggak sih Miss, nggak mudeng, bikin ngantuk Miss.

Researcher : kan kalau penjelasannya nggak mudeng bisa tanya bu guru.

Puji : gak mau ah, malu Miss. Nanti dimarahin.

Researcher : wah jangan begitu, kalau tidak jelas, bertanya, nanti pasti bu guru mau menjelaskan lagi, biar mengerti apa yang diajarkan ya. Terus kalau ngantuk waktu pelajaran, ngapain aja di kelas?

Puji : ya main hape lah Miss, hehehe.

Researcher : ok. Besok kita belajar bersama ya. Terimakasih waktunya.

3. INTERVIEW TRANSCRIPT CYCLE I

CYCLE I, DAY 1

Wednesday, May 11, 2011

a. Students 1

Researcher : siapa nama lengkapnya?

Dian : Dian Pramsiska

Researcher : Bagaimana kesan pelajaran di hari pertama?

Dian : ngomongnya pakai bahasa Inggris terus Miss.

Researcher : tapi aslinya paham kan ya?

Dian : iya paham tapi jangan cepet-cepet lho Miss. Pake bahasa Indonesia aja lak wes Miss biar gampang gitu.

Researcher : ok, makanya banyak baca kamus ya. Kalau pelajarannya hari ini gimana yang tentang role play? Asyik? Apa malah bosan?

Dian : iya soalnya bu guru nggak pernah kayak gini, asyik Miss, jadinya bisa santai sambil main tapi belajar juga.

Researcher : ok Dian, terimakasih atas pendapatnya.

b. Students 2

Researcher : siapa nama lengkapnya?

Eko : Eko Adi Siswanto

Researcher : Bagaimana kesan pelajaran di hari pertama?

Eko : iya asik banget Miss. Bisa belajar sambil main.

Researcher : role play-nya menyenangkan? Bosan nggak?

Eko : iya senang Miss, kaya gini terus aja nggak bosan kok.

c. Students 3

- Researcher : siapa nama lengkapnya?
 Asih : Siti Nur Asih, Miss
 Researcher : ok, Asih. Gimana sih menurut kamu pelajaran yang saya berikan di pertemuan pertama ini?
 Asih : kalo saya sih seneng Miss.
 Researcher : kenapa tuh kok seneng?
 Asih : yak karena nggak pernah belajar kaya gini
 Researcher : kaya gini gimana? Memangnya kalau dulu gimana?
 Asih : ya role play begini lho miss, kan baru sekali ini. Kalo dulu cuman mbaca, nulis, ngerjain LKS. Udah gitu tok. Kalo gini kan rame, nggak mboseni gitu lho miss.
 Researcher : oh, alright. Makasih ya Nis.

d. Student 4

- Researcher : siapa nama lengkapnya?
 Santono : Santono
 Researcher : Bagaimana kesan pelajaran di hari pertama?
 Santono : asyik Miss, nggak ngantuk
 Researcher : paham kan ya? Bosen nggak?
 Santono : iya ngerti. Nggak oq Miss, malah seneng.
 Researcher : tapi tadi pengucanmu masih banyak yang salah. Belajar lagi ya. Bawa kamus ya kalo pelajaran bahasa Inggris. Tadi itu lho masih mispronounce, neighbor, mosque sama motorcycle. Masih harus banyak berlatih ya.
 Santono : hahaha, iya maaf Miss lha wong susah kok.

e. Teacher, Mrs. Yanik Ekawati S.Pd

- Researcher : selamat siang Bu, saya sudah selesai mengajar. Sekalian saya tadi ambil sample anak-anak yang saya interview.

- Teacher : iya mbak, nggak apa-apa, cuman telat 5 menit aja. Bagaimana tadi mengajar di hari pertama? Groggi nggak? Hehehe.
- Researcher : ya grogi sedikit bu. Hehehe. Tapi anak-anak di hari pertama ini cukup kooperatif. Mungkin baru saya perkenalkan metode seperti ini jadi masih pada rame dan rebut sendiri.
- Teacher : iya memang kemarin saya pesan, harap dibantu Miss Arum waktu melakukan penelitian besok.
- Researcher : wah begitu ya, ya terimakasih bu. Menurut ibu, bagaimana saya mengajar di hari pertama? Mungkin ada masukan atau tambahan dari ibu.
- Teacher : ya kalau anak rame di hari pertama, masih wajar lah mbak, mungkin juga sedang beradaptasi dengan materi yang sebelumnya mereka tidak pernah dapatkan atau dengan guru yang baru, kan lebih muda gitu jadi mereka agak-agak mencari perhatian, hehehe. Ya kalau menurut saya, mengajar sudah baik, materi juga disampaikan dengan jelas oleh karena itu anak-anak juga bisa menerima dengan baik. Mungkin hari selanjutnya agak keras sedikit mbak, biar anak itu ada segannya.
- Researcher : oh begitu. Iya bu akan saya laksanakan dengan baik di hari berikutnya. Kalau begitu saya permisi dulu bu, sampai ketemu lagi hari Sabtu.
- Teacher : okay, then. Hati-hati di jalan.

CYCLE I, DAY 2

Saturday, May 14, 2011

a. Students 1

- Researcher : bagaimana pelajaran hari ini? Menyenangkan?
- Umaya : iya Miss, saya senang

- Researcher : kamu mengerti ngga kalo saya bertanya atau memberikan instruksi pakai bahasa Inggris?
- Umaya : ya sedikit mengerti sih Miss. Tapi aku bingung kalo Miss ngomongnya cepat-cepat gitu.
- Researcher : umaya, kamu suka ngga kalo bekerja di dalam kelompok?
- Umaya : iya lah Miss, kita kan bisa diskusi bareng.
- Researcher : mana yang kamu pilih, bekerja dalam kelompok atau sendirian?
- Umaya : ya grup lah Miss, kan enak bisa saling bertukar pendapat.
- Researcher : ok Umaya, thankyou.
- b. Students 2
- Researcher : bagaimana hari ini? Pelajarannya menyenangkan? Merasa bosan ngga sama pelajaran saya?
- Anisa Roufa : asyik Miss, gampang mengerjakannya. Nggak merasa bosan sama sekali kok Miss.
- Researcher : gimana pendapatmu tentang role play dan group discussion?
- Anisa Roufa : merasa senang Miss kan bekerja bareng dan banyak temennya jadi kalau maju ke depan nggak malu, biasanya takut kalo disuruh maju ke depan sendiri.
- Researcher : ok Nisa, thank you
- c. Students 3
- Researcher : halo, kamu yang duduk di pojok ya tadi? What's your name?
- Jojob : Jojob Setiadi, Miss. Jangan pake bahasa Inggris ah Miss
- Researcher : lho kenapa?
- Jojob : nggak mudeng Miss
- Researcher : makanya banyak baca kamus ya. Oh iya, mau nanya nih, bagaimana sih pendapat kamu tentang pelajaran hari ini?
- Jojob : aku tuh nggak senang pelajaran bahasa Inggris kok Miss. Tapi ya lumayan lah, nggak bosan kaya bu guru.

