

AN UNDERGRADUATE THESIS
THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE
SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA
MUHAMMADIYAH 1 METRO



By:
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Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1441 H / 2020 M

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MUHAMMADIYAH 1 METRO

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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1441 H/2020 M



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Matter : **In order to hold the Munaqosyah
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To: The Honorable the
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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NOTA DINAS

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO, Written by: Desti Tristia, Student Number 14121147 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 20th, 2020, at 07.30-09.30. AM

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**THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE
SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA
MUHAMMADIYAH 1 METRO**

ABSTRACT

**By:
DESTI TRISTIA**

The aim this research is knowing whether students' speaking skill could be increased by using role playing technique and also to know how implementation of the technique increasing students skill in speaking among the tenth grade of the SMA Muhammadiyah 1 Metro.

This research used classroom action research (CAR). The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing, and reflecting. This research, is conducted in 2 cycles and every cycle consists of 3 meetings. The researcher took the sample of research in the X IPA 2 class which consists of 30 students.

Based on the result and the discussion of this research, it can be said that the implementation of role playing technique to increase speaking skill is success because the criteria of success was achieved. It is proofed by the percentage of score in pre-test and post-test. At the pre-test is 20%, at the post-test 1 is 30%, and at the post test 2 is 83%. The research conclusion there was significant increased of role playing as the technique in speaking skill at the tenth grade of the SMA Muhammadiyah 1 Metro.

**PENGUNAAN TEKNIK BERMAIN PERAN UNTUK
MENINGKATKAN KEMAMPUAN BERBICARA TERHADAP SISWA
KELAS X SMA MUHAMMADIYAH 1 METRO**

ABSTRAK

**Oleh:
DESTI TRISTIA**

Penelitian ini bertujuan untuk mengetahui apakah kemampuan berbicara siswa dapat meningkat dengan menggunakan teknik bermain peran dan untuk mengetahui bagaimanakah penerapan dari teknik tersebut dalam meningkatkan kemampuan berbicara siswa pada kelas X di SMA Muhammadiyah 1 Metro. Siswa SMA Muhammadiyah 1 Metro.

Penelitian ini adalah penelitian tindakan kelas. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmiis dan Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu, perencanaan, tindakan, pengamatan dan pengayaan. Penelitian ini dilakukan dalam 2 siklus, 1 siklus terdiri dari 3 pertemuan. Pada penelitian ini, sampel kelas X IPA 2 dengan jumlah 30 siswa.

Berdasarkan hasil penelitian dan pembahasan, penelitian ini menunjukkan bahwa penerapan teknik role playing dapat dikatakan berhasil dalam meningkatkan kemampuan berbicara karena kriteria keberhasilan telah dicapai. Hal ini dibuktikan oleh hasil nilai persentase dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai persentase dari pre-test adalah 20%, hasil dari post-test 1 adalah 33%, dan hasil dari post-test 2 adalah 83%. Kesimpulan penelitian ini adalah terdapat peningkatan yang signifikan dengan menggunakan role playing sebagai teknik pada kemampuan berbicara siswa di kelas X IPA 3 SMA Muhammadiyah 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Desti Tristia

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, December 2019

The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, December 2019

Penulis



Desti Tristia

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MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ

تُفْلِحُونَ ﴿٢٠٠﴾

*“O You have believed,persevere and endure and remain stationed
and fear Allah that you may be successful.”*

(Q.S Ali’Imran: 200)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

My beloved mother,

Mrs. Suratmi who always support me by their endless love

My lovely sister,

Rinda Alviolita who have given wonderful motivation

*My beloved lectures of English Department of State Institute of
Islamic Studies of Metro*

My beloved almamater

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitled **“THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO”**.

In their occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved mother who always gave valuable supports and moral encouragement.

The researcher also would like to express her deepest gratitude to her sponsor and co-sponsor, Dr. Widhiya Ninsiana, M.HumandAhmad Subhan Roza, M.Pd, for their advice, guidance, correction, and suggestion in finishing their undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
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The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. The researcher do apologizes for all mistakes she has made in writing and presentation items. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it.

Metro, December 2019

The Researcher



Desti Tristia

St. N. 14121147

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CHAPTER 1

INTRODUCTION

A. Background of Research

English has become the main language of communication. In Indonesia, English as the foreign language which has been taught in formal school, one of the main subjects taught formally from primary up to university. This is because of the situation we are facing now, globalization era, which is very competitive. Learning a language is actually learning to develop communication ability by using that language orally or in writing properly. Every language teaching activity consists of four aspects, that is speaking, reading, listening and writing. It is mentioned in English curriculum. Teaching English in Indonesia is to develop students' speaking ability in speaking, reading, listening, and writing.

. Speaking is one of skills in English. 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. One of the techniques is role play. Role play is a technique in teaching speaking, that can give students an opportunity to practice communicating in different social contexts and in different social roles. It also allows students to be creative and to put themselves in another person's place for a while. Role play is also a technique that makes students

work in pair, support one another and to make the class more interesting and to reduce students' boredom.

In addition, the language skills are developed in order to perform a successful communication. Speaking is the one complicated language skill of communication ability, because this activity does not stand alone, as it involves various aspects not only pronunciation but also grammatical aspect.

The curriculum 2013 that uses in senior high school mentions that the students are expected to have good 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 good speaking skills in order to make them communicate using English.

Based on the pre survey on February 16th, 2018 at SMA Muhammadiyah 1 Metro, many students assume that English is the difficult subject. There are some factors that influence students problems such as the students have lack of confidence to speak up in English, and the students have lack of having vocabulary and really difficult to memorize some vocabulary. It also can be seen on the following table:

Table 1

The result of students' speaking pre-survey score

among the tenth grade of the SMA Muhammadiyah 1 Metro

| No | Grade | Categories | Frequency | Percentages |
|--------------|-------|------------|-----------|-------------|
| 1 | >75 | Passed | 3 | 20% |
| 2 | <75 | Failed | 27 | 80% |
| Total | | | 30 | 100% |

Data Resources : The students' score of SMA Muhammadiyah 1 Metro

From the table above, it can be seen that student's speaking score are categorized into low level of the total student. From 30 students, only 3 students or 20% who complete the Standard Minimum Requirement (SMR) which the standard minimum requirement is 70 for English and 20 students or 75% belong to the failed.

Based on the description above, the researcher decides to use learning strategies in speaking activities by using role play activities. Therefore the researcher would like to take a research under the title : "The Use of Role Playing Technique to Increase Speaking Skill Among The Tenth Grade of the SMA Muhammadiyah 1 Metro "

C. Problem Identification

Regarding to the background of research above, the researcher would like to identify the problems as follows:

1. The students have lack confidence to speak up in English
2. Many students have low motivation in learning English especially in speaking
3. The students have lack vocabulary

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem is they have the difficulties to speak up in English.

D. Problem Formulation

Concerned with the background of research and problem identifications above, the writer formulates the problem as follow : "can role playing

technique increase the speaking skill among the tenth grade of the SMA Muhammadiyah 1 Metro?”

E. Objective and Benefit of the Research

1. Objective of the Research

The primary goal of the research is to show that whether role playing technique can increase the speaking skill at the tenth grade of the SMA Muhammadiyah 1 Metro.

2. Benefit of the Research

The research result is expected to be able to give some benefits for:

- a. For the English Teacher: To give input to the teacher to help the students in the problems of speaking skill.
- b. For the Student: The result of the research can be used by students to increase their knowledge about English lesson especially in speaking skill.
- c. For the Readers: The research can be used as additionaladditional reference for those who want to conduct a research an English teaching process, especially in increasing students English speaking skill.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Concept of Speaking Skills

a. Speaking Skill

Johnson and Morrow states to speak means to interact with others. It is an activity involving two or more people in which are hearers and speakers have to react what they speak.¹From the definition above, speaking does not mean an easy activity to do. According to Brown, there are eight factors that make speaking difficult. The factors are clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and the last one is interaction. The factors above are described as follows.

The first is clustering. The characteristics of clustering refer to fluent in speech. It makes speaking difficult, because a fluent speech is a phrasal not word by word. The second is redundancy. Redundancy tells about the opportunity of the speaker to provide the clearer meaning. The third is reduced forms. Students should learn the reduced forms in order to make their speaking better. Afterwards, when the

¹Johnson, K, and K, Morrow, *Communication in the Classroom: Applications and Methods for A Communicative Approach*, (London: Longman Group. Ltd, 1981), p.70

students do not learn about colloquial construction, it will be make a poor quality of speaking. The colloquial construction means that the students reasonably well acquainted with their daily conversations' words.

The next factor is performance variables. Students can show their performance of hesitations, pauses, backtracking and correction, such as the use of “fillers” like uh, hm, a, and, okay, as we know, etc. The teacher should give the students “time” to pause and then continue their performance.

The other factors are stress, rhythm and intonation. English has its own stress, rhythm, and intonation which belong to the pronunciation aspect which differs from other languages. Those are important in English because different stress, rhythm and intonation convey different meaning and are thus important to give the message clearly. Finally, the last factor is interaction which needs the creativity of conversational negotiation.²

In this regard, Brown divides sixteen skills of speaking. The skills are divided into two kinds of categories, microskills and macroskills. They are mentioned as follows:

²H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman.Inc, 2001), p.270-271

1) Microskills:

- a) Produce differences among English phonemes and allophonic variants.
- b) Produce chunks of language of different lengths.
- c) Produce English stress patterns, words in stressed and unstressed position, rhythmic structure and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical words.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various communication strategies like pauses, fillers, self-correction, backtracking – to enhance the clarity of the message.
- h) Use appropriate speech acts (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules and reduced forms.
- i) Produce speech in natural combination – in appropriate phrases, pause groups, breath groups and sentences.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

2) The Macroskills:

- a) Use the functional expressions appropriately according to situations, participants and goals.

- b) Use appropriate words choice based on the situation and the participants in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplifications.
- d) Use facial feature, kinesics, body language and other nonverbal cues along with verbal language.
- e) Develop and use speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help and accurately assessing how well you interlocutor is understanding you.³

In addition, Spratt, Pulverness and Spare states that when people are speaking, they usually use a different aspect of speaking. There are two main aspects of speaking, fluency and accuracy. Fluency means being able to communicate with a language easily and well. In addition, accuracy in speaking is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.⁴

The macro and micro skills above show that the students need to learn the forms of language as well as the functions of language. In the

³ H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*, (New York : Pearson Education, Inc, 2004), p.142

⁴ Spratt, Alan Pulveness, Melanie Williams, *The Teaching Knowledge Test Course*, (Cambridge: Cambridge University Press, 2005), p.34

teaching of speaking, they are introduced to the pieces of language to see the whole part of it. It is expected that showing the macro and micro skills of speaking to them could help them convey and negotiate meanings of language.

b. The Definition of Speaking

Speaking is one of the basic language skills that has a more important role than other skills because it is used as a communication. Without speaking, people can not socialize well. For most people, the ability to speak a language is the same in knowing a language since the speech is the most basic means of human communication.

There are many definitions of speaking according to experts. Bygate says, “speaking is skill which deserves attention every bit as much as literary skills, in both first and second language. It is skill which the students are frequently judged. It is also the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business”.⁵

According to Sandra Cornbelet and Ronald Carter “speaking is not just making sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking”⁶.

H. Douglas Brown states “Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often

⁵ Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford University Press, 1997), p.viii.

⁶ Sandra Cornbelet and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge Publisher, 2001), p.17

develop at the different rates. Either four or five components are generally recognized in analyzing the speech processes are pronunciation, grammar, fluency, comprehension, and vocabulary”.⁷

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

c. The Elements of Speaking

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process.⁸

1) Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.⁹

Pronunciation is one of the crucial elements in speaking because someone's pronunciation can affect someone's speech and impact on someone's speech that will directly affect the meaning if in context of

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2002), p.157

⁸ J.B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), p.70-71

⁹ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Educational Limited, 2007), p.343

English, because in English, different sounds will be different meaning.

2) Grammar

Grammar is the one of speaking elements. Grammar is the sounds and the sounds patterns. The basic units of meaning, such as words, and the rules to combine them to form new sentences.¹⁰ Moreover, grammar is very important in speaking because the speaker can not speak English well if the speaker does not master grammar structure.

3) Vocabulary

Vocabulary is a basic element in language. Vocabulary is single word, set phrases, variable phrases, phrasal verbs and idioms.¹¹ If someone master vocabulary, it will support their speaking, because for someone has limited vocabulary mastery makes conversation almost impossible to do.

4) Fluency

According to Gower, fluency in speaking can be thought of as the ability to keep going when speaking spontaneously.¹² Meanwhile Richards states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains

¹⁰ Victoria Fromkin and Robert Rodman, *An Introduction to Language*, (New York: Harcourt Brace College Publisher, 1998), p.14

¹¹ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2

¹² Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

comprehensible and ongoing communication despite limitation in his or her communicative competence.¹³

When fluently speaking students should be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. Accuracy and fluency have to be acquired by the students. When students speak influent and accurate way, it can be said that students have understood the language.

5) Comprehension

When someone speak, he has to make sure that he understands about he said and able to make the listener catch easily the ideas, meaning of feeling of speaker that why comprehension is needed in speaking. Both the production and comprehension of language are a factor of our ability to perceive and process stretches of discourse, to formulate representations of meaning not just from a single sentence but from referents in both previous sentences and following sentences.¹⁴ From that statement it can be concluded that comprehension is used to describe the stretches of the topic which is being spoke by speakers.

¹³J.C. Richards, *Communicative Language Teaching Today*, (New York: Cambridge University Press, 2006), p.14

¹⁴H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2007), 5thEdition, p.226

d. The Goal of Speaking

Speaking is used for many different purposes and each purpose involves different skills. Our purposes may be to make social contact with people, to seek or express opinions, or to clarify information. In some situation we use speaking to give instruction or to get things done.¹⁵ Whatever the students talk to the others, even in a single word comes out from their mouth must contain some goals. People talk to communicate, that is to express them, to influence people, to convey meaning and message and to enjoy the company of others. Robert stated the most of the speaking you do no matter what you say has some purposes and communication is the mechanism through which the developmental processes occur in what you are doing.¹⁶ The goal of speaking component in a language class should be encourage the acquisition of communication skill and to help real communication in and out of the classroom.¹⁷ From the explanation above, the researcher concludes that the goal of speaking is to communicate or to interact with others.

¹⁵ Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge : Cambridge University Press, 2002), p.201

¹⁶ Robert G. Powell, *Classroom Communication and Diversity* (New York and London: Routledge Taylor and Francis Group, 2010).p14

¹⁷ Geoffery Broughton, *Teaching English as a Foreign Language Second Edition*, (Longman: London and New York, 1998).p.76

2. Teaching Speaking

a. Definition of Teaching Speaking

According to Hayriye Kayi 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.¹⁸

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 must be meaningful because it must be produced logically from thoughts.

b. Reasons for Teaching Speaking

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

¹⁸ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> (Accessed on November 20, 2013).

- 1) Speaking activities provide rehearsal opportunities changes to practice real life speaking in 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 various elements of language they have 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 they will be able to use words and phrases fluently without very much conscious thought.¹⁹

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.

c. Activities to Promote Speaking

Hayriye Kayi inferred from many linguistics on her article in the internet on Teaching English as A Second Language (TESL) Journal, there are thirteen activities to promote speaking, which are:

¹⁹ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), p.123.

1) Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

2) Role Play

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

3) Simulations

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

4) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap

activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

5) Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6) Storytelling

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

7) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own

interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8) Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9) Reporting

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

10) Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds:earning money" is

selected, here are some possible questions: .Is money important in your life? Why?. or .What is the easiest way of earning money?. or .What do you think about lottery?. Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11) Picture Narrating

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

12) Picture Describing

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

13) Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.²⁰

Based on explanation above, many activities to promote speaking. Every activities have the have the method and also different one anothers. In this research, the researcher choose role play activity as the technique to increasing speaking skill. Role play is important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. In addition, it also allows students to be creative and to put themselves in another person for a while.

d. The Assessment of Speaking

Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different roles. Speaking skill are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension.

