

**UNDERGRADUATE THESIS**

**THE INFLUENCE OF ROLE PLAY TECHNIQUE  
ON THE STUDENTS SPEAKING ABILITY  
AT THE ELEVENTH GRADERS  
OF SMK N 1 PEKALONGAN EAST LAMPUNG**

**By:**

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**Tarbiyah and Teacher Training Faculty**  
**English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES**  
**OF METRO**  
**1439 H / 2017 M**

**THE INFLUENCE OF ROLE PLAY TECHNIQUE  
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OF SMK N 1 PEKALONGAN EAST LAMPUNG**

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

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To be discussed in the skripsi (munaqosyah) in Tarbiyah Faculty of State Institute of Islamic  
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*Assalamualaikum Wr.Wb.*

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

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Judul Skripsi : THE INFLUENCE OF ROLE PLAY TECHNIQUE ON THE  
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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**RATIFICATION PAGE**

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An undergraduate thesis entitled: THE INFLUENCE OF ROLE PLAY TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMKN 1 PEKALONGAN EAST LAMPUNG

Written by Novia Yusnitasari, student number: 13107887, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on November 08, 2017 at 13.00-15.00.

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**THE INFLUENCE OF ROLE PLAY TECHNIQUE  
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**ABSTRACT**

**By:**

**NOVIA YUSNITASARI**

The purpose of this research was to determine whether there is any positive and significant influence of using role play technique on the students speaking ability. The problem that faced by the students is the students have difficulties to express idea to speak English. This research is carried to discuss role play technique influence students speaking ability.

This research is quantitative research. This research used test, observation, and documentation to collect the data. The researcher gave on pre-test before treatment and one post-test after treatment. This research used 26 students as subject of research. The researcher analyzed the data by using Chi Square and t-test formulation to prove whether hyphotesis is accepted or rejected.

Based on the result and the discussion of this research, it can be conclude that critical value " $X^2_{\text{observed}}$ " is 10,66 and " $X^2_{\text{table}} = 5\%$  (5,9914) and 1% (9,2103). The data confirmed that " $X^2_{\text{observed}}$ " is higher than " $X^2_{\text{table}}$ ". Moreover, the data confirmed that  $t = \text{observed}$  10,24 is higher that  $t = \text{table}$  1.7081 in 5% and 2.7874 in 1%. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. This shows that there is any positive and significant influence of using role play technique on the students speaking ability at the eleventh graders of SMK N 1 Pekalongan East Lampung.

**PENGARUH TEKNIK *ROLE PLAY***  
**PADA KEMAMPUAN BERBICARA SISWA**  
**DI KELAS XI SMK NEGERI 1**  
**PEKALONGAN LAMPUNG TIMUR**

**ABSTRAK**

**By:**

**NOVIA YUSNITASARI**

Tujuan penelitian ini adalah untuk mengetahui pengaruh positif dan signifikan penggunaan teknik role play terhadap kemampuan siswa dalam berbicara bahasa Inggris. Masalah yang dihadapi siswa yaitu kesulitan dalam menyampaikan ide dalam berbicara menggunakan bahasa Inggris. Penelitian ini diadakan untuk mendiskusikan bagaimana pengaruh teknik role play terhadap kemampuan siswa dalam berbicara bahasa Inggris.

Penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam pengumpulan data ialah tes, observasi, dan dokumentasi. Dalam penelitian ini siswa diberikan satu kali pre-tes sebelum treatment dan satu kali post-tes setelah treatment. Subjek penelitian ini adalah kelas XI Peternakan (ATR) A SMK N 1 Pekalongan Lampung Timur yang berjumlah 26 siswa. Penelitian ini menggunakan rumus Chi Square dan t-tes untuk menganalisis data.

Berdasarkan hasil dan pembahasan penelitian ini diperoleh nilai chi-square “ $X^2_{hitung}$ ” yaitu 10,66 dan  $X^2_{table} = 5\%$  (5,9914) dan 1% (9,2103) yang menunjukkan “ $X^2_{hitung}$ ” lebih tinggi daripada “ $X^2_{table}$ ”. Kemudian nilai t-tes menunjukkan  $t_{hitung} = 10,24$  lebih tinggi daripada  $t_{table} = 1.7081$  (5%) dan 2.7874 (1%). Dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Hal ini menunjukkan bahwasannya penggunaan teknik role play berpengaruh positif dan signifikan terhadap kemampuan siswa dalam berbicara bahasa Inggris di kelas XI SMK N 1 Pekalongan Lampung Timur.



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Menyatakan bahwa skripsi ini benar-benar asli hasil penelitian dari penulis,  
kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, 25 September 2017  
Penulis



Novia Yusnitasari  
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## MOTTO

وَحَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

(HR. Ath Thabarani, *Al Mu'jam Al Awsath* No. 5787)

*“The best man is the most valuable one to the others.”* (HR. Ath Thabarani, *Al Mu'jam Al Awsath* No. 5787)

## **DEDICATION PAGE**

*All praise be to Allah, I highly dedicate this undergraduate thesis to my beloved parents Mr. Sanirin and Mrs. Mesinem, also my beloved brother and sisters. Then, to all my friends (Gembredeks squad and 'D' class) thanks for your inspiration, motivation, loving, praying, and always give support for me until finished this thesis, and my beloved almamater IAIN Metro.*

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In the name of Allah, the Compassionate, the Merciful. The glory be to Allah who has been the inspiration of her life and who has been giving the writer mercies and blessing so that the writer can complete this undergraduate thesis. It is entitled The Influence of Role Plat Technique on the Student Speaking Ability. Peace be upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has been leading us from the darkness to the lighness.

Realizing that this undergraduate thesis will not be able to be accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement her gratitude. Firstly, the writer wishes to express hertfelt gratitude and appreciation to her supervisor, Dra. Umi Yawisah, M.Hum and Trisna Dinilla Harya, M.Pd for their constants guidance and support throughout the time she has been working on and compiling this undergraduate thesis.

Secondly, I would like to thanks my parents financial and spiritual support. The special thank also go to all my friends who are give big motivation and a huge in the process of writing and counseling this undergraduate thesis.

Last but not least, nobody is perfect. The writer do apologizes for all mistakes she has made in writing and presentation items. May this undergraduate thesis can be beneficial for all reader properly.

Metro, September , 2017  
Writer

Novia Yusnitasari  
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## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Language is symbol or sound to communicate. Language has an important role in our life because the function to communicate with other people and a facility to build interacts in our society. With language, most people will be able to do a communication and social contact. There are so many languages in this world. The one of them is English. As we know that English is an international language. So, in this era we have to know English well.

In Indonesia, English is as a foreign language. It is one of subject that is learnt since elementary school until university. The students have to master it well. Otherwise, to learning English refers four skills such as reading, writing, listening, and speaking. So that, the four skills as the ultimate purpose of teaching that the students can use the language effectively in communication.

Speaking is one of the four skills that are very important to learning. In other word, speaking is the most frequently using language skills. Speaking is very important in English Education Study Program. It means that the students can be communicating with others people to convey their goal or to express their opinions, expressions, ideas, and hopes. Therefore, speaking can help students to master the reading and writing language. The teacher must be able to make and support their students can speak English well, because speaking is most important to sent message and information to others. For

this case, students should master several speaking components, such as: pronunciation, grammar, vocabulary, and fluency.

In reality, the students faced many problems in their ability to speak English. Most of them often got stuck because of some problems, such as in the school the students almost never speak English at English subject because they have not many vocabularies. Because of it, their speaking ability still low. Students could not apply speaking ability in learning activity, and they have not inspiration to explore their opinion in speak English. The students had difficulties in speaking ability. Speaking is not an easy to master, it is a complex process that requires specialized of the speaker. Because of it, speaking strategy is needed by the students to solve those problems.

Those problems make a learner should find out suitable technique that can help the students in speaking ability. Therefore, English teacher should also be able to play the role as facilitator for students in their attempt to acquire the spoken language. In the sense that English teacher should facilitate students in learning the spoken language by giving many oral practice. The other ways are doing group discussion, conducting role play, folktale, and games.

Based on the statement above, there are many technique for teaching speaking. One of them is Role play. Role play is established as a teaching technique for organizing control, pre-communicative language practice. Using role play helped the students to achieve the fluency. With this technique, the students were be more enjoy and active because in this

technique the students could be explor their ideas, expressions, and opinions. Then, this technique also used discuss, so the students can share their idea to other friends. This technique helped the teacher in learning speak English. So, the teacher could lead the students to speak English well.

Moreover, this following was the result data of pre survey on October 28, 2016 among the students of English Education Study Program of SMKN 1 Pekalongan East Lampung.

**Table 1**  
**The students' speaking score at the eleventh graders of SMK Negeri 1**  
**Pekalongan East Lampung.**

No	Name	Score	Category
1	AA	50	Bad
2	AW	54	Bad
3	AY	40	Bad
4	AAS	54	Bad
8	ADP	50	Bad
5	CAS	73	Average
7	DYS	53	Bad
6	DK	70	Average
9	DP	56	Bad
10	DS	57	Bad
11	GASP	68	Average
12	GDA	45	Bad
13	HA	62	Bad
14	HAN	60	Bad
15	MH	45	Bad
16	NA	58	Bad
17	PYRP	69	Average
18	RR	67	Average
19	RA	60	Bad
20	RI	75	Good
21	SDP	53	Bad
22	SL	64	Bad

23	SN	40	Bad
24	TH	50	Bad
25	ZAM	74	Good
26	AAS	67	Average
	N = 26		

Source on October 28, 2016 of SMKN 1 Pekalongan East Lampung.

**Table 2**  
**The criteria of evaluation**

No	Range	Frecuency	Category	Percentage
1	71-100	3	Good	11,54 %
2	65-70	5	Average	19,23 %
3	0-64	18	Bad	69,23 %
Total		26		<b>100 %</b>

Based on the table above, it could be seen that the level of students speaking ability still low. The total subjects of the researchs were 26 students, only 3 students with percentage 11,54% who got good score of the test. It meant that most of the students still had difficulties in their speaking ability. Thus, the writer would like to conducted a research entitled "THE INFLUENCE OF ROLE PLAY TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADERS OF SMK NEGERI 1 PEKALONGAN EAST LAMPUNG."

## **B. Problem Identification**

Based on the background study above, the writer was identified the problems as follows:

1. The students did not have motivation to learn English.

2. Most of the students had not many vocabulary.
3. The students almost never speak English at English subject.
4. The students had difficulties in speaking ability.

### **C. Problem Limitation**

The writer realized that was not possible to investigate all of problems. Therefore, the writer limited the problems only to “the students had difficulties in speaking ability.”

### **D. Problem Formulation**

Based on the background of study and problem limitation above, the writer formulated the problem in this research as follows “Is there any positive and significant influence of Role Play Technique on the students speaking ability at the eleventh grader of SMK Negeri 1 Pekalongan East Lampung.”

### **E. Objective and Benefit of the Study**

#### **1. The Objective of the study**

In relation to the problem formulate above this research was intend to find out and to know whether there is any influence of role play technique on the students speaking ability.

#### **2. Benefit of study**

- a. For the headmaster

To enable the headmaster to recommend for English teacher use role play technique to learn activity in the future.



b. For the Students

1. To enable the students have a good motivate in learning English.
2. To enable the students understand the concept of speaking ability.
3. To enable the students to make speaking English fluently.

c. For the Teachers

1. To enable the teachers to reach the students in conversation in their speaking ability efficiently.
2. To give information in order to the teachers can use role play in learning English, especialy teaching speaking.

## CHAPTER II REVIEW OF THE RELATED THEORIES

### A. Concept of Speaking Ability

#### 1. Definition of Speaking

Speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills, that must be mastered in learning foreign language. The First Expert is Howe who said that Speaking and Listening has tended to be an aspect of the English curriculum that is less rigorously and systematically planned, taught and assessed.<sup>1</sup> According to Brown and Yule, speaking is the skill that the students will be judged upon most in real-life situations.<sup>2</sup>

Furthermore, Sandra and Ronald said on their book that speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.<sup>3</sup>

Based on the statement above the writer concluded that speaking is one of the skills (listening, writing, reading and speaking) that have to be mastered by students in learning English which is an essential tool for communicating. It is an important part of everyday interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensively. It is the most important in learning second

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<sup>1</sup> Grugeon, Elizabeth, et al., *Teaching Speaking & Listening in the Primary School.* (London: David Fulton Publishers, 2005), page.2.

<sup>2</sup> Maryam Bahadorfar and Reza Omidvar, *Technology In Teaching Speaking Skill,* *Acme International Journal of Multidisciplinary Research*, (Research Scholar, Department of Linguistics, KIKS, University of Mysore, Mysore (India): AIJMR), Vol. II, Issue. IV, page. 9.

<sup>3</sup> Cornbleet, Sandra and Carter, Ronald, *The Language of Speech and Writing,* (New York: Routledge London, 2002), page.18.

foreign language. If we want be master in learning foreign language, so we try communication with other peoples and send the message to them using foreign language.

Based on the David Riddle's book said that speaking is one of two things. It could be speaking activity designed to give practice of language just learnt or reviewed. Here the emphasis is as much on accuracy as it is on fluency and correction at some stage will be important.<sup>4</sup> On the other hand, Lucy Pollard said that speaking is one of the most difficult aspects for student master. This is hardly surprising when one consider everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.<sup>5</sup>

From the quotations above, it can be inferred that speaking is a complex activity in our daily life which is very important involving the language and thought in order to use communication. It is also to express feeling, idea toward speaking activities.

David's book states that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>6</sup>

According to Ramin Rahimy and Samaneh Safarpour, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol, in variety of context.<sup>7</sup>

---

<sup>4</sup>David Riddel, "*Teach English as Foreign Language*", (2002), page.168.

<sup>5</sup> Lucy Pollard's, "*Teaching English*", (Copy right @ Lucy pollard, 2008), Page. 33.

<sup>6</sup>David Nunan, "*Language teaching methodology*", (London: Longman, 2009), page.39.

Based on the explanation above, the writer concluded that speaking is second foreign language which is important to communicate and share meaning or information to other peoples among symbol of verbal and nonverbal.

#### **a. The Function of Speaking**

In designing speaking activities is necessary to recognize the differences functions of speaking. Brown and Yule's framework state three parts the function of speaking: talk as interaction, talk as transaction and talk as performance. It is described as follows:<sup>8</sup>

##### 1) Talk as Interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. It is very difficult for the teacher to teach students in this case. The teacher should be able to invite the students for giving feedback even in small conversation.

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<sup>7</sup>Ramin Rahimy and Samaneh Safapour, "*The Effect of Using Rollplay on Iranian EFL Learners' Speaking Ability*", Vol.1 2186-8484 print. page.1.