- Researcher : lha memang gimana sebelumnya?
- Jojob : biasanya ya cumin mbaca terus, nggak mudeng Miss, ngantuk.
- Researcher : seneng nggak role play begini?
- Jojob : ya seneng sih, meskipun nggak mudeng, tapi kan rame, kayanya pelajarannya cepet gitu lho miss, hehehe.
- Researcher : ok, terimakasih ya. Banyak belajar jangan ndlosor dan males-malesan aja ya, hehe.
- d. Student 4
- Researcher : bagaimana kesanmu tentang pelajaran hari ini? Menyenangkan?
- M. Alif Ghufron : seneng sekali Miss
- Researcher : bagaimana tanggapanmu tentang group discussion begini?
- M. Alif Ghufron : ya pelajarannya menyenangkan Miss bisa bekerja kelompok bersama dan bisa nyantai Miss.
- Researcher : milih mana, bikin group apa sendiri-sendiri?
- M. Alif Ghufron : ya enak bareng-bareng lah Miss, malah jadi gampang. Terus bisa lebih kreatif karena bertukar pendapat dan gampang ngerjain tugasnya.
- Researcher : ok, Alif, thank you.
- e. Teacher, Mrs. Yanik Ekawati, S.Pd
- Researcher : selamat siang bu, saya sudah selesai melakukan penelitian.
- Teacher : iya, seperti biasa, anak-anak berpartisipasi dengan baik kan?
- Researcher : iya bu. Ini kan cycle 1 sudah selesai bu, untuk besok cycle 2 apakah ada tambahan atau masukan bu?
- Teacher : iya mbak, sepertinya dialog itu perlu diperbanyak, biar lebih complex dari cycle sebelumnya yang kalimatnya masih sedikit dan sederhana. Kan kalau biasanya satu anak hanya mendapatkan bagian satu kalimat, ini per anak dibuat tiga kalimat, begitu. Biar sekalian belajar memperlancar mereka berbicara juga.

- Researcher : iya bu, saya juga berpikir begitu. Sama satu lagi bu, saya berusaha di cycle 2 nanti pakainya unscripted role play bu, jadi ya bawa script tapi mereka belajar tidak membacanya seperti yang di cycle 1. Kan ya nggak begitu sulit.
- Teacher : oh begitu? Ya bisa saja mbak, malah lebih bagus ya. Lalu ada lagi mbak yang bisa saya bantu? Atau bagaimana menurut mbak anak-anak di kelas?
- Researcher : selama ini tidak pernah merasa ada kesulitan yang berarti. Tapi saya mencatat ada beberapa anak yang sangat sulit untuk mengucapkan sebuah kata. Sudah saya minta diulang berkali-kali tetap saja tidak bisa bu.
- Teacher : oh iya mbak, di catatan saya itu ada dua anak laki-laki dan satu anak perempuan yang memang benar-benar nggak bisa. Saya juga kesulitan. Begini saja mbak, yang masih kesulitan itu di cycle berikutnya lebih banyak ditunjuk saja, ya untuk membacakan dialog, atau kalimat, atau member contoh gitu. Kan bisa lebih membantu untuk kelancarannya.
- Researcher : baik bu, nanti saya usahakan di cycle 2. Kalau begitu saya minta ijin pamit dulu bu.
- Teacher : ok. Terimakasih ya mbak. Good luck for the next meeting.

4. INTERVIEW TRANSCRIPT CYCLE II

CYCLE II, DAY 1

Wednesday, 18th May 2011

a. Students 1

- Researcher : what's your name?
- Leni : Leni Luvita
- Researcher : bagaimana pertemuan ke 3 ini? Lebih mengerti kan materinya?

- Leni : iya lebih happy soalnya lebih mengerti. Kemarin sudah diajarin Miss jadi lebih paham.
- Researcher : Len, menurut kamu, kemampuanmu untuk mengerti instruksi-instruksi dan penjelasan dari saya sudah meningkat belum? Terus vocabmu bertambah ngga?
- Leni : kalo menurut aku ya Miss, aku lebih mengerti, mudeng gitu lho Miss. Ya iya, wong Miss pake bahasa Inggris terus jadi lebih paham aku Miss. Terus aku kalo nggak ngerti kan bisa tanya sama Miss.
- Researcher : Len coba berikan satu contoh peningkatan yang kamu rasakan di kelas saya.
- Leni : oh iya Miss, aku tuh ngga pernah denger kata kaya “annoying” sama “embarrassing” gitu Miss, jadi ya aku pikir aku dapet vocab baru gitu lah.

b. Students 2

- Researcher : what’s your name?
- Nurul : Nurul Fatimah
- Researcher : gimana? Suka dengan pelajaran hari ini?
- Nurul : iya Miss, saya suka banget.
- Researcher : tadi maju ke depan gimana? Nggak grogi kan?
- Nurul : udah berani Miss. Dulu sukanya grogi, kalau sekarang udah diajarin Miss dari kemarin jadi udah pede maju ke depan kelas. Banyak temen juga soalnya jadinya nggak malu Miss.

c. Students 3

- Researcher : what’s your name?
- Grevi : Grevi Ratnawati
- Researcher : Grev kamu dari kemarin nggak mau maju kok hari ini udah berani, gimana kesannya?