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

²⁰ Hayriye Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, The Internet TESL Journal, Vol. XII, No. 11, November 2006. pp.2-5

Table 2Indicators of Speaking Measurement²¹

| No | Criteria | Score | Explanation |
|----|---------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Fluency | 4 | Generally natural delivery, only occasional halting when searching for appropriate words/expressions. |
| | | 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 occur. |
| 2 | Pronunciation | 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 | 4 | Effective use of vocabulary for the task with few inappropriacies. |

²¹Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach* (London: Palgrave Macmillan, 2005). p.195-196

| | | | |
|---|----------------------|---|---------------------------------------------------------------------------------------------------------------------------------------|
| | | 3 | For the most part, effective use of vocabulary for the task with some examples of inappropriacy. |
| | | 2 | Limited use of vocabulary with frequent inappropriacies. |
| | | 1 | Inappropriate and inadequate vocabulary. |
| 4 | Grammatical Accuracy | 4 | Very few grammatical errors evident. |
| | | 3 | Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |
| | | 2 | Speech is broken and distorted by frequent errors. |
| | | 1 | Unable to construct comprehensible sentences. |
| 5 | Comprehension | 4 | Interacts effectively and readily participates and follows the discussion. |
| | | 3 | Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently. |
| | | 2 | Interaction ineffective can seldom develop an interaction. |
| | | 1 | Understanding and interaction minimal |

3. Concept Role Play Technique

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 not interested in learning speaking because the strategy used is very monotonous. The one of the most famous strategies is role play technique. Many experts have different opinion in defining role play.

According to Gillian, “A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context”.²²

Ur states that, “Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improve the amount and quality of the verbal interaction”.²³

²²Gillian Porter Ladousse, *Role Play*, (New York: Oxford University Press, 1997),p.5

²³Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press,1996),p.131-133.

Harmer said, “The role-play activity is that where students are asked to imagine that they are in different situations and act accordingly”.²⁴

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.

b. The Purpose of Role Play

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.²⁵ 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

²⁴ Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Pearson Education, 1998), p.92.

²⁵ Gillian Porter Ladousse, *Role Play, Resources Books for Teacher Series* (New York: Oxford University Press, 1997), p.147.

remembering what they have learned. Hence, the 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 and it can help students in increasing their speaking skill.

c. Types of Roles in Role Play

Ladousse viewed that there are types of role play:

- 1) The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad.
- 2) The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.
- 3) The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teacher have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
- 4) The last type is fantasy roles, which are fictitious, imaginary, and possible absurd.²⁶

²⁶I.S.P. Nation and G.I. Thomas, *Communication Activities*, (Wellington: University of Wellington, 1988), p.21.

d. The Advantages of Role Play

There are some advantages for teaching speaking by using role play in the class, they are:²⁷

- 1) With role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play.
- 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 in oiling 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 their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- 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 states role play gives students a chance to use the language they have practiced in a more creative way students improvise; it increases motivation because the chance to imagine different situations adds interest to a lesson; it encourages

²⁷Gillian Porter Ladousse , *Ibid*, p. 6-7

students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing children even teenagers and adults often imagine themselves in different situations and roles when they play games.²⁸

In conclusion, role play is an important activity in the communicative approach because role 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 to interact 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, there are also disadvantages. They are:²⁹

- 1) Organization, teachers operate in ideal circumstances. The majority work in classrooms which are too small, and with classes which are, numerically, too large. Similarly, the noise level produced by a class of forty, divided into eight role play groups in a small classroom, may be so 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.

²⁸Sarah Lynne Bowman, *The Function of Role-Playing Games*, (Britain: McFarland & Company, Inc Publisher, 2010), p. 49-50

²⁹Carol Livingstone, *Role Play in Language Learning*, (Burnt Mill: Longman Group Limited, 1983), p.30

In conclusion, teaching speaking by using role play takes up a lot of classroom 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 difficult for the students to concentrate.

f. Procedure of Role Play Technique

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

- 1) Students read and familiarize themselves with the (example) dialogue.
- 2) Divide the class in pairs, A and B, give A and B roles from the dialogues.
- 3) Let students act out their role play, not just say them but students should read it loudly.
- 4) Walk around correcting and checking.
- 5) Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.³⁰

³⁰Susan House, *An Introduction to Teaching English to Children*, (Richmond Publishing, 1997), p. 23

CHAPTER III

RESEARCH METHODOLOGY

A. Objective of Research

Object of the research is the students' speaking skill. This research to know whether the scores of speaking taught by using role play better or not by comparing the students' scores before and after being taught by role play.

B. Research Setting

This research was conducted in SMA Muhammadiyah 1 Metro. Which is located at Khairbras Street, No 65, West Metro. This research is about The Use of Role Playing Technique to Increase Speaking Skill Among TheTenth Gradeof the SMA Muhammadiyah 1 Metro.

C. Research Subject

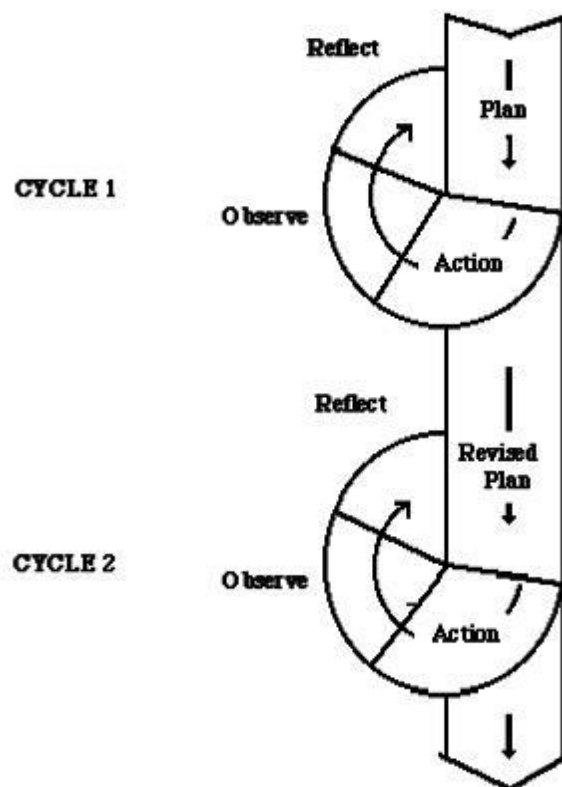
The subject of this research is X IPA 2 students' of the SMA Muhammadiyah 1 Metro. The researcher choose X IPA 2. They have 30 students.

D. Research Procedure

This research uses a classroom action research. Judith Bell stated, that action research is is an approach which is appropriate in any context when specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing

system.³¹ Donald Ary said, that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice³².

This action research tries to identify the 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 skill. In classroom action research, there were four phases that should be conducted namely: planning, acting, observation and reflecting.



The Action Research Spiral, Model from Kemmis and Mc

³¹Judith Bell, *Doing Your Research Project*, (New York: Open University Press, 2005), p.8

³² Donald Ary, *Introduction to Research in Education, Eight Edition*, (Canada: Nelson Education 2010), p. 514

Taggart

The procedures of research are performed by administering two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. Here is the explanation about each cycle:

1. Cycle 1

a. Planning

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

- 1) Preparing the material of speaking, especially about role play technique, preparing the lesson plan that is 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 adapted from internet and some books.

- 2) Preparing the instrument to collect 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 to improve speaking skill with role playing technique

- 1) In this activity, the researcher explained the material about speaking, especially about role play 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 follows:
Observed during the process of learning 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 researcher 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 researcher used the role-play to another material to teach. The researcher implemented this cycle to train the students' accuracy.

a. Planning

In the planning in the cycle 2 is the same as planning to cycle 1. The planning stages on the second cycle 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, materials for teaching and post test.

b. Action

Activities undertaken in this phase is to implement lesson plan that have been planned and develop from 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 process can 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 the action. The researcher evaluates the process and the result of the implementation of role play in teaching speaking.

E. Data Collection Technique

This research used four techniques to collect data. They are observation, test, and documentation.

1. Observation

Observation used to identify teaching learning process, especially speaking activities directed by the real teacher, and to reveal problem of speaking activity in the classroom

2. Test

To know students' existing knowledge of speaking skill, the researcher used pre-test and post-test. The pre-test is done before implemented role playing technique. Meanwhile, the post-test implemented after using role playing technique

3. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

F. Data Analysis Technique

Data analysis will be conducted by taking the average of the pre test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles.

The formula : $X = \frac{\sum x}{n}$

X: Mean

Σ : The sum of

x : Raw score

n: The total number of subject³³

The Percentage: $P = \frac{\sum xn}{n} \times 100\%$

P: Mean Percentage

Σx : The sum of all scores

n : The total number of subject

G. Indicators of Success

To know the gain the data 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.

³³Donald Ary, *Introduction to Research in Education*, p.108-109

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. Description of Research Location

a. The History of SMA Muhammadiyah 1 Metro

SMA Muhammadiyah I Metro was established in 1964 located in senior high school I Metro with the name senior high school Pembangunan and led by Mr Tauhid. In 1985 the Government of the Republic of Indonesia through the Ministry of Education and Culture issued a decree regarding the status of private schools, among others, it was stated that each private school must be a legal entity and managed by a legal entity foundation.

In 1966 on the initiative of Mr. Sirajudin Juhidin as the headmaster of senior high school 1 Metro the ownership of senior high school Pembangunan was transferred to the Education Assembly, Teaching and culture of Muhammadiyah Branch Metro. This gets a good response from MPPK Muhammadiyah. For the next senior high school of Pembangunan under the auspices of the Education Assembly, The teaching and culture of Muhammadiyah was changed the name become to SMA Muhammadiyah 1 Metro at that time the headmaster was Mr. Sirajudin Jahidin. The location of the SMA Muhammadiyah 1 was moved to the Muhammadiyah

Metro complex on Jalan Budi Utomo which is now Jalan KH, Ahmad Dahlan No.1 Metro. Where teaching and learning activities are carried out in the morning.

The government regulation was stated that the headmaster of Public School was not permitted to concurrently as a Private School headmaster, then since the position of headmaster is held by Mr. R. Ahmad Matin, BA.

In 1971 based on the provisions of the Lampung Muhammadiyah Regional Leadership, the headmaster was replaced by Mr. Alimudin Hasan. In 1979 based on the decision of the Lampung Muhammadiyah Regional Leader, Education Assembly, Teaching and Culture (MPPK) Number : E – 2/170/PPK/79 the headmaster was replaced by Mr. Suparno, BA. In this term of office Branch of Muhammadiyah Metro leader master built Senior high school Muhammadiyah 1 Metro building located on Jalan Khairbras 14/IV Ganjar Agung Metro. So that in the academic year 1983/1984, SMA Muhammadiyah I Metro teaching and learning activities transferred to the location.

In 1984 based on a letter from the Directorate General of Primary and Secondary Education, Department of Education and Culture No. 01/C-7/Kep/I/1984 Senior high school of Muhammadiyah I Metro improved status from Registered status to Recognized. Thus senior SMA Muhammadiyah I Metro Since the

Academic Year 1983/1984 have the right to organize EBTA/EBTANAS itself.

In 1987 based on letter of Decree of the Muhammadiyah Regional Leader in Lampung, Education Assembly, Teaching and Culture (MPPK) Nomor : 001/C/ Kep/ 1/ 1989. Increased again the status becomes Equated. Based on UU No 2 tahun 1989 about the National Education System, and changes to the 1984 curriculum into the 1994 curriculum the name of Senior High School changed into the Senior General School which thus changes to Senior General School Muhammadiyah I Metro, but in the year 2003 changed the name back to SMA Muhammadiyah 1 Metro.

b. The Condition of Teacher and Official Employees

The names of teachers and official employees at SMA Muhammadiyah 1 Metro are as follows:

Table 3
Names of the Teacher in SMA Muhammadiyah 1 Metro

| No | Name | Lesson |
|----|----------------------|------------|
| 1 | Drs. Ruslani M. Ro'i | Headmaster |
| 2 | Drs. Mukhisban | PAI |
| 3 | M. Nurissalam, S.Si | Chemical |
| 4 | Nurhasim, S.Ag | PAI |
| 5 | Ahkaf Fikri, S.E | Economy |
| 6 | Dra. Alfiati | History |
| 7 | Arsi Herawati, S.Pd | Physics |
| 8 | Badrun, BA. | Geography |
| 9 | Baiturrahman, S.Pd.I | Arabic |
| 10 | Bulan Purwandari | Science |

| | | |
|----|-----------------------------|------------------------------------|
| 11 | Desna Iriani, S.Pd | Science |
| 12 | Diah Indriyani, S.Psi | BK |
| 13 | Dra. Dwi Rahayu Supratiwi | Chemical |
| 14 | Drs. Edi Turpuji Astono | Indonesian |
| 15 | Eko Suwarno, S.Pd | BK |
| 16 | Fitri Ayu Arum Sari, S.S | Jappanes |
| 17 | Fitria Nurul Fatimah, S.Sos | Sociology |
| 18 | Heni Widiyarti, S.Pd. | Chemical |
| 19 | Heru Munawaroh, S.Pd. | Science |
| 20 | Iwan Suparli, S.Pd | Economy |
| 21 | Karmana, S.E | Economy |
| 22 | Maman Sudirman, S.Pd | Sport |
| 23 | Dra. Mardiyati | Indonesian |
| 24 | Neni Agustia Pakti, S.Pd | Economy |
| 25 | Ngaderi, S.Pd | English |
| 26 | Dra. Ngatini | Indonesian |
| 27 | Resesi Darmawati, S.Pd | BK |
| 28 | Rifa'I, S.Pd, M.Pd | English |
| 29 | Ridwan Awaludin, S.Pd | Sport |
| 30 | Dra. Ristuning | Geography |
| 31 | Roni Faslah, S.Pd | Matematics |
| 32 | Rudion, S.Pd.I | PKN |
| 33 | Samsul Hadi, S.Pd.I | KMD |
| 34 | Sari Yunis, S.Pd | Indonesian |
| 35 | Siti Maisaroh, S.Ag. | PKN |
| 36 | Dra. Siti Suwarni | Science |
| 37 | Dra. Sri Haridayati | History |
| 38 | Siti Fatimah | Mulok |
| 39 | Sriyanto, S.Si | Computer |
| 40 | Suyadi, BA. | Economy |
| 41 | Tengku Mismawati, S.Pd | Physics |
| 42 | Wariyanti, S.S | Indonesian Language and Literature |
| 43 | Waryoto, S.Pd | Matematics |

| | | |
|----|---------------------------|---------------|
| 44 | Dra. Wastamah | PAI |
| 45 | Siti Fatimah, S.Pd.I | Cultural arts |
| 46 | Dra. Sri Hananing Hartati | Sociology |
| 47 | Ristuning Waluyati, S.Pd | English |
| 48 | Agus Pramono | Cultural Arts |
| 49 | Burhan Isro'i, S.Pd.I | PAI |

Administrative staff of Senior High School Muhammadiyah

I Metro consists of several employees, namely:

