AN ANALYSIS OF ROLE-PLAY METHOD IN TEACHING SPEAKING AT THE EIGHTH GRADE OF SMP IT NUR HIDAYAH SURAKARTA IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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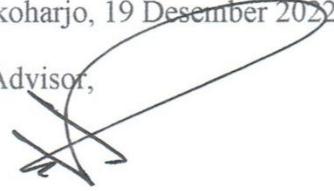
has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree in English Language Education

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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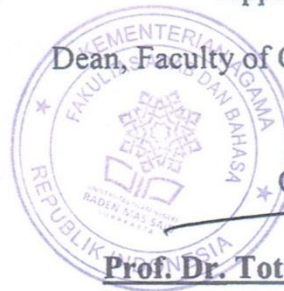Secretary   : Sabariyanto, M.Pd   (   )

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DEDICATION

This thesis is dedicated to:

1. Allah SWT who is always gives me blessing and merciful until finish my thesis.
2. Nabi Muhammad SAW who give us the best examples to do in this world.
3. My parents Mr. Sunarwan and Mrs. Sugiyatmi who always support me everything.
4. My sisters are Arimanik Astagina Sarining Wulan, Asri Norma Dewi Wulan Sari, and Arum Virgina Dewi Kusuma Ratri.
5. All of my beloved friends who always support me on mental and material during do the thesis.
6. All of my friends in English language department E 2018 class.
7. My beloved friends Eta, Pepsi, Elsa, Choirul, Anjana, Gigih, Syaiful and others.
8. Myself Muhammad Fadhil who still never give up until now.
9. My Almamater UIN Raden Mas Said Surakarta.
10. All of my friends in UKMI Nurul Ilmi, IRISMA, also FORIS Colomadu.

MOTTO

Whoever follows a path in search of knowledge, Allah will make easy for him the path to Paradise.

(HR Muslim, no. 2669)

I did not create the jinn and human except that they may worship Me.

(Az-Zariyat : 56)

Because the real hardship comes ease.

(Al-Insyirah : 5)

PRONOUNCEMENT

Name: Muhammad Fadhil

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I hereby sincerely state that the thesis titled

"An Analysis of Role-Play Method in Teaching Speaking at Eight Grade of SMP IT Nur Hidayah Surakarta in the Academic Year of 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Sukoharjo, 19 Desember 2022

Stated by,

Muhammad Fadhil

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ACKNOWLEDGEMENT

Alhamdulillah, all praises to Allah, the single power, the Lord of the universe, master of the day judgement, God all almighty, for all blessing and mercies so the researcher was able to finish this thesis entitled An Analysis of Role-Play Method in Teaching Speaking at Eight Grade of SMP IT Nur Hidayah Surakarta in the Academic Year of 2022/2023. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Mudofir, S.Ag., M.Pd. as the Rector of Raden Mas Said State Islamic University of Surakarta,

2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of The Faculty of Cultures and Languages,

3. Elen Inderasari, S.Pd., M.Pd. as the head of Language Department,

4. Wildan Mahir Muttaqin, MA. TESL as the coordinator of English Language Education Study Program,

5. Sabariyanto, S.Pd., M.Pd. as the advisor for his guidance, permission, approval, valuable advices, corrections, and helps to revise all mistakes during the entire process of writing this thesis, also for the motivation and encouragements to the researcher,

6. All Lecturers of English Language Education Study Programs, especially Mrs. Nur Laili Fatmawati, M.Pd and Mrs. Nuning Wahyu Astuti, M.TESOL as my examiners.

7. Zuhdi Yusroni, M.Pd as the Headmaster of SMP IT Nur Hidayah Surakarta

8. Haryani, S.Pd as the Deputy Head of Public Relations at SMP IT Nur Hidayah Surakarta

9. Habib Adnan Prihatin, M.Pd as the teacher of eight grade at SMP IT Nur Hidayah Surakarta

10. Sri Handayani, S.Pd as the teacher of nine grade at SMP IT Nur Hidayah Surakarta

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 19 December 2022

The Researcher

Muhammad Fadhil

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ABSTRACT

Muhammad Fadhil. 2022. *An Analysis of Role-Play Method in Teaching Speaking at Eight Grade of SMP IT Nur Hidayah Surakarta in The Academic Year of 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

Keyword: Method, Role-Play, Speaking.

Role-Play is one of method to teach speaking skill. The researcher know that the teacher plan has possibility different when teach students in the classroom. The aim of this research is to describe steps of Role-Play method that used by Eighth Grade teacher of SMP IT Nur Hidayah Surakarta. The subject of this research is the Eighth Grade Teacher.

This research used qualitative method. The data collecting procedures are observation, interview, and documentation. First, the researcher did observation in three classes. There are A, E, F. After that, the researcher also collected the data with interviewed the teacher. The researcher asked seven questions about Role-Play. Thus, collected documentation such as, lesson plan and textbook.

The result of this research is showed that the teacher in accordance used Role-Play to taught students based on Harmer's theory. First, the Teacher presents the class with the following situation. Second, the Teacher given the role-card for the part they are to play. Third, students discuss the role they are going to play. Fourth, teacher goes around the class clearing up any doubts. Fifth, the role-play gets going. Six, the teacher goes from group to group, helping out and noting down any language that is worth commenting on later. However, the teacher has different with Harmer's theory in second step. The teacher allowed the students to choose situation, but still in material showing of obligations.

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language for junior high school students in Indonesia. So, the students must study English in school. It refers to the regulations regarding the 2013 Curriculum for Junior High School/Madrasah Tsanawiyah article 5 paragraph (2) which states that Group A general subjects aim to develop attitude competence, knowledge competence, and student skill competencies as a basis and strengthening abilities in social life, nation and state. And, English subjects are included in the general subjects of group A which are listed in article 5 paragraph (6) concerning the 2013 Curriculum for Junior High School/Madrasah Tsanawiyah. Based on the above regulations, English is very important for students' future development in mastering foreign languages in Indonesia. And English is a foreign language learned by the Indonesian people. English is a foreign language studied by several countries such as Indonesia, Vietnam and China (Nurhayati et al., 2008)

Therefore, learning English requires the teacher's creativity in setting the classroom atmosphere conducive. To get these conditions, the Teacher must be able to give a positive attitude and be an entertainer for students. A good teacher is an entertainer, and researcher mean that in a positive sense, not a negative sense (Jeremy Harmer, 1998:1-2). In the process of transferring knowledge between teachers and students also

requires a method. Therefore, teachers need a good attention at seeing students' situations, and choose the suitable method for students in the process of delivering English.

In general, teacher can choose anything method to teach English in the classroom. Many of methods in teaching English. Familiar methods such as Grammar Translation Method, Total Physical Response, and Role-Play. Grammar Translation Method (GTM) are focused on grammatical and remembering words especially verbs, teacher used local language or mother language to teach English. Total Physical Response method are focused on speech and action, so the teacher will command students with it and try teach language through physical activity. While, Role-Play is method that concern on speaking and action by students using a role.

Here are some methods that are often used to teach English to students, such as Total Physical Response by James Asher, Silent Way by Calleb Gattegno, Community Language Learning (CLL) by Curan, and Suggestopedia by Georgi Lozanov (Madya, 2013). In addition to the methods mentioned above, there are also other English teaching methods such as the following: Grammar Translation Method (GTM), Direct Method, Audiolingualism, Communication Language Teaching (CLT), Task-Based Learning, Problem-Based Learning (PBL), Project-Based Learning (PBL), Jigsaw, Discussion, Role-Play, etc. From the above teaching methods, teachers are capable to choose and apply these methods in the learning process in the classroom.

In this research, the researcher focused on the Teacher's teaching speaking skill with Role-Play method. Role-Play is appropriate way to teach speaking skill because the students are should speak and action based on role that given by teacher. The Merriam-Webster dictionary (2022) stated that role-play meaning such as "to act out the role of", "to represent in action", and "to play a role".

Based on the pre-research at SMP IT Nur Hidayah Surakarta on September 15, 2022, the researcher found some information by the teacher such as, the eighth-grade still use 2013 Curriculum but at seventh and nineth grade already used Merdeka Curriculum. Thus, eight grades at SMP IT Nur Hidayah Surakarta consist of six classes from 8A-8F. Teaching and learning in this school used offline learning. Next, the teacher said that used Role-Play when teaching English in the classroom. For the implementation of Role-Play method in teaching English, the teacher made a group consist of two students. The students made a script of conversation that will showed in front of the class. Another reason the researcher decided this school as a place of the research, because vision of school and the school has many of extracurricular to support student interest. For students who want to learning English can join English Club. Not only master in English language, the students can get achievement when join a competition. Also, in this school the students were got achievement in Story Telling, Public Speaking, etc. Moreover, Role-Play also has advantages to students.

In the research from Annisa (2022) entitled The Implementation of Role-Play in Teaching Speaking at 8th Grade Students of SMP Terpadu Manahijul Huda Tasikmalaya, the results of this research described that Role-Play has a positive impact on student's learning. Role-Play also increased motivation in learning and communication. Not only those, the next impact is creativity by students. It means when the students creating properties to practiced Role-Play.

Another research is from Lidya (2008) entitled Improving Students Speaking Competency by Using Role-Play Technique at The Eight Year of SMP Muhammadiyah 2 Surakarta: A Classroom Action Research, the results showed that the students more actively in teaching learning process than before. Then, the students also brave making conversational dialogue in pairs.

Because of the explanation above, the researcher is interested and will research "An Analysis of Role-Play Method in Teaching English at Eighth Grade of SMP IT Nur Hidayah Surakarta in The Academic Year of 2022/2023."

B. Identification of the Problems

1. Role-Play is consumed a lot of time on preparation for content, understanding learning materials, and practice.
2. The Teacher confused about controlling students when they are crowded.

3. Role-Play requires creativity from teachers and students. And this is not all teachers have it.

4. Most of the students felt embarrassed when practicing Role-Play.

5. Not all skills of English can used Role-Play.

C. Limitation of the Problems

The researcher limited this research on Role-Play method in speaking skill at eighth grade of SMP IT Nur Hidayah Surakarta. Furthermore, the study was focused one teacher who teaches English in eighth grade. In this research, the researcher limited into three class.

D. Formulation of the Problems

How to apply Role-Play method based on Harmer's theory in teaching speaking at Eighth Grade of SMP IT Nur Hidayah Surakarta in The Academic Year of 2022/2023?