- Grevi : iya Miss, kemaren-kemaren takut salah sih, tapi sekarang udah berani, kalau salah kan tinggal bilang, hehehe.
- Researcher : apa yang bikin kamu jadi berani Grev? Karena majunya sama grup ya? Tapi tadi ekspresi marahmu bagus lho!
- Grevi : lha katanya suruh peran marah, ya saya total ngamuknya Miss, hehe. Iya asik kalau grup gini, jadi berani maju soalnya rame-rame Miss, hehe.
- Researcher : okay, Grevi. Thank you.
- d. Teacher, Mrs. Yanik Ekawati, S.Pd
- Researcher : selamat siang bu, saya sudah selesai mengajar. Bagaimana pendapat ibu mengenai kegiatan belajar mengajar saya hari ini?
- Teacher : pendapat saya begini mbak, anak-anak ini suka materi yang diberikan. Mereka ini menjadi senang, karena apa, mereka bekerja bersama teman-teman sekelompoknya, dan santai ya mereka, karena seperti main begitu. Ini bagus mbak, jadi dengan begini mereka belajar tanpa merasa bosan.
- Researcher : iya bu, saya tadi interview juga bilang begitu. Saya merasa senang kalau materi yang saya berikan bisa diterima dengan mudah. Saya pikir anak-anak ini juga cepat kok bu belajarnya. Diberi contoh sekali sudah langsung bisa.
- Teacher : iya mbak. Materinya juga menarik. Anak-anak kan begitu, penasaran karena merupakan hal yang baru bagi mereka. Sebelum-sebelumnya kan belum pernah diberikan materi seperti ini. Lalu bagaimana unscripted role play-nya? Anak-anak tidak kesulitan?
- Researcher : nggak kok bu, karena sebelum maju mereka berlatih sebentar dengan kelompoknya, jadi meskipun diberi waktu sedikit, mereka ya kurang lancer sih bu, tapi setidaknya mereka berusaha untuk bisa dulu.

- Teacher : wah ya bagus perkembangannya. Diteruskan di pertemuan selanjutnya ya mbak. Sama anak-anak yang spelling-nya masih kurang itu tolong lebih diperhatikan dan diminta membaca dialog mbak, buat latihan supaya biar bisa lancar seperti teman-temannya yang lain.
- Researcher : baiklah bu, terimakasih atas masukan dan pendapat dari ibu. Semoga bermanfaat untuk anak-anak ya bu. Bu, saya mau sekalian minta ijin untuk pamit.
- Teacher : oh ok, see you next week ya Miss Arum.

CYCLE II, DAY 2

Saturday, 21 May 2011

a. Students 1

- Researcher : what's your name?
- Bagus : Bagus Wahyu
- Researcher : Gus, menurut kamu, bagaimana pelajaran hari ini? Pendapatmu tentang gaya belajar yang berkelompok begini?
- Bagus : ya seneng sih Miss, bisa diskusi, ngga pusing sendiri
- Researcher : menurut kamu gampang mana kalau kamu belajar sendiri atau rame-rame?
- Bagus : ya enak yang kelompokan to Miss, kan bisa lebih mudeng, bisa Tanya sama yang lebih pinter di grup.

b. Students 2

- Researcher : halo, namanya siapa?
- Abdul : M. Abdul Wakhid bu
- Researcher : hehe, panggil Miss aja ya Dul. Gini, mau tanya Dul, bagaimana sih menurut kamu tentang pelajaran yang saya berikan?

- Abdul : ya enak sih Miss, tapi saya tetep aja nggak suka pelajaran bahasa Inggris. Nggak mudeng Miss. Susah.
- Researcher : kamu bosan nggak di kelas saya dengan materi yang saya berikan?
- Abdul : seneng to Miss, nggak bosan, soalnya rame Miss. Seru gitu lho Miss. Jadi gak ngantuk. Hehe.
- Researcher : menurut kamu kegiatan yang paling menyenangkan di kelas saya apa Dul?
- Abdul : diskusi Miss, soalnya bareng-bareng, kan jadi gampang terus cepet. Terus kalo liat temen maju ke depan gitu lho seru.
- Researcher : ok Abdul. Terimakasih ya atas pendapatnya.
- c. Student 3
- Researcher : what's your name?
- Weni : Weni Ati
- Researcher : Wen, bagaimana menurutmu pelajaran dengan belajar kelompok gini?
- Weni : saya suka Miss, soalnya kan kompak, bisa bekerja kelompok bersama jadi lebih gampang.
- Researcher : semua anggota kelompokmu semua menyumbang ide nggak?
- Weni : ya kan kerja kelompok, jadi script-nya ini dibikin bersama Miss.
- Researcher : menurutmu enak belajar sendiri atau secara kelompok?
- Weni : ya kelompok lah Miss, enak bisa diskusi.
- d. Teacher, Mrs. Yanik Ekawati, S.Pd
- Researcher : selamat siang bu. Saya sudah selesai melakukan penelitian. Dan hari ini juga sudah sekalian pamit sama anak-anak bu.
- Teacher : wah, begitu ya. Tanggapan anak-anak gimana mbak?
- Researcher : saya sedikit terharu bu, sudah sebulan ini bersama anak-anak dan melakukan hal yang menyenangkan kok rasanya berat. Oh ya bu,

bagaimana pendapat ibu mengenai pelajaran yang saya berikan? Mohon review dari ibu.

Teacher : menurut saya, mbak ini bisa dibilang sebagai pemula dalam mendidik atau mengajar di kelas, masih harus banyak belajar. Tapi dengan materi yang diberikan dan beberapa perubahan baik yang terjadi di kelas saya saya anggap mbak ini berhasil. Ya mungkin memang waktu yang sangat minim dan perubahannya tidak begitu banyak, tapi saya rasa ini sudah baik mbak.

Researcher : kalau menurut ibu, perubahan baik apa yang terjadi di kegiatan belajar mengajar di kelas saya bu?

Teacher : yang paling utama adalah rasa percaya diri anak yang meningkat mbak. Itu terlihat sangat jelas. Kemudian contoh lain, anak-anak termotivasi melihat temannya yang bisa, jadi kepingin ikut bisa, itu kan motivasi yang membangaun, positif ya mbak. Ini bisa diambil pelajaran untuk kita semua.

Researcher : kalau menurut ibu, hal apa yang belum berhasil dari penelitian saya?

Teacher : ya karena penelitiannya hanya sebulan, mungkin kurang lama mbak, tapi ya bagaimana lagi memang saya hanya bisa memberi waktu segitu. Kalau masalah lain itu saya rasa tidak ada mbak. Hanya lebih ditingkatkan mungkin untuk waktu kedepan supaya bisa lebih memanage dan memberikan materi yang tersalurkan dengan baik untuk anak-anak.

Researcher : baik bu. Terimakasih atas kesempatan yang diberikan. Maaf kalau masih ada kekurangan. Saya mohon ijin pamit dulu bu.

Teacher : okay. Good luck for your thesis.