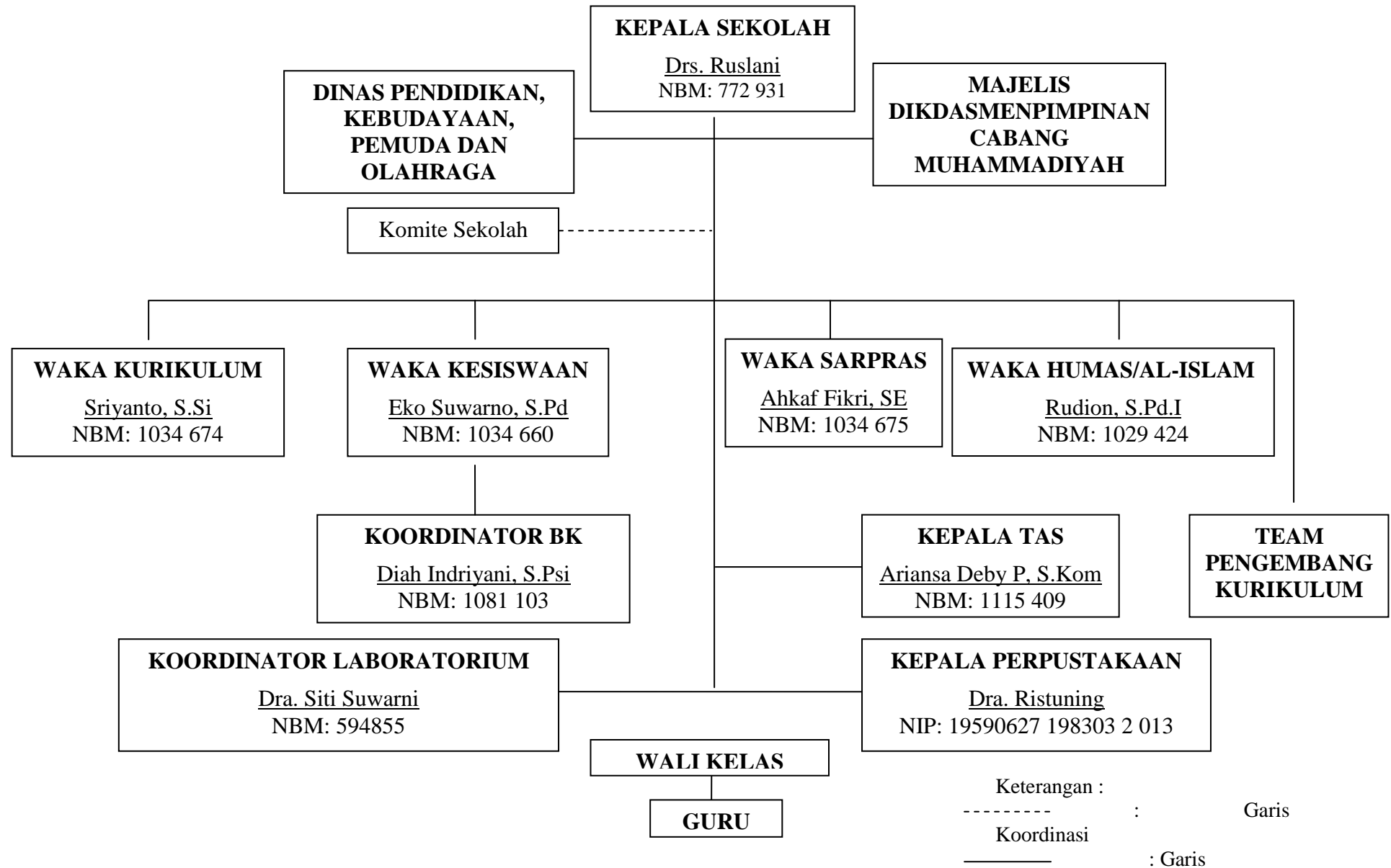
Table 4

**The Condition of The Official Employers in SMA
Muhammadiyah 1 Metro**

| No. | Name | Position |
|------------|------------------------------|---------------------------------|
| 1 | Ariansa Deby Prasetyo, S.Kom | Leader of School Administration |
| 2 | Sony | School Administration |
| 3 | Marwiyono | School Administration |
| 4 | Roudhotul Jannah | School Administration |
| 5 | Dewi Yuliana | Finance Income |
| 6 | Rahmadi | Finance Expenditure |
| 7 | Ani Rosa Sulistyowati, S.Pd | Librarian woman |
| 8 | Helmi Novitasari, S.Pd | Librarian woman |
| 9 | Junaidi | Security |

c. Structure Organization of School

Figure 1
ORGANIZATION STRUCTURE



d. Students Quantity of SMA Muhammadiyah 1 Metro

The students quantity of SMA Muhammadiyah 1 Metro in Academic year of 2018/2019 is that can be seen on the table below:

Tabel 5

**The Students Quantity of SMA Muhammadiyah 1 Metro in
The Academic Year 2018/2019**

| No | Class | Male | Female | Total |
|--------------|-------|------------|------------|------------|
| 1. | X | 89 | 69 | 158 |
| 2. | XI | 80 | 63 | 143 |
| 3. | XII | 86 | 63 | 149 |
| Total | | 255 | 195 | 450 |

e. The Condition of Facilities of SMA Muhammadiyah 1 Metro

The condition of facilities in SMA Muhammadiyah 1 Metro in the academic year of 2018/2019 that can be seen on the table below:

Table 6

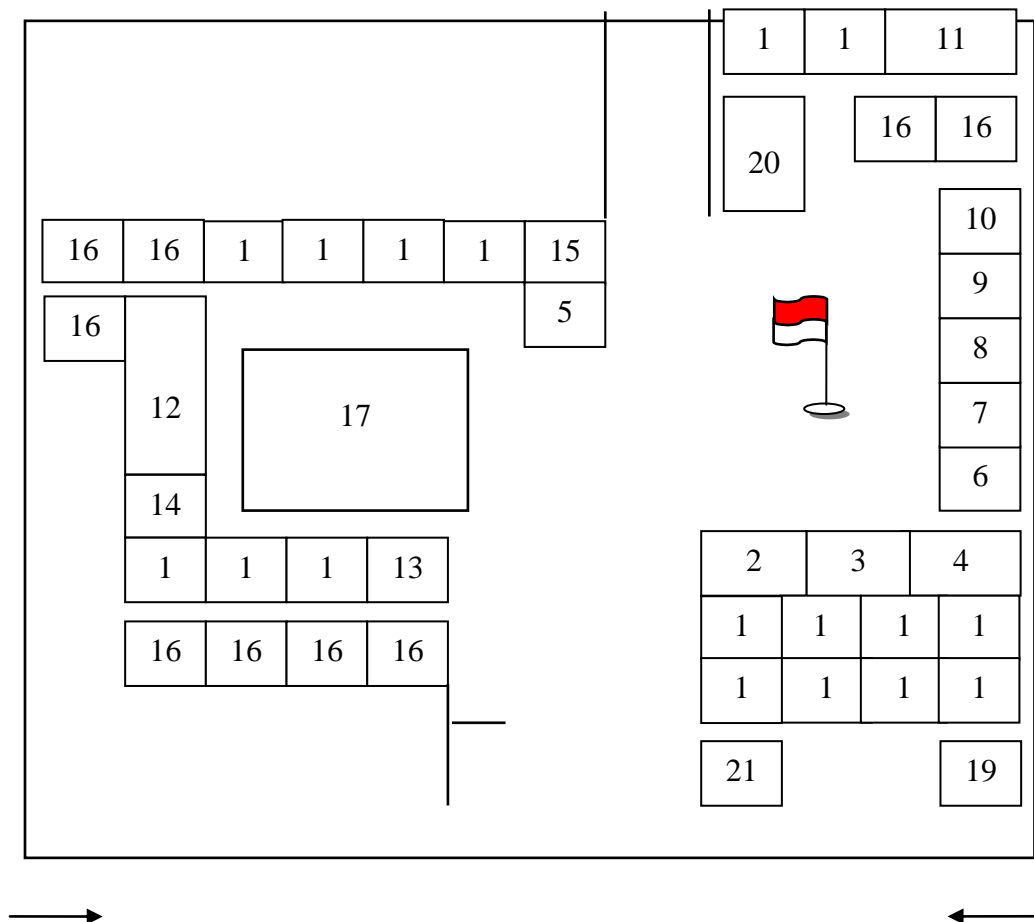
**The Condition of Facilities in SMA Muhammadiyah 1 Metro in
The Academic Year 2018/2019**

| No | Facilities | Total | No | Facilities | Total |
|----|-----------------|-------|----|-----------------|-------|
| 1 | Classroom | 17 | 11 | Library | 1 |
| 2 | Headmaster room | 1 | 12 | Mosque | 1 |
| 3 | TU room | 1 | 13 | UKS room | 1 |
| 4 | Teacher room | 1 | 14 | OSIS room | 1 |
| 5 | BK room | 1 | 15 | Warehouse | 1 |
| 6 | Lab. Physics | 1 | 16 | Toilet | 10 |
| 7 | Lab. Science | 1 | 17 | Parking area | 1 |
| 8 | Lab. Chemical | 1 | 18 | Koperasi school | 1 |
| 9 | Lab. Language | 1 | 19 | Canteen | 1 |
| 10 | Lab. Computer | 1 | 20 | Security pos | 1 |

f. The Site Sketch of SMA Muhammadiyah 1 Metro

Figure 2

The School Map of SMA Muhammadiyah 1 Metro



Loc. Jl Khairbras No. 65 Ganjarasri Metro Barat Kota Metro

- Notes:
- | | | |
|--------------------|------------------|---------------------|
| 1. Classroom | 8. Lab Chemical | 15. Warehouse |
| 2. Headmaster room | 9. Lab Language | 16. Toilet |
| 3. Teacher room | 10. Lab Computer | 17. Parking area |
| 4. Teacher room | 11. Library | 18. School Yard |
| 5. BK room | 12. Mosque | 19. Koperasi school |
| 6. Lab Physics | 13. UKS room | 20. Canteen |
| 7. Lab Science | 14. OSIS room | 21. Security room |

2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycle took 2 x 40 minutes. Each cycle consists of planning, acting, observing and reflecting. In relation to manage the class, the researcher made lesson plan. The action of this research was using role playing technique to increase students' speaking skill.

a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking skill before giving treatment and it used as the comparison score with post-test. The material that was given in pre-test was a drama about Cinderella. The students have to play their roles each other. The result score of students' pre-test can be seen in the following table:

Table 7
The Result Score of Students' Speaking Skill in
Pre-test

| No | Name | Score | Criteria |
|----|------|-------|------------|
| 1 | AZA | 55 | Incomplete |
| 2 | AF | 70 | Incomplete |
| 3 | AK | 65 | Incomplete |
| 4 | AR | 60 | Incomplete |
| 5 | APP | 55 | Incomplete |
| 6 | AQ | 50 | Incomplete |
| 7 | CDP | 75 | Complete |
| 8 | DY | 55 | Incomplete |

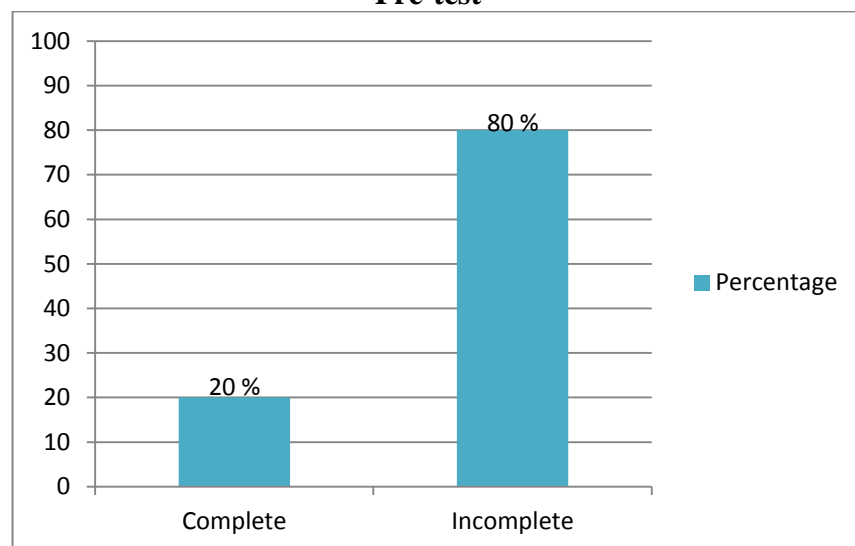
| | | | |
|----------------------|------|-------------|------------|
| 9 | FP | 70 | Incomplete |
| 10 | FS | 75 | Complete |
| 11 | HLA | 65 | Incomplete |
| 12 | IMP | 50 | Incomplete |
| 13 | KTK | 50 | Incomplete |
| 14 | MIFP | 65 | Incomplete |
| 15 | MA | 50 | Incomplete |
| 16 | NF | 50 | Incomplete |
| 17 | NA | 75 | Complete |
| 18 | OPM | 75 | Complete |
| 19 | RRRS | 60 | Incomplete |
| 20 | RAP | 75 | Complete |
| 21 | RDS | 55 | Incomplete |
| 22 | SM | 55 | Incomplete |
| 23 | SHR | 75 | Complete |
| 24 | SYA | 70 | Incomplete |
| 25 | SNH | 55 | Incomplete |
| 26 | SNM | 70 | Incomplete |
| 27 | SAA | 60 | Incomplete |
| 28 | TES | 65 | Incomplete |
| 29 | TAA | 65 | Incomplete |
| 30 | ZSK | 60 | Incomplete |
| Total Score | | 1875 | |
| Highest Score | | 75 | |
| Average Score | | 62,5 | |
| Lowest Score | | 50 | |

Based on the data above, the researcher measured the frequency of students' speaking skill score at the pre-test could be seen as follow:

Table 8
Frequency of Students' Speaking Skill Scorein
Pre-test

| No. | Score | Category | Frequency | Percentage |
|-------|-----------|------------|-----------|------------|
| 1 | ≥ 75 | Complete | 6 | 20% |
| 2 | < 75 | Incomplete | 24 | 80% |
| Total | | | 30 | 100% |

Figure 3
Percentage of the Result Score of Students' Speaking Skillin
Pre-test



Based on the result, it could be analyzed that the level of the students speaking skill were low. The students did not fulfill the minimum standard at the Senior High School Muhammadiyah 1 Metro. The total subject of the research were 30 students, only 6 students with percentage 20% were passed, and 24 students with percentage 80% were failed. So, it was the reason why the reasearcher used Role Playing to increase the students' speaking skill.