E. Objectives of the Study

Describe how to apply Role-Play method based on Harmer's theory in teaching speaking at Eighth Grade of SMP IT Nur Hidayah Surakarta in The Academic Year of 2022/2023.

F. Benefits of the Study

The results of the research are expected in theoretical benefit and practical benefits.

1. Theoretical Benefits

a. The finding from this research will enrich the theory of Role-Play method in teaching English at Eighth Grade of SMP IT Nur Hidayah Surakarta

b. The finding from this research can be used for those who want to include a research Role-Play method in teaching English as the references.

2. Practical Benefits

a. For Teacher: Teachers use another method to teach English to their students.

b. For Students: The students can understand what method that teacher used to teach them and will support their teacher.

c. For Another Researcher: This study may be future reading for another researcher who doing research the same topic with this research.

G. Definition of Keyterms

1. Teaching Method

Teaching method was described as an overall plan for systematically presenting a language course based on a selected approach (Brown & Lee, 2015). Method is very important for teacher to teach students in the classroom. Without method, teaching and learning process will not running smooth. If the teacher has a method to teach, teaching and learning process will be successful. Especially when the teacher conveys the material in the class.

2. Role-Play

The Role-Play is method that given students particular roles to speak and act (Harmer, 2007). Role-Play is method that the students are capable to express their body language also speak with their roles. This method also can improve their creativity and communication between students.

3. Speaking Skill

Speaking is systematic verbal utterances to convey meaning (Bailey, 2016). Speaking is one of four skills in English. This skill is necessary to improve. Furthermore, everyday in society this skill needed to use. Also, this skill is very useful to convey meaning to other.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English as a Foreign Language

"Teaching" or "Teach" in the dictionary means giving someone and training someone. It means that whoever gives someone knowledge or trains someone about anything, it can be called "Teaching." Especially in this millennial era, English language acquisition is needed. In Indonesia, English still as a foreign language. Because, in society the people in Indonesia used Indonesian language or local language from provinces for daily activities. English is a foreign language studied by several countries such as Indonesia, Vietnam and China (Nurhayati et al., 2008). Teaching is one of way to learn a new language. Process of teaching is started from the Teacher share the material, students get the knowledge and then Teacher give a reflection, and the last step is conclusion in ending lesson. Objective in teaching is making students are understood about the material which explained by the Teacher in the classroom. In other teaching objectives, teachers should also build the students' ability to collect correct information with evidence. Teaching should not only aim at encouraging beliefs that are supported by the evidence but also at developing the power of students to gather the evidence; assess its adequacy for themselves (Rajagopalan, 2019: 7-8).

According to Brown (2014: 8-9) Teaching was defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Teaching focuses on giving, guiding, or proving the knowledge to the students.

Based on arguments by expert above, teaching English as a foreign language can be defined as a transfer knowledge or helping someone to do something especially in English. And goal of teaching is to make other people can doing something individually or together with group.

2. Method of TEFL in Indonesia

The method is a way to learn something. For example, who want to learn English then they should use method/way to achieve a language. The method was described as an overall plan for systematically presenting a language course based on a selected approach (Brown & Lee, 2015). In TEFL, a lot of methods can be used. Here are examples of TEFL methods in Indonesia (Lestari et al., 2021).

1) Problem-Based Learning

Problem-based Learning (PBL) is sometimes referred to more accurately as 'issues-based' Learning, because many of the topics used for study are not really 'problems' (Westwood, 2008). Problem-based Learning is a teaching method that students as a centered which aims to

develop problem – solving skills through a self – directed learning as a life time habit and team work skills (Ali, 2019). Easily, Problem-Based Learning is a method which centered on students and develop students to think critically with another students to get the answer of problem. Steps in Problem-Based Learning are student orientation to the problem, organizing students to study, guiding individual and group investigations, develop and present the work, analyze and evaluate the problem solve process (Juhari & Muthahharah, 2020)

Advantages of Problem-Based Learning:

a) Students can be more active when using PBL. As a student-centered method, the PBL give the students more access to think critically, creatively.

b) Classroom management is more effective and easily when students are interested and involved in the subject.

c) Enhancing their communication skills and social skills communication. When using PBL, want it or not the students should do communication with others to discuss the problem.

Disadvantages of Problem-Based Learning:

a) Some problems and issues are very complex, so the students find it hard to find the answers.

b) Group do not always work effectively. Students not capable using PBL independently, they are need guide from the Teacher.

c) Information overload, then the students afraid to choose information that related with the problem.

2) Role-Play

Role-Play is one of many methods to teach students. This method appropriate to teach speaking in the classroom. The Role-Play is given students particular roles to speak and act (Harmer, 2007). The teacher give situation to students which are students will play the character. Harmer (2007) stated several steps to apply Role-Play in teaching:

a) Teacher presents the class with the following situation.

b) If the teacher sure that students understand the situation, each member of the group is given the role-card for the part they are to play.

c) Students discuss the role they are going to play.

d) While they are doing this, the teacher goes around the class clearing up any doubts the students might have and giving them language might they need.

e) The role-play gets going.

f) The teacher goes from group to group, helping out and noting down any language that is worth commenting on later. When the activity is finished, the teacher tells the class what he or she witnessed and works on any persistent mistakes that occurred during the role-play.

Role-Play as well as another method also have advantages and disadvantages when used. Brummel (2010) stated advantages and disadvantages of Role-Play:

Advantages of Role-Play:

a) Participants' more pay attention and engages all participants actively. It means that the Role-Play is interested for all participants.

b) Provides motivation and experiential learning. Not only show the Role-Play but, also showing motivation and experiential learning for audiences or participants.

c) Improves the depth of understanding. It means that the Role-Play no only show off the roles. But, the Role-Play train the actors to understanding the role

Disadvantages of Role-Play:

a) Participants feel awkward and do not faithfully,

b) Inefficient use of time. Oftentimes the Role-Play need more time for preparation and practice.

c) Lack of sufficient prior knowledge and experience to play their roles. The students do not know about the roles, it can be disturbed when Role-Play.

3) Project-Based Learning

Project based Learning is a learning model that organizes classes in a project (Thomas, 2000: 1). This method concern on students centered.

The teacher positions just give a project to their students. Then, the Teacher makes a group of students or students can choose their partners individually. There are stages in Project-Based Learning, Select the project topic, Pre-Communication, Ask the important questions, Designing the project, Creating a project schedule, Finishing the project, Assessing the project results, Evaluation (Hamidah et al., 2020)

Advantages of Project-Based Learning:

a) Being motivated to learn

b) Enhancing critical thinking

c) Developing effective communication skill between students

d) Active in Learning and better team working synergy among members.

Disadvantages of Project-Based Learning:

a) Feeling stressed, students required think critically and creatively on their project.

b) Need more time to complete tasks.

c) Spending too much time just look for materials.

d) Having conflict between students. If between students any problem can not clear, it will give bad impact to their project.

4) Grammar Translation Method

Before Grammar Translation Method, the name of this Method is Classical Method. Classical Method is focus on Teacher centered,

with memorization of grammar rules and vocabulary, translations of texts, and written exercises. Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards & Rodgers, 1986).

There are several steps to implementing Grammar Translation Method: Translation of a literary passage, Reading comprehension questions, Antonyms/synonyms, Cognates, Deductive application of rule, Fill-in-the-blanks, Memorization, Use words in sentences, Composition (Larsen-Freeman, 2000).

There are seven principal characteristics of Grammar Translation Method by Richards & Rodgers (1986):

a) The aim of foreign language study is to learn a language in order to read its literature or achieve benefit from the mental discipline and intellectual development that results from foreign-language study.

b) Reading and Writing are the main focus; little or no systematic attention is paid to speaking or listening.

c) Vocabulary selection is based on the reading texts used, and words are thought from bilingual word lists, dictionary study, and memorization.

d) The sentence is the primary unit of teaching and language practice.

e) Emphasized in accuracy.

f) Grammar is taught deductively – it teaches by presentation and study of grammar rules, which are then practiced with translation exercises.

g) The medium of instruction is student's native language.

Advantages of Grammar Translation Method:

a) Understanding of the phraseology (expressions & phrases) i.e. abstract words, idioms, phrases, metaphors, similes etc. since translation is possible in this Method.

b) Knowledge of systematic grammatical can develops students' understanding grammatical concepts.

c) Extensive reading and recitation of original works encouraged students' reading and writing abilities

d) The approach helps students to profoundly understand abstract meaning of foreign words and complex sentence structures.

Disadvantages of Grammar Translation Method:

a) Emphasizing written language only while lacking in oral expressive ability or even suffering from long-term deafmutism to a foreign language.

b) Developing the habit of relying too much on translating everything into the mother language hence influencing their ability of communicating in a foreign language.

c) Students less participate actively in the classroom.

d) Communication is not primary focused.

5) Discovery Learning

Discovery learning is perhaps the best-known form of inquiry-based Learning. Range of discovery learning is a range of meanings, usually students are exposed to particular questions and experiences in such a way that they "discover" for themselves the intended concepts (Hammer, 1997). This method is particularly appropriate for achieving important objectives in social studies, science, geography, history, health, environmental education and mathematics. There are steps of Discovery Learning, First, the process of problem identification, Second, the process of problem-solving, Third, the process of proposing possible solutions (Kharismawati et al., 2020)

Advantages of Discovery Learning:

a) Students can investigate and reflective skills that can be generalized and applied in other contexts. Students more capable to think critically.

b) They learn new skills and strategies are learned in context. In each context they learn something new.

c) Builds on students' prior knowledge and experience. Discovery learning make a students' interest to know more about something that they do not know before.

d) Encouraged students in independence learning.

Disadvantages of Discovery Learning:

a) Discovery method consuming more time, also taking much longer for information to be acquired than direct Learning.

b) Effective Learning by discovery usually depends upon learners having adequate literacy, numeracy, independent study skills and self-management.

c) Students may learn little of value from discovery activities if they lack an adequate knowledge base of interpreting their discoveries accurately.

Furthermore, another thing about teaching is characteristic from teacher. In professional teaching, the Teacher should have characteristics of effective teaching to share the knowledge with their students.

3. **Characteristics of Teacher**

Teachers are needed characteristics when teaching in the classroom. Characteristics are a typical thing that Teachers have to teach their students. They are twelve personal and professional characteristics by Walker (2008):

1) Prepared

The most effective teachers are always ready to teach in the class every day. In teaching English, the teacher must always be

prepared for the material that will be taught in class. Such as preparing material, practice questions, exam questions, or quizzes. In addition, the methods that will be used in teaching are also ready. As a result, when teaching in class the teacher is no longer confused about the material to be delivered. It is easy to teach them in classes because they are ready for the day.

a) They don't waste time in instructional. They start class on time. They teach for the entire class period.

b) Time passes so quickly in their classes because students are engaged in Learning, do not feel bored, and are less likely to fall asleep.