APPENDIX 3

Field Notes

FIELD NOTES

1. FIELD NOTE 1

Day	Wednesday, 27 April 2011
Time	9.30 am
Location	SMA Negeri 1 Jepon
Activity	<p>Pada hari ini, Peneliti untuk pertama kalinya mendatangi sekolah yaitu SMA Negeri 1 Jepon. Peneliti disambut baik dari pihak sekolah yaitu Bapak Agus selaku guru Agama Islam yang pada hari Kamis sedang mendapatkan jadwal piket di kantor Tata Usaha. Setelah menjelaskan maksud kedatangan dari peneliti, Bapak Agus mengantarkan peneliti ke ruang tamu untuk bertemu dengan kepala sekolah. Beberapa saat kemudian, peneliti bertemu dengan Kepala Sekolah dan menjelaskan maksud kedatangan, yaitu untuk melakukan penelitian tindakan kelas pada kelas XI. Kepala sekolah menyambut baik maksud dari peneliti, tetapi karena guru bahasa Inggris yang bersangkutan sedang mengajar, maka kepala sekolah menyarankan kepada peneliti untuk datang kembali keesokan paginya agar bisa bertukar pikiran secara langsung kepada guru bahasa Inggris yang bersangkutan.</p>

2. FIELD NOTE 2

Day	Tuesday, 28 April 2011
Time	10 am
Location	SMA Negeri 1 Jepon
Activity	<p>Peneliti pada hari ini untuk pertama kalinya bertemu dengan guru bahasa Inggris kelas XI. Beliau bernama Ibu Yani, guru yang mengampu kelas XI dan sebagian kelas X. Peneliti lalu menyampaikan maksudnya untuk meminta ijin kepada beliau untuk melakukan penelitian tindakan kelas yang rencananya akan dilakukan pada kelas XI. Peneliti lalu memberikan 3 buah</p>

	RPP yang kemudian dibahas bersama dengan ibu Yani. Pembahasan tidak hanya berupa materi, namun juga situasi kelas, sifat-sifat para murid di kelas, dan latar belakang dari orang tua murid. Beberapa saat kemudian, beliau menyetujui semua rancangan yang telah peneliti berikan dan mengizinkan peneliti untuk melakukan penelitian tindakan kelas di kelas XI IPA 2 yang bisa dimulai pada minggu depan.
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3. FIELD NOTE 3

Day	Wednesday, May 4 2011
Time	10. 15 am
Location	SMA Negeri 1 Jepon
Activity	<p>Pada hari ini untuk pertama kalinya peneliti akan melakukan observasi. Kelas yang akan diamati oleh peneliti adalah kelas XI IPA 2. Kelas tersebut terletak di bangunan paling belakang dari lingkungan sekolah, berdekatan dengan lapangan voli dan lapangan basket yang setiap hari Senin digunakan untuk melaksanakan upacara bendera. Berikut ini adalah rincian kegiatan peneliti :</p> <ol style="list-style-type: none"> 1. Pukul 10.15, peneliti bersama dengan guru memasuki ruangan kelas. Tiba di kelas, guru menyapa murid, <i>“Good morning class, how are you?”</i> , para siswa menjawab, <i>“fine”</i> ada pula yang menjawab <i>“good”</i>, ada pula beberapa siswa di deretan bangku belakang yang hanya diam dan mengipas-ngipaskan buku karena situasi di kelas terbilang panas. Guru kemudian memperkenalkan peneliti kepada siswa. Guru memberi tahu kepada murid bahwa selama beberapa pertemuan ke depan, peneliti akan melakukan penelitian dan menggantikan guru untuk mengajar di kelas. 2. Setelah itu, guru mempersilakan peneliti duduk di bangku belakang untuk mengamati kegiatan belajar mengajar di kelas. Guru membuka pelajaran dengan memberi tugas kepada siswa, <i>“karena kemarin kita tidak ada PR, well, today, we are going to</i>

study about writing and speaking. Please take a sheet of paper, write down and describe to your paper about your hobby. Do you understand? Okay, 10 minutes enough.” Suasana saat itu terlihat agak kaku karena siswa cenderung diam, tetapi bukan diam karena memperhatikan tetapi lebih mengacu kepada sikap tidak memperhatikan (mengacuhkan guru). Pada waktu diberi tugas, siswa terlihat kurang mengerti dengan instruksi yang diberikan oleh guru, enggan bertanya, dan saling berbisik satu dengan yang lain untuk menanyakan kepada teman yang lain yang mengerti penjelasan dari guru mereka.

3. Ketika mengerjakan tugas dari guru, ada beberapa siswa yang menggunakan kamus elektronik untuk membantu mereka, ada juga yang membawa kamus, tetapi jumlahnya sangat sedikit, hanya sekitar 8 siswa.

Suasana kelas terbilang gaduh karena siswa saling bertanya satu sama lain. Guru kemudian memperingatkan siswa, *“don't be noisy, please. Kelas sebelah nanti terganggu”*.

Setelah waktu yang diberikan guru selesai, guru menunjuk siswa secara acak untuk maju ke depan kelas membacakan hasil deskripsi mereka tentang hobi. Seluruh siswa mendapatkan kesempatan untuk maju membacakan hasil tulisannya tetapi banyak sekali terdapat banyak sekali kesalahan dalam pengucapan kata. Contohnya seperti pengucapan *“basketball field”* menjadi *“basketball feld”* atau kata *“mosque”* tetap diucapkan *“moskue”*, dan menyebutkan hobi jalan-jalan dengan *“walking-walking”*.

Pada saat siswa maju ke depan siswa juga masih malu-malu, membacakan teksnya dengan suara yang pelan, gesture tubuh juga memperlihatkan kalau siswa tersebut gugup. Siswa yang duduk di bangku belakang pun kurang memperhatikan. Mereka ada yang berbicara sendiri dengan teman sebangku atau sekedar bermain dengan telepon genggam.

	<p>4. Jam di kelas sudah menunjukkan pukul 11.30, 15 menit lagi jam pelajaran akan selesai. Guru kemudian memberikan komentar dan penilaian bahwa kemampuan berbicara siswa masih kurang, “<i>okay class, we can conclude that your ability about speaking are still low, you have to improve it. Try to speak English every day with your friends. Jangan hanya kalau ada pelajaran bahasa Inggris saja.</i>”</p> <p>5. Setelah guru menandatangani buku pengajaran di meja, guru pun menutup kelas, “<i>okay students, enough for today. See you again.</i>” Kemudian siswa menjawab “<i>good bye</i>” dan beberapa menjawab “<i>see you.</i>”</p>
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4. FIELD NOTE 4