1) Planning

The first meeting was done on Monday, October 14th 2019. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on Tuesday, October 15th 2019. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about narrative text. The researcher explained the definition, generic structure and language feature of narrative text. Secondly, the researcher explained about the definition and characteristics

of Role Playing and how to apply this technique within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Monday, October 21st 2019. The post test was done to know how the students' speaking skill after a treatment. The researcher gave them drama to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 9
The Result Score of Students' Speaking Skill
Post-Test 1 in Cycle 1

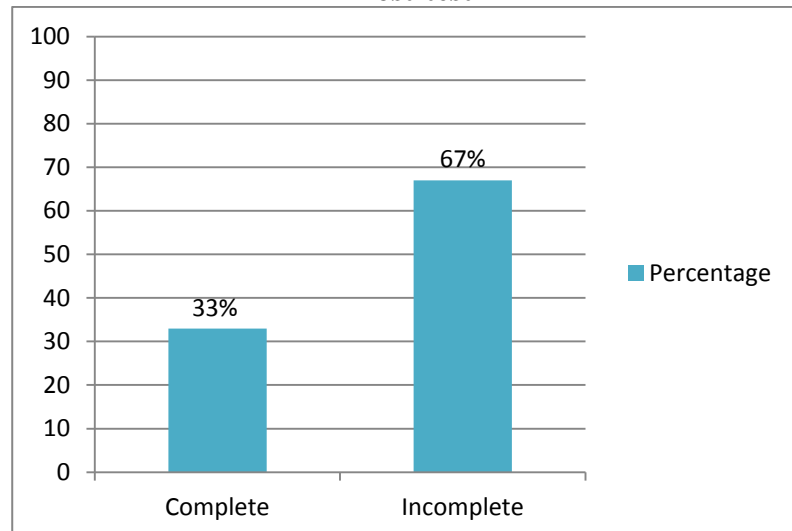
| No | Name | Score | Criteria |
|----|------|-------|------------|
| 1 | AZA | 65 | Incomplete |
| 2 | AF | 75 | Complete |
| 3 | AK | 65 | Incomplete |
| 4 | AR | 65 | Incomplete |
| 5 | APP | 60 | Incomplete |
| 6 | AQ | 60 | Incomplete |
| 7 | CDP | 80 | Complete |
| 8 | DY | 65 | Incomplete |
| 9 | FP | 75 | Complete |
| 10 | FS | 75 | Complete |
| 11 | HLA | 70 | Incomplete |
| 12 | IMP | 60 | Incomplete |

| | | | |
|----------------------|------|--------------|------------|
| 13 | KTK | 65 | Incomplete |
| 14 | MIFP | 70 | Incomplete |
| 15 | MA | 60 | Incomplete |
| 16 | NF | 60 | Incomplete |
| 17 | NA | 80 | Complete |
| 18 | OPM | 80 | Complete |
| 19 | RRRS | 65 | Incomplete |
| 20 | RAP | 75 | Complete |
| 21 | RDS | 60 | Incomplete |
| 22 | SM | 60 | Incomplete |
| 23 | SHR | 75 | Complete |
| 24 | SYA | 75 | Complete |
| 25 | SNH | 60 | Incomplete |
| 26 | SNM | 75 | Complete |
| 27 | SAA | 65 | Incomplete |
| 28 | TES | 70 | Incomplete |
| 29 | TAA | 65 | Incomplete |
| 30 | ZSK | 60 | Incomplete |
| Total Score | | 2035 | |
| Highest Score | | 80 | |
| Average Score | | 67,83 | |
| Lowest Score | | 60 | |

Table 10
Frequency of Students' Speaking Skill Score
in Post-test 1

| No. | Score | Category | Frequency | Percentage |
|-------|-----------|------------|-----------|------------|
| 1 | ≥ 75 | Complete | 10 | 33% |
| 2 | < 75 | Incomplete | 20 | 67% |
| Total | | | 30 | 100% |

Figure 4
Percentage of the Result Score of Students' Speaking Skill
in Post-test 1



Based on the data above, it can be seen just 10 students passed the post-test 1. It was higher than students' score in pre-test. The Minimum Mastery Criteria (MMC) is 75. By looking at the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 62,5 and the average score at post-test 1 in cycle 1 was 67,83. But the increasing in post-test 1 was not successful, because the percentage of students that passed the test was only 33% of 70% as the minimum standard percentage. Therefore, the researcher had to do cycle 2.

3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher was a teacher and the English teacher was a collaborator who

observed the students' activities during teaching learning process.

In the learning process, there were four indicators that used to know the students' activities in the class. Every student who was active in learning process got a tick in their observation sheet. Then, the students were not active in learning process let their observation sheet empty. The indicators of the students' activities were:

- a) The students are able to speak up in English
- b) The students understand to applied role playing in their speaking
- c) The students are active in group
- d) The students are able to do task

The result of the students' learning activities could be seen as follow:

Table 11
The Students' Activities in Cycle 1

| No. | Students Activities | Frequency | Percentage |
|----------------|-------------------------------------------------------------------|-----------|------------|
| 1 | The students are able to speak up in English | 17 | 56,6% |
| 2 | The students understand to applied role playing in their speaking | 15 | 50% |
| 3 | The students are active in group | 18 | 60% |
| 4 | The students are able to do the task | 19 | 63,3% |
| Total Students | | 30 | |

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70%.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still afraid and did not confidence in speaking English. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

Table 12
The Comparison Students' Speaking Skill Score in Pre-test and Post-test 1

| No | Name | Pre-test | Category | Post-test 1 | Category | Category |
|----|------|----------|------------|-------------|------------|----------|
| 1 | AZA | 55 | Incomplete | 65 | Incomplete | Increase |
| 2 | AF | 70 | Incomplete | 75 | Complete | Increase |
| 3 | AK | 65 | Incomplete | 65 | Incomplete | Constant |
| 4 | AR | 60 | Incomplete | 65 | Incomplete | Increase |
| 5 | APP | 55 | Incomplete | 60 | Incomplete | Increase |
| 6 | AQ | 50 | Incomplete | 60 | Incomplete | Increase |
| 7 | CDP | 75 | Complete | 80 | Complete | Increase |
| 8 | DY | 55 | Incomplete | 65 | Incomplete | Increase |
| 9 | FP | 70 | Incomplete | 75 | Complete | Increase |
| 10 | FS | 75 | Complete | 75 | Complete | Constant |
| 11 | HLA | 65 | Incomplete | 70 | Incomplete | Increase |
| 12 | IMP | 50 | Incomplete | 60 | Incomplete | Increase |
| 13 | KTK | 50 | Incomplete | 65 | Incomplete | Increase |
| 14 | MIFP | 65 | Incomplete | 70 | Incomplete | Increase |
| 15 | MA | 50 | Incomplete | 60 | Incomplete | Increase |
| 16 | NF | 50 | Incomplete | 60 | Incomplete | Increase |

| | | | | | | |
|----------------|------|-------------|------------|--------------|------------|----------|
| 17 | NA | 75 | Complete | 80 | Complete | Increase |
| 18 | OPM | 75 | Complete | 80 | Complete | Increase |
| 19 | RRRS | 60 | Incomplete | 65 | Incomplete | Increase |
| 20 | RAP | 75 | Complete | 75 | Complete | Constant |
| 21 | RDS | 55 | Incomplete | 60 | Incomplete | Increase |
| 22 | SM | 55 | Incomplete | 60 | Incomplete | Increase |
| 23 | SHR | 75 | Complete | 75 | Complete | Constant |
| 24 | SYA | 70 | Incomplete | 75 | Complete | Increase |
| 25 | SNH | 55 | Incomplete | 60 | Incomplete | Increase |
| 26 | SNM | 70 | Incomplete | 75 | Complete | Increase |
| 27 | SAA | 60 | Incomplete | 65 | Incomplete | Increase |
| 28 | TES | 65 | Incomplete | 70 | Incomplete | Increase |
| 29 | TAA | 65 | Incomplete | 65 | Incomplete | Constant |
| 30 | ZSK | 60 | Incomplete | 60 | Incomplete | Constant |
| Total | | 1875 | | 2035 | | |
| Average | | 62,5 | | 67,83 | | |

Based on the data above, the researcher measured the frequency of student's speaking skill score at pre-test and post-test 1 could be seen as follow:

Table 13
The Comparison Frequency of Students' Speaking Skill Score in Pre-test and Post-test 1

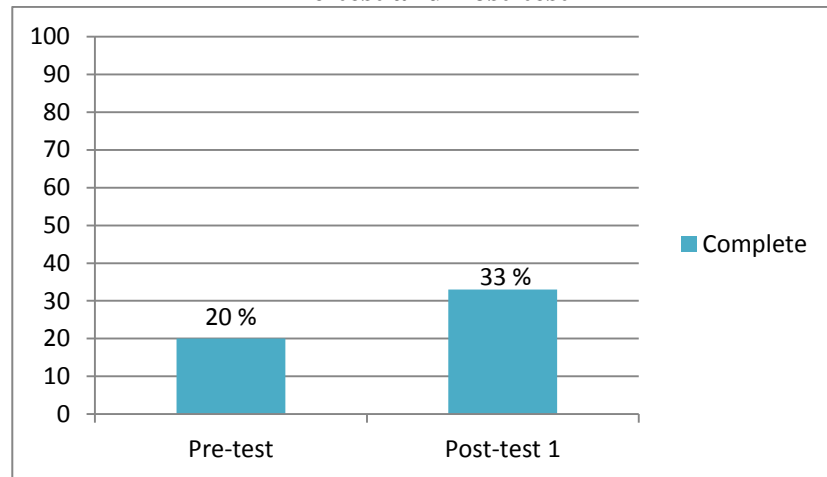
| No. | Score | Category | Pre-test | | Post-test 1 | |
|-------|-----------|------------|----------|-------|-------------|-------|
| | | | F | P | F | P |
| 1. | ≥ 75 | Complete | 6 | 20 % | 10 | 33% |
| 2. | < 75 | Incomplete | 24 | 80 % | 20 | 67 % |
| Total | | | 30 | 100 % | 30 | 100 % |

Notes :

F = Frequency

P = Percentage

Figure 5
Percentage of the Result Score of Students' Speaking Skill
in Pre-test and Post-test 1



From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 62,5 and post-test 1 67,83. Although there was an improvement from students' speaking skill, cycle 1 was not successful yet because only 10 students (33%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Tuesday, October 22nd 2019. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about narrative text to the students. The teacher gave more explanation about the narative text with applying Role Playing in the material, so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Sunday, October 28th 2019. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 14
The Result Score of Students' Speaking Skill
Post-Test 2 in Cycle 2

| No | Name | Score | Criteria |
|----|------|-------|------------|
| 1 | AZA | 70 | Incomplete |
| 2 | AF | 85 | Complete |
| 3 | AK | 75 | Complete |
| 4 | AR | 80 | Complete |
| 5 | APP | 75 | Complete |
| 6 | AQ | 75 | Complete |
| 7 | CDP | 85 | Complete |
| 8 | DY | 65 | Incomplete |
| 9 | FP | 80 | Complete |
| 10 | FS | 80 | Complete |
| 11 | HLA | 80 | Complete |
| 12 | IMP | 75 | Complete |
| 13 | KTK | 65 | Incomplete |
| 14 | MIFP | 80 | Complete |
| 15 | MA | 80 | Complete |
| 16 | NF | 80 | Complete |
| 17 | NA | 90 | Complete |
| 18 | OPM | 90 | Complete |
| 19 | RRRS | 80 | Complete |
| 20 | RAP | 90 | Complete |

| | | | |
|----------------------|-----|--------------|------------|
| 21 | RDS | 75 | Complete |
| 22 | SM | 75 | Complete |
| 23 | SHR | 80 | Complete |
| 24 | SYA | 80 | Complete |
| 25 | SNH | 65 | Incomplete |
| 26 | SNM | 85 | Complete |
| 27 | SAA | 75 | Complete |
| 28 | TES | 75 | Complete |
| 29 | TAA | 75 | Complete |
| 30 | ZSK | 65 | Incomplete |
| Total Score | | 2330 | |
| Highest Score | | 90 | |
| Average Score | | 77,67 | |
| Lowest Score | | 65 | |

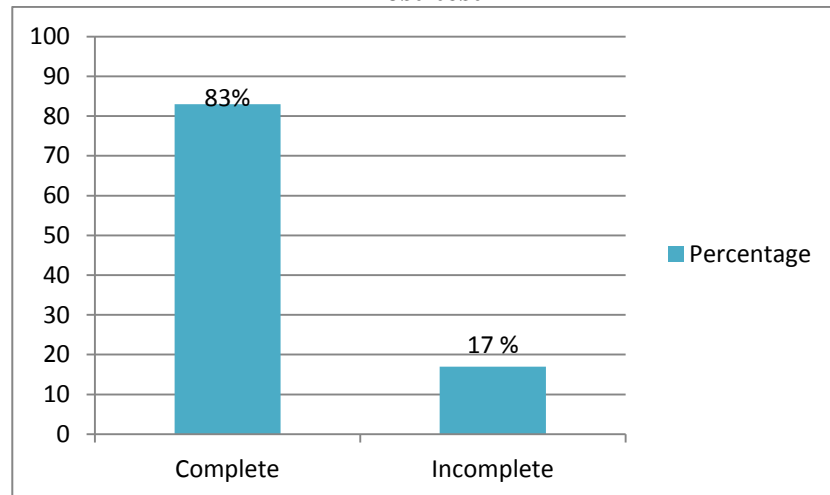
Based on the table above, it could be seen that the students' average score in post-test 2 was 77,67. The highest score was 90 and the lowest score was 65. It means that there were improving score in post test 2.

Table 15
Frequency Distribution of Students' Speaking Skill Score in Post-test 2

| No. | Score | Category | Frequency | Percentage |
|-------|-----------|------------|-----------|------------|
| 1 | ≥ 75 | Complete | 25 | 83% |
| 2 | < 75 | Incomplete | 5 | 17% |
| Total | | | 30 | 100% |

Then, the graph of percentage students' speaking skill post-test 2 score could be seen as follow:

Figure 6
Percentage of the Result Score of Students' Speaking Skill
in Post-test 2



Based on result above, it can be seen that the students' average score in post-test 2 was 77,67. The highest score was 90 and the lowest score was 65. According to minimum mastery criteria (MMC), 70% students passed the test. Most of the students could improve their speaking skill. It means cycle 2 was successful.

3) Observing

The observation was conducted with the same in cycle 1. In learning process there were four activities like in learning process previously. The result of the students' learning activities could be seen as follow:

- a) The students are able to speak up in English
- b) The students understand to applied role playing in their speaking

- c) The students are active in group
- d) The students are able to do task

The result of the students' learning activities could be seen as follow:

Table 16
The Students' Activities in Cycle 2

| No. | Students Activities | Frequency | Percentage |
|----------------|-------------------------------------------------------------------|-----------|------------|
| 1 | The students are able to speak up in English | 25 | 83,3% |
| 2 | The students understand to applied role playing in their speaking | 22 | 73,33% |
| 3 | The students are active in group | 25 | 83,3% |
| 4 | The students are able to do the task | 26 | 86,6% |
| Total Students | | 30 | |

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process. The lowest frequency of students' activities was 22 students (73,33%) and the highest frequency was 26 students (86,6%).