2) Positive

The teachers have optimistic attitudes about teaching and students. Not only having a positive aura about oneself, the teacher must also have an optimistic attitude when dealing with students in class. The teacher as much as possible exemplifies good things to his students. Teachers can have a positive impact on students by always giving them motivation to learn.

a) Always look at the positive side of every situation.

b) Always available for their students.

c) They are communicating and monitoring their progress.

d) Give praise and confession.

e) Have strategies to support students act positively toward one another.

3) Hold High Expectations

Effective teachers set no limits on students and believe everyone can be successful. To obtain this, the teacher always controls the development of student learning. By providing challenges in learning to students, students will be motivated to achieve that. For example, increasing the standard of value.

a) Hold and control the highest standards.

b) Constantly challenge their students to do their best.

c) Develop students' confidence and teach them to believe in themselves.

4) Creative

Effective teachers are resourceful and inventive in how they teach their classes. Students will be interested if the teacher is creative in delivering material in class.

a) Do things that students want if the class reaches its academic goals.

b) Wear a clown suit or something like that.

c) Agree to participate in the school talent show.

d) Integrate technology in each lesson in the classroom.

5) Fair

Effective teachers can handle students and grading fairly. As a professional teacher, the teacher should not discriminate when managing or teaching students.

a) Permit to all students equals opportunities and privileges.

b) Set precise requirements for the class.

c) Acknowledge that "fair" doesn't necessarily mean treating everyone the same but means allowing every student to succeed.

d) Understand that not all students can learn in the same way and at the same rate.

6) Display a Personal Touch

Effective teachers are approachable. Teachers are also expected to be humble towards students. This attitude makes it easier for teachers to understand the character of students.

a) Still, connect to students personally.

b) Share personal experiences with the students.

c) Find out more about students' interests.

d) Join the students' world (such as: attending sporting events, plays, and other activities outside regular school hours).

7) Cultivate a Sense of Belonging

Effective teachers have a way of making students feel welcome and comfortable in their classrooms.

a) Students always feel comfortable when joined their class by effective teachers.

b) The students knew they had a good teacher that loved teaching and did not prefer it to other occupations.

8) Compassionate

Effective teachers are focused on students' problems and can relate to their problems—many stories established how the sensitivity and compassion of teachers can be affected them profound and lasting ways.

9) Have a Sense of Humor

Effective teachers try to make learning fun and do not take everything seriously.

a) To break the ice in difficult situations, the teacher use humor.

b) Bring humor to the classroom every day.

c) Chill and laugh with the class (but not at the expense of one of the students).

10) Respect students

Effective teachers will not deliberately embarrass students. Teachers who give the highest respect will get the highest care too.

a) Respect students' privacy.

b) Choose private situations when discussing grades or conduct.

c) Show sensitivity to students' feelings.

11) Forgiving

Effective teachers do not hold grudges. The teacher must have a patient nature in dealing with student behavior.

a) Forgive students for their inappropriate behavior.

b) Starting each day always with a clean slate.

c) Understand that forgiveness is critical to reaching challenging students.

d) Do not disruptive or antisocial behavior.

12) Admit Mistakes

Effective teachers are quick to admit to being wrong.

a) Apologize when mistakenly accusing students.

b) Make adjustments when students make something wrong or errors in grading.

Based on the characteristics of the Teacher above, being a teacher is not easily. Teachers should have characteristics in the classroom. From preparing the lesson, always thinking positively, being creative, having a good attitude, and forgiving it is all necessary for the Teacher to control the students in the classroom.

B. Previous Related Study

The first previous study from Dewa Ayu Tuti Aprianti, Mochtar Marhum and Budi entitled "Developing Speaking Skill of The Grade VIII Students Through Role Play Technique." Objective of this research is to find out whether or not the application of role play technique can develop

speaking skill of Grade VIII students of SMP Negeri 1 Palu. This research used pre-experimental research design. Result of this research is the application of role play technique can significantly develop the speaking skill of grade VIII students at SMP Negeri 1 Palu.

Second research from Fadilah Umi Maisyaroh entitled "How Character Building can be Integrated in The Role Play of The Standard of Competency Three of The Social Twelve Graders.". Aimed of the study is to contribute to the improvement of the character of Indonesian Learners through the teaching of English. This research used descriptive qualitative Method. The data was collected by doing observation and documentation. The research result is activity of role play started by grouping the students and giving each group a topic to be elaborated in drama script. After the drama script is done, each group is asked to notify the interpersonal and transactional expression related to the given topic. Then, they also have to show the characters building values stated on their script. After the discussion, each of the groups has to present the work in front of the class. This activity encourages students to speak, so it helps a lot in teaching speaking.

Third, research from Ria Sukanti Effendi, Muhammad Sukirlan and Ari Nurweni entitled "Teaching Speaking Through Role-Play to Extrovert and Introvert Students.". Aimed of this research were: (1) to find out the difference of speaking achievement between extrovert and introvert students who are taught through role-play technique, (2) to find out the

students' responses toward role-play technique. The data was collected by using speaking test and questionnaire, and were computed by using SPSS 16.0. The result is there was no significant difference of the speaking achievement between extrovert and introvert students who were taught through role-play technique.

Fourth, research entitled "The Effectiveness of Role Play Strategy in Teaching Vocabulary.". This research aimed to know potentially of Role-play to encourage students to use vocabulary appropriately in simulated authentic situation. Results of this research is using a role-play strategy in EFL classes is worthwile, and more effective than using the traditional vocabulary teaching. Used quasi-experimental method. Used pre-test and post-test analysis to collecting the data. To analyze the data, the researcher used SPSS for Windows version 17.

Fifth is from Nurzafira Swandayani entitled "Improving Students' Speaking Ability Through Role Play Technique of VIII-D Students at SMP Wahid Hasyim Malang.". Aim of this study to improve students' speaking ability of VIII-D students at SMP Wahid Hasyim Malang. This research used a Classroom Action Research. The result of this research is concluded that role play technique helped the students to cope with the speaking problem in English.

Table 2.1 Research Gaps

No.	Title	Similarities	Differences

1	Developing Speaking Skill of The Grade VIII Students Through Role Play Technique	• Same grade • Used Role-Play	• Used pre-experimental research design
2	How Character Building can be Integrated in The Role Play of The Standard of Competency Three of The Social Twelve Graders	• Used Role-Play • Used descriptive qualitative Method	• Different Grade
3	Teaching Speaking Through Role-Play to Extrovert and Introvert Students	• Used Role-Play	• Used Quantitative Research

4	The Effectiveness of Role Play Strategy in Teaching Vocabulary	• Used Role-Play	• Used Quasi-experimental research.
5	Improving Students' Speaking Ability Through Role Play Technique of VIII-D Students at SMP Wahid Hasyim Malang	• Used Role-Play • Same grade	• Used Classroom Action Research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher will use descriptive qualitative research to find out the result of two research questions. Qualitative research is a situated activity that locates the observer in the world (Creswell, 2013: 42-43). Qualitative research is research conducted by researchers in a place where the focus is on a particular activity. This study will concern on the teacher method when teaching English in the classroom and investigate how the method of teaching can be use. The researcher will do observation, in-depth interview, and documentation. The researcher took three classes in Eighth Grade. First, the researcher will do observation in the classroom to get more data about how to method used by Teacher. The researcher will do observation to collect more information which supports the data from interview Because, these classrooms were distinguished to from female class and male class only. Second, the researcher will interview with the Teacher to get information about what is method that applied to teach English in the classroom.

Third, the researcher will also capture the moment of teaching-learning process in the classroom and gather documents. That tool used by the researcher to support the data from observation and interview.

B. Research Setting

1. Place of The Research

   The researcher has conducted this research at SMP IT Nur Hidayah Surakarta. School was located in Jl. Kahuripan Utara Raya, Sumber, Banjarsari, Surakarta City, Central Java 57138. The school was chosen because has a method for teaching the students in speaking skill. Especially the teacher used Role-Play method.

2. Time of The Research

   This research starts from asking the permission, pre-research, research and until the time the researcher writes this research. This study was analyzed Role-Play method in teaching English.

Table 3.1

Research Planning

No	Activity	September	September - Oktober	Oktober	November
1	Asking the permission	⬛			

2	Research and Collect the data		████		
3	Data Analysis			████	
4	Thesis Exam				████

C. Research Subject

Informant or subject of this research is English Teacher at Eight Grade in SMP IT Nur Hidayah Surakarta. This research focus on Role-Play method used by English teacher in the classroom and how the teacher applied that method to taught the students.

D. Data and Source of the Data

The main source of the data in this research is from the Eight Grade English teacher of SMP IT Nur Hidayah Surakarta. His name is Habib Adnan Prihatin, M.Pd. He teaches all class of Eight Grade in SMP IT Nur Hidayah Surakarta. Source of the data in this research are from observation, interview and documentation. The researcher did observation on the teacher and the students in the classroom. The researcher also used interview that consist of focus on how the teacher applied the Role-Play method when the

teacher taught English during in the class. The researcher was asked the teacher some questions to get information about how the teacher teaching in the classroom. Then, secondary data the researcher get from documentation like books, lesson plan, picture, etc.

E. Research Instrument

The researcher as an instrument in this research. Because, the functions of the researcher are to determine what the focus of this research, select informants as data sources, collect the data, assess data quality, analyze the data, interpret the data and draw conclusions the research. To get the data, the researcher will use observation sheet, interview blueprint, and checking documents.

Table 3.2

Observation Sheet

No.	Steps of Role-Play by Harmer (2007)	Finding
1.	Teacher presents the class with the following situation.	
2.	If the teacher sure that students understand the situation, each member of the group is given the role-card for the part they are to play.	

3.	Students discuss the role they are going to play.	
4.	While they are doing this, the teacher goes around the class clearing up any doubts the students might have and giving them language might they need.	
5.	The role-play gets going.	
6.	The teacher goes from group to group, helping out and noting down any language that is worth commenting on later. When the activity is finished, the teacher tells the class what he or she witnessed and works on any persistent mistakes that occurred during the role-play.	