Day	Wednesday, 11 May 2011
Time	10.15 am
Location	SMA Negeri 1 Jepon
Activity	<p>1. Hari ini pada tanggal 11 Mei 2011 pukul 10.15, peneliti untuk pertama kali mengajar di kelas. Peneliti memasuki ruang kelas, menyapa dengan sapaan “<i>good morning, class. How are you today?</i>” para siswa pun menjawab dengan “<i>good</i>”, “<i>fine</i>”, ada pula yang menjawab dengan “<i>yes</i>” saja. Suasana di kelas tampak tertib, para murid duduk dengan rapi. Setelah memberi salam, peneliti bertanya “<i>who’s absent today?</i>” beberapa siswa menjawab “<i>nothing, miss</i>”. Setelah menyapa, memeriksa daftar hadir, peneliti langsung melanjutkan ke tahap pemberian materi.</p> <p>2. Peneliti memulai pelajaran hari ini dengan memberikan 2 pertanyaan, “<i>first question for all, do you ever feel happy?</i>” lalu dengan serentak kelas menjadi ramai dan murid dengan semangat menunjuk-nunjuk teman sekelasnya. Peneliti dengan segera mencoba menenangkan murid karena takut mengganggu kelas lain,</p>

“guys please don't be noisy, ok? It can disturb the other class. Silent, please”. Murid-murid di kelas pun berangsur diam tetapi masih ada yang beberapa yang tertawa dan berbisik-bisik dengan teman sebangku mereka. Peneliti pun melanjutkan memberikan pertanyaan lain, *“can you express your feeling? Or, what do you do to express the feeling to showing happiness?”* Anak-anak pun terdiam. Sepertinya sangat sulit untuk mereka menjawab pertanyaan dari peneliti. Hanya beberapa anak saja yang menjawab, tetapi itu pun dengan suara yang cukup pelan. Peneliti pun mencoba mengulangi pertanyaan dengan bahasa Indonesia, *“ok begini anak-anak, kalian semua pernah nggak nembak cewek, atau menyatakan rasa suka gitu, atau bagaimana sih cara kalian mengungkapkan perasaan bahagia?”* Setelah peneliti menerangkan, barulah beberapa anak-anak menjawab, *“I like, miss”*, ada juga yang menjawab *“I love you”*. Kelas pun kembali ramai karena anak-anak yang mencoba menjawab pertanyaan. *“Ok, ok, tenang ya. Hari ini kita akan membahas itu. So let's spread the class with happiness, ok?”*

3. *“Class, there's so many way to express love and happiness. Here the example”*. Lalu peneliti menuliskan di papan tulis beberapa kalimat sederhana yang menunjukkan ekspresi tentang cinta dan perasaan senang, seperti *‘I'm so happy’, ‘I will always love you’, dan ‘I really like it’*. Peneliti kemudian membagikan handouts yang berisi beberapa ungkapan kalimat yang menyatakan perasaan suka dan bahagia serta sebuah dialog yang menggambarkan perasaan bahagia. Peneliti mencoba membaca bersama dengan murid-murid di kelas dan menunjuk 2 orang siswa untuk membaca contoh dialog tersebut. Para murid pun antusias dan serius memperhatikan teman yang sedang membaca dialog. Setelah membaca dialog tersebut, peneliti kemudian membagi kelas menjadi kelompok-kelompok kecil yang terdiri dari 4-5 murid berdasarkan urutan di daftar absen. *“Looks*

simple, right? So let's we practice together with the dialog. But, first thing, I have to divide you into small group. Are you ready, guys?"

Setelah kelompok terbentuk, peneliti membagikan contoh dialog yang berbeda pada setiap kelompok. Peneliti memberikan waktu 5 menit kepada kelompok tersebut untuk berdiskusi dan membagi peran. Pada saat para siswa membaca dialognya masing-masing, peneliti menjelaskan sedikit tentang apa itu dialog dan bermain peran, bahwa kita berakting menjadi orang lain sesuai dengan peran yang ada di dalam skrip dan disesuaikan pula dengan kondisinya. Karena ini merupakan dialog yang mengungkapkan ekspresi bahagia, maka dalam berakting pun juga harus menunjukkan ekspresi gembira dan senang.

4. Waktu para murid berdiskusi, peneliti mengambil gambar tentang kegiatan yang dilakukan murid di kelas untuk lampiran. Setelah 5 menit berlalu, peneliti kemudian memberikan kesempatan kepada kelompok yang ingin bermain peran di depan kelas, *"guys, any volunteers? Please act out in front of class. Come on!"* Murid-murid banyak yang masih canggung dan malu serta saling menunjuk satu sama lain. Tetapi kemudian kelas menjadi ramai karena sebagian besar murid menunjuk salah satu kelompok yang duduk di barisan belakang, peneliti pun menunjuk kelompok tersebut dan memberikan pesan, *"please act, don't be shy, relax and express it well. Ekspresi bahagia itu harus terlihat senang dong, ngga boles malas-malasan atau lemes, harus ceria, ok?"*
5. Waktu belajar tinggal 15 menit lagi. Satu per satu kelompok maju ke depan dan mempraktekkan cara bermain peran, tetapi masih banyak murid yang malu. Kesimpulan sementara yang diambil adalah banyak pengucapan yang salah dan ada juga beberapa siswa yang benar-benar tidak bisa mengucapkan suatu kata dengan benar. Kondisi kelas kondusif, para murid memperhatikan teman-temannya yang berakting di depan kelas, tetapi seringkali ramai apabila ada

	<p>salah satu teman mereka yang sedang bermain peran di depan kelas. Tetapi secara garis besar, para murid merasa nyaman dan senang dengan pembelajaran dengan menggunakan metode bermain peran ini. Rasa malu atau canggung adalah hal yang biasa mengingat ini adalah hal yang baru untuk mereka.</p> <p>6. Sebelum peneliti meninggalkan ruangan kelas, peneliti memberikan pekerjaan rumah untuk para murid sebagai materi persiapan untuk pertemuan berikutnya, <i>“class, you do it well. But.... You have to practice more and more to against your speaking skill. I tell you once more, don’t be shy, be brave! Dan ada sedikit PR buat besok ya, kalau sekarang kita membahas tentang expression of happiness, besok kita bahas expression of sadness, jadi kalian semua harus mencari kalimat-kalimat yang sederhana aja deh, yang menunjukkan expression of sadness atau bisa juga expression of affection. Banyak sekali contoh-contoh dari buku paket, atau kalau mau mencari lewat internet juga banyak kok contohnya. Pahami ya? Any question so far?”</i> para murid mengerti instruksi yang diberikan dan tidak ada pertanyaan yang diajukan. Peneliti pun menutup kelas, <i>“okay students, enough for today. We will see again on Saturday. See you!”</i> murid menjawab <i>“see you”, “goodbye”,</i> ada juga yang hanya menjawab <i>“yes”</i>.</p>
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5. FIELD NOTE 5

Day	Saturday, 14 May 2011
Time	10.15 – 11.45
Location	SMA Negeri 1 Jepon
Activity	<p>1. Hari ini, Sabtu, 14 Mei 2011 merupakan hari ke dua peneliti mengajar di kelas. Pada pukul 10.15 peneliti memasuki kelas disusul dengan beberapa siswa laki-laki yang berlari-lari masuk ke dalam</p>

kelas. Setelah semuanya lengkap, peneliti membuka kelas dengan sapaan *“good morning class, what a shiny day! How are you?”* kelas pun menjawab serentak, *“fine”* dan *“good”* seperti biasa. *“Before our class started, let’s pray together, pray do”, “over”*. Setelah menyapa dan berdoa bersama, peneliti memeriksa daftar absen, pada hari ini semua hadir di kelas.