<sup>8</sup>Jack C. Richard, "*Teaching Listening and Speaking: From Theory to Practice*," (Cambridge:Cambridge University Press, 2008), p. 21-28

## 2) Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other, such: offering something, asking for direction, classroom discussion, etc.

## 3) Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk that transmits information before an audience, such as classroom presentations, public announcements and speeches. Talk as performance tends to be form of monolog rather than dialog, often follows a recognizable format (e.g, a speech of welcome). It focused both on message and audience an more predictable organization.

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of speaking class. Then, the teachers identify the appropriate strategy to teach kind the function of speaking.

## **b. Teaching Speaking**

In this classroom, especially during whole class teaching is not like conversation, the teacher has a clear purpose and intention for conducting the talk and although the talk itself is rarely planned, neither is it entirely spontaneous.<sup>9</sup> Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, an influence the others. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that foreign language teachers need good attention for teaching speaking and give adequate motivation for students.

According to Jeremy Harmer suggested on his book, there are some classroom speaking activities that use in communicative class such as:<sup>10</sup>

### 1) Communication Games

Games which are designed to provoke communication between students frequently depend on an information gap, so that one student has to talk with a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right

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<sup>9</sup> Debra Myhill, "*Talking, Listening, Learning*," (New York: Open University Press, 2006), page.13.

<sup>10</sup> Jeremy Harmer, "*The Practice of English Language Teaching*," (New England: Longman), page.271-273.

order (describe and arrange) or find similarities and differences between pictures.

## 2) Discussion

One of the reasons that discussion fail (when they do) is that students are reluctant to give an opinion in front of the whole class. Many students feel extremely exposed in discussion situations. So, the students can be active if they can give the opinion and share the information to others. It can do by dividing the students into some groups and the teacher give a task for discussing.

## 3) Questionnaires

Questionnaires are useful for making some questions about the topic that have learned. The students have to answer the questions and give response based on their opinions.

## 4) Simulation and Role Play

Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act an adopted role. In the other hand, role-playing refers to the changing of one's behavior to fulfill a social role.<sup>11</sup> Simulation and role play can be used to encourage general oral fluency or to train students for specific situations.

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<sup>11</sup> Yaowaluck Ruampol, "The Development of Speaking Using Folk Tales Based On Performance Activities for Early Childhood Student", *International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering*, (Thailand: World Academy of Science, Engineering and Technology), Vol:8, No:7, 2014, p.2

Many students derive great benefit from simulation and role play. Students simulate a real life and interview if they do in the real world, either as themselves in meeting, or taking on the role of character different from themselves or with thoughts and feeling they do not necessarily share. Simulation and role-play can be used to encourage general oral fluency.

## **2. Definition of Speaking Ability**

According to Chomsky, ability is (of person) having competence, power, authority, skills, knowledge (to do what is needed). Meaning of ability or competence is the speaker hearer's knowledge and ability thus includes concepts of appropriateness and acceptability. So, speaking ability is not fluent speaking but conversation. Speaking ability means conversation ability or conversation skills. It performs mutual interdependent, interactive nature of conversation.<sup>12</sup>

It is an awareness on the activity as well as feedback activity so that a series of task is developed to sharpen the students' awareness on the activity and assess their own progress performance. When those awareness and feedback activity done gradually, automatic conversation becomes accustomed; speaking ability, in this case, conversation skills, needs gradual practice-controlled, awareness, and finally fluency conversation.

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<sup>12</sup> Brumfit and Johnson, "*Teaching English to Children*," (Englang: Group Ltd, 1998), page. 13.



According to Laoma on her book that speaking ability are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.<sup>13</sup>

Based on the definition above, the writer concluded that speaking ability is not fluent speaking but conversation. It is an awareness on the activity as well as feedback activity so that a series of task is developed to sharpen the students' awareness on the activity and assess their own progress performance.

#### **a. Components of Speaking Ability**

There are some components that can be used to evaluate the students speaking ability when they are practicing their speaking.

The assessments are as follow:

##### 1) Pronunciation

Pronunciation is often taught through the teacher providing a model for learners to listen to and repeat.<sup>14</sup> Pronunciation is the cultivation of sung speech that is free from regionalisms and is easily understood by the audience.<sup>15</sup> Pronunciation is very important for the students. To speak English, the students need to be training how to speak like the native speaker.

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<sup>13</sup> Sari Laoma, "*Assessing Speaking*," (New York: Cambridge University Press, 2004), page. 1.

<sup>14</sup> Mark Hancock, "*Pronunciation Games*", (Cambridge: Universiti Press), page. 1.

<sup>15</sup> Kathryn Labouff, "Singing and Communicating in English: A Singer's Guide to English Diction", (New York: Oxford University Press, 2008), page. 3.

## 2) Vocabulary

Vocabulary is total number of words in a language; vocabulary is all the words known to person or used in particular book, subject; vocabulary is a list of words with their meaning.<sup>16</sup>

## 3) Grammar

Grammar is the rules in a language for changing the form of words and joining them into sentences.<sup>17</sup> Grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language, but those forms are literally meaningless without a second dimension, that of semantics (meaning), and a third dimension, pragmatics.<sup>18</sup>

## 4) Fluency

Fluency is the ability to talk fairly freely, without too much stopping and hesitating.<sup>19</sup> Fluency was due in large part to the fact that, rather than constructing each utterance from scratch, he was using prefabricated chunks sequences he had memorized through constant practice.<sup>20</sup>

In conclusion, there are some components to evaluate speaking ability like pronunciation, vocabulary, grammar and fluency. By

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<sup>16</sup> A S Hornby, “*Oxford Advanced Learner’s Dictionary of Current English*”, (Oxford University Press, 1995), page.662.

<sup>17</sup> *Ibid*, page.586.

<sup>18</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed), (New York: Addison Wesley, 2001), page.362.

<sup>19</sup> David Riddell, “*Teach English as Foreign Language*”, (2002), page.168.

<sup>20</sup> Scott Thornbury, “*How To Teach Speaking*”, (Longman: Pearson Education Limited, 2005), page.7.

using the components we know someone who can communicate fluently but he may not be able to use language fluently. Someone can be said if he/she can require some characteristics or categories. Those are can say the words fluently and knows what she/he will say then. We also can find grammar rule in pronunciation morphology and syntax. In speaking ability, sometime, sometimes the speaker and listener do not care the grammar itself. Then, away in which language is spoken in the definition of pronunciation. It is include of segmental feature, vowel, consonant, stand intonation patterns. The speaker is suppose to apply them well and correctly.

#### **b. Indicators of Speaking Ability**

Brown on his book states that any some categories that can be uses as the types of learners in developing speaking ability in the classroom as follow:<sup>21</sup>

##### 1) Imitative

Imitation is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

##### 2) Intensive

It goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

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<sup>21</sup>H. Douglas Brown, *Teaching by Principles: An interactive Approach to Language Pedagogy*, (San Fransisco: Sanfransisco University, 2001), page. 271-274.

3) Responsive

It consists of short replies to teacher-or student-initiated questions or comments.

4) Transactional (dialogue)

Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form or responsive language.

5) Interpersonal (dialogue)

It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors:

- a) A casual register
- b) Colloquial language
- c) Emotionally charged language
- d) Slang
- e) Ellipsis
- f) Sarcasm
- g) A covert “agenda”

6) Extensive (monologue)

Here the register is more formal and deliberative. It can be planned or impromptu.

It has to clarification in the previous chapter that speaking is an important language skill. The students learning English must to know types of learners in developing speaking skills in the classroom.

### **c. Principles for Designing Speaking Technique**

In the speaking class, the teachers have to follow some principles to make teaching speaking run well. There are some principles for designing speaking technique based on the Brown's book as follows:

The first, the teachers should use technique that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. It means that the teacher should know the characteristics of the students. Moreover, the teacher should know the students needs, so the teacher can know the appropriate technique and the material that are appropriate for the students.

The second, provide intrinsically motivating technique. It means that the teachers have to provide intrinsically motivating techniques to give reward and punishment. It is very important to make the students still confident to speak English in the class.

The third, encourage the use of authentic language in meaningful contexts. So, the teacher should give the situation that relates to the reality. For the example, the teacher may set situation that happens in the daily life such as, interpersonal, transactional, and exchange. It is important to give the students exposure to use the exchange.

The next, provide appropriate feedback and correction.<sup>22</sup> It means that the teachers should give appropriate feedback and correction to make students still motivating during the lesson and they can be initiate oral communication.

## **B. Concept of Role Play Technique**

### **1. Definition of Role Play**

In language teaching, there are various strategies on teaching speaking. The one of the most famous strategies is role play technique. Role play is a classroom activity or set of activities that allow the students to proceed one step beyond guide the dialogues in the development of their ability to communicate in the target language.<sup>23</sup>

Based on the Hornby's book, role play is an activity in which people act a situation.<sup>24</sup> Then, role play is synonymous with spolin's method of theatre improvisation, and has been so a decade before any gaming publishers connected the term to games.<sup>25</sup>

Moreover, H. Douglas Brown defines that role play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat

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<sup>22</sup> H. Douglas Brown, "*Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed)", (New York: Addison Wesley, 2001), page.275.

<sup>23</sup> Richard A. Murphy, "*Guidelines To Proficiency: A Training Manual for English Instructors*," (Washington: English Teaching Division Educational and Cultural Affairs United States Information Agency, 1984), page. 10.

<sup>24</sup> A S Hornby, "*Oxford Advanced Learner's Dictionary of Current English*", (Oxford University Press,1995), page.1018.

<sup>25</sup> Thorbiorn Fritzon and Tobias Wrigstad, "*Role, Play, Art: Collected Experience of Role Playing*", (Foreningen Knutpunkt, 2006), page. 37.

creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.<sup>26</sup>

Role play is also excellent for speaking in the relatively safe environment of the classroom. In a role play students are given particular roles in the target language.<sup>27</sup> According to Adrian Doff, role play is a way of bringing situation from real life into the classroom.<sup>28</sup>

So the writer concluded, role-play is a structure experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles play in actual life. It is an activity in which you pretend to be someone else, especially in order to learn new skill or attitudes.

## 2. Definition of Technique

According to Anthony, a technique is implementational-that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate objective. Technique must

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<sup>26</sup> H. Douglas Brown, "*Language Assessment Principles and Classroom Practices*," (Longman: San Francisco State University, 2004), page.174.

<sup>27</sup> David Nunan, "*Practical English Language Teaching*," (Singapore: McGraw-Hill/Contemporary, 2003), page. 57.

<sup>28</sup> Adrian Doff, "*Teach English A Training Course for Teacher*," (New York: Cambridge University Press, 1988), page. 232.

be consistent with a method, and therefore in harmony with an approach as well.<sup>29</sup>

Technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques included all tasks and activities.<sup>30</sup> There are some strategies include technique in teaching classroom such as storytelling, song and music, drama; role play, simulation, etc.<sup>31</sup>

Based on the statement above, technique is implementation for classroom, it is must suitable with method and approach. Technique have some categories in classroom likes storytelling, drama; role play, simulation, etc.

### 3. The Types of Role Play

According to Livingstone, there are three kinds of role plays:

#### a. Role play for beginner level

The level of the beginning of role play performed by a student with in pairs. Any pair of must have the skeleton of a dialogue then discussed and spoken of by the group and this group directly.

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<sup>29</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching: A description and analysis*, (New York: Cambridge University Press, 1999), page. 15.

<sup>30</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2<sup>nd</sup> ed), (New York: Addison Wesley, 2001), page.129-130.

<sup>31</sup> Jim Scriver, *Learning Teaching: A guidebook for English Language teachers* (2<sup>nd</sup> ed), (Macmillan Publisher Limited, 2005), page. 333-362.



**b. Role play for advance level**

Nearly same level early (beginner level), in this level students also working in pairs, each pair must have the plan framework and students make dialogue virtue of a framework that has they produce.

**c. Role play for skilled level**

In skilled level usually performed by a student or to people with the level of education is higher than high school students. In skilled level divided into some group and each group consists of 5-6 of members. Any member of a group of obtaining index card (cue cards) which contains message rules what should they do in role play. Every individual will have to make dialogue according to a message that exists on the card of a tip.<sup>32</sup>

Based on the statement above, the writer concluded that there are types of role play like role play for beginner level, role play for advance level, and role play for skilled level.

**4. Steps of Role Play**

According to Livingstone, there are some steps in using role play situation in classroom as follows:

**a. A Situation for a Role Play**

The teachers should select role play that will give the students an opportunity to practice what they have learned. At the same time, teachers need interesting is to let the students choose the situation

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<sup>32</sup> Livingstone, *“Role-Playing in Language Learning,”* (Harlow: Longman, 1983).  
Page. 63-76.

themselves. Students might either suggest themes that intrigue them or select a topic from a list of given situation. To find a situation for a role play, write down situations you encounter in your own life, or read a book or watch a movie, because their scenes can provide many different role play situations. Teachers might make up an effective role play based on cultural differences.

#### **b. Role Play Design**

After choosing a context for a role play, the next step is to come up with ideas on how this situation may develop. Students' level of language proficiency should be taken into consideration. If the teachers feel that her/his role play requires more profound linguistic competence than the students possess. It would probably be better to simplify it or to leave it until appropriate. On low intermediate and more advanced levels, role plays with problems or conflicts in them work very well because they motivate the characters to talk.

#### **c. Linguistics Preparation**

Once teachers have selected a suitable role play, predict the language needed for it. At the beginning level, the language needed is almost completely predictable. The higher the level of students the more difficult it is to prefigure accurately what language students will need, but some prediction is possible anyway. It is recommended to introduce any new vocabulary before the role play.

**d. Factual Preparation**

This step implies providing the students with concrete information and clear role descriptions, so that they could plan their roles with confidence. Describe each role in manner that will let the students identify with the characters. By using the second person 'you' rather than the third person 'he' or 'she'. If you role presents a problem, just state the problem without giving any solutions.

**e. Assigning the Roles**

There can be one or several role play group. If the whole class represents one role play group. It is necessary to keep some minor roles which can be taken away if there are less people in class than expected. If the teacher runs out of roles, he/she can assign one role to two students, in which one speakers secret thoughts of the other. With several role play groups, when deciding on their composition, both the abilities and the personalities of the students should be taken into consideration.

**f. Follow-up**

Once the role play is finished, spend some time on debriefing. This does not mean pointing out and correcting mistakes. After role play, the students are satisfied with something concrete and useful. This feeling of satisfaction will disappear if every mistake is analyzed. It might also make the students less confident and less willing to do the other role play. Follow-up means asking every students opinion about the role

play and welcoming their comments. The aim is to discuss what has happened in the role play and what they have learned. In addition group discussion, an evaluation questionnaire can be used.<sup>33</sup>

Based on the statement above the writer can be inferred about steps of role play. Role play is a way of projecting oneself into the future in a “what if” scenario. Although the outcome cannot be controlled, if role play is accomplished in a safe environment such as a respectful classroom, this teaching or learning technique can be a flexible and an effective tool. To get the goal in learning process must be use the steps like a situation for a role play, role play design, linguistics preparation, factual preparation, assigning the roles, ect.