Table 3.3

Interview Blueprint

No.	Aspect	Question
1.	Applying Role-Play method in teaching English	1. Have you ever used the Role-Play method in teaching English?
		2. What and how is the concept of the Role-Play method used in teaching?
		3. What are the reasons for using the Role-Play method in teaching?

		4. What are the advantages and disadvantages of using this method?
		5. What are the steps for applying this method?
		6. What are the difficulties or obstacles in using this method?
		7. What are the solutions when these problems arise?

F. Techniques of Collecting the Data

The researcher used observation, interview, and documentation to get the data. In qualitative research has three methods to collecting the data there are (1) Observation, (2) Interview, (3) Document or artifact analysis (Ary et al., 2010). Artifacts included audio and video recordings, artwork, games, photographs, and other thing which can provide insight related to the context or participants. However, a researcher should use some techniques to get the data which are:

1. Observation

Observation consists of watch, evaluate, draw conclusions, and make comments on interactions and relations (Ciesielska et al., 2018). As a non-participant-observer, the researcher would observe the teaching-learning process in English several times along the research period to see, hear, and record what happened during the teaching-learning process.

To get the the data the researcher does some activity when observation. First, the researcher visited SMP IT Nur Hidayah Surakarta to meet the headmaster and then asked permission to do this research. After getting permission, the research had met the English Teacher to discuss what would be done during the research. Second, the researcher has observed the teaching-learning process in the classroom. The researcher came into the classroom and observed the process of English teaching-learning. The researcher not take too much actively and interaction with the teacher and the students during the process. The researcher observed on three class.

2. Interview

Interview is one of many methods which for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words (Ary et al., 2010). Also, interview provided information that cannot be obtained by observation, or they can be used to verify observations. In this research, the researcher would interview one English teacher of Eight grade of SMP IT Nur Hidayah Surakarta. The teacher taught in A, E, F classes. The researcher has seven questions about Role-Play to the teacher.

3. Documentation

In collected the data, the researcher also using documentation. Documentation could be written or text-based artifacts (textbooks, journal,

transcripts, letters, etc) or of nonwritten records (photographs, audiotapes, videotapes, computer images, YouTube videos, etc). The researcher was pay attention when gather the data from documentation, because it may confound the assumptions data from observation or interview in qualitative research. Here the researcher would ask the lesson plan and what book that used from the teacher.

G. **Trustworthiness of the Data**

To establish the trustworthiness of the data, the researcher needs some techniques for examining data. The researcher needs some criteria, such as: credibility, transferability, dependability, and confirmability. The trustworthiness of the data really needed in this research and another research because it helps the researcher to ensure the data. Trustworthiness refers to quality, authenticity, and truthfulness of findings of qualitative research. In this research, the researcher is going to use triangulation.

Triangulation is technique that used to analyze results by different methods of data collection (Kobayashi, 2019). Triangulation is divided into three techniques: (1) triangulation by using methods (2) triangulation by using source, and (3) triangulation by using time. Triangulation by using methods means that the researcher will check the credibility of the data of the research from using some techniques collecting data such as interview, observation, and documentation. Triangulation by using sources means that the researcher will compare and recheck the credibility of information found in the field with data from some resources. The last technique used in

triangulation is using time for recheck the credibility of the data by own research or another researcher.

In this research, the researcher used the triangulation of the Method because this research use observation, interview and documentation to gather the data. The researcher connected the result of the observation, interview and documentation.

H. Techniques of Analyzing the Data

According to Sugiyono (2015) data analysis is the process of systematically searching and preparing the data obtained from interviews, field notes, and documentation, by way of organizing data into categories, defined in units, synthesize, organize into a pattern, choose what is important and that will be studied, and make a conclusion that is easily understood by themselves and others. The data analysis is a process to searching and processing to organize or arrange the data into a structure, category, and unit of basic explanation so that it can be found the theme and can be formulated by the data. And, qualitative data can be reduced and transformed to through selection, through summary or paraphrase, through being subsumed in a larger pattern, and etc.

The technique of analysis which is used in the qualitative is by using the technique of data analysis suggested by Miles and Huberman (1994). This technique consists of three events: data reduction, data display, and make a conclusion of data (verification of data).

1. Data Reduction

    Reduction of data means the process of selecting, focusing attention, abstracting and transforming the data which is taken from the field of research. This process started from the beginning of the research to the end of this research. In the process of data reduction, the researcher has to find real valid data. When the researcher knows the lack of data trustworthiness, the data will be rechecked

    Reduction of data as a process of selecting, focusing, shortening and abstracting the data collected from the research location. Making a note, summary, and concerning on collecting the data are needed when doing the research. It means that this process aims to reduce, to shorten, and to reject which one is important to describe the quality of the method used by the Teacher in teaching English lesson at Eighth grade of SMP IT Nur Hidayah Surakarta.

2. Data Display

    Next step is data display. This step to arrange the data from data reduction. In general, display is an organized, compressed of information which assembly by the researcher to permits conclusion drawing and action. In this step researcher

will presents the data from observation, interview, and documentation.

The data will be presented in the narration of the word by the researcher. In the observation, the researcher will know that strategies use by the teacher from beginning the lesson until ending of the lesson. In the interview, the researcher will find and describe the data from the teacher directly. Also, the researcher will use documentation to collect more data from the teacher and as a supports the data.

3. Conclusion Drawing and Verification

After describing the data or displaying the data, the researcher drawing the conclusion and verification the data. The researcher presents the data of what the method that use by the teacher and also describe how the method applies. After described of the data, results can be taken. Results are related to formulation of the problems of this research.

Process of verification can be throwback on field notes. The researcher may thorough and elaborate the finding of this research. The researcher does review and checking all the data. Checking the data will be the solution for the researcher to verified this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter the researcher presented all of data from observation, interview, and documentation. The data based on problem of statement in chapter one, that is how to apply Role-Play method in teaching English at Eighth Grade of SMP IT Nur Hidayah Surakarta in The Academic Year of 2022/2023.

A. Research Findings

1. Data Description

This research was conducted at SMP IT Nur Hidayah Surakarta which is located at Banjarsari, Surakarta. The researcher got the data about how the teacher applied the Role-Play method in teaching English at Eighth Grade of SMP IT Nur Hidayah Surakarta. In this research, the researcher used observation, interview, and documentation to collect the data. The researcher did this research with one English Teacher at Eighth Grade and focused observation on classes A, E, and F. The researcher did observation only one meeting in every class. For the interview, the researcher gave some questions to the teacher. Teaching English at SMP IT Nur Hidayah used a textbook written by Kenneth W.Ament and Rina Dwi Indriastuty. The title of the textbook is "Interactive English 2."

a. Observation

1) Observation in A Class

The researcher did this observation on 13 October 2022. A class consists of only male. In this meeting, the teacher used LCD to teach the students. The material is still the same as the previous meeting that is showing obligations. Also, this day the students will practice Role-Play.

a) **Opening**

The teacher opened the class with greeting, good morning students. After that, the teacher asked about the students' condition. The situation in classroom is conducive. Then checked students' attendance. After that, the teacher asked to the students that they are remember the last lesson or not.

b) **Main Activity**

In observation, the teacher explained the material of Role-Play. This is the form on sentences Subject + Must + V1 in a Role-Play. In this class the teacher used LCD to teach them. Teacher share the material with LCD. After that, the teacher gave an example of a situation that included material of obligation which will be practiced by students using Role-Play. Here, the teacher tells the students an example situation about showing obligations in the library. Then, the teacher offers students to make

five examples. And, who can tell one from five examples, the teacher will give a score to the student.

Here are some answers from students: We must return the books to the shelf, we must read the books, I must keep my attitude, I must keep silent, I must keep the library clean, I must borrow the book, I must bring my identity card. After that, the teacher gave instructions to make a group consisting of two people. And they made a conversation with structure A-B-A-B-A-B. In this situation, the teacher said to students that they are free to choose a situation based on group discussion. The conversation should have an expression of obligations.

Next, the teacher gave time for students to discuss or repair the text of Role-Play before they practiced in front of the class. While the students discuss, the teacher around the class checks the text Role-Play made by students. Students also have a chance to ask the teacher about material and vocabulary. Here, many of students use this chance to ask to teacher. Before Role-Play is ready to start, students submit the text to the teacher. And then Role-Play is started.

During Role-Play, if students make any mistakes, the teacher will tell them. Then, the teacher will help them

with a suggestion to repair the sentences. After that,

students practice again. After that, students come back to

their seats and see other groups practice in front of the

class.

c) **Closing**

In the closing session, the teacher repeated a little bit

of material Role-Play or giving feedback about students'

performance. The teacher feedback in this class is the

students have a successful Role-Play, but in the

conversation, they are do some mistakes. So, the teacher

must do revise their script. After that, the teacher closes

the lesson with say thank you to students.

All steps of Role-Play by Harmer were checklist by

the researcher down below.

Table 4.1

Observation Sheet in A Class.

No.	Steps of Role-Play by Harmer (2007)	Finding
1.	Teacher presents the class with the following situation.	✓
2.	If the teacher sure that students understand the	-

	situation, each member of the group is given the role-card for the part they are to play.	
3.	Students discuss the role they are going to play.	✓
4.	While they are doing this, the teacher goes around the class clearing up any doubts the students might have and giving them language might they need.	✓
5.	The role-play gets going.	✓
6.	The teacher goes from group to group, helping out and noting down any language that is worth commenting on later. When the activity is finished, the teacher tells the class what he or she witnessed and works on any persistent mistakes that occurred during the role-play.	✓

2) Observation in E Class

The researcher did this observation on 11 October 2022. E class consists of female. In this observation, the students practiced Role-Play. In this class the teacher did not use LCD to teach.

a) **Opening**

The teacher opened the class with greeting, well students, good morning everybody. After that, the teacher asked about the students' condition. Situation of teaching and learning process in this class is very conducive. Then checked students' attendance.

b) **Main Activity**

The teacher asked students, do you still remember what we do on last week? The teacher gave an example of a situation that included material of obligation which will be practiced by students using Role-Play. The teacher used a textbook to give their example, the example of obligations on page 42. After that, the teacher gave instructions to make a group consisting of two people. And, they are made a conversation with structured A-B-A-B. In this situation, the teacher said to students that they are free to choose a situation based on group discussion. The conversation should have a material expression of obligations.

Next, the teacher gave time to students to discuss or repair the text of Role-Play before they practiced in front of the class. While the students discuss, the teacher around the class checks the text Role-Play that is made by students. Students also have a chance to ask the teacher about material and vocabulary. Before Role-Play is ready to start, students submit the text to the teacher. And then Role-Play is started.