2. *“Guys, before we start our lesson, I should check your home work. I really sure you did it well. Am I right?”* lalu para murid saling bersahut-sahutan menjawab. *“Silent please. We have to respect the other class. Ok, now, please, writes your sentence that shows expression of sadness or expression of affection. Satu bangku, satu ya. Dimulai dari paling belakang”*. Lalu satu demi satu para murid di kelas menuliskan pekerjaan rumah mereka. Setelah selesai menuliskan semuanya, peneliti membahasnya satu persatu. *“The sentences that you write down on white board are correct. Here the example of expression sadness. Expression of sadness shows what we feel when we are sad, down, or send the condolences to others. Kita baca beberapa contohnya dulu ya”* lalu peneliti membaca bersama contoh-contoh kalimat di papan tulis bersama dengan murid. *“Hampir semua yang kalian tulis ada di handout yang akan saya bagikan ini.”* Peneliti lalu membagikan handout yang merangkumkan semua contoh-contoh ekspresi tentang perasaan sedih dan satu dialog yang menggambarkan situasi tentang keadaan sedih. Peneliti kemudian meminta dua orang murid untuk membacakannya.
3. *“Ok class. Let’s we starts our action. But now, we have to divide the class into small group that consist of 3 students. You can choose and pick your friend up. Pilih sendiri teman sekelompok kalian, tapi kalo bisa dicampur ya antara laki-laki dan perempuan, biar rata. Do you get the point? Do it now”*, serentak kemudian para siswa memilih teman-temannya untuk bergabung dan membentuk kelompok,

setelah semuanya terbentuk, peneliti menjelaskan apa tugas mereka selanjutnya. *“after you make your own group, now, one of your member should come here to pick the clue card”*, peneliti kemudian mengeluarkan beberapa gulungan kertas yang berisi clue atau situasi yang akan dijadikan sebagai bahan untuk membuat dialog, satu per satu para murid mengambil gulungan kertas itu dan membukanya bersama teman sekelompoknya. *“semuanya sudah dapat ya? Then, your job is, make a simple dialog to show the expression of sadness based on the situation. 10 minute enough I think. Now, do it well class”*. Setelah peneliti memberikan pengarahan, para murid pun saling berdiskusi dengan kelompoknya. Mereka terlihat mengerjakan dengan sungguh-sungguh apa yang menjadi tugasnya. Ada yang menulis, ada juga yang membuka-buka kamus, dan ada beberapa anak yang saling bertanya kepada kelompok yang lain. Pada saat murid mengerjakan tugasnya, peneliti menyempatkan diri untuk mengambil beberapa foto kegiatan yang akan disertakan pada lampiran. Suasana kelas agak ramai tetapi tidak mengganggu kelas lain, mereka berdiskusi dan saling mengutarakan ide.

4. Waktu yang diberikan oleh peneliti sudah selesai, sekarang giliran kelompok-kelompok untuk maju ke depan. Tiap kelompok yang maju ke depan nampak bersungguh-sungguh dalam bermain peran, meskipun kadang-kadang ada yang tertawa atau ditertawakan teman yang duduk di bangku. Setiap kelompok yang telah maju kemudian diberikan komentar dari teman-temannya. Ada yang berkomentar tentang isi dialognya, tentang cara bermain peran, ada juga yang berkomentar tentang situasi yang terjadi di pada saat bermain peran. Siswa-siswa di kelas ini melakukan banyak kemajuan dalam hal kepercayaan diri dan kegiatan berkelompok. Pada saat peneliti menawarkan untuk maju ke depan kelas, para kelompok pun saling berebutan untuk maju ke depan. Nampaknya siswa sudah tidak canggung meskipun ada juga kelompok yang masih malu-malu,

	<p>tetapi sebagian besar kepercayaan diri para siswa sudah sedikit meningkat.</p> <p>5. Selama kelompok-kelompok tersebut maju ke depan, mereka berakting dengan baik. Sebagian besar masih terganjal masalah pengucapan kata yang masih kurang jelas dan penataan kalimat yang masih sangat sederhana. Tetapi kesimpulan yang peneliti ambil, siswa sudah menunjukkan kemajuan yang cukup baik, bekerjasama di dalam kelompok dengan pembagian tugas yang adil dan merata, dan kepercayaan diri yang cukup meningkat. Tetapi pengaturan suara dan ketertiban masih harus diperbaiki untuk pertemuan-pertemuan kedepan agar pada kemudian hari tidak mengganggu kegiatan belajar mengajar di kelas lain.</p> <p>6. Jam belajar mengajar tinggal 10 menit. Waktu ini dimanfaatkan peneliti untuk memberikan pekerjaan rumah untuk pertemuan selanjutnya. Peneliti meminta siswa untuk mempersiapkan satu kalimat yang menunjukkan ekspresi jengkel karena pada pertemuan selanjutnya peneliti akan memberikan materi tentang <i>expression of annoyance</i>. Setelah peneliti selesai memberikan pekerjaan rumah, peneliti pun pamit meninggalkan kelas, <i>“ok class, enough for today. Thank you very much; you all did it very well. Don’t forget to do your homework; we will discuss it together in the next meeting. See you, goodbye”</i> dan murid-murid pun menjawab <i>“ok”</i> dan <i>“see you”</i>.</p>
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6. FIELD NOTE 6

Day	Wednesday, 17 May 2011
Time	10.45 - 11.45
Location	SMA Negeri 1 Jepon
Activity	1. Pertemuan pertama di Cycle 2 diadakan pada Rabu, 17 Mei, 2011. Guru menyapa siswa dengan mengatakan <i>"good morning, evryone.</i>