## **5. Advantage and Disadvantage of Role Play**

### **a. Advantage of Role Play**

- 1) To opportunity to lead to sustained knowledge, which is vastly different from facts that are superficially memorized.
- 2) To opportunity to practice in relating education with experience that is the optimal path to true learning.
- 3) It allows learners to evaluate each other further advancing knowledge and understanding, which corresponds to the highest level.
- 4) How learners fit into their roles gives an indication of their knowledge of the situation.

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<sup>33</sup> Maria A. Kodotchigova, “*Role Play in Teaching Culture: Six Quick Steps for Classroom Implementation*,” *Journal of the Internet TESL*, (Lowa City, IA: Center for Russian, East European, and Eurasian Studies, 2002), page. 2-4.

- 5) It allows learners to remain anonymous and thus free to be more creative.
- 6) Affective learning can be taught and/or effectively evaluated.
- 7) A system of communication based on action rather than words is used.

b. Disadvantage of Role Play

- 1) Disadvantages of this technique are that time is needed to develop and set up a role playing situation.
- 2) Learners may be shy or anxious when asked to role play in front of the class.<sup>34</sup>

So, the methods use in teaching class has advantage and disadvantage. Although, the teachers must use technique or method in teaching class to make students enjoy in learning process. So, they will easy to learn English especially speaking.

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

Speaking is second foreign language which is important to doing communicate and share meaning or information to other peoples among symbol of verbal and nonverbal. This is the real language aspect that implies the language as a means of communication. By speaking the

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<sup>34</sup> D.L Nelson and C. Blenkin, "The Power of Role-Play Simulation: Technology in nursing education," *International Journal of Nursing Education Scholarship*, Vol:7, No: 1. Page. 1-12.

peoples can be interaction, socialization in society. If they have good speaking, so they will get many information among communication.

Speaking is the two way process of building and sharing message. To make the communication run well, the students should acquire the speaking ability. This productive ability will help the students to deliver their message through the knowledge of grammar, knowledge of vocabulary, knowledge of the rule speaking. It is in order to make the students know what to say and how to say. Thus, the students can communicate well.

Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. It is one of the strategies to teach speaking ability to the students that lead them to practice directly. By role play technique can help the students to achieve the fluency.

In other word, role play is an enjoyable activity and does not threaten the students.<sup>35</sup> This activity leads the students to play such as a drama. The students will play role to be other person in certain situation. It is important to train the students to be aware to speak in a certain situation. So, when the people speak they have to know the setting or where the conversation happens and what situation it is.

A researcher must have a theoretical framework as a concept basic in research. Theoretical framework is foundation concept to support two or

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<sup>35</sup> G. Ladousse, "*Role Play*", (New York: Oxford University Press, 2009), page.5.

more variable. There are independent variable (X) and dependent variable (Y). The dependent variable is the students speaking ability and independent variable is the role play technique. Therefore, if the role play is given well, the students will be good in speaking ability. But, if the role play is given worse, the students will low in speaking ability.

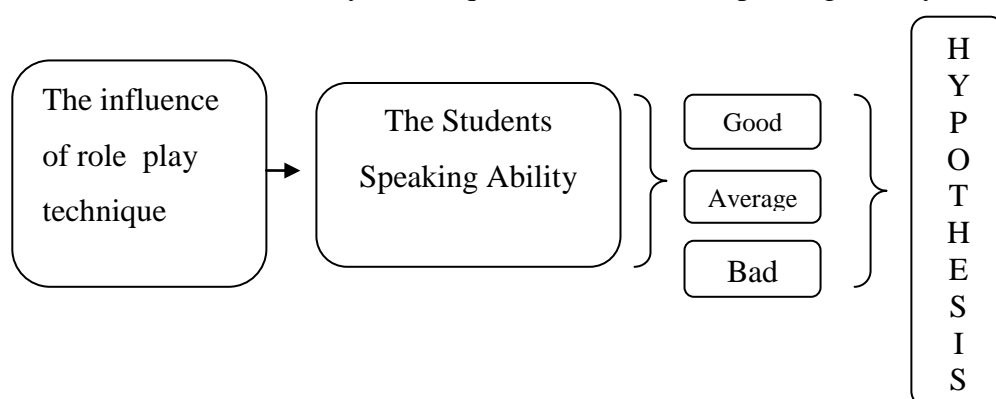
## 2. Paradigm

Based on the theoretical framework above the researcher describe the paradigm as follows:

Figure 1

### The Paradigm of Influence

of Role Play Technique on the Students Speaking Ability



## D. Hypothesis

Based on the theoretical framework and paradigm above, the writer formulated the hypothesis as follows:

## 1. Hypothesis Formulation

### a. Alternative hypothesis (Ha)

Ha: there is positive and significant influence of role play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

### b. Null hypothesis (Ho)

Ho: there is no a positive and significant influence of role play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

## 2. Statistical Hypothesis

IF:  $F_o > F_t$ , Ha is accepted and Ho is rejected.

IF:  $F_o > F_t$ , Ha is accepted and Ho is rejected.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research done at the eleventh graders of SMKN 1 Pekalongan East Lampung. In this research, the writer used quantitative research. According to Donald Ary et.al “quantitative research is the process through which observations are translated into numbers.” Quantitative research first identify the variables they want to study: then they use rules to determine how to express these variable numerically.<sup>36</sup> One aim of quantitative research is to obtain greater understanding of relationship among variables in population.<sup>37</sup>

Moreover, according to Creswell, quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedure.<sup>38</sup>

Based on the statement above, the writer concluded that quantitative research are the process and approach for identifying the relationship variables by using statistical procedure.

The writer used one class in this research as an experimental for Eleventh grade class. In this research, the writer used role play technique to teaching speaking ability. In this design, the writer gave the test two times. These were pre-test and post-test which do to investigate whether using role

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<sup>36</sup> Donald Ary, et.al, “*Introduction to Research in Education*,” (Canada: Wadsworth, 2006),p. 101

<sup>37</sup> *Ibid*, page. 199

<sup>38</sup> John W. Creswell *Research Design: Qualitative, Quantitative, and mixed Methods Approaches*, Second Edition, (London: SAGE Publications, 2003), page. 4.

play technique could be significantly students about Speaking Ability. Then, the pre-test was given before the experimental treatment and the post-test was carrying out after the experimental treatments.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

According to Donal Ary et.al population is defined as all members of any well-defined class of people, events or subject.<sup>39</sup> Marczyk et.al defines population is “all individuals of interest to the researcher”.<sup>40</sup> The population of this research was all of eleventh graders of SMKN 1 Pekalongan East Lampung. The total population of eleventh class at SMK Negeri 1 Pekalongan East Lampung is 168 students who were divided into six classes.

### **2. Sample**

According to Marczyk et.al, Sample is representative of population.<sup>41</sup> Then, Donal Ary states that sample is portion of population.<sup>42</sup> So, sample is the small group of population that will be researched. It means that the sample of this research is the part of number at the eleventh graders of SMK Negeri 1 Pekalongan East Lampung. The sample of this research as respondent was XI of Agribusiness Husbandry B that consists of 26 students.

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<sup>39</sup> Donald Ary, et.al, *Introduction to Research in Education*, (Canada: Wadsworth, 2006), p.148

<sup>40</sup>Geoffrey Marczk, et.al., *Essensial of Research Design and Methodology*, (New Jersey: John Willey & Sons, Inc, 2005), p. 18

<sup>41</sup> *Ibid*, p. 200

<sup>42</sup> Donald Ary, et.al, *Introduction to Research*, p. 148

### **3. Sampling Technique**

The four types of sampling technique most frequently used in educational research are simple random sampling, stratified sampling, cluster sampling, systematic sampling.<sup>43</sup> In this case, the writer used random sampling. The writer took one class from all of eleventh class to become respondent of this research randomly. Then, the writer chose XI of Agribusiness Husbandry B that consist of 26 students.

### **C. Operational Definition of Variables**

According to Creswell, a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied.<sup>44</sup>

So, Variable is the condition or characteristics when experiment can manipulation, control or observation. Variable in this research are role play technique and speaking ability.

Based on the statement above, the operational defines as follows:

#### **1. Independent Variable**

Independent variable is variable that is one or more groups receive the experimental manipulate, or treatment from the writer. It is the variable which is selected, manipulated and measured by the research. Independent of this research is role play technique which is symbolize as X variable.

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<sup>43</sup> *Ibid*, p.150

<sup>44</sup> John W.Creswell, "*Research Design Qualitative, Quantitative, and Mixed Methods Approaches*", (London: Sage Publications, 2002). page. 93.

Moreover, Independent variable in this research is using role play which is defined as produce a lot of information about speaking ability. Using role play technique helped the students to generate ideas and inspirations about what they speak english.

## **2. Dependent Variable**

Dependent variable is variable that depend on the independent variable. It is the results of the influence of the independent variable. Dependent of this research is speaking ability. To measure speaking ability of students, the writer took speaking test like oral test. The test students of speaking ability for the eleventh graders of SMKN 1 Pekalongan East Lampung have some assessment such as pronunciation, vocabulary, grammar, and fluency.

## **D. Data Collecting Technique**

In collecting data, the writer used the following procedures which can be described as follows:

### **1. Test**

The test is using to know the score of the students speaking ability. In this research, the writer did pre-test and post-test. In the test, the writer gave the topics about speaking material. Then, students made conversation/speaking practices (*dialogue*). The purpose of test of this research was to know the effect of using role play technique toward speaking ability.

a. Pre-test

The pre-test was be administered in the first meeting before doing treatments in order to know the students speaking ability before using role play teachnique. In this research, the writer gave pre-test to the students to know their speaking level mastery before treatment.

b. Post-post

The post-test was be administered in the last meeting after doing treatments to find out whether the treatments give any influence of using role play teachnique on the students speaking ability. It was to find out whether there is significant different between pre-test and post-test. In this research, the writer will used oral test for the post-test.

**2. Documentation**

The writer used documentation to get detail information about the condition of the organization structure of the school, teacher, employers, buildings, school history, quantity of the students of SMKN 1 Pekalongan East Lampung and the pictures during the teaching learning.

**3. Observation**

Observation is used to get information by observe the condition of the students speaking ability. By observation, the writer knew what were the problems that faced by students in the speaking ability.

## **E. Research Instrument**

This instrument is tool or facility that is used by writer to collect data.

The research instrument in this research will be described as follow:

### **1. Instrument Blueprint**

Instrument blueprint is the way to get the data that will useful for the writer to collage information from the field. The instrument includes as follows:

a. The instrument which used in documentation method is documentation guidance, as follows:

- 1) Documentation about the school history of SMKN 1 Pekalongan East Lampung.
- 2) Documentation about the buildings of SMKN 1 Pekalongan East Lampung.
- 3) Documentation about the condition of the teacher and official employees in SMKN 1 Pekalongan East Lampung.
- 4) Documentation about the quantity of the students of SMKN 1 Pekalongan East Pekalongan.
- 5) Documentation about the organization structure of SMKN 1 Pekalongan East Pekalongan.

b. The instrument which used in observation method is observation guidance, as follows:

- 1) The cognitive aspect; the students can generate many ideas about the topic.

2) The affective aspect; the students can feel more confident and comfortable when they speak English.

c. Speaking Test

The speaking test was oral test. To measure speaking ability of students, the writer gave test the students by mention material of speaking ability that have give with the conversation/speaking practices (*dialogue*). Then, the writer gave the topics about speaking material. Students made conversation/speaking practices (*dialogue*).

**Table 3**  
**Assessment of speaking**

<b>Aspect</b>	<b>Categories</b>	<b>Indicator</b>
Fluency	4 (High)	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3(Average)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Low)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (High)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3( Average)	Rhythm intonation and pronunciation require more careful

		listening
	2 (Low)	Words are unintelligible
Vocabulary	4 (High)	Effective use of vocabulary for the task with few in appropriate.
	3 (Average)	For the most part, effective use of vocabulary for the task with some examples of in appropriate.
	2 (Low)	Limited use of vocabulary
Grammatical Accuracy	4 (High)	Very few grammatical errors evident
	3 (Average)	ference with comprehension.
	2 (Low)	Speech is broken and unable to construct comprehensible sentences.

## 2. Instrument Calibration

Instrument calibration is scale of measurement which will be used to screening or examination of instrument items that made by writer. The writer used objective test. The writer composed the instrument based on the subject matter content which was researched. The instrument that was composed represents the subject that has been measured. The test which was given to the students is oral test.



a. Validity

To know whether the test have a good validity or not, the writer should know the validity of the test. Validity refers to “benefit of the test not to test itself.

b. Reliability

Reliability is the extent to which a test produces consistent result when administered in the same conditions. In other word, whether it consistent predictability and accuracy.

**F. Data Analysis Technique**

In applying experimental research to find out the differences between two samples is utilized Chi-Square formulation. The formula of Chi-Square was used to find out the differences of significant between the frequencies which used to observe and the frequencies in hope. The researcher analyzed the data by using Chi-Square.<sup>45</sup>

$$x^2 = \sum \left( \frac{(Fo - Fe)^2}{Fe} \right)$$

Note:

$x^2 = value\ of\ chi\ square$

Fo = observed frequency

Fe = expected frequency

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<sup>45</sup> C.R. Kothari, *Research Methodology: Methods & Techniques*, (New Age International (P) Limited, Publishers, 2004, p.233

The writer analyzed data using t-test to investigate whether there is significant influence of role play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung. The writer analyzes the data by using *t-test*. According to Donald Ary the formulation of *t-test* as follows:<sup>46</sup>

$$t = \frac{\frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}}}}{N (N-1)}$$

Notes :

$t$  = t value for correlation sample

$D$  = (differences), differences between pre-test score with post-test score.

$D^2$  = square of D

$N$  = the number of sample

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<sup>46</sup> Donald Ary, et.al, *Introduction to Research*, p. 177

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Description of the Data

##### 1. Research Setting

###### a. Brief Story of SMKN 1 Pekalongan East Lampung

SMKN 1 Pekalongan is the one of vocational school in East Lampung with school statistic number 401120810056. It is located on Bengkok street No.29 Sidodadi, Pekalongan, East Lampung. SMKN 1 Pekalongan East Lampung has three levels of class, those are the tenth, eleventh, and twelve grades, then consists of three study program those are Accountancy, Agribusiness of Husbandry (ATR), and Automotive (TKR). SMK N 1 Pekalongan East Lampung has 478 students, 24 teachers and 6 administration staffs. It was established on 2013. Since it was established the leader headmaster of the school had been changed as followed:

- 1) Muhamad Khotib, S.Pd.M.Pd (2013 until 2016)
- 2) Martin Indra, S.T.M.M (2016 until now)

###### b. Vision and Mission of SMKN 1 Pekalongan East Lampung

###### 1) Vision

To create qualified vocational school with knowledge and technology and godfearing.

