THE USE OF ROLE-PLAY TO IMPROVE THE SPEAKING ABILITY OF TENTH GRADE STUDENTS AT MA AL MUAYYAD SURAKARTA IN ACADEMIC YEAR 2021/2022

THESIS

Submitted in Partial Fulfillment of the Requairements

for the Degree of Sarjana

By :

TIARA INKA PRATIWI

SRN. 173221054

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUANGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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ADVISOR SHEET

Subjects   : Thesis of Tiara Inka Pratiwi
SRN   : 173221054

To:
The Dean of
Faculty Cultures and Languages
UIN Raden Mas Said Surakarta
in Surakarta

Assalamu'alaikum wa rahmatullahi wa barakaatuh

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

Name   : Tiara Inka Pratiwi
SRN   : 173221054
Title   : **The Use of Role-Play to Improve the Speaking Ability of Tenth Grade Students at MA Al-Muayyad Surakarta in Academic Year 2021/2022**

Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain *Undergraduate Degree* in English Language Education.

Thank you for the attention.

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Sukoharjo, June 2023

Advisor

Nor Laili Fatmawati, M.Pd.
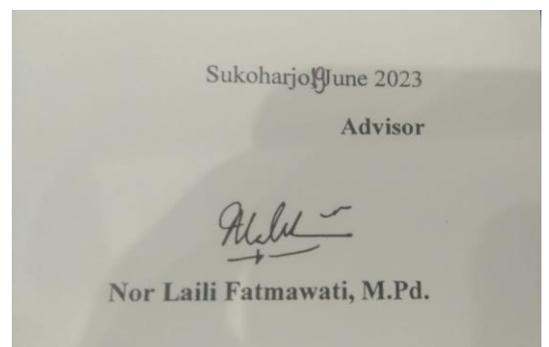
RATIFICATION

This is to certify the Undergraduate degree thesis entitled **The Use of Role-Play to Improve the Speaking Ability of Tenth Grade Students at MA Al-Muayyad Surakarta in Academic Year 2021/2022** by Tiara Inka Pratiwi has been approved by the Board of Thesis Examiners as the requirement for the undergraduate degree in English Language Education.

Chairman : Sabariyanto, M.Pd. (...........................)
NIP. 19760308 200312 2 003
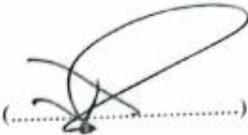
Secretary : Nor Laili Fatmawati, M.Pd. (...........................)
NIP. 198601092017012156

Main Examiner: Wildan Mahir Muttaqin, M.A.TESL. (...........................)
NIP. 198604272019031008

Sukoharjo, 19 June 2023

Approved by:

The Dean of Cultures and Languages Faculty
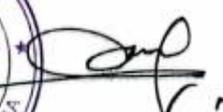
Prof. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 00

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DEDICATION

Great fully, I dedicate this thesis to :

1. My dearest parents, Joko Broto W and Indriyati Dwi U

2. My fience, Bayu Tri P

3. My best advisor, Nor Laili Fatmawati, M.P.d.

4. All of My Friends who always support me

MOTTO

"Treat everyone with respect and kindness. No exception."
-Kiana Tom

Call Upon Me, I Will Respond to You
(Qs. Al Ghafir 40 : 60)

PRONOUNCEMENT

Name   : Tiara Inka Pratiwi

SRN   : 173221054

Study Program   : English Language Education

Faculty   : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled is " The Use of Role-Play to Improve the Speaking Ability of Tenth Grade Students at MA Al – Muayyad Surakarta in Academic Year 2021/2022 " is my real 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, June 2023

Stated by,

Tiara Inka Pratiwi

SRN. 17322105

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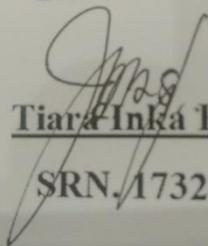
Tiara Inka Pratiwi
SRN. 173221054

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ABSTRACT

Pratiwi, Tiara Inka. 2023 . *The Use of Role-Play to Improve the Speaking Ability of Tenth Grade Students at MA Al-Muayyad Surakarta in Academic Year 2021 / 2022.* Thesis, English Language Education, Cultures and Language Faculty.

Advisor   : Nor Laili Fatmawati, M.Pd.
Keyword : Role-Play, Speaking Ability

This research aims to find out whether students speaking ability could be improved by using role-play and also to know how the implementation of role-play method increasing students ability in speaking English. The researcher used Classroom Action Research (CAR). Mc Taggart design is used in this research, which consist of four phases : Planning, Acting, Observing and Reflecting every cycle.

This research was conducted at MA Al Muayyad Surakarta. Which consisted of 25 students as respondent. The instruments in collecting the data were two types : Qualitative data that derived from Observation Sheet and Interview toward the students and the teacher as well. On the other hand, the Quantitative data that derived from the pre-test and post-test result. In analyzing data, the researcher using descriptive analysis and statistical analysis to know the final result of the implementation role-play toward students English language learning in the Classroom Action Research (CAR).

The result of analysis in this research showed that the implementation of role-play was successful since the criteria of success were achieved. It is proven by data's that was derived from this study. First, from the interview result showed the students were more motivated and interested in learning English. Second, from the test result which consist of three tests : pre-test, post-test cycle I and post-test cycle II. There were 84% students have passed the KKM (78). 16% were obtained from first cycle and 68% were obtained from the second cycle. Based on those result, there were 17 of 25 students passed the KKM, and it means this action research is successful.

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CHAPTER I
INTRODUCTION

A. Background of the Study

As part of language teaching, speaking is an important skill besides listening, reading, and writing. Speaking is regarded as more representing what the speaker wants to say. By speaking,one can express his mind, ideas and thought freely and spontaneously. Speaking is the term that someone uses for verbal communication between people. When two people are engaged in talking to each other, they are doing communication. It involves communicative performance, and other important elements, such as, pronunciation, intonation, grammar, vocabulary, etc. They should betaught in any language learning to make the learners able to use the target language to communicate. Speaking is the skill that the learners will be judged upon most in real-life situation.It is an important part of everyday interaction and most often the first impression of a students is based on ability to speak fluently and comprehensibly. Thus, the teachers have a responsibility toprepare the learners as much as possible to be able to speak English in the real-life situation.

According Brown (2004:140), "speaking is a productive skill that can be directly and empirically observed". It means teacher can be observed what the students say directly, because when people say something we can listen what they say directly. From definition above the researcher concludes that speaking is one of four skills of English to express opinion, idea, thought, our feeling and

etc to the other people, with speaking the people can communicate each other so, the people especially the students have to master this skill because this is oral skill that very importantfor second language learner or foreign language learner to do communication in their live. Withoutspeaking the students can not express what the students want to express and it is make people difficult to communicate with other and will caused bad relations.

However, learning and understanding English especially speak english are not as easyas learning and understanding the students because English is purely a foreign language for Indonesian learners. When they are asked to practice speaking in English, the learners will feeldifficult. As stated by Brown (2001), there are particular characteristics of spoken language thatmake oral performance difficult in some cases, namely: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, andintonation, and interaction.In learning and teaching, research on the use of teaching techniquesis called learning strategies. Learning strategies are steps taken by the teacher by using one or more techniques in order to achieve the success of the lerning. In general, the concept of using learning strategies is very important for learning to speak. Because they are tools for an active,self-directed environment, which is essential for developing communicative competence, Appropriate language learning strategies results improved proficiency and greater self- confidence. Vocabulary that students understand adds fluency and ease in the speaking learningprocess. Teacher who use the role-play technique will help students add a little vocabulary.

One of the teaching strategies that teachers can use is role-play. The application of role-play techniques has many advantages, the teacher and all students are more synergized in this situation. Students are required to be more active to express conversation use english. Role-play involves students and friends in a group, and role-play improves group performance so that they will be more active and motivated. According to Rahayu (2015), role-play is a technique that requires student interaction as role-players and discussions with members in role-playing. So that when doing role play, it will increase students' courage and self- confidence expressions. The researcher concludes that role-play is a technique in English teaching in which the students learn in an imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so the students know the functions of English in real life. The role play can also improve the students' self- confidence. It may help shy students by providing them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. So that, they will no longer feel that their personality is implicated. As the result, students will understand what is expected from them.

Based on the pre-research on December 24th 2021, in 2021 are the pandemic covid-19 era. The researcher choose this school because, almost teaching process learning that doing with a online learning. But, in this school doing in a classroom. the researcher has interview with an English language teacher Mrs. A D and she explained that the average students is less able in

speaking ability. the students very passive to say with English language,not confidence, and low in pronunciation. The teacher has not found an appropriate technique to improve speaking ability grade X students. the reseacher chose class X MIPA 2 for the object of research based on the teacher's suggestions and the potential of students that could be used to obtain data. The researcher chooses this school because this school shelter in islamic boarding school eldest in Surakarta, and the teacher's strategy to teach it interesting to be a research and this school do learning in the classroom. So, the researcher used Classroom Action Research Metode. Senior high school of MA Al Muayyad Surakarta using curriculum 2013 in learning material, in senior high school mentions that the students are expected to havegood ability in speaking. Thus, speaking must be taught in the class appropriately. Furthermore,speaking is essential for senior high school students in their future. They need to acquire a goodspeaking skills in order to make them communicate using English. the researcher will use X MIPA 2 Class to Research object. After reseacher to do pre-research andresearcher getting assessment result without Role-play it can be conclusion that student's speaking score are categorized into low level of the total student. From 25 students, only 2 students or 8% who complete the Standard Minimum Requirement (SMR) which the standard minimum requirement is 78 for English and 23 students or 90% belong to the failed.

To avoid unnecessary replication, the researcher reviewed several studies that have correlated with this study. First prevoius study was done by by Rika Ade Maulana with a thesis titled " The Use of Board Game For

Improving Students' English Speaking Ability ", The secondprevious study was done by Putri Wimanda Cahyaningrum with a research titled " Using of Picture Series to Improve Students' Ability in Speaking Skill at the 8th Grade Students of SMP N 3 Karangpandan in The Academic year of 2017/2018 '' The Third researcher that was byDian Faqihwith the title " The Use of Role Play in Speaking Activities for the 8th Grade Students Of SMP Negeri Sleman". The fourth Kunto Laksono Hadi year of 2015 with a thesis title " Using Role Play Technique to Improve the Speaking Skills of Grade XI Students of SMAN 1 Panggang in Academic Year of 2014/2015 and the last previous study by Masda witha thesis title "Using RolePlay Technique to develop Student's Speaking Skill at the second Year of MTs N Parepare. This study is different from the previous study by all of researchers. The difference is first this researchuse object in difference, the researcher use boarding school. The same this research with Putri andRika thesis is improve speaking ability. but, using difference method. Kunto and Masda thesis theywant improving speaking skill and need long time to achive desired result. They are also can't improve student's motivated to speaking in public. So, this research will enhance speaking ability just need short time and researcher will make student's confidence to public speaking and can speaking with a better pronuntiation. Therefore, this research is important to do so that teachers know how effective success is by using role-play techniques. Based on those reasons, the researcher is interested to carry out research entitle

'' THE USE OF ROLE-PLAY TO IMPROVE THE SPEAKING

ABILITY OF TENTH GRADE STUDENTS AT MA ALMUAYYAD SURAKARTA IN ACADEMIC YEAR 2021/2022''

B. Identification of the Problems

Based on the observation and the interviews with the English teacher and the students at MA Al Muayyad Surakarta, the researcher obtained some problems in teaching andlearning speaking, they are :

1. The students are lack of vocabulary mastery in speaking and understanding English conversation.

2. The students neither have confidence nor willingness to learn English.

3. The tenth grade students of MA Al Muayyad have difficulties in applying correct pronunciation.

C. Limitation of the Problems

Based on the identification of the problem, the researcher would like to limit the research on the implementation of role-play strategy and does role-play strategy can improve the speaking ability of students at MA Al Muayyad Surakarta. The researcher focuses on English subject and limited one class in tenth grade of MIPA 2 student that consist of 25 students. Reseacher also limit only 2 cycles of two meetings in each cycle and each meeting in these cycle took 2 x 45 minutes.

D. Formutation of the Problems

In the study, the researcher focuses on one problem. The problem is formulated as follows:

1. How does role-play strategy improve the speaking ability of MIPA 2 tenth grade students of MA ALMuayyad Surakarta in academic years 2021/2022?

2. What are the problems faced by the teacher in implementing role-play to improve students speaking ability in tenth grade students MIPA 2 of MA Al-Muayyad Surakarta in academic years 2021/2022 ?

E. Objectives of the Study

The objectives of the study in this research is follows:

1. To describe how the role-play strategy improves the speaking ability of tenth grade students ofMA AL Muayyad Surakarta in academic years 2021/2022.

2. To find out the problems faced by the teacher in implementing role-play to improve students speaking ability in tenth grade students MIPA 2 of MA Al-Muayyad Surakarta in academic years 2021/2022.

F. Benefits of the Study

The researcher expects that this research will have the benefits, in theoriticalbenefits and practical benefits of study.

1. Theoretical Benefits

   a. The result will generally provide contribution for the improvement of the Englishlanguage teaching and learning Speaking Ability used Role Play Method.

   b. The result of the research can be used as a reference for everyone

who wants toconduct a research in teaching Speaking Ability.

2. Practical Benefits

The research result is expected to give some contribution for the teacher,the students' andthe researcher as follows:

a. For the teacher: This study has been expected to give useful contributions on in teaching.This strategies used Role Play method in speaking ability . And the result of the study is hoped to be able.

b. For the students: This study is directed toward giving the most interesting and communicative technique for the students. And it is hoped to be able to create more enjoyable and meaningful learning for the students and the students can communicate in study speaking.

G. Definition of Key Terms

In order to make the title easy to understand, the researcher clarifies the key terms ofthe study as follows:

1. Speaking Ability

Speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to

entertain that can be learnt by using some teaching-learning technique (Brown, 2001).

2. Role-Play

Role-play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. Indeed, it is one of the strategies to teach speaking skill to the students that lead them to practice directly (Gillian Ladousse, 1997).

CHAPTER II
LITERATURE REVIEW

A. Theoritical Review

  1. Speaking

    a. The Definition of Speaking

Speaking is one of the skills that should be each person, speaking ability used by humans since they born. Humans are social creatures. Therefore speaking is a means by which learners can communicate with others to achieve certain goals or to express opinions, intentions, hopes, and points of view and to express ideas or interactions with other human beings using language. Speaking requires a lot of language or vocabulary. According to brown (2015: 5), Speaking is an interactive process of contructing meaning that involves producing and receiving process information. Speaking English can be particularly difficult because, unlike reading or writing, speaking happens in realtime, it requires the simultaneous use of a number of abilities which often develop at different rates. In line with this, Harmer (2007: 284) states speaking is the ability to speak fluently and presupposes not only knowledge of language 'on the spot'. In education, speaking is one of the English skills that is very important. The relationship itself is communication. Adding the explanations above, Al Hosni(2014) cited in Ibnian (2019: 2) states that speaking is the active use of language to express meaning, and for young learners, the spoken language is the medium through whi ch anew

language is encountered, understood, practiced, and learnt.