How do you feel today? Fine?" Para siswa bisa merespon dengan benar dan antusias. Mereka menjawab, "good morning, Miss. Im fine, thank you." atau hanya mengatakan "*Hallo, Miss*" atau "*ok*". Guru meminta kehadiran siswa dengan mengatakan "*who is absent today?*" Siswa menjawab antusias, "*Nothing.*" Kemudian, guru memeriksa pekerjaan rumah mereka dengan mengatakan "*do you have a homework?*" Para siswa menjawab dengan keras, "*No.*"

2. Setelah itu, guru membuka pelajaran. Pada awalnya, guru mengajukan pertanyaan yang berkaitan dengan materi. Guru mengatakan kepada siswa, "*first question for all of you did you ever felt annoyed to anyone?*" Siswa menjawab, "*ofcourse, Miss*" dan "*yes Miss*". "*Okay then, so, what did you said, or how's your expression to show your feel? Quite? Or sneering? Or swearing to that annoying person?*" Para siswa diam. Mereka tampak sangat sulit untuk menjawab pertanyaan dari peneliti, tapi mereka mencoba untuk menjawab. Mereka membuka kamus atau kamus elektronik mereka untuk menjawab pertanyaan. Kemudian beberapa siswa menjawab, "*Yes, Miss, just silent*", atau "*swearing, Miss, lha nyebelin kok!*"
3. "*Class, there are so many ways to express the feeling of annoyance, here the example*". Kemudian, guru menulis di papan tulis beberapa ekspresi yang menunjukkan ekspresi jengkel, misalnya '*I feel very annoyed*', '*I hate this*', '*I don't like it*' dan sebagainya. Guru menjelaskan dalam kata tentang materi, apa yang mengungkapkan kejengkelan, bagaimana mengekspresikan dan bagaimana membuat dialog. Setelah guru menulis di papan tulis, kemudian ia mendistribusikan handout yang berisi dialog yang mengungkapkan perasaan jengkel. Guru mencoba membaca kalimat bersama-sama dengan siswa dan menunjuk dua siswa untuk membaca dialog. Para siswa terlihat sangat antusias dengan pelajaran. Mereka memberi perhatian mereka kepada teman-teman mereka yang membaca

dialog. Setelah membaca dialog, guru membagi siswa ke dalam kelompok kecil yang terdiri dari siswa 3-4 dari daftar hadir. Setelah kelompok terbentuk, ia meminta para siswa untuk membuat dialog yang mengandung ekspresi jengkel. Guru memberikan 10 menit kepada setiap kelompok untuk mendiskusikan dan membuat dialog. Dia juga menjelaskan sedikit tentang memainkan peran yang mereka bertindak dengan lainnya sesuai dengan karakter didasarkan pada dialog dan situasi. Karena dialog mengungkapkan tentang jengkel, siswa harus bertindak dengan cara putus asa, atau kadang wajah mereka terlihat marah, atau hanya menggerutu. Satu lagi penjelasan dari guru, bahwa di pertemuan ini para murid maju di depan kelas tanpa menggunakan skrip. Mereka harus berakting dengan senatural mungkin.

4. Para siswa berdiskusi dengan kelompok mereka, sementara guru mengambil gambar kegiatan mereka. Setelah 10 menit berlalu, guru kemudian memberikan para siswa kesempatan untuk memainkan permainan peran di depan kelas, *"any volunteers, guys? Please act out in front of the class, in front of your friends. Come on!"* Ruang kelas menjadi berisik karena sebagian besar siswa menunjukkan satu sama lain. Tapi kemudian ada satu kelompok yang pergi ke di depan kelas untuk bertindak dialog mereka, *"attention, class. Your friends will act their dialogue. Please act, don't be shy, relax, and express it well. Ok? Do it now"*.
5. Setelah itu, satu per satu kelompok maju ke depan dan berlatih bagaimana memainkan peran. Kondisi di dalam kelas sangat kondusif. Para siswa memperhatikan teman-teman mereka yang bertindak di depan kelas. Para siswa merasa nyaman dan senang dengan pelajaran yang bermain peran yang digunakan. Meskipun mereka berakting tanpa menggunakan skrip dan sering lupa pada dialog, mereka sangat percaya diri. Para siswa menunjukkan perkembangan yang sangat baik. Materi yang disampaikan oleh guru

	<p>juga menerima dan diserap dengan baik kepada siswa.</p> <p>6. Waktu mengajar telah selesai. Sebelum guru meninggalkan kelas, ia memberi pekerjaan rumah kepada siswa sebagai masalah persiapan untuk pertemuan berikutnya, <i>“Class, you just did the role play very well. But.... You have to practice more and more to against your speaking skill. There’s a little homework for all of you, class. Because the next meeting we will discuss about expression of anger, please look for an example on the internet or books. Do you get the point? Any question so far?”</i> Para siswa tampak memahami dengan penjelasan. Setelah guru memberikan instruksi singkat, dia meninggalkan kelas, <i>“Okay students, enough for today. See you on the next meeting!”</i> kemudian mereka menjawab, <i>“see you”, “good bye”</i> dan <i>“yes Miss”</i>.</p>
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7. FIELD NOTE 7

Day	Saturday, 21 May 2011
Time	10.45 - 11.45
Location	SMA Negeri 1 Jepon
Activity	<p>1. 21 Mei 2011 adalah hari kedua bagi guru untuk mengajar pada siswa. Guru memasuki kelas pada 10.15 diikuti oleh beberapa siswa yang berlari ke dalam kelas. Guru membuka kelas dengan menyapa, <i>“hello, students! good morning! How are you?”</i> para siswa menjawab dengan, <i>“okay, fine”</i> dan <i>“good”</i>. <i>“Before our class started, let’s pray together, pray do”, “over”</i>. Setelah salam dan berdoa bersama-sama, guru memeriksa daftar hadir, pada hari itu, semua siswa ikut kelas.</p> <p>2. <i>“Guys, before we start our lesson, I should check your home work. I really sure you did it well.”</i> Para siswa menjawab bersama-sama dan membuat kelas berisik, <i>“Silent please. We have to respect the other</i></p>

classes. Ok, now, please, write your sentence which shows expression of anger. We will start from the students who sat at the front row. Okay, go on." Lalu, satu per satu siswa menulis pekerjaan rumah mereka ke papan tulis. *"The sentences that you just wrote on the whiteboard are correct. Here the example of anger expression."*

Kemudian guru membaca contoh di papan tulis dengan siswa, setelah itu, guru membagikan handout yang merangkum semua contoh ekspresi dan dialog yang menunjukkan ekspresi kemarahan. Guru meminta dua siswa untuk membaca dialog.