2) Mission

To create the quality and quantity of students who have creative skills, professional, and be able to increasing fieldwork in sectors as outomotive, agribusiness, and finances with a good service.

c. The Number of Teacher in SMKN 1 Pekalongan East Lampung

The number of teachers as followed:

**Table 4**

**The Number of Teachers of SMKN 1 Pakalongan East Lampung**

Teacher Educational Background					
SMA	MA	D2	D3	S1	S2
2		1	1	23	3

Source: The Observation Result of SMKN 1 Pekalongan East Lampung on August, 15<sup>th</sup> 2017.

d. The Quality of SMKN 1 Pekalongan East Lampung

The numbers of SMKN 1 Pekalongan East Lampung students are 478 that can be identified as followed:

**Table 5**

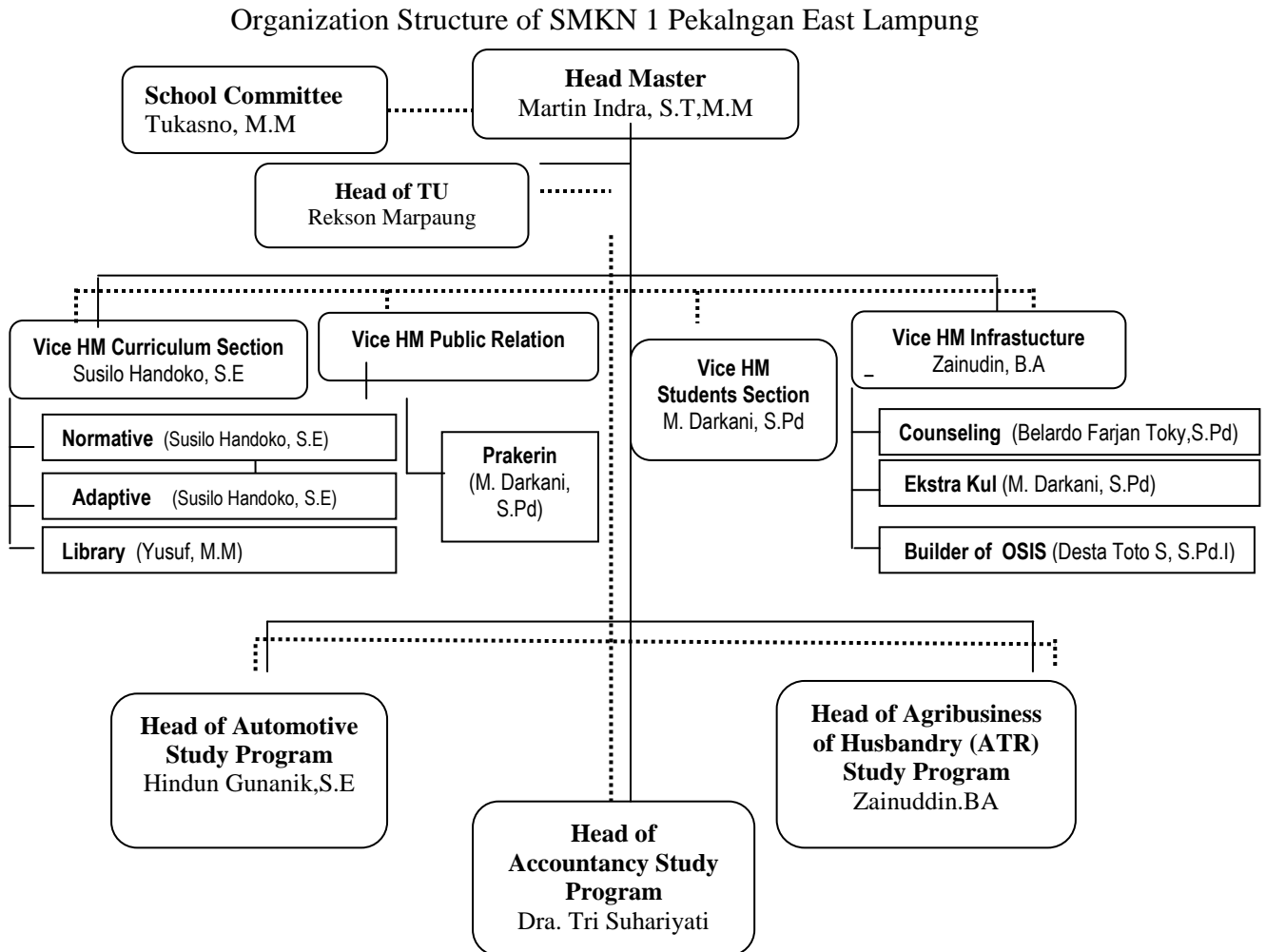
**The Quality of SMKN 1 Pekalonga East Lampung Students**

No	Class	Program Study	Sex		Total
			Male	Female	
1	X	Accountancy	9	60	69
		Agribusiness of Husbandry (ATR)	18	33	51
		Automotive (TKR)	54	-	54
		Total			

2	XI	Accountancy	1	63	64
		Agribusiness of Husbandry (ATR)	35	17	52
		Automotive (TKR)	52	-	52
		Total			168
3	XII	Accountancy	12	50	62
		Agribusiness of Husbandry (ATR)	15	7	22
		Automotive (TKR)	52	-	52
		Total			136
Total Students					478

e. Organization Structure of SMKN 1 Pekalngan East Lampung

Figure 2



## 2. Research Data

### a. The students pre-test result

The purpose of pre-test is to know the students speaking ability. The test was used by the reseacher in pre-test before giving experimental treatments by using Role Play technique. The result of pre-test can be identified in the table, as followed:

**Table 6**  
**The Result of Pre-test of Students Speaking Ability**  
**at the eleventh grader of SMKN 1 Pekalongan East Lampung.**

No	Name	Score
1	AA	40
2	AW	50
3	AY	40
4	AAS	55
5	ADP	45
6	CAS	65
7	DYS	45
8	DK	65
9	DP	40
10	DS	40
11	GASP	45
12	GDA	50
13	HA	50
14	HAN	55
15	MH	40
16	NA	55
17	PYRP	45

18	RR	50
19	RA	50
20	RI	65
21	SDP	50
22	SL	55
23	SN	53
24	TH	51
25	ZAM	65
26	AAS	55
Total ( $\Sigma X$ )		1319
Maximal Score		65
Minimal Score		40
Average		50,73

Taken on August 15<sup>th</sup>, 2017

Based on the data above, it can be found that the highest score was 65 and the lowest score was 40. Based on the data, the writer then measured the class interval (P) by using the formula as followed:

$R = \text{The highest score} - \text{The lowest score}$

$$R = 65 - 40$$

$$R = 25$$

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 26$$

$$K = 1 + 3,3 \times 1,41$$

$$K = 1 + 4,65$$

$$K = 5,65 \longrightarrow 5$$

$$P = \frac{R}{K}$$



$$P = \frac{25}{5}$$

$$P = 5$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

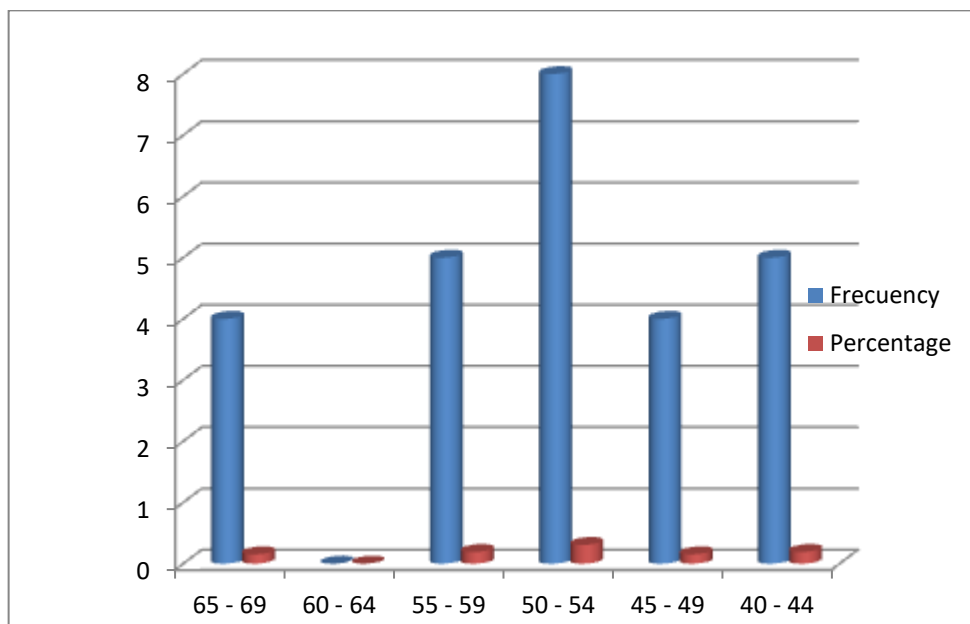
The total of class interval of this result pre-test research was 5.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

**Table 7**  
**The Table of Frequency Distribution of Pre-test Score**

<b>No</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
1	65 – 69	4	15,38%
2	60 – 64	0	0%
3	55 – 59	5	19,23%
4	50 – 54	8	30,78%
5	45 – 49	4	15,38%
6	40 – 44	5	19,23%
<b>Total</b>		<b>26</b>	<b>100 %</b>

**Figure 3**  
**The Chart of Frequency of Students Speaking Ability Score in Pre Test**



Based on the table frequency distribution above, it can be inferred that 26 students as the researcher sample can be divided:

- 1) For the class interval of 65 - 69, there were 4 students or 15,38%
- 2) For the class interval of 60 - 64, there were 0 student or 0%
- 3) For the class interval of 55 - 59, there were 5 students or 19,23%
- 4) For the class interval of 50 - 54, there were 8 students or 30,78%
- 5) For the class interval of 45 - 49, there were 4 students or 15,38%
- 6) For the class interval of 40 - 44, there were 5 students or 19,23%

Based on the table above, it can be seen that the students who failed the test was the students who got score under 70.

b. The student post-test result

A post-test was to measure the students speaking ability after being giving a treatment. This test was followed 26 students. The result of post-test can be shown, as followed:

**Table 8**  
**The Result of Post-test of Students Speaking Ability**  
**at the eleventh grader of SMKN 1 Pekalongan East Lampung**

No	Name	Score
1	AA	62
2	AW	69
3	AY	57
4	AAS	66
5	ADP	60
6	CAS	68
7	DYS	63
8	DK	71
9	DP	55
10	DS	67
11	GASP	63
12	GDA	65
13	HA	67
14	HAN	65
15	MH	69
16	NA	65
17	PYRP	65
18	RR	64
19	RA	62
20	RI	73
21	SDP	66

22	SL	60
23	SN	65
24	TH	55
25	ZAM	71
26	AAS	60
Total ( $\Sigma X$ )		1673
Maximal Score		73
Minimal Score		55
Average		64,35

Taken on August 22<sup>th</sup>, 2017

Based on the data above, it can be found that the highest score was 73 and the lowest score was 55. Based on the data, the writer then measured the class interval (P) by using the formula, as followed:

$R = \text{The highest score} - \text{The lowest score}$

$$R = 73 - 55$$

$$R = 18$$

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 26$$

$$K = 1 + 3,3 \times 1,41$$

$$K = 1 + 4,65$$

$$K = 5,65 \longrightarrow 5$$

$$P = \frac{R}{K}$$

$$P = \frac{18}{5}$$

$$P = 3,6 \longrightarrow 3$$

Note:

R = A distance from score maximum and score minimum

K = The number of interval class

P = The length of interval class

The total of class interval of this result post-test research was 3.

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as followed:

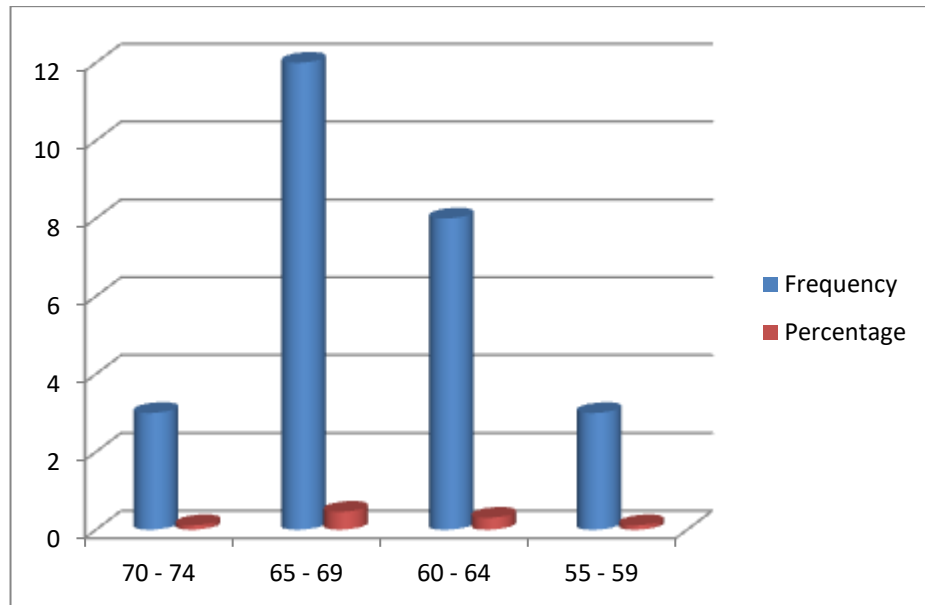
**Table 9**  
**The Table of Frequency Distribution of Post-test Score**

<b>No</b>	<b>Interval</b>	<b>Frequency</b>	<b>Percentage</b>
1	70 – 74	3	11,54%
2	65 – 69	12	46,15%
3	60 – 64	8	30,77%
4	55 – 59	3	11,54%
<b>Total</b>		<b>26</b>	<b>100 %</b>

If the data was put into the graphiv, it can be seen as followed:

**Figure 4**

**The Chart of Frequency of Students Speaking Ability Score in Post Test**



Based on the table frequency distribution above, it can be inferred that 26 students as the researcher sample can be divided:

- 7) For the class interval of 70 - 74, there were 3 students or 11,54%
- 8) For the class interval of 65 - 69, there were 12 student or 46,15%
- 9) For the class interval of 60 - 64, there were 8 students or 30,77%
- 10) For the class interval of 55 - 59, there were 3 students or 11,54%

Based on the table above, it can be seen that the students who passed the test was the students who got score minimum 70, there were 3 students or 11,54%. Then, the students who got score under 70, there were 23 students or 88,46%.