In conclusion, speaking is the most important form of language. It is used by the societyin order to have relation. Here, speaking can be said as a means of communication. Speaking is the two ways process of building and sharing message. To make the communication run well, students should acquire the speaking skill. This productive skill will help the studentsto deliver their message through the knowledge of grammar, knowledge of vocabulary, knowledge of the rule of speaking. It is in order to make the students know what to say and how to say. Thus, the students can communicate well. Students get involve in communication because they have ideas and feeling they want to share. This sharing cannot be done in one way, but there must be senders and receivers to built a conversation. On the other hand, having wide speaking students can communicate effectively even though they may be weak at the grammar and vocabulary. It means that teacher must pay a lot attention on enriching student speaking.

b. Indicator of Speaking

There are some indicators of speaking that should be considered by learners, accordingto Brown (2004: 140) speaking is a complex skill that concerned with some indicator such as pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Pronunciation

Pronunciation is the students' way to utter English well. Besides, pronunciation refers to how speakers produce the sound that use to make meaning when they are speak.

2. Vocabulary

Vocabulary means the appropriate diction which is used in conversation. It is the basic knowledgein order to create the utterance. It is also one of the most important elements in speaking. Each of words that came out from the utterance has definition and meaning. Furthermore, the learners alsoneed to understand the meaning of words that they use when they try to express what they want tosay.

3. Grammar

Grammar concerns with how to arrange a correct sentences in conversation. It can develop the ability to articulate. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form

4. Fluency

Fluency refers to the ability to express the words clearly instead of the correctness of the words. In this case, the quickness of speaking itself is not the main focus of fluency. Fluency itself refersto the clear accuracy of words that spoken by the speaker.

5. Comprehension

Comprehension means how well one‟s interlocutor understands

other. So that, the success of speaking communication activity depends on the capability of the speaker to transfer ideas and make the listener understand.

From the explanation above, brown said there are five indicators of speaking ability that should considered by Senior High School students. Those are : pronounciation, vocabulary, grammar, fluency, and comprehension.The indicators that have been mentioned above must be mastered by the students to fulfill the speaking assessment

c. **Types of Speaking Performances**

The type of speaking performance, Brown (2004: 141) describes six types of speaking ability learnt in the classroom. There are many kinds of speaking activities and it can be varied according to types of the activity, level of difficulty, and aspect that will be tested by the teacher. The types can be seen as follows: Those six types are as follows:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particularelements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral

reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there aresome points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

d. Problems of Speaking

According to Harmer (2004: 249), when students write or speak they have a chance to rehearse language production safety, experimenting with the different language in different genres that they will use on some future occasion away from classroom. It means that they need to know how to speak appropriately to meet their needs in the future. To avoid doing mistakes, students need to know the factors that make speaking difficult. Brown (2001:270) outlines some aspect of spoken language that makes speaking sometimes difficult. The aspects are clustering, word redundant, reduce form, performance variables, colloquial language, rate of delivery, and interaction.

Confidence in speaking English is also one of the reason by which the students cannot speak English language in front of other people. They learn English in theory but they didn't howto speak it. Self confidence plays are very important role in speaking English language. The self confidence and beliefs of the students are completely depending on the teachers. The teacherhaveto encourage and motivate them to believe in

themselves and be confident in speaking in public. According to doris and Jessica (2017) language problem actually serveas one of the important reason behind poor academic performance. These problem may become the obstacles for the students to enhance and improve their speaking ability. The reason why the students are having problems in their speaking are they poor grammar, vocabulary, and pronunciation. Those problems are belong to linguistic problems.

2. Teaching Speaking

a. Definition of Teaching Speaking

Teaching and learning are considered complex processes, influenced by different multiple factors, including use of media or instructional aid, which results active involvement of learners and makes teaching more interactive. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

According Navisha (2019) Ability is possession of the qualities required to do something or get something done. Ability is mainfested in action, while capasity does not imply action, as when we speak of capacity for virtue. Capacity is the gift of nature. Ability is partly the result of education or opportunity.

According to Hayriye Kayi (2013) in Activities to Promote Speaking in a Second Language is to teach English language learners to:

1) Produce the English speech sounds and sound patterns.

2) Use word and sentence stress, intonation patterns and the rhythm of the second language.

3) Select appropriate words and sentences according to the proper social setting, audience,situation and subject matter.

4) Organize their thoughts in a meaningful and logical sequence.

5) Use language as a means of expressing values and judgments.

6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

In those meaning of teaching speaking above, the teacher must pay attention of some crucial aspects include producing sentences, intonation, rhythm and stress. Those sound productions mustbe meaningful because it must be produced logically from thoughts.

b. Using Video in the Teaching of Speaking

In teaching speaking, we need listening as the input. Paul (2002:166) states that there are some techniques in using video in the speaking teaching an learning process.

a. The most obvious use of video is for listening comprehension. Show a short section of video, put it on pause, and ask question about what the people said then show another section of video. Teacher can also

ask question which are not about the script but about the scene and
what is happening.

b. Ask the students to listen for specific from functional expressions, for
example, an angry. Write an example of the form of function that
teachers want the students to listen for on the board and get them to
raise their hand when they hear one. Use the pause button to stop the
video after selected forms of functional expressions and ask the
students to repeat what the last speaker in the video sai. This keeps the
students listening attentively and focused on the forms or expressions
that teachers have selected.

c. Use the pause button to stop just before speaker in the video says
something that teachers wants to focus on ask the students predict what
that speaker will say.

c. Reasons for Teaching Speaking

There are many reasons why speaking is important to be learnt.
Harmer (2007:123) stated that there are three main reasons for getting
students to speak in the classroom:

1) Speaking activities provide rehearsal opportunities changes to practice
real life speakingin the safety of the classroom.

2) Speaking tasks in which students try to use any or all of language they
know provide feedback for both teacher and students. Everyone can
see how well they are doing: both how successful they are and what

language problems they are experiencing.

3) In speaking, students have opportunities to activate the variouselements of language theyhave saved in their brains, the more automatic their use of these elements become strong. As a result, students gradually become autonomous language users. This means that theywill be able to use words and phrases fluently without very much conscious thought.

The researcher has analyzed how speaking activities provide opportunities for both teacher and students feedback and motivate students because of their engaging qualities. Above all, they help students to be able to produce language automatically in their conversation.

d. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) states six classroom speaking activities. They are acting from script, communication games, discussion,prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that shouldbe considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity

is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication games

Games are designed to provoke communication between students. The games are madebased on the principle of the information gap so that one student has to talk to a partner in order tosolve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here,the students are allowed to express their real opinions. According to Harmer (2001:272) discussionrange is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

d. Prepared talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them

out in front of the class. It may be used bytheteachers in using acting from

script. In discussion, teachers can use some pictures or maybe videosin a

certain situation. These activities can be used as the way to measure how

far students can speak, say and express their feeling in English.

e. Criteria of Good Speaking Ability

In teaching speaking, teachers need guidance to make sure that their

teaching can be measured. It is important due to the assessment of

speaking. As the spoken language, speaking has several aspects that

should be followed by the students. Brown (2001: 268) proposes four

aspects in speaking that students should understand. Those are fluently,

accuracy, pronunciation, and vocabulary. The first aspect is accuracy and

fluency. In order to achieve the perfect communication, students need to

be trained to speak accurately and fluently. According to Brown

(2001:284) both fluency and accuracy are important goal to pursue in

communicative language teaching. While fluency deals with the ability

to speak without having to stop and to think, accuracy is defined as

speaking without grammar errors. Both of fluency and accuracy are

needed by the students in order to speak like a native speaker. In brief,

fluency become the initial goal in language teaching which means that

fluency is needed to be the symbol of automaticity in learning language.

The accuracy is achieved to some extends by allowing students to focus

on the element of phonology, grammar, discourse, in their spoken output.

Accuracy and fluency have to be acquired by the students. When students

speak in fluent and accurate way, it can be said that students have understood the language.

In line with Brown, Richards (2006: 14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitation in his or her communicative competence. There are some different activities for fluency and accuracy. The activities on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, unpredictable language production, and seek to link language use to context. Meanwhile, the activities in accuracy reflect classroom use of language, focus on the formation of correct examples of language, practice language out of context, practice small samples of language, do not require meaningful communication, and control choice of language. Nunan (1999) also states that fluency means that the speakers are required to be able to keep going when speaking spontaneously. Fluency means the students are able to get the message across with whatever resources and abilities they have got regardless of grammatical and other mistake. Fluency will improve if the teachers create the activity which requires the students to negotiate meaning, use communication strategies, and correct misunderstanding. In fluency activities, the students should not be corrected. However, in feedback afterwards, the teacher can give comment and any strategies for students

used to increase their fluency. It can be concluded that the language learners need to master the aspect of speaking mentioned before. So, the learners are able to master the target language and deliver the intended message effectively.

There are many activities that can be done to help the learners master both of the aspects. The second aspect is pronunciation. In fact, pronunciation is very important for the students. To speak English, actually, students need to be trained how to speak like the native speaker. It is important to make the purpose of communication achieved. As stated by Brown (2001: 284), the learners feel that their ultimate goal in pronunciation should be accent free speech that is indistinguishable from that of native speaker. Such a goal is unattainable every adult learner, but in a multilingual, multicultural world, accents are quite well. It is because the accent is just another symbol of heritage. The goal of English pronunciation should focus on clear and comprehensible pronunciation. In fact, there are several factors that influence the learners' pronunciation. Native language, actually, is the most influenced factor that affects a learner's pronunciation. It is because they have familiar to their native language. For example if the learners are Javanese, they will find a difficulty to speak. The students can train the pronunciation by making a habit getting language. It concern on how often they use the language. For example if they live in English speaking country, it will give them high exposure that will impact their pronunciation. From the explanation

above, it implies that speaking is not simply expressing something orally. There are some aspects that need to be acquired by the students to have good speaking skills. The aspects will help the students achieve the goal of learning language.

f. The Assessment of Speaking

In teaching speaking in the senior high school, the teachers need to consider the importanceof focusing on both the form of language and function of language. In teaching oral communication, according to Brown (2001:271), teachers do not limit the students' attention to the material. The teacher also helps the students to see the small part of language.

Speaking is a complex skill requiring the simultaneous use of different ability which oftendevelops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension. According to Brown (2001:173) There are some indicators that be supposed to measure the speaking performance. For the clearer image, you can see the table :

Table 2. 1 Indicators of Speaking Measurement

No	Criteria	Score	Explanation
1	Fluency	5	Speech as fluent and effort less as that of a native speaker
		4	Generally natural delivery, only

			occasional halting when searching for Appropriate words/expessions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1	The students speak so little that so 'fluent' speech can be said to occure.
2	Pronunciation	5	Have few traces of foreign accent
		4	Occasional errors of pronunciation a few inconsistencies of
			rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation

			and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	5	Use vocabulary and idioms is virtualy that as native speaker
		4	Effective use of vocabulary for thetask with few inappropriaces.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriaces.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	5	Makes few error of grammar or word order

		4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures
			and grammaticalformsbutthesedonot interfere withcomprehension.
		2	Speechisbrokenanddistorted by frequenterrors
		1	Unabletoconstructcomprehens iblesentences.
5	Comprehension	5	Appears to understands everything without difficult
		4	Equivalent to that of educated native speaker
		3	Can understand with normal rate of speech
		2	Can get gist but no specialized knowledge
		1	Very limited langange experience and slowed speech

Based on this table, there are 5 indicators used to assess speaking ability. The researcherwill combine all to reference students assessment. The researcher tested the students by asking them to give a report orally

either in individual test or group test based on the topic given. Every elements characteristic is the defined into five chart behavioral statements as started in frame above. The researcher will objectively see the charecteristhic of each students's speaking ability whether they achieve 1 until 5. In order to case the computation the researcher converts the score range criteria from JB Heaton (1990) to scale of 100 as follow :

Table 2. 2 The Scores Range of Criteria

Score	Range
5	89 – 100
4,0 – 4,9	78 – 88
3,0 – 3,9	67 – 77
2,0 – 2,9	56 – 66
1,0 – 1,9	0 – 55

3. Role Play

a. The Definition of Role Play

In language teaching, there are various strategies on teaching speaking. The strategies in learning speaking greatly affect the results to be achieved. Sometimes students feel bored and notinterested in learning speaking because the strategy used is very monotonous. Theone of the mostfamous strategies is role play technique. Many experts have different opinion in defining role play.According to Gillian (1997), " a role play is when students take the part of aparticular person: a customer, a manager, a shop assistant, for example. As thisperson, they take part in a situation,

acting out a conversation. It is unscripted,although general ideas about what they are going to saymight be preparebeforehand. These might well come out of a text or a previous context" Ur (2001)states that, "Role play is giving students a suitable topic provides interest andsubject – matter for discussion, dividing them into groups improve the amount and quality of the verbal interaction".

Harmer (2007) said, " the role-play activity is that where students are asked to imagine that theyare in different situations and act accordingly". The researcher concludes that role play is a technique in English teaching in which the students learn in an imaginary situations or roles inorder to develop the students' fluency. The situations and the roles are made as a real life situationso the students know the functions of English in real life.

The role play can also improve the students' self-confidence. It may help shy students byproviding them with a mask. The shy students will be given an opportunity to speak and act like another one. They will be asked to participate to the classroom. So that, they will no longer feel that their personality is implicated. As the result, students will understand what is expected from them.

b. The Purpose of Role Play

In fact, role playing are fun and interesting when we get to apply skills we already know. They become effective learning tools when structure learning so that participants have to apply new skill. Role play

will increase students ability naturally. Role play also helps students learn conflict resolution in speaking practice. Role play helps to bring the language to life and to give the learners some experience of its use as a means of communication as if in the real situation.

Therefore, the main purpose of role play is to develop communication situation. The pretending realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. Hence, th e researcher concludes that the goal of teaching speaking is similar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking andit can help students in increasing their speaking skill.

c. Types of Roles in Role Play

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

1. Scripted Role Play

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

2. Unscripted Role Play

    In contrast to scripted role play, Lynne Cameron (2001) said the situations of unscripted role play do not depend on textbooks. It is

known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

d. The Advantages of Role Play

According Ladousse (2004) There are some advantages for teaching speaking by using role play in the class, they are:

1) With role play, a very wide variety of experience can be brought into the classroom and we cantrain our students in speaking skill in any situations through role play.

2) Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary inoiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

3) Some people are learning English to prepare for specific roles in theirlives. It is helpful for these students to have tried out and experimented with the language they will require in the friendlyand safe environment of a classroom.

4) Role play helps many shy students by providing them with a mask.

5) Perhaps the most important reason for using role play is that it is fun.

6) The students can use body language automatically in the conversation.