During Role-Play, if students make any mistakes, the teacher will tell them. Then, the teacher will help them with a suggestion to repair the sentences. After that, students practice again. After that, students come back to their seats and see other groups practice in front of the class.

c) **Closing**

In the closing session, the teacher repeated a little bit of material showing obligations or giving feedback about students' performance. After that, the teacher closes the lesson.

All steps of Role-Play by Harmer were checklist by the researcher down below.

Table 4.2

Observation Sheet in E Class.

No.	Steps of Role-Play by Harmer (2007)	Finding
1.	Teacher presents the class with the following situation.	✓
2.	If the teacher sure that students understand the situation, each member of the group is given the role-card for the part they are to play.	-
3.	Students discuss the role they are going to play.	✓
4.	While they are doing this, the teacher goes around the class clearing up any doubts the students might have and giving them language might they need.	✓
5.	The role-play gets going.	✓
6.	The teacher goes from group to group, helping out and noting down any language that is worth commenting on later. When the activity is finished,	✓

	the teacher tells the class what he or she witnessed and works on any persistent mistakes that occurred during the role-play.	

3) Observation in F Class

The researcher did this observation on 13 October 2022. F class included only female. In this observation, the teacher explained again the material about showing obligations, and also students practiced in front of the class.

a) Opening

The teacher opened the class with greeting, good morning students. After that, the teacher asked about the students' condition. Then checked students' attendance.

b) Main Activity

The teacher gave an example of a situation that included material of obligation which will be practiced by students using Role-Play. After that, the teacher gave instructions to make a group consisting of two people. And they made a conversation A-B-A-B-A-B. In this situation, the teacher said to students that they are free to

choose a situation based on group discussion. The conversation should have a material expression of obligations.

Next, teacher gave a time to students to discuss or repair text of Role-Play before they are practice in front of the class. While the students discuss, teacher around the class checks the text Role-Play made by students. Students also have a chance to ask the teacher about material and vocabulary. Before Role-Play is ready to start, students submit the text to the teacher. And then Role-Play is started.

During Role-Play, if students make any mistakes, the teacher will tell them. Then, teacher will help them with suggestion to repair the sentences. After that, students practice again. Setelah itu, students come back on the seat and see other groups practice in front of the class.

c) **Closing**

In the closing session, the teacher repeated a little bit of material showing obligations or giving feedback about students' performance. After that, the teacher closes the lesson with say thank you to the students.

All steps of Role-Play by Harmer were checklist by the researcher down below.

Table 4.3

Observation Sheet in F Class.

No.	Steps of Role-Play by Harmer (2007)	Finding
1.	Teacher presents the class with the following situation.	✓
2.	If the teacher sure that students understand the situation, each member of the group is given the role-card for the part they are to play.	-
3.	Students discuss the role they are going to play.	✓
4.	While they are doing this, the teacher goes around the class clearing up any doubts the students might have and giving them language might they need.	✓
5.	The role-play gets going.	✓

6.	The teacher goes from group to group, helping out and noting down any language that is worth commenting on later. When the activity is finished, the teacher tells the class what he or she witnessed and works on any persistent mistakes that occurred during the role-play.	✓

b. Interview

The interview is used to support the data from observation in classes. The researcher was doing observation in three classes, there are A, E, and F. Here, the researcher has seven questions for teacher. First question is about using Role-Play in teaching English at classroom. The question is "Have you ever used the Role-Play method in teaching English?" the teacher used Role-Play to teach showing obligations. The teacher used Role-Play to taught the students. That argument related when the researcher doing observation in the classroom. It is based on interview with teacher, the teacher said "*Ya, dalam bentuk percakapan dan anak mepraktekkan percakapan di depan kelas. Untuk pembelajaran Bahasa inggris itu kan setidaknya ada dua ranah ya, ada siklus lisan*

dan tertulis. Kalau untuk siklus tertulis, lisan, praktek ya itu memang anak-anak di masing-masing kd itu berkesempatan untuk praktek secara lisan jadi mereka maju untuk mempraktekkan dialog jadi bisa berdua atau berkelompok sebagai bentuk penilaian praktek speaking, iya memang itu yang kita lakukan untuk penilaian speaking". (interview with Mr.Habib on 19th October 2022).

Second question is about concept of Role-Play used by the teacher. The question is "What and how is the concept of the Role-Play method used in teaching?". Based on interview below, concept of Role-Play in class are the teacher give a guidance, control the students, made a group consist two students. The teacher explained in interview, the teacher said *"Kalau untuk metode ya anak mempraktekkan dialog sesuai dengan kd yang kita pelajari, jadi setelah anak mendapatkan pembelajaran, kita fasilitasi dan dampingi mengenal materi memahami ya kemudian dari konsepnya, kemudian contoh percakapannya, kemudian mereka membuat skrip/teks sendiri tentu kita dampingi dan kemudian mereka praktek. Untuk metodenya ya anak nanti bisa berpasangan atau berkelompok, jadi teknisnya Role-Play seperti itu".* (interview with Mr.Habib on 19th October 2022).

Third question is about the reason of teacher why using Role-Play when teaching English in the classroom. The question is "What are the reasons for using the Role-Play method in teaching?". The

teacher used Role-Play because this method could make students more enthusiast. The students also more interested to know expressions in English. The teacher answered in interview *"Saya kira banyak keuntungan yang kita ambil ya, salah satunya untuk mengetahui kemampuan siswa secara langsung. Dalam hal ini, kita mengambil ranah siklus lisan khususnya speaking atau praktek berbicara di depan kelas. Kalau dibuat simulasi Role-Play itu kan anak-anak akan lebih antusias dalam praktek di depan kelas dibandingkan hanya mereka mempraktekkan sendiri dengan melihat video dan membaca. Oleh karena itu, Role-Play kita gunakan untuk supaya biar anak itu lebih tertarik dalam mempraktekkan ungkapan-ungkapan atau materi pembelajaran dalam Bahasa inggris"*. (interview with Mr.Habib on 19th October 2022).

Fourth question is concern on advantages and disadvantages about Role-Play method. The question is "What are the advantages and disadvantages of using this method?". The advantage of Role-Play is the students more active. While the disadvantage of Role-Play is the students lacks on preparation. The teacher explained in interview *"Yang kita temui, kalau kelebihannya ya tadi salah satunya kita lihat anak juga lebih semangat. Seperti simulasi anak-anak itu biasanya lebih tertarik, nanti memicu keaktifan anak dan seterusnya. Kekurangannya itu anak-anak kita kan pembelajar, Bahasa inggris menjadi Bahasa asing ya, jadi kemampuan mereka*

untuk menyiapkan persiapan kalau materinya speaking itu kurang. Jadi kita harus memandu dengan detail. Jadi kekurangannya guru harus telaten dan teliti memfasilitasi dan mendampingi anak ketika mereka membuat teks sendiri, kita harus mengoreksi dan perbaiki. Kalau kita serahkan sepenuhnya ke anak, kendalanya anak belum mampu menyiapkan itu". (interview with Mr.Habib on 19th October 2022).

Fifth question, the researcher asked to the teacher about steps of Role-Play. The question is "What are the steps for applying this method?". The first step is the teacher start the lesson. Second, the teacher gave some examples to students about Role-Play. Third, the students made a script for Role-Play. The last is practiced. The teacher said *"Sebelum praktek, kita melaksanakan pembelajaran terlebih dahulu. Alur pembelajarannya kita laksanakan sampai kemudian anak-anak memahami materinya kemudian kita kasih contohnya juga. Kemudian, setelah mereka paham materi dan tahu contoh apa yang akan mereka lakukan terkait Role-Playnya ini atau simulasi ini, kemudian jadi tinggal kita bagi anak-anak menjadi kelompok seperti berdua. Kemudian kita minta mereka untuk menyusun script/teks yang akan ditampilkan mereka sendiri. Kemudian, untuk kelas 8 ini saya tidak terlalu panjang, paling tiga kali giliran seperti A-B-A-B-A-B begitu. Tidak terlalu banyak. Mereka masing-masing cuma ngomong tiga kali. Mereka susun,*

kemudian kalau sebelumnya kita kasih contoh situasi, nah kalau yang menyusun ini kita beri keleluasan untuk menetukan situasi mereka sendiri, konteks percakapan mau seperti apa, mereka yang menentukan. Tapi tetap, ketika menyusun itu kita dampingi, ada yang bertanya vocab, ada yang bertanya tentang ungkapannya. Tetapi rata-rata banyak menanyakan tentang vocab. Sebetulnya sudah kita suruh bawa kamus, tapi mungkin mereka lebih enak kalua langsung bertanya. Setelah mereka susun dan selesai, kemudian biasanya mereka mengkonfirmasi teksnya ke kami, ini sudah selesai pak. Setelah itu, kami cek seperti adanya perbaikan terkait teks, atau secara struktur, ya kita perbaiki. Nah biasanya itu untuk satu pertemuan, kita ada dua pertemuan. Satu pertemuan untuk membahas materi dan satu pertemuan yang lain untuk praktek. Jadi masing-masing anak kalua berdua itu sudah mempersiapkan scriptnya dari rumah, nah nanti prakteknya mereka maju terus bisa bergantian. Jadi satu pertemuan praktek itu digunakan untuk mempraktekkan Role-Play tersebut. Begitu urutannya". (interview with Mr.Habib on 19th October 2022).

Sixth question, the researcher asked about difficulties or obstacles when applied Role-Play method. The question is What are the difficulties or obstacles in using this method?". The teacher has one problem when taught the Role-Play. That is on students crowded when another student practicing Role-Play. Actually, the teacher

already to handle the situation, but situation in the class is very different with teacher's plan. The teacher explained in interview *"Ada satu ketika kita praktek itu ya, ketika simulasi itu saya sudah mempersiapkan sebetulnya karena anak kan ngga bersamaan prakteknya. Saat pengkondisian kelas, ketika sudah maju, itu mestinya kita siapkan materi yang lain. Mungkin dalam bentuk pengayaan soal, jadi ada memang beberapa kesempatan itu kita belum bisa memberikan pengayaan. Akhirnya kita minta anak-anak itu untuk membaca bukunya, atau mengerjakan soal di paket. Cuma ya itu kendalanya anak yang sudah maju itu kurang bisa memaksimalkan waktu, kan apalagi mereka yang maju duluan itu setelah menunggu teman mereka maju, nah di jeda waktu itu harusnya kita bisa memposisikan siswa. Ya sebaiknya yang tadi, yang sudah selesai bisa mengerjakan soal pengayaan. Itu yang diperlukan kejelian guru untuk mengantisipasi anak mengganggu jalannya Role-Play, biasanya setelah mereka maju, mereka ramai di belakang. Jadi kendalanya salah satu ya itu".* (interview with Mr.Habib on 19th October 2022).

