

AN UNDERGRADUATE THESIS

**USING ROLE PLAY TECHNIQUE
TO IMPROVE THE STUDENTS' PRONUNCIATION SKILL
AT THE EIGHTH GRADE OF SMP N 2
PEKALONGAN EAST LAMPUNG**

By:

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



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H / 2017 M**

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PEKALONGAN EAST LAMPUNG**

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

By:

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1438 H / 2017 M

ABSTRACT

USING ROLE PLAY TECHNIQUE TO IMPROVE THE STUDENTS' PRONUNCIATION SKILL AT THE EIGHTH GRADE OF SMP N 2 PEKALONGAN EAST LAMPUNG

**By:
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This research is aimed to know whether role play technique could improve the students' pronunciation skill at the eighth grade of SMP N 2 Pekalongan East Lampung in the Academic Year of 2016 / 2017.

The data collection method in this research was observation, test, documentation, and field note. The design of this research was a classroom action research. It was conducted in two cycles. The result in cycle 1 showed that the average percentage of active students 50, 85 and in cycle 2 was 81, 2. The average of pre-test score in cycle 1 was 65 or 9 students got pass score, and post-test 1 was 69, 3 or 20 students got good score and the average post-test two in cycle 2 was 78, 7 or 27 students got good score.

From the result of the discussion above, it can be conclude that the use of role play technique can improve the students' pronunciation skill at the eighth grade of SMP N 2 Pekalongan East Lampung in the Academic Year of 2016 / 2017.

Key words: Pronunciation, Role Play Technique.

**PENGUNAAN TEKNIK BERMAIN PERAN
UNTUK MENINGKATKAN KEMAMPUAN PELAFALAN SISWA
DI KELAS 8 SMP NEGERI 2
PEKALONGAN LAMPUNG TIMUR**

ABSTRAK

Oleh:
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Penelitian ini bertujuan untuk mengetahui apakah teknik bermain peran dapat meningkatkan kemampuan pelafalan siswa dalam berbahasa Inggris di kelas 8 SMP NEGERI 2 Pekalongan Lampung Timur.

Metode pengumpulan data dalam penelitian ini adalah observasi, test, dokumentasi, dan catatan pribadi. Jenis penelitian ini adalah penelitian tindakan kelas yang dilakukan dalam 2 siklus. Hasil dalam siklus 1 menunjukkan bahwa prestasi keaktifan siswa adalah 50,85 dan pada siklus 2 adalah 81, 2. Rata-rata nilai pada tes awal siklus 1 adalah 65 atau 9 siswa tuntas, dan tes akhir 1 adalah 69, 3 atau 20 siswa tuntas dan pada tes akhir siklus 2 adalah 78, 7 atau 27 siswa tuntas.

Dari hasil pembahasan tersebut diatas dapat ditarik kesimpulan bahwa penggunaan teknik bermain peran dapat meningkatkan kemampuan pelafalan siswa dalam berbahasa Inggris di kelas 8 SMP NEGERI 2 Pekalongan Lampung Timur tahun ajaran 2016 / 2017.

Kata kunci: Pelafalan, teknik bermain peran



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Assalamualaikum Wr.Wb.

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

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

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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

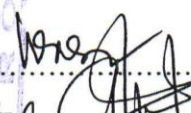
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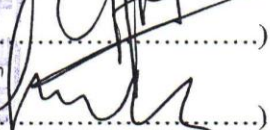
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Written by Sri Sundari, student number. 1177337 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 26, 2017 at 08.30-10.00 a.m

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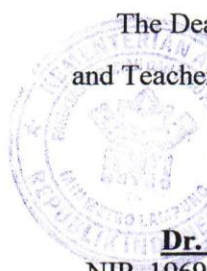
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STATEMENT OF RESEARCH ORIGINALITY

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

Metro, June 2017
The writer



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• **ORISINALITAS PENELITIAN**

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

Metro, June 2017
The writer



SRI SUNDARI
Student ID. 1177337

MOTTO

إِنَّ الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ
أُولَئِكَ هُمْ خَيْرُ الْبَرِيَّةِ

Verily, those who believe and do good works; they are the best of creatures.

(Al-Bayyinah: 7)

In learning you will teach, and in teaching you will learn.

(Phil Collins)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved parents,
Sutarman and Surati.

My beloved husband,
Suyono,

My beloved brother and sister,
Agus Supendi and Tri Mayasari

All of my family and friends

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To start with, the writer would like to extend her gratitude to Allah SWT for blessing, mercy, and health because the writer is able to accomplish this undergraduate thesis. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

Moreover, the writer has received help, support and inspiration from many sources in writing this undergraduate thesis. The writer is extremely grateful to Dra. Umi Yawisah M. Hum, as sponsor and Ahmad Subhan Roza, M. Pd., as Co-sponsor who have constantly given their endorsement, time, and guidance so that the writer could finish this undergraduate thesis.