- "Ok class. Let's start our action. But now, we have to divide the class into small groups that consist of 3 students. You can choose, pick your friend up and make your own group, it's up to you. Do you get the point? Ok, do it now"*. Setelah kelompok terbentuk, guru menjelaskan tugas berikutnya bagi para siswa. *"After you make your own group, now, one of your members should come here to pick the clue cards"*. Guru kemudian mengambil beberapa gulungan kertas yang berisi petunjuk dan situasi yang akan digunakan sebagai bahan untuk membuat dialog. Para siswa mengambil gulungan kertas dan membukanya bersama-sama dengan kelompok mereka. *"Everybody get the clue card? Ok then, your job is, make a simple dialog to show the expression of anger based on the situation. 10 minutes enough I think. Now, do it well guys"*. Setelah guru memberikan pengarahan, para siswa mendiskusikannya dengan kelompok mereka. Para siswa bekerja dalam kelompok untuk membuat dialog. Mereka menulis dan beberapa dari mereka mencoba untuk menemukan kata dalam kamus. Beberapa siswa juga mencoba untuk meminta kelompok lain. Sementara siswa bekerja dalam kelompok mereka, guru mengambil beberapa gambar. Kadang-kadang guru berpindah-pindah kelas untuk mengamati dan membantu karya mahasiswa. Guru juga mengoreksi pekerjaan siswa dan pengucapan jika ada kalimat yang masih salah. Siswa sangat sibuk tapi tidak

	<p>mengganggu kelas lain, mereka mendiskusikan dan menyatakan ide-ide mereka satu dengan yang lain di dalam kelompok mereka.</p> <p>4. Waktu yang diberikan oleh guru untuk membahas materi itu selesai, kemudian, para siswa bertindak bermain peran di depan kelas. Setiap kelompok tampak serius untuk memainkan peran. Setiap kelompok yang telah bertindak di depan kelas diberi komentar dari teman-teman mereka. Komentar mereka tentang isi dialog, bagaimana memainkan peran, dan juga situasi yang terjadi dalam permainan peran. Para siswa membuat kemajuan dalam kegiatan beberapa kepercayaan diri dan kelompok. Ketika guru meminta siswa untuk bertindak di depan kelas, mereka sangat bersemangat dan percaya diri.</p> <p>5. Setiap kelompok yang bertindak di depan kelas menunjukkan kinerja yang baik. Namun, kesimpulan untuk hari ini, siswa membuat kemajuan tertentu, mereka bekerja dalam kelompok sangat baik, mereka mendiskusikan bersama-sama dan bertindak dengan baik, dan percaya diri dari para siswa juga meningkat.</p> <p>6. Waktu pengajaran dan pembelajaran telah habis. Guru meninggalkan kelas dan mengucapkan selamat tinggal, <i>"ok, enough for today. Thank you very much, class; you did it very well. Thank you for all of you, you were very cooperative. See you, goodbye"</i> dan siswa menjawab, <i>"okay"</i> dan <i>"see you"</i>.</p>
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8. FIELD NOTE 8

Day	Monday, 23 May 2011
Time	09.30
Location	SMA Negeri 1 Jepon
Activity	Peneliti telah selesai melaksanakan observasi dengan dua cycle yang terdiri dari empat kali pertemuan. Pada hari ini, peneliti menemui guru

bahasa Inggris untuk membahas semua yang telah dilakukan di kelas, baik tentang materi pengajaran, seluruh kegiatan dan perkembangan siswa, dan perubahan di kelas XI IPA 2 tersebut.

Setelah peneliti berdialog dengan guru bahasa Inggris mengenai siswa dan perkembangannya, peneliti meminta izin kepada guru untuk menemui murid-murid di kelas guna melakukan interview mengenai proses belajar dan mengajar di kelas pada jam pelajaran. Interview dilakukan secara acak kepada murid-murid pada jam istirahat siswa agar tidak mengganggu kegiatan belajar mengajar pelajaran yang lainnya.

Peneliti telah selesai melaksanakan interview, baik dengan guru bahasa Inggris maupun dengan para siswa kelas XI IPA 2. Peneliti kemudian berpamitan kepada guru dan kepala sekolah serta berterimakasih atas izin yang diberikan untuk kelancaran penelitian ini.

APPENDIX 4

Documentations



The students act out the scripted role play in front of the class.



The students did a group discussion. They made a dialogue together. After that, they act out the dialogue in front of the class.



The students did a role play. The situation was about expressing anger.



The groups act out in front of the class.



One of the students checked her dictionary while the groups were discussed.



The students did a group discussion activity.

APPENDIX 5

Attendance List

PEMERINTAH KABUPATEN BLORA
 DINAS PENDIDIKAN SMA 1 JEPON
 JL Blora Cepu Km. 9 Telp. (0296)525252 Blora

TAHUN PELAJARAN 2010/2011

Daftar Penilaian : Sikap

XI LA 2

No	Nama Siswa	L/P	NIS	Aspek Penilaian Sikap												N	Konver
1	Agus Ruly Setiawan	L	2230														
2	Anisa Roufa	P	2238														
3	Bagus Wahyu P	L	2252														
4	Choirun Nuryasin	P	2260														
5	Dani Lestari	P	2261														
6	Deni Yulia Rahmawati	P	2263														
7	Dewi	P	2269														
8	Dian Pramsiska	P	2274														
9	Dwi Indah Lestari	P	2280														
10	Eka Rosalina Pangastuti	P	2284														
11	Eko Adi Siswanto	L	2285														
12	Febriana Diah Irmawati	P	2299														
13	Grevy Ratnawati	P	2305														
14	Ida Listiana	P	2310														
15	Jojok Setiyadi	L	2321														
16	Lilik Jumblingsih	P	2335														
17	M. Abdul Wakid	L	2341														
18	Mariyati	P	2343														
19	Mohammad Alif Gufron	L	2347														
20	Nila Zahrotul Mustafidah	P	2355														
21	Nugroho Jati Kristianto	L	2361														
22	Nur Reni	P	2365														
23	Nur Sholikin	L	2366														
24	Nurul Fatimah	P	2368														
25	Puji Astufik	P	2372														
26	Puji Rahayu	P	2373														
27	Santono	L	2386														
28	Shofiyul Bhari	L	2388														
29	Siti Aminah	P	2391														
30	Siti Nur Asih	P	2394														
31	Siti Romtika	P	2396														
32	Sulastri	P	2405														
33	Umayya	P	2418														
34	Weni Ati	P	2425														
35	Leni Luvita Y																

Keterangan : Aspek Penilaian Sikap diisi oleh guru masing-masing.

Blora,

Guru Mapel