Seventh question from the researcher is about what the solution when teacher found some problems or challenges when using Role-Play method. The question is "What are the solutions when these problems arise?". The teacher has one solution, that is gave more times to students to prepare script and exercise the Role-

Play. The teacher said that *"Jadi, ya kita sudah antisipasi sebetulnya tapi kadang prakteknya itu memang selamanya tidak sama dengan apa yang kita harapkan. Jadi ya kayak gitu, kita ngajar, kita minta, kita sudah siapkan, eh besok harus seperti ini, ternyata ada yang tampilnya ngga maksimal. Jadinya kita harus mengulang lagi. Ada juga yang malah belum siap. Namanya anak ngga semua attentionnya bagus, ada anak yang bisanya membaca teks, padahal kan sebetulnya ini praktek speaking. Sebetulnya informasi sudah kami sampaikan. Kalau terjadi hal seperti itu, akhirnya kita harus kasih waktu yang longgar. Yang harusnya hari ini selesai, ternyata ada beberapa anak yang belum siap, kalua bisa siap hari itu juga kita kasih waktu. Tetapi kalua tidak bisa hari ini, kita juga mengasih kesempatan selanjutnya untuk praktek. Jadi ya gitu ketika kita mengajar, apa yang kita rencanakan, apa yang kita bayangkan di perencanaan itu belum tentu nanti kenyataannya sama dengan apa yang kita dapatkan saat di kelas. Jadi itu tantangan sendiri bagi guru untuk merespon apa yang ada di kelas"*. (interview with Mr.Habib on 19th October 2022).

c. **Documentation**

The researcher was collected the documentation such as, lesson plans and textbooks. In the lesson plans, the researcher found that the teacher used the Role-Play method to teach the students. The title of the textbook is "Interactive English 2" written by Kenneth

W.Ament and Rina Dwi Indriastuty And, in the textbook the researcher found the material of showing obligation in unit 3. It is a material of Role-Play that teacher used in the classroom. And, it is same with the lesson plans by the teacher. Also, the lesson plans and textbook related with the researcher collected the data by observation and interview with the English teacher.

B. Discussion

In this part, the researcher would like to discuss the result of the research. The discussion focused on how the teacher used the Role-Play method to teach the students in the classroom at SMP IT Nur Hidayah Surakarta. The researcher provided the discussion of this research based on data from observation, interview, and documentation.

Teaching is not easy. Especially teach on speaking skills. The teacher must handle students seriously when teaching speaking. Speaking skills could be learned through Role-Play. In this school, the teacher used Role-Play to teach students. The teacher uses Role-Play when teaching the material of showing obligations. Before Role-Play started, of course, the teacher explained the material with some media. It can be with textbooks, videos, and pictures.

In Harmer's theory (Harmer, 2007) there are had six steps when practicing Role-Play. First, the Teacher presents the class with the following situation. Second, the Teacher given the role-card for the part they are to play. Third, students discuss the role they are going to play. Fourth, teacher goes around the class clearing up any doubts. Fifth, the role-play gets going. Six, the teacher

goes from group to group, helping out and noting down any language that is worth commenting on later. Thus, based on the observations by the researcher in the classroom it can be concluded that the teacher used Role-Play with Harmer's theory. But, just one step that does not the same as Harmer's theory, is a step "If the teacher is sure that students understand the situation, each member of the group is given the role card for the part they are to play". In this step, the teacher is sure that students understand the situation, but students do not give a role card. Also, the teacher only gave the students chance to choose a topic based on their discussion.

In an interview, the teacher told the researcher that the teacher used Role-Play. In the beginning, the teacher gave students' understanding about the material and gave some examples in Role-Play. After that, the students made a script with structured A-B-A-B-A-B. It is mean each student has three sentences to practiced. In practicing Role-Play, the teacher also had difficulties or obstacles. The difficulty is when students came to practice, other students made the class crowded. So, the teacher could not focus to check the performance who practiced in front of the class.

In the documentation, the researcher gathered lesson plans and textbooks used by the teacher. In lesson plan consist of what is a method that the teacher used when teaching showing obligations. While in the textbook the researcher found the material of expression of obligations. It is mean in documentation to support the data from observation and interview that the

teacher used Role-Play in teaching English. The textbook used by the teacher

to gave an exercise for students before start the Role-Play.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provided conclusions and suggestions of this research. This chapter explain the result of "An Analysis of Role-Play Method in Teaching Speaking at Eighth Grade of SMP IT Nur Hidayah Surakarta."

A. Conclusion

Based on findings of the research result in the previous chapter, it shows the result from observation and the interview that teacher used Role-Play instruction based on Harmer's theory. In Harmer's theory (Harmer, 2007) there are had six steps when practiced Role-Play. First, the Teacher presents the class with the following situation. Second, the Teacher given the role-card for the part they are to play. Third, students discuss the role they are going to play. Fourth, teacher goes around the class clearing up any doubts. Fifth, the role-play gets going. Six, the teacher goes from group to group, helping out and noting down any language that is worth commenting on later.

But, only one step that teacher do not same with Harmer's theory. The teacher did not give the role-card for students. That is on second step, the teacher allowed the students chose anything situation based on group discussion. But, the situation must still on showing of obligations material.

B. Suggestions

1. For Teacher

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The researcher suggests to the English teacher to learn and explore more about theory and steps in teaching speaking when used Role-Play method. Also, the teacher should do well-prepared to teach Role-Play, because when one group practiced in front of the class other groups make the class crowded. May the teacher can pay attention in organize the students.

2. For other researchers

The researcher suggests to other researchers who want doing research to catch another part or things. Hopefully, after knowing the real conditions in SMP IT Nur Hidayah Surakarta from this thesis, the next researcher can do the research easily. The researcher also hopes this research can guide other researchers to clear any obstacles when do a research in this school.

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APPENDICES

INTERVIEW TRANSCRIPT

The Researcher: *Apakah bapak pernah menggunakan metode Role-Play saat mengajar Bahasa Inggris?*

The Teacher: *Ya, dalam bentuk percakapan dan anak mepraktekkan percakapan di depan kelas. Untuk pembelajaran Bahasa inggris itu kan setidaknya ada dua ranah ya, ada siklus lisan dan tertulis. Kalau untuk siklus tertulis, lisan, praktek ya itu memang anak-anak di masing-masing kd itu berkesempatan untuk praktek secara lisan jadi mereka maju untuk mempraktekkan dialog jadi bisa berdua atau berkelompok sebagai bentuk penilaian praktek speaking, iya memang itu yang kita lakukan untuk penilaian speaking.*

The Researcher: *Apa dan bagaimana konsep metode Role-Play yang digunakan saat mengajar?*

The Teacher: *Kalau untuk metode ya anak mempraktekkan dialog sesuai dengan kd yang kita pelajari, jadi setelah anak mendapatkan pembelajaran, kita fasilitasi dan dampingi mengenal materi memahami ya kemudian dari konsepnya, kemudian contoh percakapannya, kemudian mereka membuat skrip/teks sendiri tentu kita damping dan kemudian mereka praktek. Untuk metodenya ya anak nanti bisa berpasangan atau berkelompok, jadi teknisnya Role-Play seperti itu.*

The Researcher: *Apa alasan menggunakan metode Role-Play saat mengajar?*

The Teacher: *Saya kira banyak keuntungan yang kita ambil ya, salah satunya untuk mengetahui kemampuan siswa secara langsung. Dalam hal ini, kita mengambil ranah siklus lisan khususnya speaking atau praktek berbicara di depan*

kelas. Kalau dibuat simulasi Role-Play itu kan anak-anak akan lebih antusias dalam praktek di depan kelas dibandingkan hanya mereka mempraktekkan sendiri dengan melihat video dan membaca. Oleh karena itu, Role-Play kita gunakan untuk supaya biar anak itu lebih tertarik dalam mempraktekkan ungkapan-ungkapan atau materi pembelajaran dalam Bahasa inggris.

The Researcher: Apa kelebihan dan kekurangan dalam menggunakan metode ini?

The Teacher: *Yang kita temui, kalua kelebihannya ya tadi salah satunya kita lihat anak juga lebih semangat. Seperti simulasi anak-anak itu biasanya lebih tertarik, nanti memicu keaktifan anak dan seterusnya. Kekurangannya itu anak-anak kita kan pembelajar, Bahasa inggris menjadi Bahasa asing ya, jadi kemampuan mereka untuk menyiapkan persiapan kalua materinya speaking itu kurang. Jadi kita harus memandu dengan detail. Jadi kekurangannya guru harus telaten dan teliti memfasilitasi dan mendampingi anak ketika mereka membuat teks sendiri, kita harus mengoreksi dan perbaiki. Kalau kita serahkan sepenuhnya ke anak, kendalanya anak belum mampu menyiapkan itu.*

The Researcher: *Apa saja langkah-langkah dalam mengaplikasikan metode ini?*

The Teacher: *Sebelum praktek, kita melaksanakan pembelajaran terlebih dahulu. Alur pembelajarannya kita laksanakan sampai kemudian anak-anak memahami materinya kemudian kita kasih contohnya juga. Kemudian, setelah mereka paham materi dan tahu contoh apa yang akan mereka lakukan terkait Role-Playnya ini atau simulasi ini, kemudian jadi tinggal kita bagi anak-anak menjadi kelompok seperti berdua. Kemudian kita minta mereka untuk menyusun script/teks yang akan ditampilkan mereka sendiri. Kemudian, untuk kelas 8 ini saya tidak terlalu panjang,*

paling tiga kali giliran seperti A-B-A-B-A-B begitu. Tidak terlalu banyak. Mereka masing-masing cuma ngomong tiga kali. Mereka susun, kemudian kalua sebelumnya kita kasih contoh situasi, nah kalua yang menyusun ini kita beri keleluasan untuk menetukan situasi mereka sendiri, konteks percakapan mau seperti apa, mereka yang menentukan. Tapi tetap, ketika menyusun itu kita damping, ada yang bertanya vocab, ada yang bertanya tentang ungkapannya. Tetapi rata-rata banyak menanyakan tentang vocab. Sebetulnya sudah kita suruh bawa kamus, tapi mungkin mereka lebih enak kalua langsung bertanya. Setelah mereka susun dan selesai, kemudian biasanya mereka mengkonfirmasi teksnya ke kami, ini sudah selesai pak. Setelah itu, kami cek seperti adanya perbaikan terkait teks, atau secara struktur, ya kita perbaiki. Nah biasanya itu untuk satu pertemuan, kita ada dua pertemuan. Satu pertemuan untuk membahas materi dan satu pertemuan yang lain untuk praktek. Jadi masing-masing anak kalua berdua itu sudah mempersiapkan scriptnya dari rumah, nah nanti prakteknya mereka maju terus bisa bergantian. Jadi satu pertemuan praktek itu digunakan untuk mempraktekkan Role-Play tersebut. Begitu urutannya.