Last but not least, the writer hopes this undergraduate thesis is able to be useful for the readers. Then, the writer asks for the readers to give progressive comment and suggestion.

Metro, July 2017
The writer,

SRI SUNDARI
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CHAPTER I

INTRODUCTION

A. Background of the Study

As everybody knows language is a means to convey ideas, opinion, and feeling among people by oral or written ways. One of the languages which are often used as a means of communication is English. It becomes the dominant language around the world. Moreover, English has four basic skills indeed listening, speaking, reading, and writing. In terms of speaking, teachers should also be concerned about the micro skills. One of the micro skills of speaking is pronunciation. Pronunciation is a key element of the learning of oral skills in a second language.

Pronunciation places an essential part in speaking since it affects the students to be brave to speak. Students who cannot pronounce well cannot express what they intend to and may lose their confidence too. In addition, the pronunciation system of English words is unique.

In order to solve the problem of the difficulties of pronunciation, the proper technique is required. The writer intends to offer role play as a technique to teach pronunciation. Role play is students' simulation a real – life encounter as if they were doing in a real world. Role play can be played such as a business meeting, an interview, or a conversation in an aero plane cabin, a hotel foyer, etc.

In addition, role play gives students a suitable topic provides interest and subject matter for discussion, divides them into group, and improves the amount and quality of the verbal interaction. Judging to the definition before role play is the proper technique to teach pronunciation. By applying this technique the students actively participate in teaching process. In the other word, it makes students to speak more and practice their pronunciation.

To find out the problem the writer did pre-survey in SMPN 2 Pekalongan East Lampung in the Academic Year of 2016/2017 on class 8 consist of 33 students, at 19 February 2016. The result of pre-survey is presented in the table below:

Table 1
Data of Pre-survey at the Eighth Grade of SMPN 2 Pekalongan
In the Academic Year of 2016/2017

No.	Score	Explanation	Frequency	Percentage
1.	70	Pass	7	21,2%
2.	69	Failed	26	78,8%
Total			33	100%

Source: students' test, taken on February 19, 2016

From the data above, the writer wants to know that using role play technique can improve the students' pronunciation skill and it can be concluded that the students' pronunciation are in low categories. Therefore, the writer wants to conduct a research by the title using role play technique to improve the students' pronunciation skill at the eighth grade of SMPN 2 Pekalongan, East Lampung in the Academic Year of 2016/2017.

B. Problem Identification

Every research has the problems that will be faced during the process. In this research, the writer finds some problems concerned. So that the writer make the identification of the problems as follows:

1. The students are not confident to speak English.
2. The students still hesitate in pronouncing words.
3. Most of the students have low score.

C. Problem Limitation

From the identification above, the writer focuses on improving the students' pronunciation skill at the eighth grade of SMP N 2 Pekalongan East Lampung in the Academic Year of 2016/2017.

D. Problem Formulation

The writer will present the formulation of the problem of this research below:

“Can the use of role play technique improve the students' pronunciation skill at the eighth grade of SMP N 2 Pekalongan East Lampung in the Academic Year of 2016/2017?”

E. Objective and Benefit of Study

1. Objective of the Study

The objective of the study is to know whether role play technique can improve the students' pronunciation skill at the eighth grade of SMP N 2 Pekalongan East Lampung in the Academic Year of 2016/2017.

2. Benefit of the Study

This research will be conducted with the purpose to give some benefits for some sides. Theoretically and practically this research will be conducted for some sides as follows:

a. For the Teacher

This research is expected to be information or consideration for the teacher that role play technique has an important role in improving pronunciation skill.

b. For the Students

The result of this research is expected to be a reference for another student.

c. For the Writer

As media to gain some experience and by conducting this research the writer also tries to apply what she gotten in her study.

CHAPTER II

THEORETICAL REVIEW

A. Review of Literature

1. Concept of Pronunciation Skill

a. Definition of Pronunciation

Boyer argued that pronunciation is a basic part of speaking (oral communication). It involves the right sounds of particular language, as well as how the sounds are put together in the flow of speech¹. It means that pronunciation is the crucial part in oral communication that engages the correct sound in pronouncing word.