Moreover, Sarah Lynne Bowman (2010) states role play gives students a chanceto use the language they have practiced in a more creative way student simprovise; it increases motivation because the chance to imagine different situations adds interest to a lesson; it encourages studentsto use naturalexpressions and intonation, as well as gestures because theyare acting out situation, and by doing children even teenagers and adults often imagine themselves in different situation and roles when they play games.

In conclusion, role play is an important activity in the communicative approach becauserole play activities give the students a lot of opportunity to communicate in different social contexts which can develop the students' fluency in the target language, promotes the students tointeract with others in the classroom, and increase motivation and makes the teaching-learning process more enjoyable.

e. The Disadvantages of Role Play

In spite of the fact that role play gives some advantages, Ladousse (2004) also shows disadvantages. They are:

1) Organization, teachers operate in ideal circumstance. The majority work in classrooms which are too small, and with classes which are,numerically, too large. Similarly, the noise level producedby a class offorty, divided into eight role play groups in a small classroom, may beso high as to make concentration impossible.

2) Time, if the time taken for preparation and follow-up work is included,then role play will take up a lot of classroom time.

In conclusion, teaching speaking by using role play takes up a lot ofclassroom time because the students need for preparation before their play a role.It's also need an extra room, because if the room is too small the students can't move in play their role, and it's can make a noisy in the room, so it's very difficultfor the students to concentrate

f. Teaching Speaking by using Role-play

As what the researcher above, role play can be classified into two : Scripted role-play and Unscripted role play. So, in applying this methods, there are two ways that can be used :

1. **Scripted Role – Play**

Scripted role play is a role play which is based on the dialogue.

Example of the dialogue:

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

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

mail?

Angela : I think I"ll send it air mail. I want it to get there

quickly.

How much does it cost?

Clerk : To Malaysia? That will be 30.000 rupiah, please.

Angela : (give the clerk 50.000 rupiah) Here you are.

Clerk : Here"s your stamp, and here"s 20.000 rupiah

change.

Angela : Thank you. Where is the post box?

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

To demonstrate a role play activity based on the dialogue, the procedures given by (Jeremy harmer, p88-89) is as follows:

a. The teacher guides the role play by writing these prompts:(where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

b. If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

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

d. Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts. Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can

also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

2. **Unscripted Role-Play**

Unscripted role play is role play which is not depend on textbooks. The example and procedures of unscripted role play which is adapted from Adrian Doff" s book are as follows:

One student has lost a bag.

He/she is at the police station.

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

To demonstrate a role play activity based on the situation, the procedures are given by Gillian is as follows:

a. The teacher could prepare the whole class, by:

1. Discussing what the speakers might say (e.g. the police officer would asks the students how he or she lost the bag).

2. Writing prompt on the board to guide the role play, and any key vocabulary.

b. The teacher could divide the class into pairs, and:

1. Let them discuss together what they may say.

2. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

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

teaching speaking is video. Video is one of technology tool that can increase the students' motivation in learning. Many of the studies have emphasized technology as a medium for enhancing classroom teaching. According to shanty halim' journal she was getting result about improve speaking with video. She is found that both role play and video are effective and increase the students' ability in speaking. Using video can enhance the students' speaking skill towards three components focused : accuracy, fluency, and comprehensibility. It was proved by students' score on each components focused.

g. Procedure of Role-Play in teaching Speaking

According to Tania Gastao (1995) There are six major steps in the procedure for the role play activities in her classes. Those are deciding on the teaching materials, selecting situations and create dialogs, teaching the dialogs for role plays, having students practice the role plays, having students modify the situations and dialogs, evaluating and checking students'comprehension.

In addition, also suggested the following steps for implementing a role play. The described as follows. Briefing stage, in this case, the students get more information about the role-play clearly. They understand about the roles are, and also they can establish relationship boundaries among the students. The next is interaction stage. It is a chance for students to assume their roles and develop relationship with other students. It should reflect the real life situation that the role-play is simulating and may require detailed instructions for the action of different stake-holder. After that is forum stage. In this case, it sees participants who engage

in direct interaction involving all the students. The aim is for negotiating to take place with the purpose of reaching resolution. Then, the last step is debriefing stage. It is the most important element in role play. The students come out the roles fully for the debrief session so that they might reflect on their role and others objectively.

The teacher can make procedures that are appropriate for his own class including by adjusting the level of ability of different students in the class. According to Quisenberry The role of play should be simple, flexible, and does not require much preparation (not long-winded) both on the part of the teacher and students. therefore, the following are general guidelines from Van Ments, Marinelli, Maley, Duff and Quisenberry to help teachers prepare themselves to succeed, combine ideas.

1) Introducing and demonstrating the advantages of role playing on the first day of class.

2) Developing ideas, warm up through drama, practice vocabulary and mime (it improves language in the minds of students). Don't spend a lot of time in this phase, seems to work best with a minimum structure.

Assigning roles. Role-cards with written cues are very helpful (mainly for beginners and intermediate students). Role play cards can be a very useful tool. Role-play cards invite students to assume the role of a specific person or character and to react to a stimulus or prompt as that person. It is up to the teacher to Role Play use them or not. But make sure that there is a role to every student in the classroom, that they are grouped multi culturally (to avoid their falling back into the native language), and that they don't reveal the role-card to anyone. As

a) Rehearsing in pairs or small groups (assign 10 minutes).The classroom will be noisy and busy.

b) Performing in the classroom (every group should have a turn). Actual performances before audiences are not the objective. Role players should only be concerned with themselves, the other role players, and the spontaneous generation of language. It is acting for the sake of language learning, exclusively.

c) Debriefing. Give students 10 minutes, immediately after the enactment itself, to criticize the interactions, based on the difficulty and authenticity to create spontaneous language: Is it successful? Why/ why not? How is it constructed? Could it be improved? How?

d) Evaluating performances. Making that sure they know they will be graded for the easiness in generating language.

In addition, because the goal is to prepare an optimal environment in language learning, teachers should not force students to become unwanted roles. After a few initial surprises, students generally find activities that are interesting and challenging, and are willing to work together. If someone is reluctant or shy, works on a one-to- one basis, until they feel comfortable and relaxed to take part in the whole class.

B. Previous Related Studies

In arranging this research, the researcher needs to comprehend other result of researchersrelated to this research topic in order to give reference:

The first previous study was done by Rika Ade Maulana with a thesis

titled " The Use of Board Game For Improving Students' English Speaking Ability " This study was aimed to find out whether the board game could improve students' ability in english speaking or not. The type of the study was Classroom Action Research. The object of the study was board game for students'english speaking ability at seventh grade students' SMP Negeri 43 Bengkulu Utara. The data of the study were script of speaking test, observation sheet, interview, and documentation. The resultof this study showed there was an improvement of students' ability in english speaking in every cycle from indicated increase score. The similarities between the research and the previous study are : a) both of the researcher used Classroom Action Research, b) both of the researchers used speaking test, observation sheet, and documentation to collect the data, c) both of research investigate improving speaking ability. The difference of previous study focused on the board game technique to improve students' ability in english speaking while the current research focus on role play to improve speaking ability.

The second previous study was done by Putri Wimanda Cahyaningrum with a research titled " Using of Picture Series to Improve Students' Ability in Speaking Skill at the 8th Grade Students of SMP N 3 Karangpandan in The Academic year of 2017/2018 ''. The researcher was student of Graduated program in English Language Studies at the state islamic insitute of surakartain 2009. The researcher used Classroom Action Research. The techniques used in this research were doing test (pre test & post test). The finding of this research is Picture Series can improve the students' speaking skill at the eighth grade of

SMPN 3 Karangpandan. The similarities betweenthe research and the previous study are : a) both of researcher used Classroom Action Research, b)both of the research used test (pre test & post test) to collect data. The difference of previous studyfocused on using picture series technique to improve speaking ability while the current research focus on role play to improve speaking ability,

The Third researcher that was interest about speaking skill is Dian Faqih. . Her researchis about using role play in speaking activities entitled " The Use of Role Play in Speaking Activitiesfor the 8th Grade Students Of SMP Negeri Sleman " . The researcher of this thesis used ClassroomAction Research by Kemmis Taggart, the researcher used four instrument to collecting data: Observation checklist, Interview, Questionnaire, and field note. It is use Qualitative data and Quantitative data to describe the research finding. The research finding in this thesis is showed that use of role play in speaking activities helped the 8th grade a students of SMP Negeri 1 Slemanto increase that motivation in speaking english. The students showed some improvement in the class. Therefore, a role play becomes on appropriate technique in speaking activities for increasing students' motivation to speak in english. The differences between this research and this previous research by Dian Faqih are:

1. The subject of Dian‟s study was 8th grade students of SMP Negeri1 Sleman, while researcher subject of this research was tenth grade students of MA Al Muayyad Surakarta.

2. The Dian's research used qualitative and quantitatve to describe the research

finding while theresearch used qualitative research. The similarities between the research and the previous study is both of the researcher used ClassroomAction Research.

The study of an NELTA Journal conducted by Binod Neupane entitled "EffectivenessofRole Play in Improving Speaking Skill" . The research is aimed to find out the effectiveness ofroleplay technique in improving speaking skill in English. The population of the study was the grade X students of a public school from Lamjung district. The experimental group was taught through role play while the control class was taught through the traditional grammar based techniques. Thetotal population of this study was 40 students who were enrolled in the academicyear 2018/2019. The study was experimental approach. The tools applied in this research were observation sheet and speaking test The result of the present study showed that the students who were taught throughrole play got better result than the students who were taught through traditional grammar based method. It is caused by the strategy that is used. Role play gives the opportunity to the students toexplore their ability to be more active in teaching and learning process. The students have the opportunities for stimulating their speaking skills and they can easily perform in the front of the class. So, based on the obtained results, certain justifications concerning the effectiveness of usingrole play techniques on Nepali English as a Foreign Language students' speaking skill can be made.

Gusmuliana et.al,2020, with the title "Improving Students Speaking Motivation by UsingRole Play Technique at Institute Islamic in Indonesia".

This article focuses on find out there was any sign of the impact of Role Play on the motivation of learners to speak English. There are 60 students from the English Tadris study program at IAIN Curup were the subject of this research. The design of this analysis was an almost experimental design that used the non-equivalent designof the control group. The aim of this analysis was to evaluate the effect on motivation from the useof roles. This study covered two groups. There was one study group and another monitoring group.The study group was treated by Role Play and the control group was not treated by Role Play.

The sixth previous study was a thesis conducted by Kunto Hadi Laksono (2015) entitled" Using the Role- Play Technique to Improve the Speaking Skills of Grade XI Students of SMAN1 Panggang in the academic year of 2014/2015 ". This research was aimed at improving grade XI IIS students' speaking skills at SMA N 1 Panggang by implementing the role-play technique. Thestudy was action research. It was conducted in two cycles with two meetings in each cycle. The subjects of this research were 30 students of class XI IIS 2 at SMAN 1 Panggang. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations and the interviews with both the English teacher and the students. The datawere transformed into field notes and interview transcripts. Meanwhile, the quantitative data weregained from the speaking tests that were administered before the action implementation andat theend of every cycle. The results of the research showed that the implementation of the role- play technique in the English teaching and learning process was effective to improve the students'

speaking skills. They could perform more confidently. Moreover, their motivation and enthusiasmin English learning also improved.

To make easier in reading the differences, this is the **Table 2.2** of differences previous study with this study :

Table 2. 3 Differences Study

No	Name	Tittle	Similarity	Difference
1	Rika Ade Maulana	The Use of Board Game for Improving Students' English Speaking Ability	Both of the researcher used Classroom Action Research Both of the researcher used speaking test, observation sheet, and documentation to collect the data Both of research investigate improving speaking ability.	Focused on the board game technique to improve students' speaking ability while the current research focus on role play to improve students' speaking ability
2	Putri Wimanda Cahyaningrum	Using of Picture Series to Improve Students of SMP N 3 Karang pandan in Academic year of 2017/2018	Both of researcher used Classroom Action Research, Both of the research used (pre test & post test) to collect data.	Focused on using picture series to improve speaking ability while the current research focus on role play to improve

				speaking ability.
3	Dian Faqih	The Use of Role Play in Speaking Activities for 8th Grade Students Of SMP Negeri Sleman	Both of the researcher used Classroom Action Research.	The subject of Dian's study was 8th grade students while the researcher subject of this research was tenth grade students.
4	Kunto Hadi Laksono	Using Role Play Technique to Improve the Speaking Skill of Grade XI Students of SMAN 1 Panggang in the academic year of 2014/2015.	Both of use Role-play method to improve speaking skill, both of data are qualitative and quantitative data	Kunto's thesis using Field note to get the data but this research get the data from interview, observation sheet and spaking test. This research using video to help speaking improvement, difference about the subject of research
5	Binod Neupane	Effectiveness of Role Play	Both of use role play to	Binod's journal , were

		in Improving Speaking Skill	improve speaking skill	data is only qualitative data. The difference about the subject
6	Gusmuliana et.al.s	Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia	Both of use Role Play Method to improve speaking,	The difference about object of research improve about motivation

C. Rationale

Speaking is one of communicative skills that potential to make learners master Englishlanguage actively because speech is the most basic means of human communication. It indicates that having a good speaking skill is needed in order to make communication easier in this globalization era. However, learning and understanding English are not as easy as learning and understanding our own language because English is purely a foreign language for Indonesian learners. When they are asked to practice speaking in English, the learners will feel difficult. As stated by Brown (2001), there are particular characteristics of spoken languag that make oral performance difficult in some cases, namely: clustering, redundancy, reduced forms, performancevariables, colloquial language, rate of delivery, stress, rhythm, and intonation, and interaction.

Based on that fact, there should be exciting techniques to teach speaking

in order that the learners enjoy learning speaking skill and dare to practice speaking in the class. One of the exciting techniques to teach speaking skill is Role Play. It is chosen because it can encourage students' oral fluency. Oral fluency can use by action research. Action research by Role-play conclude deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of term "action" and "research" highlights the essential features of this method; trying outideas in practice as means of increasing knowledge about/or improving curriculum, teaching and learning. In addition, the use of Role-play method can make the students become active involved in the speaking process.

D. Action Hypothesis

Based on the theories, thoughts, and explanation above the hypothesis of this research can be formulated as follows: Role-play method can improve students' speaking ability of tenth grade students at MA Al Muayyad Surakarta in academic year 2021/2022.

CHAPTER III
RESEARCH METHODOLOGY

A. Variables and Operational definition of variable

1. Variables

According to Sugiyono (2019) variable is a property that takes on different values. It is also a logical grouping of attributes. Attributes are characteristic or qualities that describe an object. Variable can be defined in terms of measurable factors through a process of operationalization. It will convert difficult concepts into easily understandable concepts whichthen can be measured.

This research belongs to Classroom Action Research. This research is aimed to improve speaking ability by using tenth grade students at MA Al Muayyad Surakarta. In this research there are two variable, namely dependent variable and independent variable. The dependent variable is speaking ability, while the independent variable is the use of Role-play method.