The Researcher: *Apa saja kesulitan atau tantangan dalam menggunakan metode ini?*

The Teacher: *Ada satu ketika kita praktek itu ya, ketika simulasi itu saya sudah mempersiapkan sebetulnya karena anak kan ngga bersamaan prakteknya. Saat pengkondisian kelas, ketika sudah maju, itu mestinya kita siapkan materi yang lain. Mungkin dalam bentuk pengayaan soal, jadi ada memang beberapa kesempatan itu kita belum bisa memberikan pengayaan. Akhirnya kita minta anak-anak itu untuk*

membaca bukunya, atau mengerjakan soal di paket. Cuma ya itu kendalanya anak yang sudah maju itu kurang bisa memaksimalkan waktu, kan apalagi mereka yang maju duluan itu setelah menunggu teman mereka maju, nah di jeda waktu itu harusnya kita bisa memposisikan siswa. Ya sebaiknya yang tadi, yang sudah selesai bisa mengerjakan soal pengayaan. Itu yang diperlukan kejelian guru untuk mengantisipasi anak mengganggu jalannya Role-Play, biasanya setelah mereka maju, mereka ramai di belakang. Jadi kendalanya salah satu ya itu.

The Researcher: *Solusi apa ketika masalah atau tantangan itu muncul?*

The Teacher: *Jadi, ya kita sudah antisipasi sebetulnya tapi kadang prakteknya itu memang selamanya tidak sama dengan apa yang kita harapkan. Jadi ya kayak gitu, kita ngajar, kita minta, kita sudah siapkan, eh besok harus seperti ini, ternyata ada yang tampilnya ngga maksimal. Jadinya kita harus mengulang lagi. Ada juga yang malah belum siap. Namanya anak ngga semua attentionnya bagus, ada anak yang bisanya membaca teks, padahal kan sebetulnya ini praktek speaking. Sebetulnya informasi sudah kami sampaikan. Kalau terjadi hal seperti itu, akhirnya kita harus kasih waktu yang longgar. Yang harusnya hari ini selesai, ternyata ada beberapa anak yang belum siap, kalua bisa siap hari itu juga kita kasih waktu. Tetapi kalua tidak bisa hari ini, kita juga mengasih kesempatan selanjutnya untuk praktek. Jadi ya gitu ketika kita mengajar, apa yang kita rencanakan, apa yang kita bayangkan di perencanaan itu belum tentu nanti kenyataannya sama dengan apa yang kita dapatkan saat di kelas. Jadi itu tantangan sendiri bagi guru untuk merespon apa yang ada di kelas.*

OBSERVATION IN CLASSES

Role-Play in 8A Class

Role-Play in 8E Class

Role-Play in 8F Class

Interview with teacher

Textbook used by Teacher
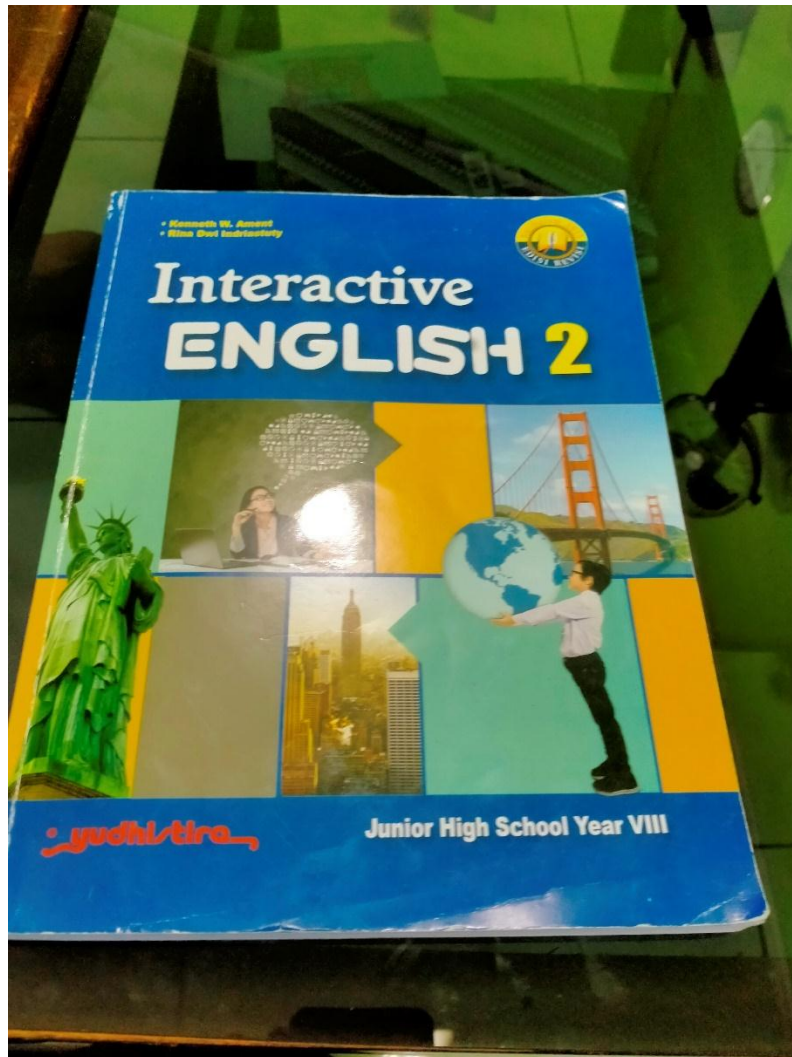
RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan	:	**SMPIT Nur Hidayah Surakarta**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas / Semester	:	**VIII / 1**
Bab 3	:	**We Must Study Hard**
Pokok Bahasan	:	**Giving Advice/Suggestion, Obligation and Prohibition**
Alokasi Waktu	:	**2 Pertemuan (4 JP)**

A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should).

4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

3.3.1 Mengidentifikasi kalimat yang menyatakan himbauan (suggestion)

3.3.2 Mengidentifikasi kalimat yang menyatakan keharusan (obligation)

3.3.3 Mengidentifikasi kalimat yang menyatakan larangan (prohibition)

4.3.1 Menuliskan saran yang tepat sesuai dengan situasi yang diberikan.

4.3.2 Menceritakan kewajiban sebagai seorang siswa/anak.

4.3.3 Bermain peran dalam memberikan saran, keharusan, dan larangan.

D. MATERI PEMBELAJARAN & METODE PEMBELAJARAN

- **Fungsi Sosial dari ungkapan:**
  - Memberi saran
  - Keharusan
  - Melarang

- **Struktur Teks dari percakapan yang menggunakan ungkapan advice, obligations and prohibitions yaitu:**

(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

Asking for Advice	Giving Advice
What do you think I should do?	I think you should study harder.
What do you suggest?	If I were you, I would go to the doctor.
What should I do?	Maybe you should try something new.
What's your advice?	Why don't you browse the Internet to get more informations.

Asking whether you have an obligation to do or not	Expressing Obligations
Must I work so hard?	I must study hard.
Do I have to do it now?	I have to arrive on time.
Is it necessary for me to go with them?	It's my duty to do it.
Do I need to leave him a message?	I have no other choice.

Prohibitions	Prohibitions will be more polite
Don't enter that building.	Please don't enter that building.
Don't go away.	Please don't go away.

| Don't stop trying. | Please don't stop trying. |

- Metode Pembelajaran: Role-Play

E. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Video dan gambar

- Komputer & LCD

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *Interactive English 2,* Yudhistira, Jakarta: 2014, hal 41-57

F. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

- Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

- Peserta didik menyaksikan video percakapan singkat dan sederhana yang melibatkan ungkapan memberi saran, keharusan dan larangan.

- Peserta didik menuliskan hal-ikhwal yang belum diketahui berkaitan dengan berkomunikasi dalam bahasa Inggris yang disaksikannya.

Mengasosiasi

- Peserta didik memainkan peran pembicara dengan benar dan jelas (buku teks halaman 42)

- Peserta didik meminta bantuan guru bila memerlukannya.

Mengomunikasikan

- Secara berpasangan peserta didik mempraktekkan ungkapan saran beserta responnya

- Secara berpasangan peserta didik mempraktekkan ungkapan keharusan beserta responnya

- Secara berpasangan peserta didik mempraktekkan ungkapan larangan beserta responnya

- Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. **Kegiatan Penutup**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru memberikan tugas kepada peserta didik untuk mempraktikkan ungkapan memberi saran, keharusan, dan larangan dan mencatat kepada siapa saja peserta didik mengucapkan ungkapan tersebut.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

PERTEMUAN KE-2

a. **Kegiatan Pendahuluan**

- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

- Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.

- Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

- Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. **Kegiatan Inti**

Mencipta

- Secara berpasangan peserta didik membuat teks percakapan dengan format A-B-A-B-A-B.

- Secara berpasangan peserta didik melakukan percakapan berdasarkan teks yang telah dibuat (ungkapan memberi saran).

- Secara berpasangan peserta didik melakukan percakapan berdasarkan teks yang telah dibuat (ungkapan keharusan).

- Secara berpasangan peserta didik melakukan percakapan berdasarkan teks yang telah dibuat (ungkapan larangan).

c. Kegiatan Penutup

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

G. PENILAIAN HASIL PEMBELAJARAN

1. Kompetensi Sikap Spiritual

a. TeknikPenilaian : Observasi dan Penilaian Diri

b. Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

c. Kisi-kisi :

d. Instrumen: lihat *Lampiran 1A* dan *Lampiran 1B*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen

1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris	1
		JUMLAH	2

2. Kompetensi Sikap Sosial

   a.   TeknikPenilaian : Observasi dan Penilaian Diri

   b.   Bentuk Instrumen : Lembar observasi dan Lembar Penilaian Diri

   c.   Kisi-kisi :

d. Instrumen: lihat *Lampiran2A* dan *Lampiran2B*.

e. Petunjuk Penentuan Skor: lihat *Lampiran 3*.