## B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis chi-square and t-test in order to prove whether there is the influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung, as followed:

### 1. Putting the data into the formula Chi-Square ( $\chi^2$ )

After administering the oral test method, the researcher analyzed the data by using of Chi-Square ( $\chi^2$ ) with two variables in order to prove whether there is a positive and significant influence of using Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung, as followed:

$$\chi^2 = \sum \left( \frac{(F_o - F_e)^2}{F_e} \right)$$

**Table 10**

**The Contingency Table of the expected Frequency at the Result of Students Speaking Ability in Pretest and Posttest**

Variables	Category			Total
	Good	Average	Bad	
Pre-test	0	4	22	N = 26
Post-test	3	12	11	N = 26
Total	Cn = 3	Cn = 16	Cn = 31	N = 52

Hypothesis testing by using Chi-square analyzed as followed:

**Table 11**  
**The Testing of Data**

Cell:	$f_0$	$f_e = \frac{Cn \times Rn}{n}$	$f_0 - f_e$	$(f_0 - f_e)^2$	$\frac{(f_0 - f_e)^2}{f_e}$
1	0	$\frac{3 \times 26}{52} = 1,5$	-1,5	2,25	1,5
2	4	$\frac{16 \times 26}{52} = 8$	- 4	16	2
3	22	$\frac{33 \times 26}{52} = 16,5$	5,5	30	1,83
4	3	$\frac{3 \times 26}{52} = 1,5$	1,5	2,25	1,5
5	12	$\frac{16 \times 26}{52} = 8$	- 4	16	2
6	11	$\frac{33 \times 26}{52} = 16,5$	-5,5	30,35	1,83
Total		$F_e = 52$	0	-	10,66

From table above, the value of Chi-square was 10,66. Then, to know critical value of Chi-square, the reseacher firstly counted df. It was degree of freedom. The formulation of df, as followed:

$$\begin{aligned} \mathbf{Df} &= \mathbf{(c-1) (r-1)} \\ &= (3-1) (2-1) \\ &= 2 \end{aligned}$$

Note:

Df = Degree of freedom

c = column

R = row



**Table 12**  
**The Table of Critical Value of Chi-square**

Level of significant	5%	1%
Df 2	5,9914	9,2103

- a. The critical value of  $X^2$  table for 5% level was 5,9914
- b. The critical value of  $X^2$  for 1% level was 9,2103

From all data analysis above, it could be known that:

- a.  $X^2_{\text{observed}} = 10,66$
- b.  $X^2_{\text{table of expectancy}} = 5\% (5,9914) \text{ and } 1\% (9,2103)$

The degrees of freedom is 2, so the values of  $X^2_{\text{table}}$  on degrees of freedom are 5% = 5,9914 and 1% = 9,2103. In this research, the students have done all of the test individually and group. It was benefit to know the influence of Role Play technique on the students speaking ability from the result of those test.

From the data above the comparison  $X^2_{\text{bar}}$  with  $X^2_{\text{table}}$  was:  $5,99146 < 10,66 > 9,2103$  in 5% and 1% significant. It means that the alternative hypothesis ( $H_a$ ) explains “ there is possitive and significant influence of Role Play technique on the students speaking ability.”

## **2. Putting the data into formula t-test**

The researcher used the t-test formula to find whether there is positive and significant influence of role play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

Firstly, the researcher prepared the table and put the data into the formula t-test as below to get “t observation”.

- a. Preparing the table in order to prove whether there is the influence of role play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

**Table 13**  
**The Score Pre-test and Post-test result**  
**of the Students Speaking Ability**

No	Name	Pre-test (X <sub>1</sub> )	Post-test(X <sub>2</sub> )	D (X <sub>2</sub> -X <sub>1</sub> )	D <sup>2</sup> (X <sub>2</sub> -X <sub>1</sub> ) <sup>2</sup>
1	AA	40	62	22	484
2	AW	50	69	19	361
3	AY	40	57	17	289
4	AAS	55	66	11	121
5	ADP	45	60	15	225
6	CAS	65	68	3	9
7	DYS	45	63	18	324
8	DK	65	71	6	36
9	DP	40	55	15	225
10	DS	40	67	27	729
11	GASP	45	63	18	324
12	GDA	50	65	15	225
13	HA	50	67	17	289
14	HAN	55	65	10	100
15	MH	40	69	29	841
16	NA	55	65	10	100
17	PYRP	45	65	20	400
18	RR	50	64	14	196
19	RA	50	62	12	144
20	RI	65	73	8	64
21	SDP	50	66	16	256
22	SL	55	60	5	25
23	SN	53	65	12	144

24	TH	51	55	4	16
25	ZAM	65	71	6	36
26	AAS	55	60	5	25
Total		$\sum X_1 = 1319$	$\sum X_2 = 1673$	$\sum D = 354$	$\sum D_2 = 5988$
Average		50,73	64,35	13,615	230,307

The average of  $\sum D = (354 : 26) = 13,615$

b. Putting the data above into the formula of t-test in order to get

“ $t_{\text{observed}}$ ”

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{13,615}{\sqrt{\frac{5988 - \frac{(354)^2}{26}}{26(26-1)}}$$

$$t = \frac{13,616}{\sqrt{\frac{5988 - \frac{125316}{26}}{26(25)}}$$

$$t = \frac{13,615}{\sqrt{\frac{5988 - 4819,846}{650}}$$

$$t = \frac{13,615}{\sqrt{\frac{1168,154}{650}}}$$

$$t = \frac{13,615}{1,33}$$

$$t = 10,24$$

Therefore,  $t_{\text{observation}}$  is 10,24 as result of the counting by using  $t_{\text{test}}$  formula above. To know the critical value of  $t_{\text{test}}$  ( $t_{\text{table}}$ ), the reseacher firstly counted df, df is degree of freedom. The formulation of  $df = N-1$ . N is the number of research population:

$$df = N-1$$

= 26-1

= 25

Furthermore, the researcher demonstrated the data which was analyzed by using  $t_{test}$  in SPSS in the table below:

**Table 14**  
**Descriptive Statistic**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	26	40.00	65.00	50,730	8,04052
Posttest	26	55.00	73.00	64,346	4,28369
Valid N (listwise)	26				

The table above demonstrated that the total sample of pre-test or before treatment was 26 with the minimum value was 40 and maximum 65, mean of pre-test was 50,730 with the standard deviation was 8,04052. Meanwhile the total sample of post-test or after treatment was 26 with the minimum value was 55 and maximum 73, it mean of post-test was 64,346 with the standard deviation 4,28369. Moreover, the table below illustrated the result of the calculation of  $t_{test}$  in SPSS.

After considering the  $t_{test}$  table by using df 25, so it can be found that:

**Table 15**  
**The Table of Critical Value of t-test**

Level of significant	5%	1%
Df 25	1.7081	2.7874

- 1) The critical value of t-test ( $t_{table}$ ) for the 5% level is 1.7081
- 2) The critical value of t-test ( $t_{table}$ ) for the 1% level is 2.7874

Based on the data analysis above, it can be found that:

- 1) “ $t_{observed}$ ” = 10,24
- 2) “ $t_{table}$ ” level of 5% = 1.7081
- 3) “ $t_{table}$ ” level of 1% = 2.7874

Its mean that “ $t_{observed}$ ” higher that “ $t_{table}$ ” or it can be written as  $1.7081 < 10,24 > 2.7874$ . From the value above, it can be inferred that there is positive and significant influence of Role Play technique on the students speaking ability at the eleventh grader of SMK N 1 Pekalongan East Lampung.

### C. Interpretation

#### 1. Interpretation of “ $X^2_{observed}$ ”

If  $X^2_{observed} > X^2_{table}$ ,  $H_a$  is accepted and  $H_o$  is rejected

If  $X^2_{observed} < X^2_{table}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The critical value of “ $X^2_{observed}$ ” was 10.66, in conclusion, Role Play technique can influence students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

#### 2. Interpretation of “ $t_{observed}$ ”

The researcher formulated to “ $t_{observed}$ ” to “ $t_{table}$ ” as followed:

- a. if  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_o$  is rejected
- b. If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_o$  is accepted

The researcher has formulated the Alternative Hypothesis ( $H_a$ ) such as “there is a positive and significant influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.”

Finally, the data confirmed that “ $t_{\text{observed}} = 10.66$  is higher than “ $t_{\text{table}} = 1.7081$  in 5% and 2.7874 in 1%. Therefore, it can be concluded that “ there is a positive and significant influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.”

#### **D. Discussion**

In this research there are two variables, independent variable that is Role Play technique (X) and dependent variable, that is Speaking Ability (Y). The variables were tested by using formula of Chi-square and T-test to investigate whether there is a positive and significant influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung.

During the research, the researcher found many problems. They had low motivation to spoken English, they had not vocabularies to communicated by using English, and the students had the difficulties in speaking ability. So, the researcher used Role Play technique to solve the students problems.

The researcher also observed that role play was a good technique to apply. The researcher recommended this technique because role play interested the students to speak more. So, they be more active and enjoy in learning process. They were given more opportunities to explore ideas of their ability. So, it has proved that role play can be used as an alternative technique to speaking ability.

#### **E. Limitation**

This research was conducted at SMKN 1 Pekalongan East Lampung. The subjects of the research were the eleventh graders of SMKN 1 Pekalongan East Lampung. The choice the subject was role play technique. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by students, but focus on the students speaking ability problem in learning English as a foreign language. So, the result of it cannot be generalized.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After implementing Quantitative research at the eleventh graders of SMKN 1 Pekalongan East Lampung and according to the result of pre-test and post-test, it could be summarized that there was a positive and significant influence before and after implementing Role Play technique in teaching speaking. It means that using Role Play technique in teaching speaking is helpful. It can be shown from the result of pre-test and post-test.

There was a significant influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung. It could be seen from the critical value " $X^2_{\text{observed}}$ " = 10,66 and " $X^2_{\text{table}}$ " in 5% = 5,9914, and 1% = 9,2103, the data confirmed that " $X^2_{\text{observed}}$ " was higher than " $X^2_{\text{table}}$ ". Besides, the data confirmed that " $t_{\text{observed}}$ " = 10.24 was higher than " $t_{\text{table}}$ " in 5% = 1.7081, and 1% = 2.7874.

Based on the analysis data above, the researcher concluded that "there was a positive and significant influence of Role Play technique on the students speaking ability at the eleventh graders of SMKN 1 Pekalongan East Lampung."



## **B. Suggestion**

After the researcher conducted the research at eleventh graders students of SMKN 1 Pekalongan East Lampung, the researcher would like to give some suggestions as follows:

1. For the headmaster
  - a. The headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely.
  - b. The headmaster is suggested to adapt and to improve the English syllabus based on the real problems faced by the students.
2. For the students
  - a. It is suggested to develop their ability in speaking in order that can success in learning English.
  - b. This strategy can progress the students in studying English, especially to learn English material given.
  - c. To be more active in learning English by role play technique because it can help the students to enjoy in following the material that the teacher given.
3. For the Teacher
  - a. It is better for the teacher to use role play technique in teaching English material because it can improve the student's English learning result.
  - b. It is suggested to the teacher gives knowledge to the student to be active in every English teaching learning process.

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**APPENDIX 1**  
**RESEARCH INSTRUMENTS**

Instruments of this research consist of:

1. Test
2. Documentations Guidance.
3. Observation Guidance.

**The Condition of Teachers and Official Employees of SMK N 1  
Pakalongan East Lampung**

No	Name	Sex	Occupation	The last education
1.	Martin Indra, S.T.M.M	Male	Head Master	S2
2.	Drs. Yusuf	Male	IPS	S1
3	Dra. Tri Suhariyati	Female	Accountancy	S1
4.	Drs. Suwarto	Male	Accountancy	S1
5.	Sunaryo, S.Ag. M. Pd.I	Male	PKN	S2
6.	Sriyono, S.Pd	Male	Management	S2
7.	Zainuddin, B A	Male	PAI	D2
8	Siti Nurrohmah, S.Pd	Female	PAI	S1
9	Hindun Gunanik, SE	Female	Accountancy	S1
10	Sri Puji Astuti, S.Si	Female	Fisika	S1
11	Mira Rahma Dewi	Female	English Language	S1
12	Muhalimi,S,Sos I	Male	Sociology	S1
13	Ambar Bintoro, St	Male	Automotive	S1
14	Susilo Handoko, SE	Male	Management	S1
15	Subiyanto, S.Pd	Male	Penjaskes	S1
16	M.Darkani, SPd	Male	Kesenian	S1
17	Siti Mutmainah, S.TP, S.Pd	Female	Mathematics	S1
18	Amri Yahya N, S.Pt	Male	Agribisnis Ternak	S1
19	Yuswarti, S.Pd	Female	Indonesia Language	S1
20	Fitriyani Wulandari, S.Pt	Female	Agribisnis Ternak	S1
21	Cahya Arif Budiman, St	Male	Automotive	S1
22	Kusmai Yudi Setiawan, S.Pd	Male	Automotive	S1
23	Yulia Dwi Pusparini, SE	Female	Accountancy/Kesenian	S1
24	Belardo Farjan Toky, S.Pd	Male	Conselor	S1
25	Desta Toto Sugiyanto, S.Pd.I	Male	English Language	S1
26	Rekson Marpaug	Male	Head of Administration	SMA
27	Sri Rahayu, A.Md	Female	Secretary of Administration	D3
28	Pepti Diana Tharius	Female	Administator	SMA
29	Liza Hadi Kurnia, SE	Female	Administator	S1
30	Maili Afriza, S.IP	Male	Administator	S1

Source: The Observation Result of SMK N 1 Pekalongan East Lampung on August, 15<sup>th</sup> 2017.