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

Table 17
The Comparison Students' Speaking Skill Score
in Post-test 1 and Post-test 2

| No. | Name | Post-test 1 | Category | Post-test 2 | Category | Category |
|------------|-------------|--------------------|-----------------|--------------------|-----------------|-----------------|
| 1 | AZA | 65 | Incomplete | 70 | Incomplete | Increase |
| 2 | AF | 75 | Complete | 85 | Complete | Increase |
| 3 | AK | 65 | Incomplete | 75 | Complete | Increase |
| 4 | AR | 65 | Incomplete | 80 | Complete | Increase |
| 5 | APP | 60 | Incomplete | 75 | Complete | Increase |
| 6 | AQ | 60 | Incomplete | 75 | Complete | Increase |
| 7 | CFD | 80 | Complete | 85 | Complete | Increase |
| 8 | DY | 65 | Incomplete | 65 | Incomplete | Constant |
| 9 | FP | 75 | Complete | 80 | Complete | Increase |
| 10 | FS | 75 | Complete | 80 | Complete | Increase |
| 11 | HLA | 70 | Incomplete | 80 | Complete | Increase |
| 12 | IMP | 60 | Incomplete | 75 | Complete | Increase |
| 13 | KTK | 65 | Incomplete | 65 | Incomplete | Constant |
| 14 | MIFP | 70 | Incomplete | 80 | Complete | Increase |
| 15 | MA | 60 | Incomplete | 80 | Complete | Increase |
| 16 | NF | 60 | Incomplete | 80 | Complete | Increase |
| 17 | NA | 80 | Complete | 90 | Complete | Increase |
| 18 | OPM | 80 | Complete | 90 | Complete | Increase |
| 19 | RRRS | 65 | Incomplete | 80 | Complete | Increase |
| 20 | RAP | 75 | Complete | 90 | Complete | Increase |
| 21 | RDS | 60 | Incomplete | 75 | Complete | Increase |
| 22 | SM | 60 | Incomplete | 75 | Complete | Increase |
| 23 | SHR | 75 | Complete | 80 | Complete | Increase |
| 24 | SYA | 75 | Complete | 80 | Complete | Increase |
| 25 | SNH | 60 | Incomplete | 65 | Incomplete | Increase |
| 26 | SNM | 75 | Complete | 85 | Complete | Increase |
| 27 | SAA | 65 | Incomplete | 75 | Complete | Increase |
| 28 | TES | 70 | Incomplete | 75 | Complete | Increase |
| 29 | TAA | 65 | Incomplete | 75 | Complete | Increase |

| | | | | | | |
|----------------|-----|--------------|------------|--------------|------------|----------|
| 30 | ZSK | 60 | Incomplete | 65 | Incomplete | Increase |
| Total | | 2035 | | 2330 | | |
| Average | | 67,83 | | 77,67 | | |

Based on the table 18 the researcher measured the frequency of student's speaking skill score at post-test 1 and post-test 2 could be seen as follow:

Table 18
The Comparison Frequency of Student's Speaking Skill Score in Post-test 1 and Post-test 2

| No. | Score | Category | Post-test 1 | | Post-test 2 | |
|-------|-----------|------------|-------------|------|-------------|------|
| | | | F | P | F | P |
| 1. | ≥ 75 | Complete | 10 | 33% | 25 | 83% |
| 2. | < 75 | Incomplete | 20 | 67% | 5 | 17% |
| Total | | | 30 | 100% | 30 | 100% |

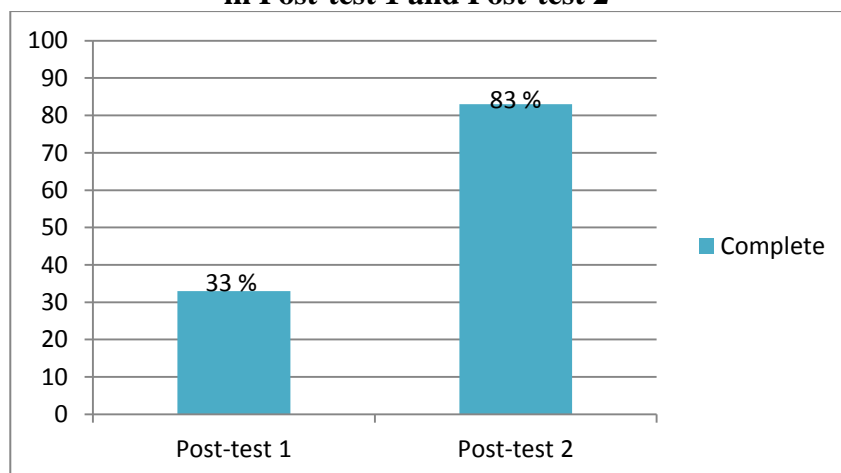
Notes:

F = Frequency

P = Percentage

Then, the graph of percentage student's speaking skill in post-test 1 and post-test 2 score could be seen as follow:

Figure 7
Percentage of the Result Score of Student's Speaking Skill in Post-test 1 and Post-test 2



The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The percentage of complete score 33% in post-test 1 improve 83 % in post-test 2 and the average score in the post-test 1 was increased from 67,83 became 77,67 in the post-test 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process. Finally it could be proved that Role Playing could increase the students' speaking skill.

B. Interpretation

1. The Learning Result Cycle 1

In this research, the researcher gave pre-test for the students to know the students' speaking skill before giving a treatment. In the pre-test, there were only 6 students (20%) who passed the pre-test and 24 students (80%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 50 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 10 students (33%) who passed the post-test 1. The lowest score was 60, the highest score was 80 and the average score was 67,83.

From the result of students' score in pre-test and post-test 1, there was an increasing from the students' result score. It could be seen from the average score in pre-test 62,5 and post-test 1 67,83. Although there was increasing for the students achievement, cycle 1 was not successful yet because only 10 students (33%) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 25 students (83%) who passed the test. In this post-test, the lowest score was 65, the highest score was 90 and the average score was 77,67.

From the result of the students' score from post-test 2, it could be concluded that there were increasing scores. The increasing score could be seen on the average score. The average score in post-test 1 was 67,83 then increased to 77,67 in the post-test 2. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

The teaching learning process was successful in cycle 1 but the students' average score was low. The score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

Table 19
The Comparison Students' Speaking Skill Score
in Pre-test, Post-test 1 and Post-test 2

| No. | Name | Pre-test | Post-test 1 | Post-Test 2 |
|-----|------|----------|-------------|-------------|
| 1 | AZA | 55 | 65 | 70 |
| 2 | AF | 70 | 75 | 85 |
| 3 | AK | 65 | 65 | 75 |
| 4 | AR | 60 | 65 | 80 |
| 5 | APP | 55 | 60 | 75 |
| 6 | AQ | 50 | 60 | 75 |
| 7 | CDP | 75 | 80 | 85 |
| 8 | DY | 55 | 65 | 65 |
| 9 | FP | 70 | 75 | 80 |
| 10 | FS | 75 | 75 | 80 |
| 11 | HLA | 66 | 70 | 80 |
| 12 | IMP | 50 | 60 | 75 |
| 13 | KTK | 50 | 65 | 65 |
| 14 | MIFP | 65 | 70 | 80 |
| 15 | MA | 50 | 60 | 80 |
| 16 | NF | 50 | 60 | 80 |
| 17 | NA | 75 | 80 | 90 |
| 18 | OPM | 75 | 80 | 90 |
| 19 | RRRS | 60 | 65 | 80 |
| 20 | RAP | 75 | 75 | 90 |
| 21 | RDS | 55 | 60 | 75 |

| | | | | |
|----------------|-----|-------------|--------------|--------------|
| 22 | SM | 55 | 60 | 75 |
| 23 | SHR | 75 | 75 | 80 |
| 24 | SYA | 70 | 75 | 80 |
| 25 | SNH | 55 | 60 | 65 |
| 26 | SNM | 70 | 75 | 85 |
| 27 | SAA | 60 | 65 | 75 |
| 28 | TES | 65 | 70 | 75 |
| 29 | TAA | 65 | 65 | 75 |
| 30 | ZSK | 60 | 60 | 65 |
| Total | | 1875 | 2035 | 2330 |
| Average | | 62,5 | 67,83 | 77,67 |

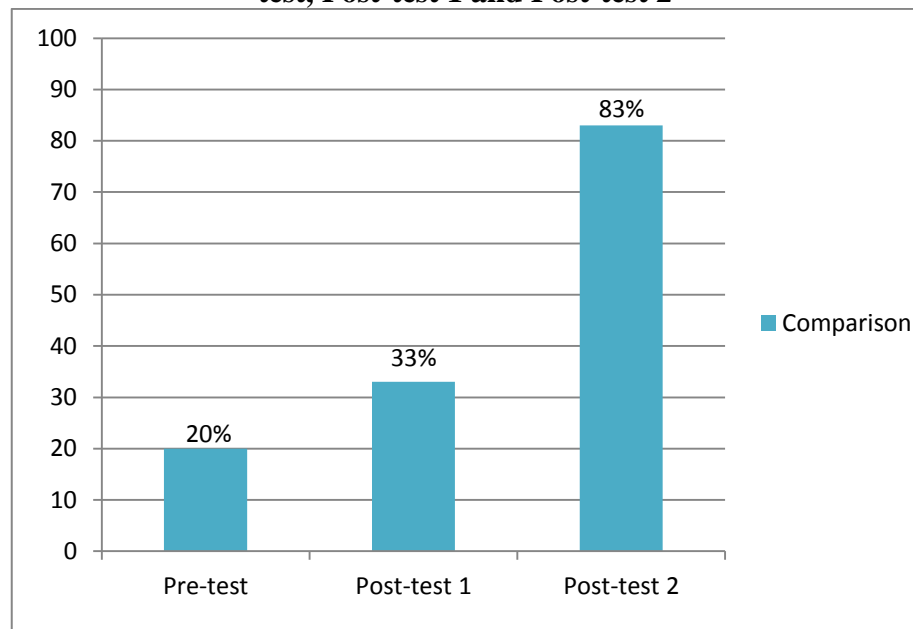
Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average score 62,5 became 67,83 and 77,67. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

Table 20
The Comparison Average of Students' Speaking Skill Score in Pre-test, Post-test 1, and Post-test 2

| No. | Score | Category | Pre-test | | Post-test 1 | | Post-test 2 | |
|-------|-------|------------|----------|------|-------------|------|-------------|------|
| | | | F | P | F | P | F | P |
| 1. | ≥75 | Complete | 6 | 20% | 10 | 33% | 25 | 83% |
| 2. | <75 | Incomplete | 24 | 80% | 20 | 67% | 5 | 17% |
| Total | | | 30 | 100% | 30 | 100% | 30 | 100% |

Then, the graph of percentage students' speaking performance in Pre-test, Post-test 1, and Post-test 2 score could be seen as follow:

Figure 8
Percentage of the Result Score of Students' Speaking Skillin Pre-test, Post-test 1 and Post-test 2



Based on the figure above, it can be inferred that Role Playing Technique could increase the students' speaking skill. It is supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

C. Discussion

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of Role Playing Technique can increase the students' speaking skill. There were improving percentage of score from pre-test that was 20%, post-test 1 that was 33% and post-test 2 that was 83%.

In relation to the results of this research. The researcher found that there was significant increasement of students' activity, who where taught

by role playing technique. It mean that role playing technique could help increase the students' speaking skill.

In the teaching learning process, the researcher found some problems such as the students have lack confidence to speak up in English, have low motivation in learning English especially in speaking and have lack vocabulary.

In applied this strategy at the tenth grade of the SMA Muhammadiyah 1 Metro, the researcher found that students were more active in giving their contribution. The teacher should motivate students to always study of english speaking and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that role playing technique could improve the students' speaking skill. As what had been showed, that there was an increasing of students' activities during the learning processing of cycle 1 and cycle 2 through role playing. It means that role playing had positive effect to increase the teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on explanation of cycle 1 and cycle 2, it could be inferred that the use of Role Playing Technique could increase the students' speaking skill. There was a progress percentage of score from pre-test 20%, post-test 1 was 33% and become 83% in post-test in cycle 2. We could be seen that there was an improvement on the percentage score and total of the students who passed the test from pre-test, post-test 1 and post-test 2

Role Playing Techniique can be effective technique and it can be used as an alternative way in teaching speaking at the tenth grade of the SMA Muhammadiyah 1 Metro. It can made students easier and enjoyable to understand the material so it could increase the speaking skill.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For the Students

The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking.

2. For the Teacher

The English teacher are suggested to use role playing as a technique in learning because this strategy is effective to increase the students' speaking skill in learning process.

3. For the Principal

The researcher expects that this study can give contribution for the school for the school, such as a reference for further studies in learning speaking skill. and the principle should take positive side of this technique as the new method or strategy in English learning that can improve the students' speaking skill.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : SMA Muhammadiyah 1 Metro

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural 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.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab,</p> | <p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai</p> | <p>Mengamati</p> <ol style="list-style-type: none"> 1. Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru 2. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 3. Siswa mengamati keteladanan dari cerita legenda 4. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda | <p>Kriteria penilaian:</p> <ol style="list-style-type: none"> 1. Pencapaian fungsi sosial 2. Kelengkapan dan keruntutan struktur teks naratif 3. Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan 4. Kesesuaian format penulisan/ penyampaian | 6 x 2 JP | <ol style="list-style-type: none"> 1. <u>Audio CD/VCD/DVD</u> 2. <u>SUARA GURU</u> 3. <u>Koran/ majalah berbahasa Inggris</u> 4. <u>www.dailyenglish.com</u> 5. <u>http://americanenglish.state.gov/files/ae/resource_files</u> 6. <u>http://learnenglish.gov</u> |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------|
| <p>peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap</p> | <p>budaya lain.</p> <p><i>Struktur</i></p> <ol style="list-style-type: none"> Pengenalan tokoh dan setting Komplikasi terhadap tokoh utama Solusi dan akhir cerita <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata-kata terkait karakter, watak, dan setting dalam legenda Modal | <p>Mempertanyakan (questioning)</p> <ol style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ol style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan | <p>Unjuk kerja</p> <ol style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> | | <p>english.britishcouncil.org/en/</p> |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| makna teks naratif lisan dan tulis berbentuk legenda, sederhana | <p>auxiliary verbs</p> <p>3. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>4. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>5. Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan</p> | <p>gagasan utama, informasi rinci dan informasi tertentu</p> <p>3. Siswa melengkapi rumpang dari beberapa teks legenda sederhana</p> <p>4. Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>5. Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>1. Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus</p> | <p>1. Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</p> <p>2. Ketepatan dan kesesuaian menggunakan strategi dalam membaca</p> <p>3. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</p> <p>Portofolio</p> <p>1. Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks</p> | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------|
| | budaya. | <p>pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>2. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <p>1. Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda.</p> <p>2. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</p> | <p>naratif</p> <p>2. Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <p>3. Kumpulan hasil tes dan latihan.</p> <p>4. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------|----------------|
| | | 3. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. 4. Siswa membuat 'learning journal' | Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | |

LESSON PLAN (CYCLE 1)

| | |
|----------------|--------------------------------------------------------|
| Sekolah | : SMA Muhammadiyah 1 Metro |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : X |
| Alokasi Waktu | : 4 x 40 Menit (2 x pertemuan) |
| Materi Pokok | : Teks Naratif Lisan dan Tulis Berbentuk Cerita Rakyat |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural 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.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks naratif lisan dan tulis berbentuk cerita rakyat sederhana

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi karakter yang ada dalam suatu cerita rakyat
2. Mengidentifikasi setting (latar cerita)
3. Mengidentifikasi konflik atau masalah yang ada dalam cerita
4. Menjelaskan solusi dalam cerita
5. Mengidentifikasi nilai moral dalam cerita
6. Mengidentifikasi penggunaan kata khusus dalam cerita
7. Menganalisis penggunaan kata kerja tertentu dalam cerita
8. Menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca
9. Menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan

D. Tujuan pembelajaran

1. Siswa dapat menjelaskan tujuan komunikasi, struktur teks dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Siswa dapat menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

E. Materi Pembelajaran

Teks lisan dan tertulis berbentuk cerita rakyat sederhana.

1. Fungsi Sosial:

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is narrative mode, the set of methods used to communicate the narrative through a process narration. Its function to entertain the reader with a story.

2. Unsur Kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam cerita rakyat
- b) Modal auxiliary verbs
- c) Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan
- d) Rujukan kata

3. Struktur Teks

- a) Orientation: Sets the scene, where and when the story happened, and introduces the participants of the story, who and what is involved in the story.
- b) Complication: Tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- c) Resolution: The problem (the crisis) is resolved, either in a happy ending or in sad ending.