2. Operational Definition

The title of this research is The Use of Role-play to Improve Speaking Ability at MAAl Muayyad Surakarta in Academic Year 2021/2022. Two terms will be defined to avoid misunderstanding and misinterpretation. They are : First, Role-play is strategy that willhelp students in improving their speaking abiity. In this study, the researcher will conduct the research in XI-Science 1 class at MA Al Muayyad Surakarta. Second, students speaking

abilityis a the process of applying language orally by observing speaking

indicator score from this table :

Table 3. 1 Observing speaking indicator

No	Categories	Aspects
1	**Vocabulary**	
	a. Unsatisfactory	Very limited vocabulary, make comprehension quite difficult
	b. Fair	Frequents uses wrong speech limited to simple vocabulary
	c. Good	Sometime use inappropriate terms about language because of inadequate vocabulary
	d. Very good	Rarely has trouble
2.	**Pronunciation**	
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensiable
	b. Fair	Error of basic pronunciation
	c. Good	Few noticeable errors
	d. Very Good	Understandable
3.	**Grammar Accuracy**	
	a. Unsatisfactory	Usage definitely unsatisfactory, frequently, need to rephrase construction of restrict himself to basic structure
	b. Fair	Error the basic structure, meaning occasionally obscured by grammatical error
	c. Good	Occasional grammatical errors which do not obscure meaning
	d. Very good	No more than two errors/speech is generally natural
4.	**Fluency**	

	a. Unsatisfactory	Speed of speech and length of utterance are bellow normal, long pause, utterance left unfinished
	b. Fair	Some definite stumbling, but manage to rephrase and continue
	c. Good	Speech is generally natural
	d. Very Good	Understandable
5.	**Comprehension**	
	a. Unsatisfactory	Limited words and slow speech
	b. Fair	Nothing special knowledge
	c. Good	Can understand
	d. Very good	Good using word and can understanding

In this study, student's speaking ability is variable that influenced or effected Role-play method

B. Research Setting

In this point, the researcher describes the location of research will be conducted and time ofresearch.

1. Place of Research

This research will be conducted in MA Al Muayyad Surakarta it is located at Jl. K.H.Samanhudi No.64, Purwosari, Kec.Laweyan, KotaSurakarta, JawaTengah. The school has 10 classes. There were four English teachers in the school. The research studt was conducted at X MIPA 2 of MA Almuayyad Surakarta

2. Time of Research

The research is conducted in academic year 2021/2022 and start on November by title consultation. Following is the table of the research :

Table 3. 2 Table of the research

No	Activity	Month					
		Nov	Dec	Jan	Feb	Mar	Apr
1	Tittle Consultation	■					
2	Observation		■				
3	Proposal Draft		■	■			
4	Proposal Draft Seminar				■		
5	Data Collection				■	■	
6	Data Analysis					■	■
7	Research Report						■

C. The Subject of The Research and Object of the Research

In this research, the subject are the tenth grade students of MA Al Muayyad Surakarta which is divided into three regular classes. These classes are categorized into two majors; scienceclass, and social class, which consist of 23-25 students every class. First, two classes are scientificclasses. Second, one class are social class. The researcher took the XI-Science 1 classas the subject of the research and the research use purposive sampling technique to choose the subject ofthe research. This class consists of 23 Students. The researcher choose the students in that class asthe subject based on intensive class that suggested by the teacher to doing the research.

Object of the research is the students' speaking ability. This research to know whetherthe scores of speaking taught by using are Role-play better or not by comparing the students' scoresbefore and after being taught by role play.

D. Action Plan

The research method that is used in conducting this study is CAR (Classroom Action Research) developed by Kemmis and Mc Taggart (1998). This action research tries to identifythe problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identified some problems related to the students' speaking ability. In classroom action research, there were four phases that should be conducted namely: planning, acting,observation and reflecting.

Picture 3.1 The Action Research Spiral, Model from Kemmis and Mc Taggart (1998)
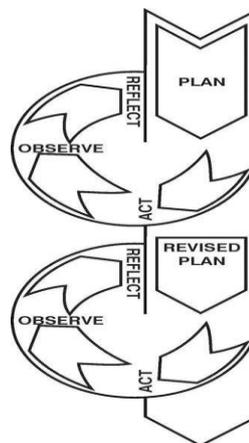
The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Here the explanation about the eachcycle:

1. **Cycle 1**

   a. **Planning**

In this activity, the researcher needed to prepare everything that will be used in learning process. There are points of planning in the first cycle:

1) Preparing the material of speaking, especially aboutrole play technique, preparing the lesson plan that suitable with the action in the classroom. In the cycle, the researcher will teach asking and giving opinion. Meanwhile, the lesson plans constructed based on curriculum 2013. The materials will be adaption from internet and some books.

2) Preparing the instrument to collecting data

3) Preparing the post test 1

b. Acting

Acting is a process implementation of planning. In this step, the students will be taught how toimprove speaking skill with role playing technique.

1) In this activity, the researcher explained the material about speaking, especially about roleplay technique, the definition, and the procedure.

2) Practice about role play activity

3) Students perform role play in front of the class

c. Observing

In this stage, the researcher conducted several activities folows: Observed during the process oflearning about students' speaking skill and learning process.

1) Observe and evaluate the students' participation

2) Make note suitability study process undertaken based on indicators of speaking skill

3) The result in first cycle helped the researher determine the action in second cycle

d. Reflecting

Reflecting is the analysis of the observation result and evaluation during teaching learning process.Reflecting conducted to determine the extent to which technique can enhance students' speaking skill and to know advantages and disadvantages of the implementation role play technique which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle.

2. Cycle 2

In the second cycle, after analyzing the weakness and the strength of the first cycle, the researcherused the role-play to another material to teach. The researcher implemented this cycle to train thestudents' accuracy.

a. Planning

In the planning in the cycle 2 is the same as planning to cycle 1. The planning stages on the secondcycle based on the result of reflecting of the activity first cycle. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on implementation role playing technique to improve speaking skill. The researcher design the lesson plan, materialsfor teaching and post test.

b. Action

Activities undertaken in this phase is to implement lesson plan that have been planned and developfrom implementation of the first cycle of the role playing technique accordance with lesson plan that have been previously design to improve students' speaking skill and teaching learning processcan take well.

c. Observing

As in first cycle, observing activities carried out to determine the changes in students' speaking skill.

d. Reflecting

After carrying out the teaching learning using role play, the researcher recites the occurrences in the classroom as the effect of theaction. The researcher evaluates the process and the result of the implementation of role play in teaching speaking.

E. Techniques of Collecting the Data

Technique of collecting data explains about how the way of collecting data for the researcher. Data have an important role in research. There are two kinds of data collected in this research. They are qualitative and quantitative data suharsimi (2010 : 135). The researcher should have a data to complete and to know about what the researcher needs. The researcher collected the data by using some technique those are :

1. Observation

The observations consisted of observed the learning activities of the students X MIPA 2 of MA Al Muayyad Surakarta in the classroom.

Observation could help the researcher got real information in class directly. To help researcher can be focused on observation the researcher use by observation sheet. The focused of the observation to ourselves as teacher are the technique we use, management procedures, an so on and the focus to the students are the way they work, the way they interact, the way they respond to our teaching, and so on.

2. **Speaking Test**

The resracher uses test to get information from students who improves. The test was hod by pre-test and post test. In this speaking test, the researcher will take from the material in the English book material. The speaking tests were managed to gain the data about the students' improvement in their speaking skill as the effects of the role-play technique. There were two kinds of tests: a pre-test, a test conducted to know the students' speaking mastery level before the action implementation, and a post-test, a test conducted at the end of every cycle. The pre test was hold in beginning in order to get the information on the students who had problems in speaking ability. Then, the test of each cycle was hold in the end in order to know students who improve. Both of the researcher and the teacher scored the students' performance by implementing an analytical scoring rubric. The blue print of each tests have been attached in the appendix. In this research, the researcher will doing direct question after performace to doing role play.

3. **Interview**

There were several interviews that had been conducted in this study.

In the beginning of the research, an interview with the English teacher was conducted to gain the information about the English teaching and learning situation including the problems that the teacher faced and the students' attitude from her point of view. Furthermore, the students were also interviewed in orderto know their feeling during the teaching and learning process, their reflection towards the process,the difficulties they find during the process, as well as their confirmation related to the issues. Therefore, interviews with the teacher and the students were conducted when the researchwas going on until the end to know their feeling and opinions towards the writing journal technique implementation. Those interviews were recorded, and then transformed into interview transcripts.

4. Documentation

The researcher not only observation, interviews, and test, but also documentation. The researcher used a Lesson Plan to make all the material. The lesson plan can help the researcher to make materi in speaking learning. The other documentation are students work, field note, interview transcripts and the photos of the research activities.

F. Research Instrument

The instruments for collecting the data in this study were a test instrument and non-test instrument. The test instruments include pre-test and post-test and the non-test instrumentsincluded an observation sheet, interview and speaking performance. The data collected by the test instrument was in the form of numeric data. The scores in the pre-test and post-test, were obtained

through speaking assessment. speaking assessment was used to get the information about the students' speaking ability before and after the action implementation.

Meanwhile, the non-test instruments data consists of observations sheet, interviews, and speaking assessment from teaching and learning activities. An observation will be used to identify a problem related to the students' speaking ability. The researcher use an interview to guide the researcher in conducting interviews with the English teacher and the students. A questionnaire willbe used to identify the students' attitudes and opinion on several aspects of the teaching learning process and classroom climate.

G. Techniques of Analyzing the Data

This study applied the quantitative and qualitative data. The quantitative data was used to anayze the score of students while the qualitative data was used to anaye the score of the students while the qualitative data was used to describe the situation during on the teaching process. By applying this data, it was assumed to get satisfying result of the improving ability in speaking through action learning strategy. The qualitative data was analyzed from the instrument. The qualitative data was analyzed from to see improving students speaking ability. The first researcher searched the mean of each post test from every cycle.

The researcher applied the following formula :

The formula : $X = \dfrac{\Sigma X}{n}$

X   : Mean

ΣX   : The total score

N   : The total number of subject

then, in order to categories the member of master students, the researcher used the following used the following formula :

$$P = \frac{R}{T} \text{ x } 100\%$$

P = The percentage of students who get the point 75

R = The number of students who get point up to 75 above

T = The total of students who do the test
    Third, after getting mean of the students' score per actions, the researcher identifies whether or not there might have students improvement score on speaking ability from pre test and post test score in cycle 1 and cycle 2. In analyzing that, the researcher uses the formula :

P= y1 – y x 100%

      Y

P= y2 – y x 100%

       Y

P : Percentage of students improvement
y1: post test 1

y2 : post test 2

Y: pre test result G. Indicators of Succes

To know the obtained data that would be conducted in each test by taking the score of pre-test and post-test. After the result is suitable by the minimum standard of speaking performance in this class at least 75. This research would be success or finish if 70% of students got minimum score 75 and 70% of students active in the learning process and do not need to continue the next cycle.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter is divided into two parts, research findings and discussion. The findings parts presented the result of data analysis about the use of Role-Play methods by researcher to improve speaking ability for MIPA 2 of tenth Grade based on MC Taggart theory. The discussion section provided the deep and detailed description of the data finding.

A. Research Findings

1. Identifying of the problem

To identify the problems, the researcher did three kinds of data collecting techniques. They were interviews, class observations, and speaking tests. These three techniques were conducted before the action implementation. The interview with the teacher was conducted in the teacher's room of MA Al Muayyad Surakarta. From the interview, the researcher found that the problems came from the students and the teacher. The teacher also found the problems related to the teacher and students, the activities provided were focused on writing and reading skill. She did not manage the speaking and other skills activities in a balance amount, and did not facilitate the students to practice speaking frequently. it can be seen from interview transcript with the students as follows :

P : Apa permasalahan kamu dalam speaking ?

M1 : terkadang kalau mau mengungkapkan sesuatu tapi tidak tahu bahasa inggrisnya apa miss

M2 : mungkin Karena saya tidak terlalu menyukai bahasa inggris, jadi saya malas untuk berbicara bahasa inggris miss.

M3 : karna guru mengajar terlalu garing miss, kurang game dan kurang memberi kesempatan pada siswa untuk berbicara jadi jarang speaking gitu miss.

Therefore, the students could not have an appropriate opputinity to practice the speaking ability. The problem faced by the students in this class is the students have low ability in speaking because the students are lack vocabulary mastery in speaking and understanding English conversation. The students spend more time in a boarding school. It can be seen interview transcript with teacher :

P: apakah guru bahasa inggris di MA Al muayyad memfokuskan siswa agar bisa berbahasa inggris ?

G: kalau sekolah ini memang dari dulu belum ada guru bahasa inggris yang menggembleng siswa agar lancar dalam berbicara bahasa inggris, mungkin sulitnya siswa untuk membiasakan barbicara bahasa inggris di aktifitas sehari-hari. Karna di sekolah formal mungkin hanya beberapa jam saja sisanya banyak untuk kegiatan pesantren.

The students neither have confidence nor willingness to learn English. Because, this bacis study in this school is a Islamic education. They also had less bravery to read a loud and to ask the teacher if they were confused about the pronunciation or the meaning of some words.

Based on the Interview with the students X MIPA 2, the students said this English learning process passive because the teacher learning process was teacher oriented. The students had no opportunity to practice and to train their speaking ability. Problem of the student's can be see at the learning process and when student's introduction about him self in front of class (pre-test). The students looked shy and confused about a speech word as of low expression. They also speak with soft voice and some of them need help from friends.

From the researcher as a teacher, the researcher find a few problem when the researcher doing role-play method in the Tenth MIPA 2 class there are the students very hyperactive and need more attention and the students also still busy to discussed with her friends but not about this topic. So, the researcher must be controlling in every students to get attention from them.

From the observation and interview, the researcher can identify that the students of X MIPA 2 had low ability in speaking even to pronounce words or sentence, and ashamed to ask the teacher about how to pronounce it and what meaning of the word, the students confused to speak and heaven know why expression to spelling. So, the researcher will be made plan to do the action to improve the speaking ability. The problem and action will be

presented on this table.

Table 4. 1 The problem and Action

No	Problem	Action
1	The lack of the students vocabulary	Implementing role-play technique
2	The lack of the students pronunciation	
3	The lack of the students fluency	
4	The students neither have confidence to spelling English	Giving motivating and feedback each closing of English class
5	The lack of the students enthusiasm during the teaching and learning of English speaking	Using media such as video by LCD
6	The students very hyperactive with her friends	Controlling and give a task

Based on the problem description, there are many problems before the teacher used role-play technique. So, the researcher do more acting when English by facilitating them to have more practices.