## SILABUS

NAMA SEKOLAH : SMKN 1 Pekalongan  
 MATA PELAJARAN : Bahasa Inggris  
 KELAS/SEMESTER : XI / 1-2  
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*  
 ALOKASI WAKTU : 146 X 45 menit

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli	Talking about hobbies and interests - Do you like fishing? - What do you like doing in your spare time? Guest handling - What can I do for you, Sir? - Welcome to our hotel. - I hope you enjoy the food. Grammar Review Yes – No questions - Are you a secretary? Question tags - The board meeting starts at seven, doesn't it? Questions with question words - Where does the boss live? - Why do you come late?	Listening: – Answering questions based on recorded materials. – Dialogues about guest handling Speaking: – Telling about one's own daily activities. – Role playing about guest handling Reading: – Answering questions about hobbies and interests Writing: – Writing descriptions of other's daily activities. – Writing sentences containing gerund .	Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun	Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses	Pertanyaan dengan pola <i>yes-no questions</i> dalam konteks kegiatan sehari-hari dipergakan dan dijawab dengan benar. Pertanyaan dengan pola <i>question tags</i> dalam konteks kegiatan sehari-hari dipergakan dengan benar. Pertanyaan dengan pola <i>question words</i> dalam konteks kegiatan sehari-hari dipergakan dan dijawab dengan benar. Berbagai bentuk dan ungkapan digunakan dengan tepat untuk membicarakan kegemaran /hobi dan minat.	Tes lisan Dialog berpasangan  Tes tertulis Melengkapi kalimat Pilihan Ganda Membuat paragraf pendek	20			Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa)

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
	<p>Gerund as subjects and objects</p> <ul style="list-style-type: none"> <li>- Smoking is dangerous.</li> <li>- I don't like fishing.</li> </ul> <p>Gerund as complement:</p> <ul style="list-style-type: none"> <li>- Her job is sorting the mail.</li> </ul> <p>Gerund after preposition:</p> <ul style="list-style-type: none"> <li>- Are you interested in collecting stamps?</li> </ul> <p>Constructions with 'too' and 'enough'</p> <ul style="list-style-type: none"> <li>- The soup is too salty for me.</li> <li>- The hotel room is comfortable enough.</li> </ul>	<ul style="list-style-type: none"> <li>- Arranging sentences containing "too" and "enough"</li> </ul>			Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll. diperagakan dengan benar.					
Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	<p>Expressions dealing with telephone conversations</p> <p>Grammar Review:</p> <p>Personal pronouns</p> <ul style="list-style-type: none"> <li>- I – me – my – mine - myself</li> </ul> <p>Reported speech</p> <ul style="list-style-type: none"> <li>- He said that you had to pay for the tickets</li> <li>- He asked you to pay for the tickets.</li> <li>- He wanted to know if you would be available in the afternoon.</li> <li>- He wanted to know where you put his umbrella.</li> </ul> <p>Adjective Clause</p> <ul style="list-style-type: none"> <li>- Do you know the staff who will be promoted our new division manager?</li> </ul>	<p>Listening:</p> <ul style="list-style-type: none"> <li>- Listening for information from recorded materials.</li> <li>- Understanding telephone conversations</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Telling the information obtained from recorded materials</li> <li>- Role playing on telephone conversations</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Writing messages based on telephone conversations</li> <li>- Composing sentences using reported speech, personal pronouns and adjective clause.</li> </ul>	<p>Bersahabat</p> <p>Komunikatif,</p> <p>Peduli sosial</p> <p>Rasa ingin tahu</p> <p>Demokratis</p> <p>Mandiri</p> <p>Kerja keras</p> <p>Disiplin</p> <p>Senang membaca</p> <p>Religius</p> <p>Santun</p>	<p>Mandiri</p> <p>Kreatif</p> <p>Berani mengambil risiko</p> <p>Berorientasi pada tindakan</p> <p>Kepemimpinan</p> <p>Kerja keras</p> <p>Jujur</p> <p>Disiplin</p> <p>Inovatif</p> <p>Tanggung jawab</p> <p>Kerjasama</p> <p>Pantang menyerah</p> <p>Komitmen</p> <p>Realistis</p> <p>Rasa Ingin tahu</p> <p>Komunikatif</p> <p>Motivasi kuat untuk sukses</p>	<p>Pesan (<i>message</i>) yang diterima lewat telepon dicatat dengan benar.</p> <p>Pesan (<i>message</i>) yang diterima secara langsung dicatat dengan benar.</p>	<p>Tes tertulis</p> <p>Melengkapi kalimat</p> <p>Membuat kalimat dengan reported speech</p> <p>Mencatat pesan yang diterima</p> <p>Tes lisan</p> <p>Menceritakan pesan yang diterima</p>	20		<p>Practical English Usage</p> <p>Global Access to the World of Work</p> <p>Person to Person English for SMK (Ang-kasa)</p>	



KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan	Telling about people's job using the Simple present tense: - A cook prepares food. - Pilots fly aeroplanes. Telling about people's educational background using the Simple past tense. - She graduated from SMKN 8 Bandung. - The new secretary learned shorthand at the college. Samples of curriculum vitae Expressing facts and figures : - The graph shows that population growth has been high this last decade. - The latest data show that about three billion rupiahs have been spent for the construction of the factory.	Listening: – Dictation – Answering dialogues given by the teacher Speaking – Explaining someone's profession Reading – Understanding and discussing diagrams containing facts and figures Writing – Rewriting someone else's curriculum vitae – Writing one's own curriculum vitae	Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun	Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses	Bentuk kata kerja digunakan dalam <i>Simple Present</i> dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi. Bentuk kata kerja digunakan dalam <i>Simple Past</i> dengan tepat untuk menerangkan latar belakang pendidikan berbagai macam profesi. <i>Curriculum Vitae</i> yang sederhana ditulis dengan benar. Berbagai ungkapan digunakan dengan tepat untuk menjelaskan fakta dan angka ( <i>facts and figures</i> ) pada suatu sajian data.	Tes lisan Menjelaskan profesi Menjelaskan diagram  Tes tertulis Melengkapi kalimat/ form Menulis curriculum vitae	20			Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept
Menceritakan pekerjaan di masa lalu dan rencana kerja yang akan datang	Telling about past events - I saw the crowds were helping the accident victim. - We had locked the room when she came. Telling about future plans - The meeting will be over at two PM. - When you arrive at the office, I will be conducting a meeting. Sample of a personal letter (telling about past and future events) Grammar review: - Relevant tenses.	Listening – Answering questions of one's past experiences. Speaking – Telling one's own plans (future) Reading – Reading for information: dialogues, passages Writing – Composing personal letters – Translation	Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun	Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses	Ungkapan tentang kegiatan masa lampau dikemukakan dengan benar. Ungkapan untuk mengemukakan kegiatan di masa datang digunakan dalam <i>Tense</i> yang benar. Surat pribadi yang menceritakan tentang kehidupan masa lalu dan rencana di masa depan ditulis dengan benar.	Tes lisan Menceritakan peristiwa masa lalu Dialog  Tes tertulis Melengkapi kalimat Membuat surat Menerjemahkan	24			Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa)

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
Mengungkapkan berbagai macam maksud hati	<p>Giving invitations</p> <ul style="list-style-type: none"> <li>- Would you like to come to my place for dinner tonight, please?</li> <li>- With pleasure.</li> <li>- I'm afraid I can't, I've already got an appointment.</li> </ul> <p>Bargaining</p> <ul style="list-style-type: none"> <li>- Is there any discount for this shirt?</li> <li>- How about fifty thousand rupiahs?</li> </ul> <p>Expressing certainty</p> <ul style="list-style-type: none"> <li>- I'm sure that it's going to rain this afternoon.</li> <li>- It must be him who called.</li> </ul> <p>Giving and responding to compliments</p> <ul style="list-style-type: none"> <li>- Fantastic!</li> <li>- You look beautiful tonight.</li> <li>- Thank you.</li> </ul> <p>Expressing opinions</p> <ul style="list-style-type: none"> <li>- I think that's not true.</li> <li>- What I have in my mind is that ....</li> </ul>	<p>Listening:</p> <ul style="list-style-type: none"> <li>- Answering questions based on dialogues about giving invitations, bargaining, expressing certainty, compliments, expressing opinions, agreeing/disagreeing, and arguing</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>- Performing dialogues based on given situations.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>- Answering questions based on written texts.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- Writing dialogues based on given situations.</li> </ul>	<p>Bersahabat</p> <p>Komunikatif,</p> <p>Peduli sosial</p> <p>Rasa ingin tahu</p> <p>Demokratis</p> <p>Mandiri</p> <p>Kerja keras</p> <p>Disiplin</p> <p>Senang membaca</p> <p>Religius</p> <p>Santun</p>	<p>Mandiri</p> <p>Kreatif</p> <p>Berani mengambil risiko</p> <p>Berorientasi pada tindakan</p> <p>Kepemimpinan</p> <p>Kerja keras</p> <p>Jujur</p> <p>Disiplin</p> <p>Inovatif</p> <p>Tanggung jawab</p> <p>Kerjasama</p> <p>Pantang menyerah</p> <p>Komitmen</p> <p>Realistis</p> <p>Rasa Ingin tahu</p> <p>Komunikatif</p> <p>Motivasi kuat untuk sukses</p>	<p>Ungkapan-ungkapan untuk menyampaikan undangan digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk melakukan tawar-menawar (<i>bargaining</i>) digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk menyatakan kepastian (<i>certainty</i>) digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk memberi dan merespon pujian digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk menyatakan pendapat/opini digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk menyatakan persetujuan (<i>agreeing-disagreeing</i>) digunakan dengan tepat.</p>	<p>Tes lisan melalui role play / dialog</p> <p>Tes tertulis</p> <p>Melengkapi dialog</p> <p>Menjawab pertanyaan</p> <p>Melengkapi kalimat</p> <p>Membuat dialog</p>	28			<p>Practical English Usage</p> <p>Global Access to the World of Work</p> <p>Person to Person English for SMK (Ang-kasa)</p>

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
	Expressing agreement/ disagreement: You're right. I'm afraid you've got wrong information, Sir. Expressing argument Yes, but don't forget ... That may be so but ... Grammar review – Conjunctions / concessive relationship. – Constructions with “used to”: a) be/get used to + V-ing b) used to + Verb 1 – Noun clause as object: - I never believe that there will be another rationalization.				Ungkapan-ungkapan untuk menyatakan argumentasi digunakan dengan benar.					

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
Memahami instruksi-instruksi sederhana	<p>Expressions used in describing processes:</p> <ul style="list-style-type: none"> <li>- First, ...</li> <li>- Next, ...</li> <li>- Then...</li> <li>- Finally ...</li> </ul> <p>Expressions used in asking for and giving suggestions and advice:</p> <ul style="list-style-type: none"> <li>- What do you recommend for a headache?</li> <li>- You'd better see a doctor.</li> </ul> <p>Expressions used in asking for opinions:</p> <ul style="list-style-type: none"> <li>- What is your opinion about....?</li> <li>- What are you feeling about...?</li> </ul> <p>Expressions used in giving opinion:</p> <ul style="list-style-type: none"> <li>- I think...</li> <li>- In my opinion...</li> <li>- From my point of view..</li> <li>-What I have in my minds is...</li> </ul> <p>Grammar review:</p> <ul style="list-style-type: none"> <li>- Degrees of comparison</li> <li>- Imperatives</li> <li>- Don't smoke at the petrol station</li> <li>- Keep silent; the baby is sleeping</li> </ul>	<p>Listening</p> <ul style="list-style-type: none"> <li>- Listening for information on how things work.</li> <li>- Dialogues about asking for and giving suggestions and advice, necessity and obligations, convincing and persuading</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Telling about how things work.</li> <li>- Role playing how to ask for and giving opinions.</li> <li>- Interviewing dealing with convincing and persuading, necessity and obligations</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>- Reading for information: dialogue passages</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>- Making dialogues based on the situations provided.</li> </ul>	<p>Bersahabat</p> <p>Komunikatif,</p> <p>Peduli sosial</p> <p>Rasa ingin tahu</p> <p>Demokratis</p> <p>Mandiri</p> <p>Kerja keras</p> <p>Disiplin</p> <p>Senang membaca</p> <p>Religius</p> <p>Santun</p>	<p>Mandiri</p> <p>Kreatif</p> <p>Berani mengambil risiko</p> <p>Berorientasi pada tindakan</p> <p>Kepemimpinan</p> <p>Kerja keras</p> <p>Jujur</p> <p>Disiplin</p> <p>Inovatif</p> <p>Tanggung jawab</p> <p>Kerjasama</p> <p>Pantang menyerah</p> <p>Komitmen</p> <p>Realistis</p> <p>Rasa Ingin tahu</p> <p>Komunikatif</p> <p>Motivasi kuat untuk sukses</p>	<p>Ungkapan-ungkapan untuk menggambarkan proses kerja dan atau berfungsinya suatu alat dikemukakan dengan benar.</p> <p>Ungkapan-ungkapan untuk menyatakan meminta dan memberi pendapat (asking for and giving opinions) digunakan secara tepat.</p> <p>Ungkapan-ungkapan untuk menyatakan keharusan dan kewajiban (<i>necessity and obligation</i>) digunakan dengan tepat.</p> <p>Ungkapan-ungkapan untuk meyakinkan dan membujuk orang lain (<i>convincing and persuading</i>) agar menerima pendapat atau usulan yang diajukan digunakan dengan tepat.</p>	<p>Tes lisan</p> <p>Menjelaskan proses kerja / cara meng-operasikan alat</p> <p>Tes tertulis</p> <p>Menjawab pertanyaan</p> <p>Pilihan ganda</p> <p>Membuat dialog</p>	24			<p>Practical English Usage</p> <p>Global Access to the World of Work</p> <p>Person to Person English for SMK (Ang-kasa)</p> <p>English New Concept</p>

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	NILAI BUDAYA DAN KARAKTER BANGSA	KEWIRAUSAHAAN/ EKONOMI KREATIF	INDIKATOR	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
							TM	PS	PI	
Membuat pesan-pesan pendek, petunjuk dan daftar dengan pilihan kata, ejaan dan tata tulis yang berterima	Samples of short messages, directory, and lists. Content, punctuation, and spelling.	Vocabulary game Rearranging words / sentences Composing short messages. Directions, or lists based on the situation given by the teacher.	Bersahabat Komunikatif, Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja keras Disiplin Senang membaca Religius Santun	Mandiri Kreatif Berani mengambil risiko Berorientasi pada tindakan Kepemimpinan Kerja keras Jujur Disiplin Inovatif Tanggung jawab Kerjasama Pantang menyerah Komitmen Realistis Rasa Ingin tahu Komunikatif Motivasi kuat untuk sukses	Kata-kata dipilih dengan tepat dan dirangkai menjadi pesan pendek, petunjuk atau daftar Kesimpulan dari suatu pembicaraan ditulis dengan benar menjadi suatu pesan pendek, petunjuk, atau daftar	Tes lisan Menyampaikan pesan secara lisan  Tes tertulis Membuat pesan singkat dan atau petunjuk cara penggunaan alat secara tertulis.	10			Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) English New Concept

Pekalongan, ..... 2017

**Guru Bahasa Inggris**

**Desto Toto Sugianto, S.Pd.I  
NIP.**

**Researcher**

**Novia Yusnitasari  
NPM. 13107887**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Negeri 1 Pekalongan  
 Kelas : XI  
 Mata Pelajaran : Bahasa Inggris  
 Skill : Berbicara (Speaking)  
 Materi : Asking for and Giving Opinions  
 Alokasi Waktu : 2 x 45 Menit (1 Pertemuan)

### A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
3. 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.
4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 5.