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.	1
		Merespon perintah guru dan peserta didik menggunakan Bahasa Inggris yang berterima	1
2.	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan	1

		konteks/materi ungkapan memberi perintah dan larangan beserta responsnya	
		Merespon perintah dari guru dan teman menggunakan Bahasa Inggris yang berterima	1
		Merespon larangan guru dan teman menggunakan Bahasa Inggris yang berterima	1
		Jumlah	5

3. Kompetensi Pengetahuan

a.   Teknik Penilaian :TesTertulis

b.   Bentuk Instrumen : Pilihan Ganda, Menjodohkan, dan Melengkapi.

c.   Kisi-kisi :

d. Instrumen: lihat *Lampiran 4A.*

e. Petunjuk Penentuan Skor: lihat *Lampiran 4B.*

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan pernyataan/ilustrasi situasi tertentu, peserta didik dapat menentukan ungkapan memberi perintah dan larangan dengan benar.	5	I.1-5
2	Disajikan ungkapan memberi perintah dan larangan beserta responnya secara acak, peserta didik dapat menjodohkan ungkapan dan respon dengan benar.	5	II.1-5

3	Disajikan gambar dengan ilustrasi yang jelas, peserta didik dapat menentukan ungkapan memberi perintah dan larangan yang tepat.	2	III.1-2
	JUMLAH	12	

4. Keterampilan

a. Teknik Penilaian :Tes Tertulis dan Praktik

b. Bentuk Instrumen : (Tes Tertulis)

c. Tes Praktik Keterampilan Berbicara, dan Rubrik Penilaian Tes Praktik

d. Kisi-kisi:

e. Instrumen: lihat *Lampiran 5A*dan *Lampiran 5B*.

f. Petunjuk Penentuan Skor: lihat *Lampiran 5C*.

1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal	Nomor Butir Soal
1	Disajikan beberapa gambar peserta didik melengkapi tabel berdasarkan gambar dengan menuliskan huruf O untuk Obligation dan P untuk Prohibition	8	1-8
2	Disajikan teks rumpang ungkapan memberi perintah dan larangan siswa melengkapi dengan memilih kata yang sesuai	6	9-14
3	Disajikan kalimat yang menyatakan situasi, siswa membuat kalimat ungkapan memberi saran, keharusan dan larangan .	2	14-15

	JUMLAH	14	

2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	Peserta didik bebas untuk memilih situasi tetapi tetap dalam materi yang disampaikan di kelas tersebut, peserta didik dapat melakukan percakapan yang melibatkan ungkapan memberi saran, keharusan dan responsnya dengan lancar, runtut dan berterima secara berpasangan.	2

Mengetahui   Surakarta,12 Juli 2022

Kepala Sekolah,   Guru Mapel Bahasa Inggris

(Zuhdi Yusroni, M.Pd)   (Habib Adnan P., M.Pd.)

NIPY. 04.03.01.065   NIP...

INSTRUMEN PENILAIAN SIKAP SPIRITUAL

(LEMBAR OBSERVASI)

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa *Lembar Observasi*.

2. Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan

memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang diamati

3 = apabila SERING melakukan perilaku yang diamati

2 = apabila KADANG-KADANG melakukan perilaku yang diamati

1 = apabila TIDAK PERNAH melakukan perilaku yang diamati

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas: …

Semester: …

Tahun Pelajaran: ...

Periode Pengamatan: Tanggal … s.d. ...

Butir Nilai: Bersyukur

Indikator Sikap:

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No.	Nama Peserta Didik	Skor Indikator Sikap Spiritual (1 – 4)		Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak Tuntas
		Indikator 1	Indikator 2			
1.						
2.						
3.						
4.						
5.						
dst						

LAMPIRAN 1B

INSTRUMEN PENILAIAN KI-1 (SIKAP SPIRITUAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap spiritual ini berupa *Lembar Penilaian Diri*.

2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri
   kalian sendiri dengan member tanda centang (√) pada kolom skor 4, 3, 2, atau
   1 pada *Lembar Penilaian Diri* dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang dinyatakan

3 = apabila SERING melakukan perilaku yang dinyatakan

2 = apabila KADANG-KADANG melakukan perilaku dinyatakan

1= apabila TIDAK PERNAH melakukan perilaku yang dinyatakan

*Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Nama   : ....

Kelas/Nomor Urut   : ....

Semester   : ....

TahunPelajaran   : ....

Hari/Tanggal Pengisian : ....

Butir Nilai   : Bersyukur

Indikator Sikap :

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.

No	Pernyataan	Skor				Perolehan Skor	Skor Akhir	Tuntas/ Tdk Tuntas
		1	2	3	4			
1	Saya bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.							
2	Saya serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris							

INSTRUMENPENILAIANKI-2 (SIKAP SOSIAL)

LEMBAR OBSERVASI

A. Petunjuk Umum

Instrumen penilaian sikap sosial ini berupa *Lembar Observasi*.

Instrumen ini diisi oleh guru yang mengajar peserta didik yang dinilai.

B. Petunjuk Pengisian

Berdasarkan pengamatan Anda selama dua minggu terakhir, nilailah sikap setiap peserta didik Anda dengan

memberi skor 4, 3, 2, atau 1 pada *Lembar Observasi* dengan ketentuan sebagai berikut:

4 = apabilaSELALUmelakukanperilaku yang diamati

3 = apabilaSERINGmelakukanperilaku yang diamati

2 =apabilaKADANG-KADANGmelakukanperilaku yang diamati

1= apabilaTIDAKPERNAHmelakukanperilaku yang diamati

C. Lembar Observasi

LEMBAR OBSERVASI

Kelas   : ....

Semester   : ....

TahunPelajaran : ....

PeriodePengamatan : Tanggal … s.d. ...

Butir Nilai : Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap:

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.

2. Berpamitan pada guru dan siswa menggunakan Bahasa Inggris yang berterima.

3. Menanyakan kepada guru dan teman hal-hal yang tidak jelas berkaitan dengan konteks/materi pembelajaran ungkapan sapaan dan pamitan dan responsnya.

4. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya.

5. Mengulangi ungkapan sapaan dan atau pamitan dengan lebih jelas ketika guru dan teman kurang paham.

6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.

7. Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima.

No.	Nama Peserta Didik	Skor Indikator Sikap Sosial					Jumlah Perolehan Skor	Skor Akhir	Tuntas/ Tidak tuntas
		1	2	3	4	5			
1.	Refa Azzahra	3	4	3	3	3	16	(16:20) x4=3,20	Tuntas
2.	Nesya Azzahra	3	3	2	3	2	13	(13:20) x4=2,60	Tuntas

3.	dst.							

INSTRUMENPENILAIANKI-2 (SIKAP SOSIAL)

LEMBAR PENILAIAN DIRI

A. Petunjuk Umum

1. Instrumen penilaian sikap sosial ini berupa *Lembar Penilaian Diri*.

2. Instrumen ini diisi oleh PESERTA DIDIK untuk menilai dirinya sendiri.

B. Petunjuk Pengisian

1. Berdasarkan perilaku kalian selama dua minggu terakhir, nilailah sikap diri
 kalian sendiri dengan memberi tanda centang (√) pada kolom skor 4, 3, 2, atau 1
 pada Lembar Penilaian Diri dengan ketentuan sebagai berikut:

4 = apabila SELALU melakukan perilaku yang dinyatakan

3 = apabila SERING melakukan perilaku yang dinyatakan

2 = apabila KADANG-KADANG melakukan perilaku dinyatakan

1 = apabila TIDAK PERNAH melakukan perilaku yang dinyatakan

2. Kolom SKOR AKHIR dan KETUNTASAN diisi oleh guru.

C. Lembar Penilaian Diri

LEMBAR PENILAIAN DIRI

Nama   : ....

Kelas/Nomor Urut : ....

Semester   : ....

TahunPelajaran   : ....

Hari/TanggalPengisian : ....

Butir Nilai   : Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

Indikator Sikap :

1. Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.

2. Berpamitan pada guru dan siswa menggunakan Bahasa Inggris yang berterima.

3. Menanyakan kepada guru dan teman hal-hal yang tidak jelas berkaitan dengan konteks/materi pembelajaran ungkapan sapaan dan pamitan dan responsnya.

4. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya.

5. Mengulangi ungkapan sapaan dan atau pamitan dengan lebih jelas ketika guru dan teman kurang paham.

6. Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.

7. Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima

No.	Pernyataan	Skor	Perolehan Skor	Skor Akhir	Nilai	Tuntas/ Tidak Tuntas

		1	2	3	4				
1.	Saat pembelajaran Bahasa Inggris, saya:								Tuntas
2.	Menyapa guru dan teman menggunakan Bahasa Inggris yang berterima.								Tuntas
3.	Berpamitan pada guru dan siswa menggunakan Bahasa Inggris yang berterima								
4.	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/ materi ungkapan sapaan dan pamitan dan responsnya								
5.	Menjawab sapaan guru dan teman menggunakan Bahasa Inggris yang berterima.								
6.	Menjawab ungkapan pamitaan guru dan teman menggunakan Bahasa Inggris yang berterima								
	JUMLAH								

<u>**LAMPIRAN 3**</u>

PETUNJUK PENGHITUNGAN SKOR KI-1 & KI-2

(SIKAP SPIRITUAL & SIKAP SOSIAL)

1. Rumus Penghitungan Skor Akhir

Skor Akhir =   x 4

Skor Maksimal = Banyaknya Indikator *x* 4

2. Kategori nilai sikap peserta didik didasarkan pada Permendikbud No 81A
   Tahun 2013 yaitu:

Sangat Baik (SB) : apabila memperoleh Skor Akhir: $3,33 < $ Skor Akhir $\leq 4,00$

Baik (B)   : apabila memperoleh Skor Akhir: $2,33 < $ Skor Akhir $\leq 3,33$

Cukup (C)   : apabila memperoleh Skor Akhir: $1,33 < $ Skor Akhir $\leq 2,33$

Kurang (K)   : apabila memperoleh Skor Akhir: Skor Akhir $\leq 1,33$

LAMPIRAN 4A

(Buku siswa halaman 43)

LAMPIRAN 5A

Sentences	Picture	L/p

1.Open your book		
2. Don't walk on the grass		
3. Don't scream		
4.Stand up		
5.Open the door .please		
6.Stop fighting		
7.Don't look the door		
8.Don't cheat		