2. The Pre-Test Result

The pre-test was conducted on Monday, March 5th 2022. It was started at 08.00 A.M. and was finished at 09.30 A.M. This is done before the Classroom Action Research (CAR). The teacher gives a theme as guidline. It was "Sharing the Experience Moment Going to a Place", each student introduction abaout herself and started to telling story in front of the class by turns within five minutes. Based on pre-test result, it showed that the mean of this pretest score was 60,4 and only two students, who could pass the criterion of minimum completenss whereas 23 students who got the score below the

minimum completeness. So, it can be concluded the most of the tenth grade students of MIPA 2 were still lacking in speaking aspect. The researcher explained in following table in detail :

Table 4. 2 Pre Test Score

Name	Fluency	Pronunciation	Vocabulary	Grammar	Comprehension	Average	Score
AMA	5	4	5	3	3	4	78
AFD	3	3	4	1	3	2,8	65
DFP	2	3	3	2	3	2,6	60
KJP	3	3	2	1	2	2	56
MAS	2	2	2	1	2	1,8	55
MIP	2	2	2	3	2	1,6	50
MNA	4	5	3	4	4	4	78
MROK	3	2	1	2	3	2,6	60
RA	2	2	2	2	3	2,4	60
RRY	2	3	5	3	2	2,8	65
WNG	2	3	3	1	2	2,8	65
ANA	3	2	1	3	4	1,6	50
ATW	2	2	1	2	2	2,8	65
AYCR	3	3	4	4	3	2,6	60
ANS	1	4	3	1	1	2,6	60
DNA	2	1	1	2	1	1,4	53
DDR	2	2	3	2	2	2,2	53
KAC	2	3	1	2	1	2,2	58

D							
M	3	4	2	4	2	2,4	58
MDA	2	3	2	1	2	2	56
NNA	3	2	1	2	3	1,8	55
NASU	3	2	2	2	2	2,2	57
NES	3	4	3	2	1	2,8	65
ZDD	1	4	3	4	1	2,8	65
ZYN	3	3	2	1	1	1,8	55

NB :

78 : Criterion Minimum of Completeness (KKM)

The average of those students pretest score is :

$\sum$ Pretest : 1502

$\sum$ Pretest : $\dfrac{\sum x}{N}$

$: \dfrac{1502}{25}$

$: 60,8$

After counting student's score in the form of average, then the researcher calculated in the form of percentage, it is done to know the total students who passes criterion of minimum completeness by dividing number of students who passes the test with the total students who takes the test it self, and then multiplied by 100%, by which the total number of students who passes the KKM in percentage will be as follows :

$P = \dfrac{F}{} \times 100\%$

$$P = \frac{N}{25} \times 100\%$$

$$= 8\%$$

3. **Research Implementation**

This research was Classroom Action Research, whose had purpose to improve the students speaking ability and it was conducted at the eleventh grade of MIPA 2 MA Al Muayyad Surakarta in Academic Year 2022/2023. The research was conducted in two cycles and the schedule for implementation of the role-play technique are :

Table 4. 3 Schedule of research

Procedure	Meeting	Date of the research
1st Cycle	1st Meeting	March, 9th 2022
	2nd Meeting	March, 12th 2022
2nd Cycle	1st Meeting	March, 14th 2022
	2nd Meeting	March. 19th 2022

Therefore, the researcher identified that the students' speaking ability needed to be improved. The researcher decided to improve it by Role-Play Technique. This technique could be defined as a technique in speaking give a role about English story by using good expression, intonation, pronunciation and comprehension. It also can increase the student's bravery and interaction with other students.

There were two cycle for two meetings. Each cycle consisted of four stages, namely the plan, the action, the observation, and the reflection. First

stage is planning, the researcher and English teacher discussed about material that would be taught to the students. Second stage is action, the researcher implemented the role-play technique in learning activities. Third stage is observation, the researcher observed what happened in the clas during the learning activities. Last stage is reflection, in this stage the researcher made reflection by analyzing speaking test. The data of this study were qualitative and quantitative data. Qualitative data was taken from observation sheet and documentation. While Quantitative data was take from mean of student's score in some test. The description of the research finding could be explained as follow :

a. Cycle 1

The researcher conducted the first cycle on March, 9th 2022 in the tenth grade of MIPA 2 Class. Which consisted of 25 students.

1. Planning

In this stage, The researcher was made a lesson plan which contained about teaching material, teaching procedure, and some exercise. The material about narrative text and focused legend text, the researcher also used observation sheet can use to observe the students response and class situation during the teaching learning process in cycle 1. The researcher also prepared the post test to know there is any improvement in students score from pre test to post test or not. The plans of actions which would be implemented were expected to achieve the conditions and improvement in some aspect as follows :

Table 4. 4 The Action and The expected Improvement to Achieve

No	Actions	Expected Improvement to Achieve
1	Using role-play method with a retelling story, consisting appropriate models of English as the teaching and learning media	➢ The materials and classroom activities would be varied and would be more interesting ➢ The students highly motivated in learning English speaking
2	Applying some communicative speaking	➢ The students had higher self confidence to express their ideas ➢ The students had interested to practice speaking in the lesson
3	Make a some group to the learning process and using vocabulary to translate text	➢ The students more than active to discussed with her friends ➢ Both of them giving motivated and support to speak English ➢ Using a dictionary makes them unified to solve problem
4	Giving a feedback and question to the students	➢ The students had adequate mastery of pronunciation, grammar, and vocabulary ➢ Some of questions would help them to memorize of the story

2. Implementation of Action

The action in the first cycles were carried out in two days of classmeeting, first meeting on 9th March and second meeting 12th March 2022. The researcher and the collaborator collected the data during cycle 1 through interview, observation, and post test in second meeting. the researcher as a teacher in class and ask the collaborator to take the observation sheet and the documentation.

a). First Meeting

First meeting was conducted on March, 9th 2022. It was conducted from 07.30 – 08.40 a.m. there were any 25 students consisting of 11 males and 14 females students. Pre-test was given before start to cycle 1. The pre test to know the student's speaking ability before giving the treatment. The researcher will introduce the definition of role play, and the researcher will explain about narrative text and the kind of them. The researcher gave a legend text " Rawa Pening " and asked to the student's group to discussed and act role in front of class. The students felled worry and nervous, so they couldn't speak fluently. The researcher helped them to speak up, slowly.

1).Opening

The researcher came into the classroom with the collaborator. Then greeted the students, praying together and checked the attendance.after checking their presence, the students were asked about several question check their redlines, starting

with " did you have study last night ?" and the teacher give question " have you ever read or heard fiction story aspecially about historical of place ? ". The researcher began the lesson by informing that they would be learn about Narative text.

2). Main Activities

Before the main activity, the researcher asked the students whether they knew or not about narative text with the title " Rawa Pening ". afterward, the researcher gave a explained about narative text and any 8 kind about narrative text. But, they will learning about legend text. The researcher explain about legend text with a tittle " Rawa Pening " and gave a text legend about Rawa Pening. In this class any 25 students and researcher make a 4 groups consist 6 and 7 person. Next, the researcher told to the students that they would use a role-play technique in learning activity. Berofe they practice in front of the class, the researcher command to translate of the text it was make easier for them to understand. Then, the students discussed about text of "Rawa Pening" and translate the difficult word with dictionary to be easly understanding it. After that, the group will presented in front of class with reading the text.

3). Post Activity (Closing)

In this closure, the researcher and the students conclude the materials, the researcher asked what they had been learned today and how they felt about the role-play technique. The researcher also give feedback and motivation to the students. The researcher instruct students to always bring dictionary when English lesson and start memorizing of the dialog character the text " rawa pening ". Then , the researcher closed the class by praying together.

b). Second Meeting

The second meeting was carried out on Thursday, march 12th 2022. The second meeting started at 10.40 am up to 12.00 pm.

1). Opening

In this session, the researcher start class by greeting and asked student conditions. Afterward, the researcher asked who did not come on that day in English class today and all of students answered nothing person absent that day.

2). Main Activity

The main activity will be start by reminding the material narative text at the first meeting especially legend text about the origin of Rawa Pening. The students seemed want to answer that question, but they couldn't pronounce it in English. So, they answer with Indonesian. But some of students can answer with English. After students reviewed the material that was provided by researchers, the researcher asked students to sit around with their groups. This was done to make it easier for interact. The teacher than divided from 6 persons into several different characters which is 1 as narrator and 5 actor. The students practice a dialogue actor in fro nt of class one more again. The researcher asked the students to choose same actor with same of group. but, in this session when the students practice they don't read of the text. After all of the students group was done to performed in front of the class the researcher take score to post test with give direct question to the students about the text, the teacher also take score from drama perfomed and check the students speaking progress from observation sheet .

3). Closing

The teacher closed second meeting by confirmation whether

the students had understood with the material or not and the researcher remind the students for always to practice English and don't be shy and lazy. The teacher said to the students, the next meeting will using video to English learning. Afterward, the researcher closed by saying Alhamdulillah together.

3. Observing

Observing was an aspect which could help the researcher to understand the research. The researcher as a teacher in learning process. The collaborator help to the researcher by doing observed used observation sheet. Besides, the researcher took the speaking score when the students were performing the role-play. It was considered as the test. The result of the speaking test was used to know the students improvements. In observation of the research has done, the observation was an aspect which could help the researcher to understand her research. The researcher provided an observation sheet; the observation sheet was used to see what happened in the class during the learning activities. The result from observation sheet was presented below:

Table 4. 5 observation checklist cycle 1

No	Students	Scare				Comment
		1	2	3	4	
1	The students already to follow the lesson.				√	The students sit on their chair when the teacher enter the class
2	The students respond to the teacher greeting			√		The teacher says "Good morning" and ask "how are you ?" then, the students answer "good

				√		morning, miss I am fine, Thank"
3	The students pay attention to the teacher			√		At the end of the class, there are some students who talk to their friends
4	The students follow the teachers instruction				√	The students obey the teacher instruction for example : the teacher ask the students to make a group and translate the text
5	The students are active in the learning activities				√	Most of the student want to read the paragraph by raising their hands
6	The students ask questions related to the material				√	When they do their assignment they raise they hand and ask some questions
7	The students are excited about the lesson		√			The students do not feel sleepy during learning activity
8	The students can speak fluently			√		The students can speak without stammering
9	The students can answer the teacher question in English			√		Many of students still answer in bahasa Indonesia. For example: T: "what have you learned today?" S: "tentang legend text miss"

10	Role-play take technique make the student active in the learning activity				√	The students can practice their speaking ability and share their ideas in the script

From the observation sheet showed that most of the students were ready to follow the lesson. The students sat on their chairs, even though there were some students who still in the bathroom. Most of the students paid attention to the teacher. However, there were some students talked to each other towards the end of the class. All of the students responded to the teacher's greeting. For example, the teacher said "Good morning, students? "How are you?" all of the students answered simultaneously, "Good morning, Miss. I'm fine, thank you" Also, all of the students followed the teacher's instruction. When the teacher instruction to translate and understanding the text rawa pening, the students collaborate with a they groups to help each other. There were only some students who were active in the learning activities. For example, some students wanted to read the paragraph raised their hands. When the teacher walked around while the students did their tasks, a few students raised their hands and asked some questions. However, the students only asked whether all of them would perform in front of the class or not. Besides, they asked about the meaning of words. Most of the students were excited about the lesson. The students showed thet they did not feel sleepy during learning activities. However, just a few

students could answer the teachers question in English. Many of the students still answered in *Bahasa Indonesia*. Also, a few students spoke fluenty. There were many of the students was stammering when they did their role plays. Nevertheless, the role play technique made the students active in learning activity. It showed from most of the students practiced speaking with their friends.

4. Reflection

In the first cycle, there are any two meetings. the researcher made a reflection by analyzing the observation and interviews conducted during the first cycle. In the discussion the data gained through observation and interviews were analyzed to evaluate the strengeth and weakness of action carried out in the first cycle. It was to fulfil the democratic and dialogic validity mentioned in chapter III. Everyone could freely express their ideas, opinions and suggestions related to the implemented action, these reflections were used to plan the actions implemented in cycle II. The result of the reflections could be seen below :

a. The implementation of speaking activities by using Role Play

The MIPA 2 Classroom not used English familiar to learning activities. The classroom English was not optimally employed in some parts of the activity. Because, the students founds difficulities to understanding what the teacher said. Generally, the speaking activities such as discussions, picture describing and story retelling could improve students' involvement and speaking ability because they had more

opportunities to speak in English. Through practicing, they learned how to use language in real life although some of them still were shy and reluctant to speak. Although some of them also still mispronounced certain words and still used wrong intonation and stress patterns; they felt quite happy and interested in participating in the activities. The discussions and pair works increased the interaction between the students. They also could be more confident to speak English since they got feedback from their friends in the discussions. However, there were some problems occuring during the implementation of communicative speaking activities. The problem was that the researcher could not really control the class, some of the students tended to move and walk around the class. The researcher found a difficulty in controlling and observing the students. These problems had influenced the time management. The time allocation became inappropriate.

b. Finding of cycle I

Besides the observation and interviews conducted during the implementation and reflection, the speaking assesments were also carried out to measure the improvementsof the students speaking ability. The researcher also comparing the score of pre test and the score of post test, is there increase about score of the students or not. Can see below :

The result of the first test in the first cycle can look in this table :

Table 4. 6 Difference Pre Test and Post Test I

No	Name	Pre test	Post test I	Increase / No increase
1	AMA	78	80	Increase

2	AFD	65	70	Increase
3	DFP	60	70	Increase
4	KJP	56	73	Increase
5	MAS	55	70	Increase
6	MIP	50	70	Increase
7	MNA	78	80	Increase
8	MROK	60	68	Incease
9	RA	65	70	Increase
10	RRY	65	78	Increase
11	WNG	50	75	Increase
12	ANA	65	70	Increase
13	ATW	60	78	Increase
14	AYCR	60	70	Increase
15	ANS	53	73	Increase
16	DNA	58	70	Increase
17	DDR	58	75	Increase
18	KACD	65	70	Increase
19	M	56	65	Increase
20	MDA	55	70	Increase
21	NNA	57	73	Increase
22	NASU	65	70	Increase
23	NES	65	70	Increase
24	ZDD	55	65	Increase
25	ZYN	65	70	Increase
Total		1.502	1.793	
Avarege		60,8	71,72	

NB :

78 : Criterion Minimum of Completeness (KKM)

The average of students' post test I score is :

$\sum$ Post test I : 1793

∑ Post test I : $\underline{\Sigma\ x}$
            N

            : $\underline{1793}$
               25

            : 71,72

The post test I was conducted to measure the students speaking ability after the treatments using role-play method. The result of post test I score could show that there was an improvement in cycle I. how ever only two students passed the standart minimum (KKM). But there was improvement of the students speak from 60, 4 to 71,72. Based on the result of speaking test, the researcher got some points in every aspect which were : 4 point for pronuntiation, 4 point for fluency, 4 point for intonation, and 3 point for grammar aquracy. For the pronuntiation the students were made some mispronuntiations. One of them was the word "village" they pronounced /villeg/ not /ˈvɪllɪdʒ/ than the word "flood" they pronounced "flood" not /flʌd/. for the intonation, they put stress incorrect on the text (dialog). For the fluency, the students paused and stammered several times. Then, for the grammar accuracy, the students sometimes forget and they disproportionate at the text and mixing with an bahasa. This improvement is also can be calculated in percentage by calculating student's pre test score with their post test I score which it calculates by using this formula below :

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{71{,}72 - 60{,}8}{60{,}8} \times 100\%$$

$$= 18{,}2\%$$

Meanwhile the percentage calculation which shows the class percentage of students' score who pass the KKM are :

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{25} \times 100\%$$

$$= 16\%$$

It means that there are about 16% of students score passed the KKM after learning English by using role-play. On the other hand, there are 4 finally passed the KKM and the other 21 students are still in lower score.