### B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.

- 5.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **C. Indikator**

- 1.1. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 1.2. Siswa mampu memiliki dan menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2. Siswa mampu menunjukkan syukur dengan cara melakukan doa sebelum dan sesudah pelajaran.
- 3.1. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.1. Siswa mampu menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **D. Tujuan Pembelajaran**

Setelah proses pembelajaran, siswa dapat mensyukuri anugerah Tuhan akan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International dengan menunjukkan perilaku santun dan peduli dalam menyusun teks lisan untuk untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

## E. Materi Pembelajaran

### 1. Asking for Opinions and Giving Opinions

#### a. Asking for Opinions

There are expressions of asking for opinions:

Formal	Informal
<ul style="list-style-type: none"> <li>- Have you got any comments on ...</li> <li>- Do you have any idea?</li> <li>- Do you have any opinion on...</li> <li>- Would you give me your opinion on...?</li> <li>- What is your opinion about.....?</li> <li>- What are you feeling about.....?</li> <li>- What are your views on.....?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think of...</li> <li>- What do you think about...?</li> <li>- What is your opinion...?</li> <li>- Do you think it's going...?</li> <li>- What would you say about...?</li> <li>- What are you thinking about...?</li> <li>- What about...?</li> <li>- In your opinion...?</li> <li>- How do you think of Lisa's idea..?</li> </ul>

#### b. Giving Opinions

There are expressions of giving opinions:

Formal	Informal
<ul style="list-style-type: none"> <li>- I personally believe .....</li> <li>- I personally consider ....</li> <li>- I personally think /feel ....</li> <li>- I hold the opinion ....</li> <li>- In my own view of the matter is...</li> <li>- Well, personally .....</li> </ul>	<ul style="list-style-type: none"> <li>- I think...</li> <li>- I think it's very nice.</li> <li>- In my opinion...</li> <li>- In my view...</li> <li>- I must say that...</li> <li>- I think that...</li> <li>- We had better...</li> </ul>



## 2. The example of dialogue

Arka : Excuse me, what kind of bird is it?

Bird seller : It is a lovebird.

Arka : Oh, it's very beautiful. No wonder, it's very expensive.

Bird seller : You're right. This one costs Rp. 500. 000.

Arka : Oh gosh! That's very expensive! **In your opinion, what makes it so expensive?**

Bird seller: **I think its colorful and beautiful feathers, and its melodious voice.**

Arka : I see.

In the dialog, the sentence "*In your opinion, what makes it so expensive?*" is used to ask for an opinion. Meanwhile, the response "*I think its colorful and beautiful feathers, and its melodious voice.*" Expresses one's opinion.

## F. Teknik Pembelajaran

Diskusi

## G. Alokasi Waktu

2x45 Menit

## H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Ke-1	Waktu
a. Pendahuluan/Kegiatan Awal  Guru:  a) Orientasi <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai</li> </ul>	<b>15 Menit</b>

<p>pelajaran.</p> <ul style="list-style-type: none"><li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li><li>• Menyiapkan fisik dan psikis dan peserta didik dalam mengawali kegiatan pembelajaran.</li></ul> <p>b) Apersepsi</p> <ul style="list-style-type: none"><li>• Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik pada tema sebelumnya.</li><li>• Mengingat kembali materi prasyarat dengan bertanya.</li><li>• Mengajukan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan.</li></ul> <p>c) Motivasi</p> <ul style="list-style-type: none"><li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li><li>• Apabila materi ini dapat dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:</li></ul> <ol style="list-style-type: none"><li>1. Mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</li></ol> <ul style="list-style-type: none"><li>• Mampu menyusun teks lisan untuk menyatakan dan merespon ungkapan</li></ul>	
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<p>menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p> <ul style="list-style-type: none"> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>• Mengajukan pertanyaan setelah penyampaian materi oleh guru.</li> </ul> <p>d) Pemberian Acuan:</p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p>b. Kegiatan Inti</p> <p>a) Siswa menerima materi yang diberikan oleh guru.</p> <p>b) Siswa diberikan presentasi berupa ungkapan menyatakan pendapat dan pikiran serta responnya.</p> <p>c) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Mempertanyakan (Questioning)</b></p> <p>a) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara perbedaan berbagai</p>	<p><b>60 Menit</b></p>

ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris.

### **Mengeksplorasi**

- a) Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks sehari-hari.
- b) Siswa diberikan situasi untuk melakukan latihan menggunakan bahasa Inggris secara berkelompok.

### **Menalar**

- a) Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.
- b) Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.

### **Mengkomunikasikan**

- a) Siswa menggunakan dialog untuk mengungkapkan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran.

### **Mencipta**

- a) Siswa menggunakan dialog untuk mengungkapkan cara mengungkapkan

<p>menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks untuk dinilai.</p>	
<p>c. Penutup</p> <p>a) Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <p>b) Mengagendakan materi yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau di rumah.</p> <p>Guru:</p> <p>a) Memeriksa pekerjaan siswa yang selesai langsung diperiksa.</p> <p>b) Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.</p>	<p><b>15 Menit</b></p>

## I. Media, Alat, Bahan dan Sumber Pembelajaran

### 1. Media :

- a) *Worksheet* atau lembar kerja (siswa)
- b) Suara Guru

**2. Alat/Bahan :**

- a) Worksheet
- b) Penggaris, spidol, papan tulis

**3. Sumber Belajar :**

Buku Bahasa Inggris yang relevan.

**J. Penilaian****1. Bentuk Tes: Oral test****2. Tipe tes : Performance****3. Instrument****A. Practice the following dialogue.**

: Zian, I never thought you have a very beautiful voice.

: Sorry, what are you talking about?

: Oh come on. You covered Afgan's song, didn't you?

: Yes, Idid. How do you know?

: I watched your video on *Youtube*.

: I see. So, what do you think of my performance?

Dilla : I think, you've covered the song beautifully. You were singing  
and playing your guitar, it's really interesting. Well done!

Zian : Thank you.

Dilla : So, you like singing very much, don't you?

Zian : Yes, I do.

Dilla : Have you performed on stage?

Zian : A few times, but only in front of my relatives and neighbors.

Dilla : That's fine. A small step will lead you to big ones for sure.

Zian : thanks.

**Questions :**

1. What is the conversation about?
2. How does Dilla figure out Zian's singing talent?
3. What does Dilla think about Zian's performance on the video?
4. What musical instrument does Zian play?
5. What is the similar meaning of 'beatifully'?

**4. Orientasi Penilaian**

<b>Aspect</b>	<b>Categories</b>	<b>Indicator</b>
Fluency	4 (High)	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3(Average)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Low)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (High)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3( Average)	Rhythm intonation and pronunciation require more careful listening
	2 (Low)	Words are unintelligible
Vocabulary	4 (High)	Effective use of vocabulary for the task with few in appropriate.
	3 (Average)	For the most part, effective use of vocabulary for the task with some

		examples of in appropriate.
	2 (Low)	Limited use of vocabulary
Grammatical Accuracy	4 (High)	Very few grammatical errors evident
	3 (Average)	ference with comprehension.
	2 (Low)	Speech is broken and unable to construct comprehensible sentences.

Guru Mata Pelajaran

Pekalongan, Agustus 2017  
Resecher

**Desta Toto Sugianto, S.Pd.I**  
NIP.

**Novia Yusnitasari**  
NPM. 13107887



**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Nama Sekolah : SMK Negeri 1 Pekalongan  
Kelas : XI  
Mata Pelajaran : Bahasa Inggris  
Skill : Berbicara (Speaking)  
Materi : Asking for and Giving Opinions  
Alokasi Waktu : 2 x 45 Menit (1 Pertemuan)

**A. Kompetensi Inti**

6. Menghayati dan mengamalkan ajaran agama yang dianutnya.
7. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
8. 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.
9. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

**B. Kompetensi Dasar**

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 9.2. Menyusun teks lisan dan tulis untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **C. Indikator**

- 1.3. Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- 1.4. Siswa mampu memiliki dan menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.3. Siswa mampu menunjukkan syukur dengan cara melakukan doa sebelum dan sesudah pelajaran.
- 3.2. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.
- 4.2. Siswa mampu menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

### **D. Tujuan Pembelajaran**

Setelah proses pembelajaran, siswa dapat mensyukuri anugerah Tuhan akan kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International dengan menunjukkan perilaku santun dan peduli dalam menyusun teks lisan untuk untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.

## E. Materi Pembelajaran

### 3. Asking for Opinions and Giving Opinions

#### c. Asking for Opinions

There are expressions of asking for opinions:

Formal	Informal
<ul style="list-style-type: none"> <li>- Have you got any comments on ...</li> <li>- Do you have any idea?</li> <li>- Do you have any opinion on...</li> <li>- Would you give me your opinion on...?</li> <li>- What is your opinion about.....?</li> <li>- What are you feeling about.....?</li> <li>- What are your views on.....?</li> </ul>	<ul style="list-style-type: none"> <li>- What do you think of...</li> <li>- What do you think about...?</li> <li>- What is your opinion...?</li> <li>- Do you think it's going...?</li> <li>- What would you say about...?</li> <li>- What are you thinking about...?</li> <li>- What about...?</li> <li>- In your opinion...?</li> <li>- How do you think of Lisa's idea..?</li> </ul>

#### d. Giving Opinions

There are expressions of giving opinions:

Formal	Informal
<ul style="list-style-type: none"> <li>- I personally believe .....</li> <li>- I personally consider ....</li> <li>- I personally think /feel ....</li> <li>- I hold the opinion ....</li> <li>- In my own view of the matter is...</li> <li>- Well, personally .....</li> </ul>	<ul style="list-style-type: none"> <li>- I think...</li> <li>- I think it's very nice.</li> <li>- In my opinion...</li> <li>- In my view...</li> <li>- I must say that...</li> <li>- I think that...</li> <li>- We had better...</li> </ul>

#### 4. The example of dialogue

Jhon : Hi Lex, where have you been? I didn't see you for a week.

Lexa : Yeah, I enjoyed my long holiday.

Jhon : Wow, cool. Where did you go?

Lexa : I went to Amed beach in Karang Asem. Have you ever visited that place?

Jhon : Oh... never, but I ever saw it from TV. Is it a good Beach? What do you think about Amed Beach?

Lexa : In my opinion, it is an awesome beach. It has good diving spots. Besides, you can also see a beautiful sunrise in the morning.

Jhon : What a good place to spend a holiday!

Lexa : Yeah, of course. If you have a long holiday, I think you should go to Amed. Karang Asem has many beautiful beaches.

Jhon : Yes, I will. I'll contact you later. See you Lex.

Lexa : Alright, see you Jhon.

In the dialog, the sentence *“What do you think about Amed Beach?”* is used to ask for an opinion. Meanwhile, the response *“In my opinion, it is an awesome beach.”* Expresses one's opinion.

#### F. Teknik Pembelajaran

Teknik : Role Play

#### G. Alokasi Waktu

2x4 Menit

## H. Langkah-langkah Kegiatan Pembelajaran

2. Pertemuan Ke-1	Waktu
<p>d. Pendahuluan/Kegiatan Awal</p> <p>Guru:</p> <p>e) Orientasi</p> <ul style="list-style-type: none"> <li>• Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pelajaran.</li> <li>• Memeriksa kehadiran peserta didik sebagai sikap disiplin.</li> <li>• Menyiapkan fisik dan psikis dan peserta didik dalam mengawali kegiatan pembelajaran.</li> </ul> <p>f) Apersepsi</p> <ul style="list-style-type: none"> <li>• Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik pada tema sebelumnya.</li> <li>• Mengingat kembali materi prasyarat dengan bertanya.</li> <li>• Mengajukan pertanyaan yang ada kaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <p>g) Motivasi</p> <ul style="list-style-type: none"> <li>• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>• Apabila materi ini dapat dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang:</li> </ul>	<p><b>15 Menit</b></p>

<p>2. Mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <ul style="list-style-type: none"> <li>• Mampu menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</li> <li>• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>• Mengajukan pertanyaan setelah penyampaian materi oleh guru.</li> </ul> <p>h) Pemberian Acuan:</p> <ul style="list-style-type: none"> <li>• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</li> <li>• Pembagian kelompok belajar.</li> <li>• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>	
<p>e. Kegiatan Inti</p> <p>d) Siswa menerima <i>worksheet</i> yang dibagikan oleh guru.</p> <p>e) Siswa diberikan presentasi berupa ungkapan menyatakan pendapat dan pikiran serta</p>	<p><b>60 Menit</b></p>

responnya.

- f) Siswa mengikuti interaksi menyatakan pendapat dan pikiran.
- g) Siswa menirukan model interaksi menyatakan pendapat dan pikiran.
- h) Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan).

#### **Mempertanyakan (Questioning)**

- b) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris.

#### **Mengeksplorasi**

- c) Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks role play.
- d) Siswa diberikan situasi untuk melakukan latihan menggunakan role play secara berkelompok.

#### **Menalar**

- c) Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang telah dipelajari dengan yang ada di berbagai sumber lain.

<p>d) Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.</p> <p><b>Mengkomunikasikan</b></p> <p>b) Siswa menggunakan dialog untuk mengungkapkan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran.</p> <p><b>Mencipta</b></p> <p>a) Siswa menggunakan dialog untuk mengungkapkan cara mengungkapkan menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan topik yang ada dalam role card, dan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks untuk dinilai.</p>	
<p>f. Penutup</p> <p>c) Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</p> <p>d) Mengagendakan materi yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau di rumah.</p>	<p><b>15 Menit</b></p>



<p>Guru:</p> <p>c) Memeriksa pekerjaan siswa yang selesai langsung diperiksa.</p> <p>d) Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.</p>	
---	--

## I. Media, Alat, Bahan dan Sumber Pembelajaran

### 1. Media :

- c) *Worksheet* atau lembar kerja (siswa)
- d) Suara Guru

### 2. Alat/Bahan :

- a) Penggaris, spidol, papan tulis
- b) Role card
- c) Laptop, Speaker & LCD

### 3. Sumber Belajar :

Buku Bahasa Inggris yang relevan.

## J. Penilaian

### 1. Bentuk Tes : Oral test

### 2. Tipe tes : Performance

### 3. Instrument

- a. *Make a dialogue based on situation in the role cards. Then, practice it with your partner.*

#### 1. Role 1

- You meet Bambang in the school in the	- You respond to Divo's greeting in the school

<p>evening and greet him.</p> <ul style="list-style-type: none"> <li>- You ask him about his opinion on football match last night</li> </ul>	<ul style="list-style-type: none"> <li>- You tell him that the match is very awesome.</li> </ul>
--	--

## 2. Role 2

<ul style="list-style-type: none"> <li>- You meet your friend in a restaurant.</li> <li>- You greet him.</li> <li>- You ask your partner's opinion about the food.</li> </ul>	<ul style="list-style-type: none"> <li>- You respond to your friend's greeting.</li> <li>- Tell your partner that the food is delicious</li> </ul>

## 3. Role 3

<ul style="list-style-type: none"> <li>- In the morning, you meet Ani, your friend on the way to school. You greet and ask her how she is doing.</li> <li>- You ask Ani's view on your new bag.</li> <li>- You give expression of parting because you are in a hurry to school</li> </ul>	<ul style="list-style-type: none"> <li>- You respond to Aby's greeting and answer his question.</li> <li>- You tell him that she thinks that the bag is very nice.</li> <li>- You respond to her parting expression.</li> </ul>

## 4. Role 4

<ul style="list-style-type: none"> <li>- You meet your teacher in the school, you greet him/her.</li> <li>- You ask him/her about</li> </ul>	<ul style="list-style-type: none"> <li>- You respond to your students' greeting.</li> <li>- You tell him/her that the headmaster is very</li> </ul>

his/her opinion about the new headmaster. - You thank to him.	discipline. - You respond to your students' thinking expression.
--	---

## 5. Role 5

- You meet your friends in the party, you greet him/her. - You ask him/her about new fashion style. - You thank to him.	- You respond to Clara's greeting. - You tell him/her that the fashion style. - You respond to your friend's thinking expression.