Contoh Teks Naratif

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Orientation</i></p> | <p style="text-align: center;">Malin Kundang</p> <p>Long time ago in one village in Sumatra, there was a mother with a son named Malin Kundang. They lived in poor condition after the death of Malin's father.</p> |
| | <p>Day by day, Malin grew up and he became a young and strong man, brave and had a big dream to be a successful rich man. He thought if he lived in the village then he would never be a rich man. One day, Malin Kundang asked for her mother's blessing to get some job outside his village. Malin Kundang said, "Mother,</p> |

| | |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Complication</i></p> | <p>we can't live in this in this way forever. I want to be a rich man and I want to help you. I don't want you live in this poorness. Thus, would you let me go to get money at another place? I promise I will be here soon after get a lot of money".</p> <p>Mother said, "If you want to go then you have to go, my son. You are no more a child. You are a young man and you should reach your dream. Forgive your mother who can't give you everything that you need. I pray for you every day and don't forget your mother here. You have to go home someday".</p> <p>After that Malin Kundang started his journey to get rich.</p> <p>At first he joined a ship to be a sailor. The captain was a good man and he trained Malin Kundang well to be a good sailor.</p> <p>Malin Kundang was smart and he could easier learn everything. Malin Kundang assisted the captain to hold his business.</p> <p>Years by years, the captain became older. He asked Malin Kundang to run his business. Malin Kundang was also lucky because the captain asked him to marry his daughter. After that Malin Kundanng became the captain and he was very rich. The business was always good.</p> <p>After Malin Kundang was success, he forgot his promise to go back to his mother. He did not want to remember that he had a poor mother who was waiting for him for a long time.</p> <p>One day, Malin Kundang anchored his ship at his hometown. While running his business, he met his</p> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | neighbor who remembered him. After that his neighbor told Malin Kundang's mother about the coming of this son. |
| <i>Resolution</i> | <p>The mother was very happy. She went to the harbor who fastly to see his son. Unfortunately, Malin Kundang was too shy having mother liked her who looked ugly and poor. So, he rejected his mother. The mother was so sad and her heart was broken because her lovely son did not want to recognize her as his mother. She was disappointed and she said a curse for her son and all people belonged to her son. The mother said, "Oh my dear son, how dare you to be like this to your mother. If you really do not want to hear me, then you are really a stone. You and your belonging are stones".</p> <p>After the mother was saying that, Malin Kundang, his wife and all of his belongings became stones which stayed forever at that harbor silently and irremovable forever as well as stone statones.</p> |

F. Metode Pembelajaran

1. Role Playing Technique

G. Kegiatan Pembelajaran

| Kegiatan | Deskripsi Kegiatan |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Greeting (Guru menyapa siswa) 2. Guru mengecek kehadiran |

| | |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>siswa</p> <ol style="list-style-type: none"> 3. Guru memberitahukan tujuan pembelajaran kepada siswa 4. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan akhir yang ingin dicapai |
| Inti | <p>Mengamati</p> <ol style="list-style-type: none"> 5. Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru 6. Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 7. Siswa mengamati keteladanan dari cerita legenda 8. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Menanyakan</p> <ol style="list-style-type: none"> 3. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam |

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| | <p>bahasa Indonesia.</p> <p>4. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <p>6. Siswa membaca beberapa teks legenda dari berbagai sumber.</p> <p>7. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <p>8. Siswa melengkapi rumpang dari beberapa teks legenda sederhana</p> <p>9. Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>5. Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>2. Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>3. Siswa memperoleh balikan</p> |
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| | <p>(<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ol style="list-style-type: none"> 1. Siswa mempresentasikan hasil diskusi di depan kelas 2. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. |
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Siswa bersama guru menyimpulkan pembelajaran 2. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan 3. Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya |

H. Sumber dan Media Pembelajaran

1. Buku paket Bahasa Inggris Edisi Revisi SMA/MA/SMK/MAK kelas X

I. Penilaian Hasil Pembelajaran

1. Attitude (with observation sheet)
2. Knowledge
3. Skills (With rubric rating)

ASSESSMENT RUBRIC

a. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|----------------|-------|
| 1 | Vocabulary | |
| 2 | Accurancy | |
| 3 | Pronounciation | |

1) Vocabulary

5 = Perfect

4 = There is an error but does not disturb with the meaning

3 = There are errors and disturbing meaning

2 = Many mistakes and disturbing meaning

1 = Too many mistakes so it's hard to understand

2) Accurancy

3) Pronounciation

b. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|--------------|-------|
| 1 | Respect | |
| 2 | Care | |

| | | |
|---|------------|--|
| 3 | Brave | |
| 4 | Confidence | |
| 5 | Curiosity | |

1) Respect

5 = Always showing the respect

4 = Ever showing disrespect

3 = Several times showed disrespect

2 = Often shows disrespect

1 = Very often shows disrespect

2) Care

3) Brave

4) Confidence

5) Curiosity

c. Assessment aspects of behavior

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|----------------------|-------|
| 1 | Communicative action | |
| 2 | Team work | |

1) Communicative action

5 = Always carry out appropriate communication activities

4 = Often carry out appropriate communication activities

3 = Several times carry out appropriate communication activities

2 = Ever do the right communication activities

1 = Never do the right communication activities

2) Team Work

5 = Always cooperation

4 = Often cooperation

3 = Several cooperation

2 = Ever working together

1 = Never working together

English Teacher

Ngaderi, S.Pd

NIP. 19730705 200012 1 005

Metro, May 2019

Researcher

Desti Tristia

NPM. 14121147

The Head Master of SMA Muhammadiyah 1 Metro

Drs. Ruslani

NBM. 772931

LESSON PLAN (CYCLE 11)

| | |
|----------------|--------------------------------------------------------|
| Sekolah | : SMA Muhammadiyah 1 Metro |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : X |
| Alokasi Waktu | : 4 x 40 Menit (2 x pertemuan) |
| Materi Pokok | : Teks Naratif Lisan dan Tulis Berbentuk Cerita Rakyat |

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural 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.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku tanggung jawab, peduli, kerja sama dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk cerita rakyat, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks naratif lisan dan tulis berbentuk cerita rakyat sederhana

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi karakter yang ada dalam suatu cerita rakyat
2. Mengidentifikasi setting (latar cerita)
3. Mengidentifikasi konflik atau masalah yang ada dalam cerita
4. Menjelaskan solusi dalam cerita
5. Mengidentifikasi nilai moral dalam cerita
6. Mengidentifikasi penggunaan kata khusus dalam cerita
7. Menganalisis penggunaan kata kerja tertentu dalam cerita
8. Menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca
9. Menceritakan kembali suatu cerita rakyat yang dibaca baik secara lisan maupun tulisan

D. Tujuan pembelajaran

1. Siswa dapat menjelaskan tujuan komunikasi, struktur teks dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Siswa dapat menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

E. Materi Pembelajaran

Teks lisan dan tertulis berbentuk cerita rakyat sederhana.

1. Fungsi Sosial:

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is narrative mode, the set of methods used to communicate the narrative through a process narration. Its function to entertain the reader with a story.

2. Unsur Kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam cerita rakyat
- b) Modal auxiliary verbs
- c) Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan
- d) Rujukan kata

3. Struktur Teks

- a) Orientation: Sets the scene, where and when the story happened, and introduces the participants of the story, who and what is involved in the story.
- b) Complication: Tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- c) Resolution: The problem (the crisis) is resolved, either in a happy ending or in sad ending.

Contoh Teks Naratif

| | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p style="text-align: center;">. The Lion and The Mouse</p> <p>In a far away jungle there was a lion who became the king. All animals were afraid of him though he was very strong, cruel, and had no fear of everything. His name was famous and even some animals who never seen him before were also afraid because they heard the story of that king. The mouse was the one who never seen the king before the mouse was so curious to see him.</p> |
| <i>Ori- en- ta- tion</i> | <p>One day, the mouse came to the cave which became the place for the king to sleep. But at that time the king was not there yet. The mouse entered the cave silently, looked around and he saw the large footprint of</p> |

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|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Comp licatio n</i></p> | <p>the king. The mouse began to scare and he wanted to get out quickly but too late, he heard the roar of the king that already came to the cave.</p> <p>The mouse was very nervous and he hid behind the stone. The lion was coming and sleep near the entrance of the cave. His body covered up all the way to out and the mouse was trapped and could not find the gap to go outside. The mouse tried to creep on the wall and unfortunately, he left down above the king's body. The lion woke up and so angry with the mouse. The mouse was so scared and said "Oh my lord, forgive me for my curiosity entering your cave. I did not mean to woke you up. I just want to know how great my king is. Please don't kill me and I promise to give my best to assist you whichever way I can on one of the bad day you have".</p> <p>The lion roared and laughed at the mouse, "How can you help me small animal? But I'll let you go because it would be shame for me to kill a small thing like you". The mouse said, "Thank you my lord for your kind heart and I will never forget you". After that the mouse ran as fast as he could and he thanks for the God for saving his life.</p> <p>One day, the lion was walking at the jungle. He did not see that there was hunter's trap waiting for him. The lion step on the rope suddenly he was hanged. The lion was roaring loudly asking for help for all the animals in the jungle but none of them could help him to release the bound of the rope at this leg.</p> |
| | <p>The mouse heard the roar and he knew that the king was in trouble. The mouse ran as fast as he could in the jungle where the king was trapped. The mouse said, "Oh</p> |

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| <i>Resolution</i> | <p>my lord, don't worry I will help you as fast as I can. I will break the rope that bonded you". The mouse began to bite the rope quickly and in a while the rope was broken and the king was free from the trap. The king was amused with the ability of that wonderful small mouse. "No body can do this except you, small mouse. I thank you for saving my life and for now I promote you as my brother". Since that, the mouse became the brother of the king and all the animal on the jungle respected him as the way they respected to the king.</p> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

F. Metode Pembelajaran

1. Role Playing Technique

G. Kegiatan Pembelajaran

| Kegiatan | Deskripsi Kegiatan |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pendahuluan | <ol style="list-style-type: none"> 1. Greeting (Guru menyapa siswa) 2. Guru mengecek kehadiran siswa 3. Guru memberitahukan tujuan pembelajaran kepada siswa 4. Guru menjelaskan kegiatan yang akan dilakukan dan tujuan akhir yang ingin dicapai |
| Inti | <p>Mengamati</p> <ol style="list-style-type: none"> 1. Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru 2. Siswa mengamati fungsi sosial, |

| | |
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| | <p>struktur dan unsur keahasaannya</p> <p>3. Siswa mengamati keteladanan dari cerita legenda</p> <p>4. Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</p> <p>Menanyakan</p> <p>1. Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>2. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <p>1. Siswa membaca beberapa teks legenda dari berbagai sumber</p> <p>2. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <p>3. Siswa melengkapi rumpang dari beberapa teks legenda sederhana</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>4. Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>5. Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat</p> <p>Mengasosiasi</p> <p>1. Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <p>2. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok</p> <p>Mengkomunikasikan</p> <p>1. Siswa mempresentasikan hasil diskusi di depan kelas</p> <p>2. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya</p> |
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|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Kegiatan Penutup | <ol style="list-style-type: none"> 1. Siswa bersama guru menyimpulkan pembelajaran 2. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan 3. Siswa dan guru merencanakan tindak lanjut pembelajaran untuk pertemuan selanjutnya |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

H. Sumber dan Media Pembelajaran

1. Buku paket Bahasa Inggris Edisi Revisi SMA/MA/SMK/MAK kelas X

I. Penilaian Hasil Pembelajaran

1. Attitude (with observation sheet)
2. Knowledge
3. Skills (With rubric rating)

ASSESSMENT RUBRIC

- a. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|----------------|-------|
| 1 | Vocabulary | |
| 2 | Accurancy | |
| 3 | Pronounciation | |

1) Vocabulary

5 = Perfect

4 = There is an error but does not disturb with the meaning

3 = There are errors and disturbing meaning

2 = Many mistakes and disturbing meaning

1 = Too many mistakes so it's hard to understand

2) Accuracy

3) Pronunciation

b. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|--------------|-------|
| 1 | Respect | |
| 2 | Care | |
| 3 | Brave | |
| 4 | Confidence | |
| 5 | Curiosity | |

1) Respect

5 = Always showing the respect

4 = Ever showing disrespect

3 = Several times showed disrespect

2 = Often shows disrespect

1 = Very often shows disrespect

2) Care

3) Brave

4) Confidence

5) Curiosity

c. Assessment aspects of behavior

Individual assessment format :

Implementation date :

Name of student :

NIS :

| No. | Rated aspect | Score |
|-----|----------------------|-------|
| 1 | Communicative action | |
| 2 | Team work | |

1) Communicative action

5 = Always carry out appropriate communication activities

4 = Often carry out appropriate communication activities

3 = Several times carry out appropriate communication activities

2 = Ever do the right communication activities

1 = Never do the right communication activities

2) Team Work

5 = Always cooperation

4 = Often cooperation

3 = Several cooperation

2 = Ever working together

1 = Never working together

English Teacher



Ngaderi, S.Pd

NIP. 19730705 200012 1 005

Metro, May 2019

Researcher



Desti Tristia

NPM. 14121147

The Head Master of SMA Muhammadiyah 1 Metro



Drs. Ruslani

NBM. 772931

PRE-TEST

School : SMA Muhammadiyah 1 Metro
 Class : X
 Subject : English

Instruction:

1. Make a group based the character story
2. Read the text carefully
3. Perform in front of the class with your group

Character: Narrator, Cinderella, Step Mother, Step Sister 1, Stepsister 2, Fairy Godmother, Prince.



Cinderella

Scene 1 (at Cinderella's home)

Narrator : Once upon a time there was a beautiful young girl named Cinderella. She had two ugly stepsisters who were very cruel to her.

Step Mother : Did you clean the kitchen?

Cinderella : Yes, I did.

Stepsister 1 : Did you polish my shoes?

Cinderella : Yes, I did.

Stepsister 2 : Did you iron my clothes?

Cinderella : Yes, I did.

Step Mother : And...did you make breakfast?

Cinderella : Yes, breakfast is ready.

Narrator : The evil stepsisters made Cinderella do all the hard work.

Cinderella :(calling out) Stepsisters! A letter from the royal palace has arrived for you.

Stepsister 1 : (fighting) Give it to me! I want to open it.

Stepsister 2 : (fighting) No! I want to open it.

Stepsister 1&2 : (looking at the invitation card) Look! We are invited to the Prince's ball at the royal palace.

Cinderella : (crying sadly) I wish I could go, too.

Narrator : The night of the ball arrived.

Stepsister 1 : (laughing) Ha, ha! We are going to have a great time at the ball.

Stepsister 2 : (laughing) Have a great night working, Cinderella.

Narrator : After the evil stepsisters had left, suddenly, a fairy appeared.

Cinderella : Oh my! Who are you?

Fairy godmother : I'm your fairy godmother, beautiful Cinderella. I am here to help you go to the ball tonight.

Narrator : The fairy godmother waved her magic wand. Cinderella's rags turned into a beautiful dress.

Cinderella : Wow! It's so beautiful.

Narrator : On her feet were sparkling glass slippers.

Cinderella : Oh, I love them!

Narrator : The fairy godmother turned a pumpkin into an amazing coach and some mice into horses.

Cinderella : What a lovely coach and handsome horses.

Fairy godmother : You are ready now, my dear. Have fun tonight, but be back by midnight, or else!

Cinderella : Okay, fairy godmother! Thank you.

Scene 2 (at the ball)

Narrator : At the ball, everyone wondered who the beautiful princess was.

Stepsister 1 : Oh no! The Prince is going to dance with her.

Stepsister 2 : This is not fair! He was meant to dance with me.

Prince : Would you like to dance with me?

Cinderella : Oh, yes, your highness.

Narrator : The Prince danced every dance with her. Suddenly, the clock began to strike twelve.

Cinderella : I must go! Thank you for the dance.

Prince : Please stay! (shouting) What is your name?

Narrator : Cinderella did not answer and ran back to the coach, but she lost one of her glass slippers on the way. Then, the coach and horses disappeared. Cinderella's beautiful dress turned back to rags.

Cinderella : Oh no! Everything's gone. My beautiful dress and my sparkling slippers, where are they? Was it a dream?

Scene 3 (at Cinderella's home)

Narrator : The next day, the Prince set out to find Cinderella again.

Prince : I want every girl in the kingdom to try on this lost glass slipper. I must find my princess.

Narrator : But the glass slipper didn't fit anyone. The Prince then arrived at Cinderella's house.

Stepsister 1 : Good morning Prince. I am so happy that you found my slipper.

Stepsister 2 : It is my slipper. I am the princess you are looking for.

Narrator : The ugly sisters tried to fit into the slipper.