Nevertheless the improvement of the student's speaking was not satisfying enough since there were still some students who were less attention during the process, most of them was the male students. Therefore researcher found there were some weaknesses that the as follow:

a) The students still had miss pronunciation and speak very slowly.

b) Some students look ashamed like not confidence with their self to come forward in front of the class, sometimes they are did not want to come forward.

c) The students almost did not using expression in the text (script)

d) Almost of the students did not pass the standard minimum score.

e) The researcher could not control the class because many students made noisy in the class.

Therefore the researcher decided to take the second cycle in order to make better improvement to the student's speaking. After all of the students had done their role plays, the researcher gave feedback to the students. The researcher said that there were some mistakes when the students did their role plays. For closing, the researcher closed the class giving conclusion and greeting.

b. Cycle 2

The cycle 2, there are any 4 step : first Planning , second implementation of action, third observing and the last reflection. In this X MIPA 2 grade the students still consist 25 students . The first meeting in cycle 2 was carried out on Monday, March 14th 2022. started at a.m.

1. Planning

According to the reflection conducted in the first cycle, the researcher found that one problems still existed and needed solve in this cycle, the problem is students pronunciation can be describe students still mispronounced certain words and used incorrect intonation and stress patterns. The students also difficult to expressing their ideas in the form of spoken language. Basedon the interview and observation in cycle I, the researcher decided to added the learning media that could

help students to make it easier English speaking. The researcher will playing video with the title " cinderella" . As mention in the problems before, videos were used as the second option teaching and learning media to improve the speaking ability. Videos employed a media that can help students to understand how appropriate intonation with a better, and how to articulate stress a convertation according pattern. Students could get as much information as possible about language use through the native speaker's talk.

According to the reflection in cycle I, the activity for role-play only to learning process better with another media. So, the researcher choose to using video in the first meeting at cycle II and researcher will take post test score from speaking performance an the researcher still use observation sheet to check progress speaking learning.

2. Implementation of action

In this stage, was conducted by researcher on Monday, March 14th 2022. The implementation of action, the first meeting was conducted from 07.30 a.m until 8.40 a.m. and the second meeting was conducted on Thursday, March 19th 2022 start from 10.40 a.m until 12.00 p.m.

a. First Meeting

   (1) Opening

In opening session, the researcher expressed the greeting to the student and asked student condition. Afterward, the researcher asked who did not come on that day in English. All of students present on the day. Then the researcher informed that she would

show them a video, and they were required to pay attention to the video.

(2) Main activity

In every class, there was an LCD. So, the students did not have to move the another room in order to watch the video. The portable speakers were prepared by the researcher herself the students watched the video seriously and wrote down some note about how to pronounce it.the students also noted in "question-mark" , "exllamation mark", or strees about expressing sad or confused. After watching the video, they were asked them whether they understand the story or not, "what did the story about?" "who were the characters" etc. some students answered them orally. The researcher also ask to the students "do you understand how to pronounce it ?", and "do you need to repeat again to watching video?" the students ask to repeat again. After twice play the video, the researcher ask to try with the own groups until the last time.

(3) Closing

The researcher reminding to students about the next meeting is the last meeting, there will be held speaking test. The test of drama performance about "Rawa Pening" in front of the class. To keep themselves confidents would be called one by one random group numbers. The students may use propert to added score. Then, they were asked if they had any questions and something

that they did not understand. There was no question from the students at the time, the lesson ended.

b. Second Meeting

1) Opening

When the researcher came to the class, the students were ready to study. The researcher start the lesson with praying together. That day, was last meeting with the researcher. The researcher makes the class more enjoy and have fun with preparation by the students. Some of the students, bring property to practice the special perform drama. Like a sarong and batik wrap skirt. After that the researcher checked the students attendance one by one. All of the students completed.

2) Main activity

To check the students understanding about "Rawa Pening" story the researcher give a one question about the story "who character in a story? How character's qualities?" than the students anthusiasm to answer with a english. From this question, the researcher concluded that the students already to understood the text. After that, every group take a number in the box, only researcher in the class. Meanwhile, the other students awaited their turn. During the students perfoms, the researcher give a direct question and take a score. The researcher also marking out the best group to performs again in front off class with awitnessed English teacher and all of students. To more appreciate the best

group.

3) Closing

After this learning process on the last meeting. The researcher asked permission to leave, and saying thankyou for wonderfull coorperation. Then, the researcher gave the students motivated that English exciting and English is more than easy to practice in everyday lifed. The researcher also an apology if a less than maximum to freeting guides to students. The ending class by saying " Alhamdulillah " together.

3. Observing

This phase is as the same in observation phase within the first cycle the researcher is notice everything that happens in the classroom during the teaching and learning process. The researcher also still use the observation sheet to limited the observation learning process can see below :

Table 4. 7 observation sheet cycle 2

No	Statements	Scale				Comment
		1	2	3	4	
1	The students are ready to follow the lesson				√	All of students ready and listened quietly.
2	The students respond to the teacher's greeting.				√	The teacher greets "good morning students" and

						the students answer "good morning".
3	The students pay attention to the teacher.				√	The students watching video with a good condition.
4	The students follow the teacher's instruction				√	The students write note in the text, and they try to speel.
5	The students ask question related the material			√		The students ask whether the script grammar by using simple past tense incorrect
6	The students are active in learning activities			√		The students dare to talk and share their ideas.
7	The students are excited about lesson				√	The students repeat when the teacher said.
8	The students can speak fluently				√	The students show

						confidents when their performing the role-play.
9	The students can answer the teacher's question in English				√	For example : T: "have you know very well the dialog?" S: "Not yet miss"
10	Role – play method can makes the students active in the learning activity				√	The students well done practice speaking by performing the role-play in front of the class.

The observation sheet's result in the last cycle was better than before. The students also ready to follow the lesson. The students active to talk and interact with her friends and the researcher to ask. The students accomplished well the dialog and the students perform withb a gesture and pronunciation as very well.

4. Reflecting

After implementing the action in cycle II. The researcher did final reflection to evaluate the implemented actions. The positive reflecting

of the cycle 2 the activities using video provided fun learning activities and gave more chances to the students to practice speaking could be explained as follows;

a) The student's achievement increasedThe mean score of the second post test result at the end of action showed that there was improvement of the student's speaking ability.

b) All students were active in joining the lesson using drama.

c) The students enjoyed to the speaking activity since the researcher made the atmosphere within the teaching learning process.

d) The students played drama became better.

e) As the learning was joyful, the students were motivated and enjoyed the teaching and learning process.

f) The students were not shy and silent anymore.

g) Most students become more confident and active. Moreover the result of the action in the second cycle showed good improvement of the students 'speaking skill. By considering the improvement, the researcher and English teacher concluded that role - play could improve the eleven grade students 'speaking ability of MA Al – Muayyad Surakarta. Therefore, the researcher and English teacher in the following discussion held after cycle 2 was done.

Table 4. 8
Result students' score post test II

No	Name	Score	Increase / No

			Increase
1	AMA	90	Increase
2	AFD	76	Increase
3	DFP	78	Increase
4	KJP	76	Increase
5	MAS	78	Increase
6	MIP	76	Increase
7	MNA	75	Increase
8	MROK	77	Increase
9	RA	78	Increase
10	RRY	78	Increase
11	WNG	90	Increase
12	ANA	78	Increase
13	ATW	78	Increase
14	AYCR	80	Increase
15	ANS	78	Increase
16	DNA	78	Increase
17	DDR	80	Increase
18	KACD	78	Increase
19	M	77	Increase
20	MDA	76	Increase
21	NNA	78	Increase
22	NASU	78	Increase
23	NES	77	Increase
24	ZDD	78	Increase
25	ZYN	78	Increase

NB : 78 (Criterion of Minimum)

The average of students' post test II score is :

∑ Post test II : 1964

∑ Post test II : $\underline{\Sigma\ x}$

N

: $\frac{1964}{25}$

: 78,56

From this data, the researcher calculates students" post test 1 score with students" post test II score by using this formula below to find the improvement of students score in the form of percentage, it will be as follow:

$P = \frac{y2 - y}{y}$ x 100%

$= \frac{78,56 - 60,8}{60,8}$ x 100%

$= \underline{30,9\%}$

After finding the improvement of students'score, then the researcher tried to find the class percentage of the whole students' who able to pass the KKM as follow :

$P = \frac{F}{N}$ x 100%

$= \frac{17}{25}$ x 100%

$= 68\%$

It showed that the implementation of role-play in teaching. English expecially teaching speaking is successful. From those interpretations, the researcher obtained that there are 29,8% of students score had improved within the second cycle, or 17 of 25 students are passed the KKM while the other 8 students are still bellow the KKM. If it is calculated the whole improvement of students score from the pre

test result, it would be 68% of students score are passed the KKM. In this case, those score showed the successful of the classroom action research toward students of tenth grade MIPA grade students MA Al Muayyad Surakarta.

B. Discussions

The researcher was doing a role-play method with 2 Cycle and only 4 meeting in 2 meeting each cycle successfully. The English teacher in MA Al-Muayyad Surakarta not have a methods to improve the students speaking ability and the teacher distrust that method can improve the stuents speaking ability. That result, the researcher success to made a students improvement can see that the score and the students like a English learning. From the previous study, they only to extend teacher method and doing with a long cycle. But, the researcher can finding a result with a short cycle and from the previous teacher not use this method. After conducting the action on the cycle 1 and 2 and analyzing the observation result, the researcher found some research finding to answer the research question that stated in chapter 1. It could be seen in improvement of student's score that improved from the mean scores in the test. From all calculation above, the researcher could interpret the result after the implementation of Classroom Action Research from cycle I up to cycle II. It could be seen from thos table :

Table 4.9

The students' speaking score of pre-test, post-test I, and post-test II

No	Students	Pre-test	Post-test I	Post-test

				II
1	AMA	78	80	90
2	AFD	65	70	76
3	DFP	60	70	78
4	KJP	56	73	76
5	MAS	55	70	78
6	MIP	50	70	76
7	MNA	78	80	75
8	MROK	60	68	77
9	RA	65	70	78
10	RRY	65	78	78
11	WNG	50	75	90
12	ANA	65	70	78
13	ATW	60	78	78
14	AYCR	60	70	80
15	ANS	53	73	78
16	DNA	58	70	78
17	DDR	58	75	80
18	KACD	65	70	78
19	M	56	65	77
20	MDA	55	70	76
21	NNA	57	73	78

22	NASU	65	70	78
23	NES	65	70	77
24	ZDD	55	65	78
25	ZYN	65	70	78
TOTAL		1502	1793	1964
AVERAGE		60,8	71,72	78,56

And here the researcher describes the result from pre-test, post-test I and post-test II
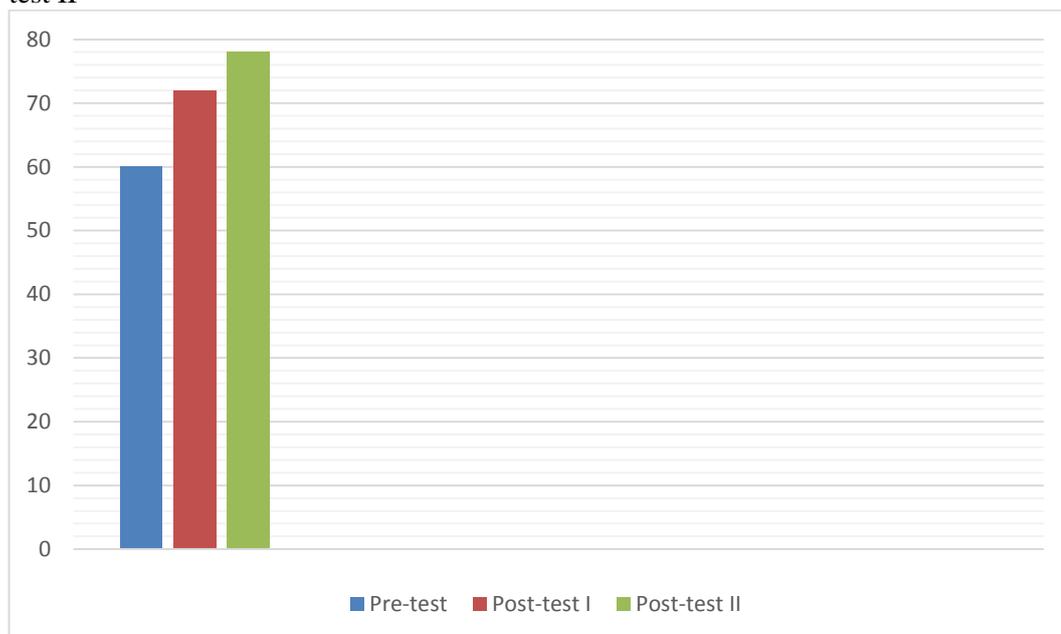
through diagram below:

From the result of the implementation of the action, there are some improvements as follows In this process, the researcher was helped by the teacher to observe the English teaching learning process. He is English teacher in MA Al – Muayyad Surakarta.. From the collaborator, she identified several factor causing the low of students' speaking skill. First the students have low interest speaking. They thought that speaking was so difficult because they did

not unaccustomed to speak English. They did not feel confident to speak English, they feel nervous. They also have difficulties to speak in English because of lacking of vocabulary. They always open the dictionary if they want to speak English. After the researcher implemented the action plan, the teacher and the researcher conclude that the picture series can improve the students' speaking skill.

The interview with students and the teacher was conducted to know the problem in the pre researcher. The interview was also held in the end of the cycle 2 to know their opinion to the teaching activity by role play . The researcher interviewed the students in the end of the research. From the result interview, the researcher can conclude that role-play made them easier in doing speaking. They felt confident to speak English by doing role-play. It helped them in the arranged a sententence. Based on the tests were conducted in the cycle 1 and cycle 2, it could be concluded that the role play strategy could improve student's speaking ability. It could be seen in the improvement of student's speaking score that improved from the mean score in each test. The result of the test after the action implemented in teaching learning process by role – play metod could improve the student's speaking ability. The result of pre test 60,8 after the researcher use role-play the students score of post test I is 71,72 and the post test II is 78,56 so there are increasing from using role-playing.