## b. Orientasi Penilaian

Aspect	Categories	Indicator
Fluency	4 (High)	Generally natural delivery, only occasional halting when searching for appropriate words/ expressions.
	3(Average)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (Low)	The students speak so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (High)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation, and pronunciation but comprehension is not impeded.
	3( Average)	Rhythm intonation and pronunciation

		require more careful listening
	2 (Low)	Words are unintelligible
Vocabulary	4 (High)	Effective use of vocabulary for the task with few in appropriate.
	3 (Average)	For the most part, effective use of vocabulary for the task with some examples of in appropriate.
	2 (Low)	Limited use of vocabulary
Grammatical Accuracy	4 (High)	Very few grammatical errors evident
	3 (Average)	ference with comprehension.
	2 (Low)	Speech is broken and unable to construct comprehensible sentences.

Guru Mata Pelajaran

Pekalongan, Agustus 2017  
Reseher

**Desta Toto Sugianto, S.Pd.I**  
NIP.

**Novia Yusnitasari**  
NPM. 13107887

**Pre-test****A. Practice the following dialogue.**

: Zian, I never thought you have a very beautiful voice.

: Sorry, what are you talking about?

: Oh come on. You covered Afgan's song, didn't you?

: Yes, I did. How do you know?

: I watched your video on *Youtube*.

: I see. So, what do you think of my performance?

Dilla : I think, you've covered the song beautifully. You were singing and playing your guitar, it's really interesting. Well done!

Zian : Thank you.

Dilla : So, you like singing very much, don't you?

Zian : Yes, I do.

Dilla : Have you performed on stage?

Zian : A few times, but only in front of my relatives and neighbors.

Dilla : That's fine. A small step will lead you to big ones for sure.

Zian : thanks.

**Questions :**

6. What is the conversation about?
7. How does Dilla figure out Zian's singing talent?
8. What does Dilla think about Zian's performance on the video?
9. What musical instrument does Zian play?
10. What is the similar meaning of 'beautifully'?

*Post-test*

*B. Make a dialogue based on the pictures. Then, practice it with your group.*

6. Picture 1 Paris



7. Picture 2



8. Picture 3 Borobudur Temple



9. Picture 4 Sari Ringgung Beach



10. Picture 5 Ceremony



11. Picture 6 Mekkah



12. Picture 7 Bambang Pamungkas





**The Result of Pre-test of Students Speaking Ability  
at the eleventh graders of SMKN 1 Pekalongan East Lampung**

No	Name	Components of Speaking Ability																Total
		Pronunciation				Fluency				Vocabulary				Grammar				
		4(16-20)	3 (11-15)	2 (6-10)	1 (1-5)	4 (16-20)	3 (11-15)	2 (6-10)	1 (1-5)	4	3	2	1	4	3	2	1	
1	AA			10				5		15					10		40	
2	AW			10				7		15			17				50	
3	AY			10				10			10				10		40	
4	AAS		15					10		15				15			55	
5	ADP		15					10			10				10		45	
6	CAS		15				12		20					13			65	
7	AYS			10				10		15					10		45	
8	DK		15					10	20				20				65	
9	DP				5			10		15					10		40	
10	DS			10					5	15					10		40	
11	GAPS			10				10		15					10		45	
12	GDA		13					7		15				15			50	
13	HA			10				9		15				14			50	
14	HAN			10			15		17					13			55	
15	MH			10				10			10				10		40	
16	NA		15					10		15				15			55	
17	PYRP			10				10		15					10		45	
18	RR			10			15			15					10		50	
19	RA			10			15			15					10		50	
20	RI		15				15		20					15			65	
21	SDP			10				7	17					15			50	

22	SL			10				10		20				15			55
23	SN		15					10		20				13			53
24	TH		11				15				15				10		51
25	ZAM		15				15			20				15			65
26	AAS			10			15			17				13			55
Total		299				277				415				328		1319	
Percentage (%)		22,7 %				21,1 %				31,5 %				24,7 %		100 %	

Taken on August 15<sup>th</sup>, 2017

Pekalongan, 15 Agustus 2017  
Reseacher

Novia Yusnitasari  
NPM. 13107887

**The Result of Post-test of Students Speaking Ability  
at the eleventh graders of SMKN 1 Pekalongan East Lampung**

No	Name	Components of Speaking Ability																Total
		Pronunciation				Fluency				Vocabulary				Grammar				
		4(16-20)	3 (11-15)	2 (6-10)	1 (1-5)	4 (16-20)	3 (11-15)	2 (6-10)	1 (1-5)	4	3	2	1	4	3	2	1	
1	AA		15			17					15				15			62
2	AW		15				15			20				19				69
3	AY		15				12				15				15			57
4	AAS		15			16				20					15			66
5	ADP		15					10		20					15			60
6	CAS	16				17				20					15			68
7	DYS		15				15			20					13			63
8	DK	17				17				20				17				71
9	DP			10				10		20					15			55
10	DS		15				14			20					13			67
11	GAPS		15				15			20					13			63
12	GDA		15				12			20					13			65
13	HA		15			16				20				16				67
14	HAN		15				15			20					15			65
15	MH	17						10		20				17				69
16	NA	16					14			20					15			65
17	PYRP	16				16				18					15			65
18	RR	16				16				18					14			64
19	RA		15				15			19					13			62
20	RI	17				17				20				19				73

21	SDP		15			17				20				14			66
22	SL		15				15				15			15			60
23	SN		15				15			20				15			65
24	TH		15					10			15			15			55
25	ZAM	17				17				20				17			71
26	AAS			10			15			18				17			60
Total		396				382				497				398		1673	
Percentage (%)		23,7 %				22,8 %				29,7 %				23,8 %		100%	

Taken on August 22<sup>th</sup>, 2017

Pekalongan, 22 Agustus 2017  
Reseacher

Novia Yusnitasari  
NPM. 13107887

## DOCUMENTATION

1. The researcher explains the material about asking for and giving opinions



2. The researcher share the pre-test dialogue to the students



3. The students practice a dialogue in pre-test





4. The researcher explain role play technique treatment





5. The students practice a dialogue in post-test





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBİYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Stt.06/JST/PP.00.9/2181/2016 Metro, 03 Oktober 2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

***Kepada Yth.,***

Kepala Sekolah SMK Negeri 1 Pekalongan  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Novia Yusnita Sari  
NPM : 13107887  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : The Influence Of Students Role Play Technique Toward  
Speaking Ability At The Eleventh Grade Of SMK Negeri 1  
Pekalongan

Untuk melakukan *PRA SURVEY* di SMK Negeri 1 Pekalongan.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan,  
  
Dr. Hj. Akla, M.Pd  
NIP. 19691008 200003 2005g

**SURAT KETERANGAN**

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Novia Husnitasari

NPM : 13107887


Fakultas : TBI

Jurusan : Tarbiyah

Angkatan : 2013

Telah menyerahkan buku berjudul Teaching English Language Learners

Metro, 2017  
Ketua Jurusan TBI

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19730610 200801 1 014



**PEMERINTAH KABUPATEN LAMPUNG TIMUR**  
**DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA**  
**SMK NEGERI 1 PEKALONGAN**  
 NSS : 401120810056      NPSN : 69763267



Alamat : Jln. Bengkok No. 29 Sidodadi Kec. Pekalongan Lampung Timur-Tlp:082280383345  
 Email : smkn1.pki.lamtima@gmail.com-Web : smknpekalonganlamtim.sch.id

Nomor : 425/185/SMKN1-Pki/X/2016  
 Lampiran : -  
 Perihal : Izin Pra Survey

Kepada  
 Yth. : Ketua Jurusan Tarbiyah  
 Sekolah Tinggi Agama Islam Negeri  
 Jurai Siwo Metro  
 Di tempat

Dengan hormat,

Menanggapi surat permohonan nomor : Sti.13/JST/PP.00.9/2181/2016 tanggal  
 03 Oktober 2015 tentang Izin Pra Survey atas nama :

Nama : Novia Yusnita Sari  
 NPM : 13107887  
 Program Studi : PBI

Pada dasarnya kami tidak berkeberatan untuk menerima mahasiswa tersebut diatas  
 untuk melakukan Pra Survey di SMK Negeri 1 Pekalongan, Kecamatan  
 Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan  
 terimakasih.

Pekalongan, 28 Oktober 2016  
 H. Kepala Sekolah,



**MARTIN INDRA, S.T**  
 NIP-19740222 200902 1 001



**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  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.pustaka.metrouniv.ac.id](http://www.pustaka.metrouniv.ac.id); e-mail: [pustaka.iaim@metrouniv.ac.id](mailto:pustaka.iaim@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-689/In.28/S/OT.01/06/2017**

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

Nama : NOVIA YUSNITASARI  
NPM : 13107887  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2016 / 2017 dengan nomor anggota 13107887.

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, 15 Juni 2017  
Kepala Perpustakaan

Drs. Mokhtari Sudin, M.Pd.  
NIP. 195808211981031001



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iningmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507 Faksimili (0725) 47256  
Website: www.metrouniv.ac.id e-mail: iainmetro@metrouniv.ac.id

Nomor : B-3021/In.28/R.1/TL.00/06/2017  
Lampiran :-  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMK NEGERI 1  
PEKALONGAN  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3020/In.28/R/TL.01/06/2017, tanggal 15 Juni 2017 atas nama saudara:

Nama : **NOVIA YUSNITASARI**  
NPM : 13107887  
Semester : 8 (Delapan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK NEGERI 1 PEKALONGAN, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ROLE PLAY TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADER OF SMK NEGERI 1 PEKALONGAN EAST LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 15 Juni 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,  
  
**Dr. Suhairi S. Ag, MH**  
NIP 197210011999031003





**PEMERINTAH PROVINSI LAMPUNG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SMK NEGERI 1 PEKALONGAN**  
 NSS : 401120810055                      NPSN : 69763267



Alamat : Jln. Bengkulu No. 29 Desa SidadahKec. Pekalongan Lampung Timur-Tlp. 085380522631Email : [smkn1.pekalontim@gmail.com](mailto:smkn1.pekalontim@gmail.com)  
[www.smkn1pekalongantim.sch.id](http://www.smkn1pekalongantim.sch.id)

Nomor : 425/111/SMKN1-PKI/VIII/2017  
 Lampiran : -  
 Perihal : Surat Tanggapan Izin Research

Kepada Yth. : Wakil Rektor Bidang Akademik dan Kelembagaan  
 Institut Agama Islam Negeri Metro  
 Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : B-3020 /In.28/R/TL.01/08/2017  
 tentang Izin Research atas nama :

Nama : NOVIA YUSNITASARI  
 NPM : 13107887  
 Jurusan : Pendidikan Bahasa Inggris

Pada dasar nya kami tidak berkeberatan untuk menerima mahasiswa tersebut diatas untuk melakukan Research yang akan dilaksanakan pada bulan Agustus 2017 di SMK Negeri 1 Pekalongan, Kecamatan Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatian nya di ucapkan terima kasih.

Pekalongan, 12 Agustus 2017  
 Kepala Sekolah, *y*

**MARTIN INDRA, S.T**  
 NIP. 19740222 200902 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
 Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id; e-mail: iainmetro@metrouniv.ac.id

## **SURAT TUGAS**

Nomor: B-3020/In.28/R/TL.01/06/2017

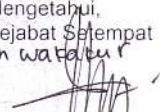
Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama : **NOVIA YUSNITASARI**  
 NPM : 13107887  
 Semester : 8 (Delapan)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK NEGERI 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF ROLE PLAY TECHNIQUE ON THE STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADER OF SMK NEGERI 1 PEKALONGAN EAST LAMPUNG".
  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 : 15 Juni 2017

Mengetahui,  
 Pejabat Setempat  
 an wafatur  
  
**Susilo Handoko, SE**  
 NIP. 19800312008011018

an Rektor  
 Wakil Rektor Bidang Akademik,  
  
**Dr. Suhairi S. Ag, MH**  
 NIP. 197210011999031003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.mim@metroain.ac.id website: www.tarbiyah.metroain.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Novia Yusnitasari

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107887

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	Pembimbing II	Hal-hal yang dibicarakan	Tanda Tangan
1.	Senin 28/0-17	✓	Revise ch. IV	
2.	Selasa 12/09-17	~	Revise grammar	
3.	Senin 18/9-17	✓	Ace ch. IV, V	

Mengetahui :  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 004

Dosen Pembimbing II

**Trisna Dinilla Harva, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Email: [tarbiyah.iam@metro.iaim.ac.id](mailto:tarbiyah.iam@metro.iaim.ac.id) website: [www.tarbiyah.metro.iaim.ac.id](http://www.tarbiyah.metro.iaim.ac.id)

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Novia Yusnitasari

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107887

Semester / T A : IX / 2017-2018

No	Hari/ Tanggal	Pembimbing I	Hal-hal yang dibicarakan	Tanda Tangan
1.	Rabu, 27/5-17       29/5-17	✓	- Revise cover 1, 2 - Revise abstract - Table of contents - Dedication page - signature in acknowledgment - figure paradigm - Table 4 - instrument of post-test  acc for management	

Mengetahui :  
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 004

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum  
NIP. 19620424 199903 2 001

## CURRICULUM VITAE



Novia Yusnitasari was born on March 13, 1994. She was born in Adirejo, Pekalongan, East Lampung. She comes from Javanese family descent.

She is the last child of Mr. Sanirin and Mrs. Mesinem. She lives in Adijaya, Pekalongan, East Lampung. She took her elementary school in SDN

1 Adirejo and graduated in 2007.

After that, she took her educational at SMPN 2 Pekalongan and graduated in 2010. Having graduated from junior high school, she continued her study in MAN 1 East Lampung and graduated in 2013. After graduating from senior high school, she decided to have lecture in English Education Department in IAIN Metro. She hopes that one day she can continue her study to master of degree.