Stepsister 1 : Let me try first!

Stepsister 2 : No. Your feet are much too big. Give it to me!

Narrator : Their feet were much too big. Then the Prince saw Cinderella.

Prince : Let this girl try.

Stepsister 1 : But that's only Cinderella.

Stepsister 2 : She didn't go to the ball. The slipper won't fit her!

Narrator : Cinderella sat down and tried on the slipper.

Prince : It fits!

Cinderella : It fits!

Stepsister 1 & 2 : (surprised) It fits?

Prince : (smiling) You are the one I've been looking for! What is your name?

Cinderella : (smiling) My name is Cinderella.

Narrator : The Prince had found his princess and they lived happily ever after.

POST TEST 1

School : SMA Muhammadiyah 1 Metro

Class : X

Subject : English

Instruction:

1. Make a group based the character story
2. Read the text carefully
3. Perform in front of the class with your group

Character: Narrator, Jack, Old Man, Giant



Jack and The Beanstalk

Scene 1 (at home)

Narrator : Once upon a time there was a boy called Jack. He lived in a small cottage with his mother. Jack and his mother were very poor. All they had was a cow.

Mother : Jack, we don't have any money. So, I think we have to sell the cow.

Jack : Okay, Mom. I will take the cow to the market.

Mother : Be careful, Jack.

Narrator : On the way to the market, Jack met a little old man.

Old man : Good morning, young boy. Where are you taking that cow?

Jack : I'm taking it to the market, sir. My mother and I are poor, so we need some money.

Old man : I would like to buy the cow from you.

Jack : Really?

Old man : I don't have money. Instead, I'll give you five magic beans.

Jack : Magic beans? Mmm.

Old man : They will make you rich.

Narrator : Jack had to think about it. He wanted to make his mother happy.

Jack : Okay! You can take the cow!

Narrator : Jack ran all the way home. He was so excited to tell his mother about the old man and the magic beans.

Jack : (running home) Mom, Mom, Mom! Look what I have got!

Mother : Did you get a good price for the cow?

Jack : No, Mom. But I got these magic beans instead!

Mother : (angry) What? Oh, you foolish boy!

Jack : Mom, they will make us rich! Trust me.

Mother : No way! These beans are useless!

Narrator : Jack's mother was very cross and threw the beans out of the window.

Scene 2 (on the ground & in the castle)

Narrator : During the night, the magic beans grew into a huge beanstalk. By morning, the beanstalk reached high into the sky. Jack was so surprised.

Jack : Wow! This beanstalk is huge!

Narrator : Jack climbed and climbed and when he reached the top, he found a huge castle.

Jack : Oh my! There is a castle in the sky! I can't believe this.

Narrator : Jack crept inside.

Jack : (whispering to himself) Everything is so big in here. Who lives in this big castle?

Narrator : Suddenly, the floor began to shake.

Jack : (scared) What is that noise?

Giant : (shouting) Fee, fi, fo, fum, I smell the blood of an Englishman. Be he alive or be he dead, I'll grind his bones to make my bread.

Jack : (whispering) Oh no! It's a giant! What can I do? Is there any place to hide? Oh, there is a place.

Narrator : Jack hid in a cupboard and watched as the giant ate five sheep for his meal. Then he called for his hen.

Giant : Lay me a golden egg.

Narrator : Jack watched in amazement as the hen laid a perfect golden egg.

Jack : It's amazing! I wish I had that hen. Then Mom and I would be rich.

Scene 3 (in the castle & at home)

Narrator : As soon as the giant was full, he fell fast asleep.

Jack : Now he is asleep. I will take the hen and climb back down the beanstalk.

Narrator : Jack quickly picked up the giant's hen. But the hen began to squawk and flap its wings.

Jack : Shh! Be quiet! The giant might wake up!

Narrator : The giant woke up!

Giant : (shouting) Fee, fi, fo, fum, I smell the blood of an Englishman!

Jack : (running) Oh no! Time to go!

Narrator : Jack ran back to the beanstalk and climbed down as fast as he could!

Giant : (yelling) I'll get you!

Narrator : Jack reached the bottom of the beanstalk.

Mother : Jack, where have you been? Why do you have a hen?

Jack : Mom, hurry! Give me an axe!

Mother : Here you are. What are you going to do with an axe?

Jack : I have to chop this beanstalk down right now!

Narrator : With his axe, Jack chopped down the beanstalk.

Giant : Ahhhhhh!

Narrator : The giant fell to the ground with a thud. That was the end of him!

Mother : Oh my! It's a giant! Jack, what is going on?

Jack : The magic beans grew into this huge beanstalk. So, I climbed to the top and found the giant's castle. I watched this hen lay a perfect golden egg.

Mother : Are you telling me the truth, Jack?

Jack : (smiling) Yes, Mom. You'll see.

Narrator : Jack was right. The hen laid a golden egg every day and Jack and his mother were never poor again.

POST TEST 2

School : SMA Muhammadiyah 1 Metro

Class : X

Subject : English

Instruction:

1. Make a group based the character story
2. Read the text carefully
3. Perform in front of the class with your group

Character: Narrator, Little Red Riding Hood, Father, Mother, Wolf, Grand Mother, Woodcutter



Little Red Riding Hood

Scene 1 (in the forest)

Narrator : Once upon a time, there was a girl called Little Red Riding Hood. She lived with her mother and father in a cottage in the forest.

Mother : Little Red Riding Hood, your grandmother is ill. I would like you to take this cake to her. It will make her feel better.

LRRH : Okay, Mother.

Father : Remember, walk straight there. Do not stop or talk to strangers.

LRRH : Don't worry. I will not talk to any strangers.

Mother & Father : Be careful, Little Red Riding Hood.

Narrator : Little Red Riding Hood started to walk through the woodsto her grandmother's house.

LRRH : Oh! What beautiful flowers! Grandmother loves flowers.I'll pick some for her.

Narrator : Little Red Riding Hood stopped to pick some flowers. Thebig, bad wolf crept up behind her.

Wolf : Hello, little girl. Where are you going?

LRRH : I'm taking this cake to Grandmother.

Wolf : How kind of you! Your grandmother will be happy.Where does your grandmother live?

LRRH : She lives in a cottage right next to the big tree over thehill.

Wolf : I see. Take care of yourself. Good-bye, little girl.

LRRH : Good-bye, Mr. Wolf.

Narrator : The wolf had a plan.

Wolf : (looking at the little girl's back) I know the fastest way toget there. Before she arrives, I'll eat her grandmother, andthen I'll eat the little girl.

Scene 2 (in Grandmother's cottage)

Narrator : The wolf took a short cut to Grandmother's cottage andknocked on the door.

Wolf : Hello, Grandmother. It's Little Red Riding Hood. May Icome in?

Grandmother : (whispering) That's not Little Red Riding Hood. I shouldhide somewhere.

Narrator : Grandmother quickly hid in the cupboard. The wolfopened the cottage door and went inside.

Wolf : (grumbling) There's no one here! I will get into bed andwait for the little girl.

Grandmother : (whispering) Oh no! But Little Red Riding Hood is clever.She will be okay.

Narrator : The wolf jumped into Grandmother's bed and put on a nightgown and cap. Soon, Little Red Riding Hood knocked on the cottage door.

LRRH : Hello, Grandmother! This is Little Red Riding Hood. May I come in?

Wolf : (in Grandmother's voice) Come in, my dear.

LRRH : Where are you, Grandmother?

Wolf : (in Grandmother's voice) I'm in bed, dear.

LRRH : My, what big ears you have, Grandmother!

Wolf : (in Grandmother's voice) All the better to hear you with.

LRRH : My, what big eyes you have, Grandmother!

Wolf : (in Grandmother's voice) All the better to see you with.

LRRH : My, what big teeth you have, Grandmother!

Wolf : (roaring) All the better to eat you with!

Narrator : The wolf jumped out of the bed and went straight for Little Red Riding Hood.

Wolf : I'm going to eat you, little girl!

LRRH : (screaming and running) Ahhhhh! Help me!

Wolf : Didn't your mother ever tell you not to talk to strangers? Ha, ha, ha...

LRRH : Oh no! Please don't eat me! Help!

Scene 3 (in Grandmother's cottage)

Narrator : Just then, a woodcutter walked past the cottage and heard the screaming.

Woodcutter : Oh my! What a bad wolf!

Narrator : The woodcutter ran inside and chopped the wolf's head off!

Wolf : (screaming) Oh no! Ahaaaa!

Woodcutter : You're safe now, little girl.

LRRH : (whimpering) Thank you for saving me.

Woodcutter : You're welcome.

LRRH : Grandmother, where are you?

Grandmother : I'm in the cupboard, my dear.

Narrator : Little Red Riding Hood ran to the cupboard and let her grandmother out.

LRRH : Are you okay?

Grandmother : Yes. I'm okay. (to the woodcutter) Thank you for saving my granddaughter.

Woodcutter : It was no problem.

LRRH : I'll never talk to strangers in the forest again!

The Result Score of Students Speaking Skill in Pre-Test

| No | Name | F | P | V | G | I | Total Point | Total Score | Category |
|-----|------|---|---|---|---|---|-------------|-------------|------------|
| 1. | AZA | 2 | 3 | 2 | 2 | 2 | 11 | 55 | Incomplete |
| 2. | AF | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 3. | AK | 3 | 2 | 3 | 3 | 2 | 13 | 65 | Incomplete |
| 4. | AR | 2 | 3 | 3 | 2 | 2 | 12 | 60 | Incomplete |
| 5. | APP | 2 | 2 | 3 | 2 | 2 | 11 | 55 | Incomplete |
| 6. | AQ | 2 | 2 | 2 | 2 | 2 | 10 | 50 | Incomplete |
| 7. | CDP | 2 | 4 | 4 | 3 | 2 | 15 | 75 | Complete |
| 8. | DY | 3 | 2 | 2 | 2 | 2 | 11 | 55 | Incomplete |
| 9. | FP | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 10. | FS | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 11. | HLA | 3 | 2 | 2 | 3 | 3 | 13 | 65 | Incomplete |
| 12. | IMP | 2 | 2 | 3 | 1 | 2 | 10 | 50 | Incomplete |
| 13. | KTK | 2 | 2 | 3 | 1 | 2 | 10 | 50 | Incomplete |
| 14. | MIFP | 3 | 4 | 4 | 3 | 2 | 13 | 65 | Incomplete |
| 15. | MA | 3 | 2 | 2 | 2 | 1 | 10 | 50 | Incomplete |
| 16. | NF | 3 | 2 | 1 | 2 | 2 | 10 | 50 | Incomplete |
| 17. | NA | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 18. | OPM | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 19. | RRRS | 2 | 3 | 3 | 2 | 2 | 12 | 60 | Incomplete |
| 20. | RAP | 2 | 3 | 5 | 3 | 2 | 15 | 75 | Complete |
| 21. | RDS | 2 | 3 | 2 | 2 | 2 | 11 | 55 | Incomplete |
| 22. | SM | 2 | 2 | 3 | 2 | 2 | 11 | 55 | Incomplete |
| 23. | SHR | 4 | 3 | 2 | 3 | 3 | 15 | 75 | Complete |
| 24. | SYA | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 25. | SNH | 2 | 3 | 2 | 2 | 2 | 11 | 55 | Incomplete |
| 26. | SNM | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |

| | | | | | | | | | |
|----------------------|-----|---|---|---|---|---|----|-------------|------------|
| 27. | SAA | 3 | 3 | 2 | 2 | 2 | 12 | 60 | Incomplete |
| 28. | TES | 2 | 3 | 3 | 2 | 3 | 13 | 65 | Incomplete |
| 29. | TAA | 2 | 2 | 3 | 3 | 3 | 13 | 65 | Incomplete |
| 30. | ZSK | 2 | 3 | 2 | 3 | 2 | 12 | 60 | Incomplete |
| Total | | | | | | | | 1875 | |
| Highest Score | | | | | | | | 75 | |
| Average | | | | | | | | 62,5 | |
| Low Score | | | | | | | | 50 | |

Total Score : Total Point x 5

Notes :

F : Fluency

P :Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

The Result Score of Students Speaking Skill in Post-Test 1

| No | Name | F | P | V | G | I | Total Point | Total Score | Category |
|-----------|-------------|----------|----------|----------|----------|----------|--------------------|--------------------|-----------------|
| 1. | AZA | 3 | 2 | 3 | 3 | 2 | 13 | 55 | Incomplete |
| 2. | AF | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 3. | AK | 3 | 2 | 2 | 3 | 3 | 13 | 65 | Incomplete |
| 4. | AR | 3 | 2 | 2 | 3 | 3 | 13 | 65 | Incomplete |
| 5. | APP | 3 | 3 | 2 | 2 | 2 | 12 | 60 | Incomplete |
| 6. | AQ | 3 | 2 | 3 | 2 | 2 | 12 | 60 | Incomplete |
| 7. | CDP | 4 | 4 | 3 | 2 | 3 | 16 | 80 | Complete |
| 8. | DY | 3 | 2 | 2 | 3 | 3 | 13 | 65 | Incomplete |
| 9. | FP | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 10. | FS | 2 | 3 | 5 | 3 | 2 | 15 | 75 | Complete |
| 11. | HLA | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 12. | IMP | 2 | 2 | 2 | 3 | 3 | 12 | 60 | Incomplete |
| 13. | KTK | 3 | 3 | 2 | 2 | 3 | 13 | 65 | Incomplete |
| 14. | MIFP | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 15. | MA | 3 | 2 | 2 | 3 | 2 | 12 | 60 | Incomplete |
| 16. | NF | 3 | 2 | 3 | 2 | 2 | 12 | 60 | Incomplete |
| 17. | NA | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 18. | OPM | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 19. | RRRS | 3 | 2 | 2 | 3 | 3 | 13 | 65 | Incomplete |
| 20. | RAP | 3 | 2 | 3 | 4 | 3 | 15 | 75 | Complete |
| 21. | RDS | 2 | 2 | 2 | 3 | 3 | 12 | 60 | Incomplete |
| 22. | SM | 3 | 2 | 2 | 3 | 2 | 12 | 60 | Incomplete |
| 23. | SHR | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 24. | SYA | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 25. | SNH | 3 | 3 | 2 | 2 | 2 | 12 | 60 | Incomplete |
| 26. | SNM | 3 | 3 | 4 | 3 | 2 | 15 | 75 | Complete |

| | | | | | | | | | |
|----------------------|-----|---|---|---|---|---|----|--------------|------------|
| 27. | SAA | 3 | 3 | 3 | 2 | 2 | 13 | 65 | Incomplete |
| 28. | TES | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 29. | TAA | 3 | 2 | 3 | 3 | 2 | 13 | 65 | Incomplete |
| 30. | ZSK | 3 | 3 | 2 | 2 | 2 | 12 | 60 | Incomplete |
| Total | | | | | | | | 2035 | |
| Highest Score | | | | | | | | 80 | |
| Average | | | | | | | | 67,83 | |
| Low Score | | | | | | | | 60 | |

Total Score : Total Point x 5

Notes :