CHAPTER V
CONCLUSION & SUGGESTION

This chapter discusses about the conclusion of the research, implication and suggestion for the English teacher, the institutions of education, the students and to the other researchers. The discussion of each section will be delivered as follows :

A. Conclusion

The research uses the Classroom Action Research (CAR) by Mc Taggart. Those are planning, acting, observing, and reflecting. This research was implemented to the tenth grade students of MA Al – Muayyad Surakarta started On 10 januari 2022, during second semester of the academic year of 2021/2022. This program was successful to improve the speaking ability of the X MIPA 2 students at MA Al Muayyad Surakarta by using role-play. The amount of students of that class is 25. The research was carried out in two cycle was effective in improving the student's pronunciation, intonation and stress, grammatical mstery, vocabulary and confidence. The action consisted of the use of role play as doing drama combining use video with a use communicative speaking activities, such as, discussions, giving feedback and re-telling story.

After implementing the two cycles, the researcher found some effective ways to improve the speaking ability of tenth grade students at MA Al Muayyad Surakarta by using role-play in academic year of 2021/2022. First, the action of role-play could attract student's attention and motivation in the teaching and learning process. The use of role-play also made the atmosphere in the classroom more relaxted and enjoyed so that the students were interested in speaking out

the feelings. The data derived from the speaking test, observation sheet, and interview. Moreover, related to test result, there was 18,2 % improvement of students' mean score pretest to the post test of the first cycle. In the pretest, there were two students' who passed the minimum score. Meanwhile, in the result of post test cycle I, there were 4 students or 12% students in the class who passed the minimum score considering their mean score test is 71,72. Next, based on the result of the post test in cycle II there was 17 students or 68% students in the class who passed the minimum score considering their mean score 78,56. It showed that the students have significant improvement. The improvement can be seen from the score that gets higher, from pre test, post test I, and post test II. The use of role-play can improve students' speaking ability. It can be proved based on the several data like the observation result showed that the students more active and creative in expressing what they have known and then the interview result, it could be summed up that the students not only had chance to be active and coorperative in speaking activity but also could speak English bravery and fluently.

B. Suggestions

Having concluded the result of research, the writer would like to propose some suggestions that hopefully will be useful for the students, and other English teachers or researchers.

1. For the students

Being aware that speaking is important in English communication, the Students should be trained or practice to speak individually, pair or in group,

both inside and outside the classroom.

2. For the teacher

   The teacher should learn and be creative to find the way of how to teach speaking using effective method, one of them is by using role play. She/he must also give motivation and explanation about the importance of speaking in English communication or universal communication.

3. For the researcher

   The result of the study can be used as an additional reference or further research with different discussion

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APPENDICES

Appendix 1 The Lesson Plan

LESSON PLAN

(Cycle I)

Sekolah   : MA Al – Muayyad Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas   : X MIPA 2

A. Kompetensi Inti

- KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif • Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan	• Membacakan legenda dengan intonasi, ucapan dan tekanan

unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

➢ Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

: Narrative text , Legend text

1. Unsur Kebahasaan

1. Past tense

2. Adverb of time

3. Time conjuction

4. Direct speech

2. structure text :

   a. orientation

     It is about the opening paragraph where the characters of the story

     are introduced

   b. complication

     where the problems in the story develop

   c. resolution

     where the problems in the story is solved

   d. reorientation

     lesson from the story

E. Metode Pembelajaran

   1. pendekatan   : saintifik

   2. Model Pembelajaran : Problem Basic Learning

   3. Metode   : Role Play Method

F. Media Pembelajaran

   1. Media

     a. Worksheet atau lembar kerja siswa

     b. Lembar penilaian

   2. Alat/Bahan

     a. Laptop

     b. LCD

     c. Spidol

d. Video

G. Sumber dan Media Pembelajaran

❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016

❖ Kamus Bahasa Inggris

❖ Pengalaman peserta didik dan guru

H. Langkah – Langkah Pembelajaran

Langkah – langkah pembelajaran	Waktu
Kegiatan Pendahuluan • Mengucapkan salam dan menanyakan kabar • Berdoa bersama di pimpin salah satu siswa kemudian menyiapkan suasana kelas yang kondusif • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Memberikan pertanyaan sederhana kepada peserta didik : 1. Apa yang kalian ketahui tentang narrative text ?	**10 Menit**

2. Cerita legenda apa saja yang pernah kalian ketahui ?	
Kegiatan Inti • Mengamati Peserta didik di beri rangsangan untuk memusatkan perhatian pada topic materi : Fungsi social, struktur text, dan unsur kebahasaan pada narrative text. (contoh : siswa di beri text beserta gambar tentang cerita Cinderella) • Menanya Guru menstimulasi siswa dengan mengajukan pertanyaan terkait gambar/video/text yang di tampilkan (contoh : so, students after you have to see this pictures can you retell about the historical of this	**70 Menit**

place? Are even going to this place ?) • Menyimak 1. Guru memberikan penjelasan pengantar secara garis besar tentang materi pelajaran : fungsi social, struktur teks, an unsur kebahasaan legend text. 2. Guru menjelaskan kepada siswa tentang metode role-play yang akan di gunakan pada pertemuan ini hingga 3 pertemuan kedepan (contoh : siswa akan di jelaskan apa maksud role-play dan pada materi yang akan di pelajari (legend text) siswa akan memerankan tokoh pada legend text) • Mengelola Informasi 1. Guru membimbing siswa untuk membaca teks legenda	

dan mengartikan menggunakan kamus	
2. Guru membimbing siswa untuk berlatih cara pengucapan, intonasi dan tekanan kata untuk menceritakan legend text.	
3. Guru membagi siswa menjadi beberapa kelompok sesuai tokoh pada teks legenda (collaboration)	
• Mengkomunikasikan	
1. Peserta didik di minta untuk mempresentasikan pekerjaan dengan maju ke depan dengan memerankan sesuai tokoh dalam cerita kemudian guru meminta peserta didik saling memberi masukan terhadap hasil pekerjaan dari temannya dan siswa dapat bertanya jawab tentang	

pronuntiation pada kata yang sulit kepada guru 2. Guru dan peserta didik membuat kesimpulan tentang legend text yang telah di pelajari. Kemudian, guru memberikan tugas kepada siswa untuk menghafalkan dan berlatih mempraktikkan convertation pada cerita tersebut.	
Setelah Akhir Pertemuan • Peserta didik mendapatkan umpan balik (feedback) terhadap proses pembelajaran • Memberikan kesempatan kepada peserta didik untuk bertanya mengenai narrative text • Membahas kesulitan apa yang siswa temukan pada praktik *learning speking* • Menyimpulkan hasil pembelajran	**10 Menit**

(what are you learned ?) (are you like role-play method to English learned ?) • Mengucapkan salam penutup dan berdoa untuk mengakhiri pembelajaran	

LESSON PLAN

CYCLE II

Sekolah   : MA Al – Muayyad Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas   : X MIPA 2

A. Kompetensi Inti

- KI-1 dan KI-2:Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan

lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	• Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

	• Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat • Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	• Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

➢ Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

D. Materi Pembelajaran

: Narrative text , Legend text

3. Unsur Kebahasaan

5. Past tense

6. Adverb of time

7. Time conjuction

8. Direct speech

4. structure text :

a. orientation

It is about the opening paragraph where the characters of the story are introduced

b. complication

where the problems in the story develop

c. resolution

where the problems in the story is solved

d. reorientation

lesson from the story

E. Metode Pembelajaran

1. pendekatan   : saintifik

2. Model Pembelajaran : Problem Basic Learning

3. Metode   : Role Play Method

F. Media Pembelajaran

    1. Media

        a. Worksheet atau lembar kerja siswa

        b. Lembar penilaian

        c. Video : https://youtu.be/oAlqAB3tC9k

    2. Alat/Bahan

        a. Laptop

        b. LCD

        c. Spidol

        d. Video

G. Sumber dan Media Pembelajaran

    ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016

    ❖ Kamus Bahasa Inggris

    ❖ Pengalaman peserta didik dan guru

H. Langkah – Langkah Pembelajaran

Langkah – langkah pembelajaran	Waktu
Kegiatan Pendahuluan • Mengucapkan salam dan menanyakan kabar • Berdoa bersama di pimpin salah satu siswa kemudian menyiapkan suasana kelas yang kondusif	**10 Menit**

• Memeriksa kehadiran peserta didik sebagai sikap disiplin
 	
• Memberikan pertanyaan sederhana kepada peserta didik :
 	
    3. Apa yang kalian ketahui tentang narrative text ?
 	
    4. Cerita legenda apa saja yang pernah kalian ketahui ?	

Kegiatan Inti • Mengamati Peserta didik di beri rangsangan untuk memusatkan perhatian pada topic materi : Fungsi social, struktur text, dan unsur kebahasaan pada narrative text. (contoh : siswa di beri text beserta gambar tentang cerita Cinderella) • Menanya Guru menstimulasi siswa dengan mengajukan pertanyaan terkait	**70 Menit**

gambar/video/text yang di tampilkan
 	
(contoh : so, students after you have to see this video please tell me who are the characters?)
 	
• Menyimak
 	
   3. Guru memberikan penjelasan pengantar secara garis besar tentang materi pelajaran : fungsi social, struktur teks, an unsur kebahasaan legend text.
 	
   4. Guru menjelaskan kepada siswa tentang metode role-play yang akan di gunakan untuk test on the last meeting
 	
• Mengelola Informasi
 	
   4. Guru membimbing siswa untuk membaca teks legenda dan mengartikan menggunakan kamus
 	
   5. Guru membimbing siswa untuk berlatih cara	

pengucapan, intonasi dan tekanan kata untuk menceritakan legend text.	
6. Guru membagi siswa menjadi beberapa kelompok sesuai tokoh pada teks legenda (collaboration)	
• Mengkomunikasikan	
3. Peserta didik di minta untuk mempresentasikan pekerjaan dengan maju ke depan dengan memerankan sesuai tokoh dalam cerita kemudian guru meminta peserta didik saling memberi masukan terhadap hasil pekerjaan dari temannya dan siswa dapat bertanya jawab tentang pronuntiation pada kata yang sulit kepada guru	
4. Guru dan peserta didik membuat kesimpulan tentang legend text yang telah di	

pelajari. Kemudian, guru memberikan tugas kepada siswa untuk menghafalkan dan berlatih mempraktikkan convertation pada cerita tersebut.	
Setelah Akhir Pertemuan • Peserta didik mendapatkan umpan balik (feedback) terhadap proses pembelajaran • Memberikan kesempatan kepada peserta didik untuk bertanya mengenai narrative text • Membahas kesulitan apa yang siswa temukan pada praktik *learning speking* • Menyimpulkan hasil pembelajran (what are you learned ?) (are you like role-play method to English learned ?)	**10 Menit**

• Mengucapkan salam penutup dan berdoa untuk mengakhiri pembelajaran	

Lampiran

Lampiran I

Pengembangan Materi

Mata Pelajaran : Bahasa Inggris

Kelas   : X MIPA 2

Materi Pokok   : Narrative Text , Legend Text

1. **The definition of Narrative text**

    Narrative Text is an imaginative story to entertain people. Narrative text is usually found in the form of fairy tale, folktale, and other fictional stories.

2. **The purpose of Narrative text**

    it is to amuse, to entertain, to teach use to have good character, and make us learn something from the story.

3. **Type of Narrative tex**t

    ➢ Fairy tales : Cinderella

    ➢ Folktale : Malin kundang

    ➢ Fable : The lion and dear

    ➢ Legend : The legend of toba lake

4. **The generic structure**

   a. orientation

   It is about the opening paragraph where the characters of the story are introduced

   b. complication

   where the problems in the story develop

   c. resolution

   where the problems in the story is solved

   d. reorientation

   lesson from the story

5. **The language feature of Narrative text**

   ➢ Using adverb of time : Once upon a time. One day, Long time ago.

   ➢ Using simple past tense : He lived in the jungle, she saw a big house.

   ➢ Specific Character : Aladdin, Roro jonggrang, Cinderella.

   ➢ Time Conjuction : Then, When, Suddenly.

   ➢ Direct Speech : " why are you crying friend ? " , he said " jump now !"

6. **Example of Narrative text with analysis**

On a hot summers day, a fox was happy strolling along on his way. He suddenly come across a grape orchard. This caught his attention as he had forgotten his packed lunch at home! He looked up and saw the most delicious-looking bunch of purple grapes, ripe and ready to be eaten. The grapes were just there, hanging from the vine and enticing him. The grapes looked juicy, and the foxs mouth started to water as he felt hungrier and thirstier.

"oh wow, I must have these delicious grapes for myself!" he said to him self, "I shall fill my hungry belly with the juicy grapes"

But, there was a problem, the bunch of purple grapeswere hanging from a branch so high up that is looked difficult to reach. So, the fox took a few paces behind, came running fast ahead and jumped up to reach it. But, alas, he failed to jump high enough and missed the grapes by a long way. So, he tried again. He took more steps back, came running faster and jumped higher. He went up but not high enough and his furry paw narrowly missed the grapes. He tired one last time and miss again.

Now, he was tired, hot, parched, hungry, and angry. He took a break and sat below the grapes vines. He looked up at the grapes in disgust.

➢ Moral of the story :

Never despise what we can't have, nothing come easy.

Lampiran II

Lembar Kerja Peserta Didik

Satuan Pendidikan : MA Al – Muayyad Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : X/1

Materi/ Pokok Bahasan : Legend Text

Nama	
Kelas	X MIPA 2
Semester	Ganjil
Tujuan Pembelajaran	➢ Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan
	➢ Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
	➢ Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	➢ Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
	➢ Membacakan legenda dengan intonasi, ucapan dan tekanan kata

	yang benar, dengan saling mengoreksi

Petunjuk Kerja	➤ Pada cyecle I :
	    1. Siswa membentuk kelompok terdiri dari 5-6
	    2. Siswa mengamati teks dan mengartikan menggunakan kamus
	    3. Siswa menganalisis karakter setiap tokoh
	    4. Siswa melakukan role play dengan membawa teks legend
	 ➤ Pada cycle II :
	    1. Siswa melihat video dengan seksama dan memperhatikan native speaker tokoh pemeran dalam cerita legend
	    2. Siswa menghafalkan text convertation sesuai peran

	3. Siswa menampilkan hasil akhir tugas kelompok di depan kelas.

Appendix 2

Speaking ability post-test I

Cycle I

1. Read the text below carefully and find the meaning of the difficult words !

Once upon a time in Ngasem village lived a beautiful woman and her husband. They are Endang Sawitri and ki hajar salokantara . No one in the village knows that Endang Sawitri has a husband, but she is pregnant. The villagers did'nt know ending has husband, because they a moment ago lie in this village and her husband going to self-denial in cave. Not long after that she gave birth and greatly surprised the people because what was born was not a baby but a dragon. Surprisingly the Dragon can talk like a human. The dragon was named Baru Klinting.

When he was a teenager, Baru Klinting asked his mother

Baru Klinting: "Mom, do I have a father like other children?"

Endang Sawitri: "Yes my son you have a father like other children"

Baru klinting: "Then what is her name, Mother?"

Endang Sawitri: "Your father is a king who is currently imprisoned in a cave on the slopes of Mount Telomaya. It's time for you to find and meet your father. I allow you to go there and bring this klintingan as evidence of your father's legacy. Baru Klinting is happy to go to his father's Ki Hajar Salokantara hermitage."

Baru Klinting: (Without a second thought, Baru klinting immediately went to Telomaya cave)

And when he arrived at the Telomaya cave, he worshiped prostrate

Baru klinting: Sendiko, is this really the hermitage of Ki Hajar Salokantara

Ki Hajar Salokantara: That's right, what are you doing here

Baru klinting: If you are Ki Hajar Salokantara it means you are my father whom I have been looking for all this time, said mother when I already knew father, I had to show evidence of this klintingan

Ki Hajar Salokantara: If you are really my son you have to go around Mount Telomaya

Baru Klinting: Okay, Dad, I will go around the mountain (And finally he can surround Temolaya mountain)

Ki Hajar Salokantara: After you surround the mountain, you will be imprisoned on the slopes of the mountain

One day Phatok Village wanted to have a big party and wanted to find a big animal in the forest but no one got a big animal. However, when the residents were frustrated, the residents saw a giant dragon imprisoned in the Telomaya cave.

Citizen 1: Well maybe today we all won't be able to get a big forest animal, but I saw a big dragon who was imprisoned.

Citizen 2: let's dismember the body.

Arriving at the village, the residents immediately held a large party, and not long after, there was a small, rotten child who participated in celebrating the party, but the residents threw him out.

Waraga: hey you rotten child get out of here, if you don't go later I will hit you

Baru Klinting: Okay, I'll leave this party. (with a disappointed heart)

Then just klinting went and approached the house of an old widowed grandmother

Baru klinting: Grandma, may I ask for the food, Grandma!

Grandma: It's okay, please come in, sweet child

Grandma: What's your name?

Baru Klinting: My name is new Klinting Grandma!

Just klinting: Grandma, when Grandma hears the roar, Grandma, will you prepare the mortar? I say goodbye first

Grandma: Yes sweet child

Baru Klinting also returned to the villager's party, but what could the residents have done, drove Baru Klinting back

Citizen: Hey rotten child why did you come back here, I'll kick you

Baru klintig: OK, I'll leave this party, but can someone pull out this stick.

Citizen: chubby boy, here, let me pull it out, wow this stick is very heavy to grab

All the residents who pulled out no one could pull out the stick, then Baru Klinting pulled it out

Baru klinting: Alright, because no one can pull this stick out

Finally, from the pull out of the stick a spring emerged which was getting heavier and heavier. All of the residents died except the kind-hearted widow, because she used a mortar as a boat.

Because the water that comes from the springs is clear, the lake is now named "RAWA PENING".

I. After performance test

1. When did the story take place ?

2. Who were the main characters of the story?

3. What did happen to Baru klinting and Ki Hajar Salakantara?

4. How was the ending?

5. What is moral value of the story?

Key answers:

1. Once upon a time in Ngasem Vilage lived a beautiful woman and her husbad.

2. Baru Klinting

   a. Ki Hajar Selakontoro is a Endang Sawitris husband he self-denial in cave and now he is a king.Baru Klinting meet Ki Hajar Salokantara in Telomoyo mountain. Than, he look person doing self denial

   b. Baru Klinting to knelt and explained that he was his soon, homever, Ki Hajar look doubtful because his soon leke a dragon. Than, Baru Klinting pointed and the in heritanee his mother had given him. Ki Hajar seemed a little trusting and told Baru to meditate on the mountain to change into a whole human being.

3. After baro ascetic, he turned into a stinking human and covered with gash, because, at the time when he still a dragon the body was cut ath. He came in village. But, the villagers avoided baro. Baro was hlped by an old woman. Baro then stick wood in groud and not one person can pull out. Baro, pulled out the wood and emitted waterso the villagers drowned.

4. Patience, trust, and loving-kindness for all living beings.

A. Ending sawiti was pregnant and born baby but a dragon

B. Baro klinting find his father and around mountain to change a whole person.

C. Baro klinting stick wood in ground and not one person can pull out.

D. Baro Klinting pull oud wood, the village drawned and Baro charge to dragon again.

Appendix 3

Speaking Ability post test 2

Cycle II

1. Please retell this story!

Once upon a time in Ngasem village lived a beautiful woman and her husband. They are Endang Sawitri and ki hajar salokantara . No one in the village knows that Endang Sawitri has a husband, but she is pregnant. The villagers did'nt know ending has husband, because they a moment ago lie in this village and her husband going to self-denial in cave. Not long after that she gave birth and greatly surprised the people because what was born was not a baby but a dragon. Surprisingly the Dragon can talk like a human. The dragon was named Baru Klinting.

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Baru klinting: "Then what is her name, Mother?"

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Waraga: hey you rotten child get out of here, if you don't go later I will hit you

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Baru klinting: Grandma, may I ask for the food, Grandma!

Grandma: It's okay, please come in, sweet child

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All the residents who pulled out no one could pull out the stick, then Baru Klinting pulled it out.

Baru klinting: Alright, because no one can pull this stick out

Finally, from the pull out of the stick a spring emerged which was getting heavier and heavier. All of the residents died except the kind-hearted widow, because she used a mortar as a boat.

Because the water that comes from the springs is clear, the lake is now named "RAWA PENING".

II. Performance test

Please retell the Rawa Pening story using your awn words.

Guidance: Once upon a time in Ngasem village lived a beautiful woman and her husbad. They are Endang Sawitri and Ki Hajar Salokantara

a) What happened first?

b) What happened next?

c) What happened then?

d) Finally?

Key answers:

A. Endang sawiti was pregnant and born baby but a dragon

B. Baro klinting find his father and around mountain to change a whole person.

C. Baro klinting stick wood in ground and not one person can pull out.

D. Baro Klinting pull oud wood, the village drawned and Baro charge to dragon agai

I. **Penilaian Hasil Pembelajaran**

1. **Sikap**

   - **Penilaian Observasi**

   Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :

• BS : Bekerja Sama

- JJ : Jujur

- TJ : Tanggun Jawab

- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

    100 = Sangat Baik

    75 = Baik

    50 = Cukup

    25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria

    = 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4

    = 68,75

4. Kode nilai / predikat :

    75,01 – 100,00 = Sangat Baik (SB)

    50,01 – 75,00 = Baik (B)

    25,01 – 50,00 = Cukup (C)

    00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin

    dinilai

2. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4

1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (*intonation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2

		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		

Skor maksimum	10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

4. **Pengayaan**

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu

yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. **Remidial**

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu

yang telah dialokasikan, perlu diberikan kegiatan remedial

Mengetahui,   ……….,Juli 20…..

Kepala Sekolah   Guru Mata Pelajaran

Appendix 4

OBSERVATION SHEET

Observation Sheet of Researcher's and Students' Activities in the Teaching and

Learning Process of Speaking through the Use of Role play methods

No :

Cycle :

Meeting :

<u>Observation sheet Cycle I</u>

No	Students	Scare				Comment
		1	2	3	4	
1	The students already to follow the lesson.					
2	The students respond to the teacher greeting					
3	The teacher gives the students apperception to attact their attention and motivation					
4	The students pay attention to the teacher					
5	The students follow the					

No	Students					Comment
	teachers instruction					
6	The students are active in the learning activities					
7	The students try to findout the meanings of the objective that are found before					
8	The students ask questions related to the material					
9	The students are excited about the lesson					
10	The students can speak fluently					
11	The students can answer the teacher question in English					
12	The Students interested to learning English using Role-play method					

Observation sheet Cycle II

No	Students	Scare				Comment
		1	2	3	4	
1	The students already to follow					

	the lesson.				
2	The students respond to the teacher greeting				
3	The teacher gives the students apperception to attact their attention and motivation				
4	The students pay attention to the teacher				
5	The students follow the teachers instruction				
6	The students are active in the learning activities				
7	The students try to findout the meanings of the objective that are found before				
8	The students ask questions related to the material				
9	The students are excited about the lesson				
10	The students can speak fluently				
11	The students can answer the teacher question in English				

12	The Students interested to learning English using Role-play method					

Appendix 5

Interview Transcript 1

With teacher

(21 Januari 2022)

Code : IT1

Jam : 10.00 – 10.46

Tempat : Ruang Guru

Responden : (P) : Peneliti (G) Guru bahasa inggris

P : sudah berapa lama ibu menjadi guru bahasa inggris di sekolah ini ?

G: *saya mengajar di sekolah ini kira – kira sekitar 15 tahun.*

P : Menurut ibu bagaimana kemampuan siswa dalam berbicara bahasa inggris ?

G : *ada siswa yang bisa tapi tidak lancar dalam berbicara bahasa inggris, bias di hitunglah mbak dari 1 dari 25-30 siswa.*

P : apakah dampak dari covid taun lalu untuk pembelajaraan bahasa inggrsi ?

G: *wah, dampaknya luar biasa mbak. Siswa menjadi malas untuk sekolah apalagi mengikuti pelajaran bahasa inggris.*

P: apakah guru bahasa inggris di MA Al muayyad memfokuskan siswa agar bisa berbahasa inggris ?

G: *kalau sekolah ini memang dari dulu belum ada guru bahasa inggris yang menggembleng siswa agar lancar dalam berbicara bahasa inggris, mungkin sulitnya siswa untuk membiasakan barbicara bahasa inggris di aktifitas sehari-hari. Karna di sekolah formal mungkin hanya beberapa jam saja sisanya banyak untuk kegiatan pesantren.*

P : selama ibu mengajar bahasa inggris apakah siswa antusias ketika pembelajaran berlangsung?

G: *tentu tidak mbak, mereka biasanya hanya bersemangat ketika menjawab " Good Morning, I'am Fine and you ? ". Setelah masuk pembelajaran siswa diam tapi ada yg diamnya tidur ada juga yang diamnya menyimak tapi tidak faham. Setelah saya suruh membaca biasanya malah menjadi gojek sendiri. Jadi lebih banyak saya yang bericara, siswa biasanya diam.*

P : apakah metode yang anda gunakan untuk mengajar speaking I kelas X MIPA II ini ?

G : *selama ini belum ada metode yang saya gunakan untuk mengimprove speaking mbak, karna mungkin siswa pasif dan gurune wes tuo jadi tidak update metode mengajar terbaru*

P: apakah setiap awal pembelajaran siswa di beri treatment/motivasi agar

bersemangat ketika pelaksaan pembelajaran ?

G: *tidak setiap saat mbak, biasanya saya membuka dengan bercerita hanya sesekali dua kali saja.*

P : Apakah ibu mengajari siswa untuk menghafal vocab ?

G : *saya menyuruh siswa menghafal vocab biasanya sesuai meteri pembelajaran, sehingga tidak setiap jam pelajaran bahasa inggris siswa menghafal vocab, biasanya siswa setelah membaca lalu saya artikan dan mereka mengingat.*

P : Apakah ibu mengetahui metode role play dalam meningkatkan speaking siswa ? menurut ibu, seberapa efektifkah jika metode tersebut di terapkan untuk siswa kelas X MIPA II ?

G : *Metode role play itu semacam memaikan peran tokoh itu ya mbak, sebelumnya belum prnah saya gunakan untuk mengajar. Karena, karakter siswa yang pemalu antara laki – laki dan perempuan jadi menurut saya kurang efektif. Kalau njenengan mau menerapkan metode itu dan berhasil maka saya akan ikut senang sekali mbak.*

Appendix 6

Interview Transcript 2

With students

(22 Oktober 2022)

Code : IT 2

Jam : 09.00 – 09.30

Tempat : Depan Ruang Kelas

Responden : (P) : Peneliti (M) : Murid

P : apakah kamu suka pelajaran bahasa inggris ?

M 1 : Suka sedikit miss

M2 : Nggak suka miss karna susah

M3 : Lumayan suka miss tapi tidak terlalu faham

P : ketika pembelajaran bahasa inggris kamu suka ketika reading, writing atau speaking ?

M1 : Berbicara miss, tapi kadang bingung

M2 : Membaca miss

M3: Berbicara miss, karna suka menyanyi bahasa inggris

P: apakah menurutmu speaking itu sulit?

M1 : Lumayan sulit miss

M2 : lumayan sulit miss

M3 : sulit tapi tidak terlalu miss

P : apa masalah kamu dalam speaking ?

M1 : terkadang kalau mau mengungkapkan sesuatu tapi tidak tahu bahasa inggrisnya apa miss

M2 : mungkin Karena saya tidak terlalu menyukai bahasa inggris, jadi saya malas untuk berbicara bahasa inggris miss.

M3 : karna guru mengajar terlalu garing miss, kurang game dan kurang memberi kesempatan pada siswa untuk berbicara jadi jarang speaking gitu miss.

P : apakah sudah pernah berdiskusi masalah kamu dengan guru mengenai kesulitan tersebut ?

M1 : sudah miss, tapi bu guru bilang kalau lebih giat lagi belajarnya

M2 : tidak miss, tidak berani bilang.

M3 : saya tidak berani bilang miss, saya tanya solusi kepada guru les

P: apakah kamu suka belajar berkelompok/cenderung sendiri ?

M1 : bareng-bareng miss, karna di pesantren terbiasa sama-sama

M2 : berkelompok miss lebih seru

M3 : berkelompok miss

P: apakah ketika pelajaran bahasa inggris guru pernah menggunakan media pembelajaran lain, misalnya bermain drama atau menggunakan video ?

M1 : dulu pernah menggunakan video tapi sekali saja miss

M2 : penah miss, lalu di ajak ke perpustakaan

M3 : menggunakan speaker penah miss

Appendix 7

Students Attendence

No	Students Name	Meeting I	Meeting II	Meeting III	Meeting IV
1	AMA	√	√	√	√
2	AFD	√	√	√	√
3	DFP	√	√	√	√
4	KJP	√	√	√	√
5	MAS	√	√	√	√
6	MIP	√	√	√	√
7	MNA	√	√	√	√
8	MROK	√	√	√	√
9	RA	√	√	√	√
10	RRY	√	√	√	√
11	WNG	√	√	√	√
12	ANA	√	√	√	√
13	ATW	√	√	√	√
14	AYCR	√	√	√	√
15	ANS	√	√	√	√

16	DNA	√	√	√	√
17	DDR	√	√	√	√
18	KACD	√	√	√	√
19	M	√	√	√	√
20	MDA	√	√	√	√
21	NNA	√	√	√	√
22	NASU	√	√	√	√
23	NES	√	√	√	√
24	ZDD	√	√	√	√
25	ZYN	√	√	√	√

Appendix 8

Pictures of Research

1. **First Meeting cycle I**

(The researcher has doing explanation about Legend Topic and Role-Play
Method)

2. **Second Meeting Cycle II**

(The students doing a Drama one of them as a narrator and the researcher

correct they performance)

Last Meeting the researcher take a photo with a girl students