F : Fluency

P :Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

The Result Score of Students Speaking Skill in Post-Test 2

| No | Name | F | P | V | G | I | Total Point | Total Score | Category |
|-----------|-------------|----------|----------|----------|----------|----------|--------------------|--------------------|-----------------|
| 1. | AZA | 3 | 3 | 3 | 3 | 2 | 14 | 70 | Incomplete |
| 2. | AF | 3 | 4 | 3 | 4 | 3 | 17 | 85 | Complete |
| 3. | AK | 3 | 3 | 3 | 3 | 3 | 15 | 75 | Complete |
| 4. | AR | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 5. | APP | 3 | 2 | 3 | 4 | 3 | 15 | 75 | Complete |
| 6. | AQ | 3 | 3 | 2 | 3 | 4 | 15 | 75 | Complete |
| 7. | CDP | 4 | 4 | 3 | 3 | 3 | 17 | 85 | Complete |
| 8. | DY | 3 | 3 | 2 | 2 | 3 | 13 | 65 | Incomplete |
| 9. | FP | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 10. | FS | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 11. | HLA | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Complete |
| 12. | IMP | 2 | 3 | 3 | 4 | 3 | 15 | 75 | Complete |
| 13. | KTK | 3 | 3 | 2 | 2 | 3 | 13 | 65 | Incomplete |
| 14. | MIFP | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 15. | MA | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Complete |
| 16. | NF | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Complete |
| 17. | NA | 4 | 4 | 3 | 4 | 3 | 18 | 90 | Complete |
| 18. | OPM | 4 | 3 | 4 | 4 | 3 | 18 | 90 | Complete |
| 19. | RRRS | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Complete |
| 20. | RAP | 3 | 4 | 3 | 4 | 4 | 18 | 90 | Complete |
| 21. | RDS | 2 | 3 | 3 | 4 | 3 | 15 | 75 | Complete |
| 22. | SM | 2 | 3 | 3 | 4 | 3 | 15 | 75 | Complete |
| 23. | SHR | 3 | 3 | 3 | 4 | 3 | 16 | 80 | Complete |
| 24. | SYA | 4 | 3 | 3 | 3 | 3 | 16 | 80 | Complete |
| 25. | SNH | 3 | 3 | 2 | 2 | 3 | 13 | 65 | Incomplete |
| 26. | SNM | 4 | 3 | 4 | 3 | 3 | 17 | 85 | Complete |

| | | | | | | | | | |
|----------------------|-----|---|---|---|---|---|----|--------------|------------|
| 27. | SAA | 2 | 3 | 3 | 4 | 3 | 15 | 75 | Complete |
| 28. | TES | 2 | 3 | 3 | 3 | 4 | 15 | 75 | Complete |
| 29. | TAA | 3 | 2 | 3 | 4 | 3 | 15 | 75 | Complete |
| 30. | ZSK | 3 | 3 | 2 | 2 | 3 | 13 | 65 | Incomplete |
| Total | | | | | | | | 2330 | |
| Highest Score | | | | | | | | 90 | |
| Average | | | | | | | | 77,67 | |
| Low Score | | | | | | | | 65 | |

Total Score : Total Point x 5

Notes :

F : Fluency

P :Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

Observation Sheet of Students' Activities
Cycle 1

School : SMA Muhammadiyah 1 Metro

Class : X

| No. | Name | Students Activities | | | |
|-------------------|------|---------------------|------------|------------|--------------|
| | | 1 | 2 | 3 | 4 |
| 1. | AZA | | | ✓ | |
| 2. | AF | ✓ | ✓ | ✓ | ✓ |
| 3. | AK | ✓ | ✓ | | ✓ |
| 4. | AR | | | ✓ | |
| 5. | APP | | | ✓ | |
| 6. | AQ | ✓ | ✓ | ✓ | ✓ |
| 7. | CDP | ✓ | ✓ | ✓ | ✓ |
| 8. | DY | | | ✓ | |
| 9. | FP | ✓ | ✓ | | ✓ |
| 10. | FS | ✓ | ✓ | ✓ | ✓ |
| 11. | HLA | ✓ | | ✓ | ✓ |
| 12. | IMP | | | | ✓ |
| 13. | KTK | | | ✓ | |
| 14. | MIFP | ✓ | ✓ | | ✓ |
| 15. | MA | | | ✓ | |
| 16. | NF | | | | |
| 17. | NA | ✓ | ✓ | ✓ | ✓ |
| 18. | OPM | ✓ | ✓ | ✓ | ✓ |
| 19. | RRRS | | | | ✓ |
| 20. | RAP | ✓ | ✓ | ✓ | ✓ |
| 21. | RDS | | | | ✓ |
| 22. | SM | | | ✓ | |
| 23. | SHR | ✓ | ✓ | | ✓ |
| 24. | SYA | ✓ | ✓ | ✓ | ✓ |
| 25. | SNH | | | | |
| 26. | SNM | ✓ | ✓ | ✓ | ✓ |
| 27. | SAA | ✓ | ✓ | | ✓ |
| 28. | TES | ✓ | ✓ | | ✓ |
| 29. | TAA | ✓ | | | |
| 30. | ZSK | | | ✓ | |
| Total | | 17 | 15 | 18 | 19 |
| Percentage | | 56,6% | 45% | 60% | 63,3% |

Notes:

- Tick (✓) for each positive activity
- The students' activities that observed are:
 1. The students are able to speak up in English
 2. The students understand to applied role playing in their speaking
 3. The students are actice in group
 4. The students are able to do the task

English Teacher**Ngaderi, S.Pd****NIP. 19730705 200012 1 005****Metro, May 2019****Researcher****Desti Tristia****NPM. 14121147**

**Observation Sheet of Students' Activities
Cycle 2**

School : SMA Muhammadiyah 1 Metro

Class : X

| No. | Name | Students Activities | | | |
|-------------------|------|---------------------|--------------|--------------|--------------|
| | | 1 | 2 | 3 | 4 |
| 1. | AZA | | | ✓ | ✓ |
| 2. | AF | ✓ | ✓ | ✓ | ✓ |
| 3. | AK | ✓ | ✓ | | ✓ |
| 4. | AR | ✓ | | ✓ | |
| 5. | APP | ✓ | | ✓ | ✓ |
| 6. | AQ | ✓ | ✓ | ✓ | ✓ |
| 7. | CDP | ✓ | ✓ | ✓ | ✓ |
| 8. | DY | | | ✓ | ✓ |
| 9. | FP | ✓ | ✓ | | ✓ |
| 10. | FS | ✓ | ✓ | ✓ | ✓ |
| 11. | HLA | ✓ | ✓ | ✓ | ✓ |
| 12. | IMP | ✓ | | ✓ | ✓ |
| 13. | KTK | ✓ | ✓ | ✓ | |
| 14. | MIFP | ✓ | ✓ | | ✓ |
| 15. | MA | ✓ | | ✓ | ✓ |
| 16. | NF | | ✓ | ✓ | |
| 17. | NA | ✓ | ✓ | ✓ | ✓ |
| 18. | OPM | ✓ | ✓ | ✓ | ✓ |
| 19. | RRRS | | ✓ | | ✓ |
| 20. | RAP | ✓ | ✓ | ✓ | ✓ |
| 21. | RDS | ✓ | ✓ | ✓ | ✓ |
| 22. | SM | ✓ | | ✓ | ✓ |
| 23. | SHR | ✓ | ✓ | | ✓ |
| 24. | SYA | ✓ | ✓ | ✓ | ✓ |
| 25. | SNH | ✓ | ✓ | ✓ | ✓ |
| 26. | SNM | ✓ | ✓ | ✓ | ✓ |
| 27. | SAA | ✓ | ✓ | ✓ | ✓ |
| 28. | TES | ✓ | ✓ | ✓ | ✓ |
| 29. | TAA | ✓ | | ✓ | |
| 30. | ZSK | | ✓ | ✓ | ✓ |
| Total | | 25 | 22 | 25 | 26 |
| Percentage | | 83,3% | 73,3% | 83,3% | 86,6% |

Notes:

- Tick (✓) for each positive activity
- The students' activities that observed are:
 1. The students are able to speak up in English
 2. The students understand to applirs role playing in their speaking
 3. The students are actice in group
 4. The students are able to do the task

English Teacher**Ngaderi, S.Pd****NIP. 19730705 200012 1 005****Metro, May 2019****Researcher****Desti Tristia****NPM. 14121147**

DOCUMENTATION

Pre-Test



Treatment



Post-Test 1

Treatment



Post-Test 2



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id e-mail: iaim@metrouniv.ac.id

Nomor : B-2988 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

23 September 2019

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Desti Tristia
NPM : 14121147
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Role Playing Technique To Increase Speaking Skill Among
The Tenth Grade Of The SMA Muhammadiyah 1 Metro

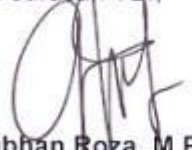
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan $\pm 1/6$ bagian
 - b. Isi $\pm 2/3$ bagian
 - c. Penutup $\pm 1/6$ bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
NIP. 197506102008011041



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouni.ac.id, Email: tarbiyah@metrouni.ac.id

Nomor : B-0933/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SEKOLAH SMA MUHAMMADIYAH 1 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

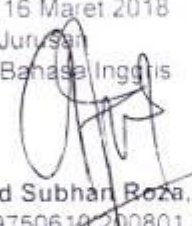
| | |
|----------|--------------------------------------------------------------------------------------------------------------------------------|
| Nama | : DESTI TRISTIA |
| NPM | : 14121147 |
| Semester | : 8 (Delapan) |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Pendidikan Bahasa Inggris |
| Judul | : THE USE OF ROLE PLAYING TECHNIQUE TO INCREASING SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 METRO |

untuk melakukan *pra-survey* di SMA MUHAMMADIYAH 1 METRO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih

Wassalamu'alaikum Wr. Wb.

Metro, 16 Maret 2018
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014



MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro



SURAT KETERANGAN

Nomor : /KET/IV.4.AU/F/2018

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Fakultas Tarbiyah dan Ilmu Keguruan nomor: B-0933-In.28.1/J/TL.00/03/2018 tanggal 16 Maret 2018 perihal Izin Pra-Survey.

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

| NO | NAMA | NIM | JURUSAN |
|----|---------------|----------|---------------------------|
| 1 | DESTI TRISTIA | 14121147 | Pendidikan Bahasa Inggris |

ISI KETERANGAN

Bahwa nama tersebut di atas diberikan ijin untuk melakukan survey penelitian dalam rangka menyelesaikan skripsi dengan judul: "THE USE OF ROLE PLAYING TECHNIQUE TO INCREASING SPEAKING SKILL AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 METRO".

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 30 Maret 2018
Kepala Sekolah,


Drs. Ruslani
NBM : 772 931



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3083/In.28/D.1/TL.00/10/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MUHAMMADIYAH 1
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3082/In.28/D.1/TL.01/10/2019, tanggal 01 Oktober 2019 atas nama saudara:

Nama : **DESTI TRISTIA**
NPM : 14121147
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MUHAMMADIYAH 1 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Oktober 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3082/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : DESTI TRISTIA
NPM : 14121147
Semester : 11 (Sebelas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA MUHAMMADIYAH 1 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 01 Oktober 2019

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Mengetahui,
Pejabat Setempat / ASKH AKADEMIK

M. Nurissalam Sg. Mh.
NIP 197203 6 200609 1020





MAJLIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT
SMA MUHAMMADIYAH 1 METRO
NPSN 10807591

STATUS : TERAKREDITASI A

Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro



SURAT KETERANGAN

Nomor : 174 /KET/IV.4.AU/F/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro, nomor : B-3083/In.28/D.1/TL.00/10/2019, tanggal 1 Oktober 2019 perihal Izin Research.

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

| NO | NAMA | NPM | PRODI |
|----|---------------|----------|-------------------------------|
| 1 | DESTI TRISTIA | 14121147 | S1. Pendidikan Bahasa Inggris |

ISI KETERANGAN

Bahwa nama tersebut di atas diberikan ijin untuk melakukan survey dalam rangka salah satu syarat menyusun skripsi dengan judul: *"THE USE OF ROLE PLAYING TECHNIQUE TO INCREASE SPEAKING SKILL AMONG THE TENTH GRADE OF THE SMA MUHAMMADIYAH 1 METRO"*

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro
Pada Tanggal : 21 Oktober 2019
Kepala Sekolah,


Drs. Ruslani
NBM : 772 931



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-17/ln.28/S/U.1/OT.01/01/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Desti Tristia
NPM : 14121147
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14121147.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 06 Januari 2020
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Desti Tristia

NPM : 14121147


Fakultas : FTIK

Jurusan : Tadris Bahasa Inggris

Angkatan : 2014

Telah menyerahkan buku berjudul An Introduction to Literary Studies

Metro,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : Desti Tristia

NPM : 14121147


Fakultas : FTIK

Jurusan : Tadris Bahasa Inggris

Angkatan : 2014

Telah menyerahkan buku berjudul An Introduction to Literary Studies

Metro,
Ketua Jurusan TBI



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FORMULIR KONSULTASI BIMBINGAN

Nama : Desti Tristia
NPM : 14121147

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : XI / 2019

| No | Hari/ Tanggal | Hal Yang Dibicarakan | Tanda Tangan |
|----|-----------------------|-------------------------------------|---------------------------------------------------------------------------------------|
| 1 | Selasa, 4/Nov 2019 | perome the ale reim |  |
| 2 | Kamis, 7/Nov 2019 | add the Heavins and other Currah |  |
| 3 | Jum'at, 8/Nov 2019 | the myz 152 see & Hadome |  |

Mengetahui,
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Pembimbing II



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



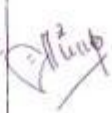


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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Desti Tristia
NPM : 14121147

Jurusan : TBI
Semester : VIII

| No | Hari / Tanggal | Pembimbing | | Materi yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------------|------------|----|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| | | I | II | | |
| 1 | Kamis 30-06-2018 | | ✓ | - Revise Cover - Revise Acknowledgment - Revise Footnote - Revise BAB I, II, III |  |
| 2 | | | ✓ | | |
| 3 | Kamis 13-09-2018 | | ✓ |  |  |

Mengetahui,
Ketua Jurusan TBI



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Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN

Nama : Desti Tristia
NPM : 14121147

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : X / 2019

| No | Hari/ Tanggal | Hal yang dibicarakan | Tanda Tangan |
|----|------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 6. | 25 Juni 2019 Selasa | - Revise APD | |
| 7. | Kamis, 12 Sep 19 | - Revise Pre-Test | |
| 8. | 18/9/19 | Acc APD | |
| 9. | Kamis, 28/11/2019 | - Revise Observation sheet - Revise Students Activities - Revise Abstract - Revise Acknowledgment - Revise Conclusion | |

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Raza, M.Pd.
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Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Desti Tristia
NPM : 14121147

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
Semester/TA : IX / 2018

| No | Hari/ Tanggal | Hal yang dibicarakan | Tanda Tangan |
|----|------------------|---------------------------------------------------------------------------------------------------------------------|--------------|
| 1. | Jumat, 04-09-18 | - Revise cover - Revise Background of research - Revise problem identification - Revise Problem Limitation | |
| 2. | Selasa, 02-10-18 | - Revise Pre Survey - Revise BAB I - Revise BAB III | |
| 3. | Selasa, 16-10-18 | - Revise Pre Survey - Revise Background of research - Revise BAB III | |
| 4. | Selasa, 06-11-18 | - Revise Background of research - Revise BAB II - Revise bibliography | |
| 5. | 12/11/18 | As to Seminar | |

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014




Dosen Pembimbing I

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FORMULIR KONSULTASI BIMBINGAN

Nama : Desti Tristia
 NPM : 14121147

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
 Semester/TA : XI / 2019

| No | Hari/ Tanggal | Hal yang dibicarakan | Tanda Tangan |
|-----|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 10. | Kamis, 28/11/2019 | <ul style="list-style-type: none"> - Revise Observation sheet - Revise Students Activities - Revise Abstract - Revise Acknowledgment - Revise Conclusion |  |
| 11. | Selasa, 10/11/2019 | <ul style="list-style-type: none"> - Revise Abstract - Revise reflecting - Revise Conclusion |  |
| 12. | 27/12/2019 | - Acc to monev |  |

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing I



Dr. Widhiya Ninsiana, M.Hum
 NIP. 19720923 200003 2 002