According to Hilliard, pronunciation is the words' expression of a language. Articulation and accent are included in pronunciation²

Romeo Milner states that pronunciation is a complicated synchronization of many muscles, primarily of those in the process of expiration and inspiration (lungs and diaphragm), muscle of jaw, face, and larynx and course tongue.³

Based on the definitions above, the writer concludes that pronunciation is the ability to pronounce words or sentences using

¹Susan Boyer, *Understanding English Pronunciation*, Francisco Blvd. East, San Rafael, 1895. p. 1

²G.S, Hilliard, *The fourth reader: for the use of schools: with an introductory*, Boston: 1863, p.21

³Romeo Milner, "Bits of knowledge about language", in <http://www.languagebits.com> accessed at 2016, 13.58

stress, intonation, pitch, and to produce sounds suitable with the right place where the sounds are made.

b. Aspects of Pronunciation Skill

Pronunciation is important in spoken language. It can influence the meaning of the words. Harmer pointed out that in English, there are three areas that we have to know in English pronunciation – apart from speed and volume – which are greatly connected with meaning.⁴

They are sounds, stress, pitch and intonation.

1) Sounds:

Words are made up of person sounds (or phonemes). For example ‘beat’ = /b + i: + t/ (i: is the symbol for the sound ‘ee’), ‘coffee’ = /ˈkɒfi:/ and ‘cease’ = /si:s/. Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-one connection between written letters and spoken sounds. Different spelling can have the same sound. By changing one sound, the people can change the word and its meaning. In contrast, the writer assumes that sounds are the phonemes of expressing words language from the people that have meaning words base on the sound and the word.

⁴Jeremy Harmer, *How to Teach English*, England: Longman, 2001, p 50-51

Vowels

(a e i o u)

The pronunciation of a

[ei]	[æ]	[a:]
age	add	ask
day	bad	car
May	apple	far
face	cat	star
lake	cap	class
play	back	glass
stay	bag	card
cake	black	art
rain	happy	park
eight	taxi	father

Long vowels

Words can be divided into units called syllables. When syllable ends with vowel, the vowel usually has a long sound.

a) Open syllable

Examples: **no**, **go**, **we**, **he**, **she**

Ba-by, **stu**-dent, **se**-cret, **ze**-ro, **pho**-to-graph

When there are two vowels, the first vowel usually has long sound.

The second vowel is silent.

b) Vowel-consonant-silent e

Example: **cake**, **face**, **take**, **place**, **mice**, **vote**, **mute**

c) Double vowel syllable

Example: **meet**, **seat**, **plain**, **rain**, **goat**, **road**, **lie**, **pie**

Short vowels

When a syllable ends with a consonant, the vowel usually has short sound.

a) Closed syllable

Example: at, odd, us, it

Cat, dog, man, hat, mom, dad, got

Mat-ter, con-struct, hap-py, sep-tem-ber

The pronunciation of e

[i:]	[e]
eve	ever
she	pen
see	ten
feet	red
meet	leg
week	pet
green	desk
sheep	neck
tea	egg
seat	pencil

The pronunciation of i

[ai]	[i]
ice	it
five	in
fine	ink
like	big
wife	pig
bike	fit
child	pick
iron	miss
China	fish
Cry	ship

m n ng

[m]	[n]	[ŋ]
mad	no	sing
miss	note	king
must	neck	ring
ham	sin	song
arm	sun	long

2) Stress

The second importance area is stress – to put it more simply, where emphasis is positioned in words and sentences. The stressed syllable (the syllables that carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable.

Giving special emphasize to certain parts of the sentence in phrases and sentences (by changing the pitch, increasing the tone etc.) e.g. I'm a teacher because I like *people*'. But it is changed the meaning by placing the stress someplace else, for example, 'I'm a teacher because I *like* people. You can imagine this being said as an angry reaction to somebody asking a teacher to do something terrible to his students. On the other hand, the word 'I' is the main stress that what makes speaker different from others. In other words, stress is position of pressure in words and sentences that show the feeling of sense who speak.

3) Pitch and Intonation

Pitch illustrates the level at which you say something. Some people have high-pitched voices, another speaks in low-pitched voices, it makes sleepy or bored if only use one variety of pitch.

Intonation is often illustrated of the music of speak includes the time at which we change the pitch of our voice meaning across. For example, the word “Yes” means “I agree” by using the rising voice. To put it more simply, pitch and intonation is the two aspects that active together in producing voice of mouth and give different meaning depend of the voice. It illustrates the meaning of the words what people say. Remember that two different intonations express two different meaning.

c. Factor Affecting Pronunciation Skill

There are the factors influence students’ pronunciations⁵, as follows:

1. Native Language, it is the most important factor to influence a learner’s pronunciation. If the students know about the sound system of learner’s native language, the teacher will be able to analyze student’s difficulties better.
2. Age. In speaking, underage children are easy to change “sound like a native speaker”. Further than of the teenager’s puberty, although adult will almost certainly continue a “foreign accent” there is particular benefit characteristic to age. A-fifty-years-old can be a

⁵H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy Second Edition*, Longman:New York, 2000, p. 284

successful as an eighteen-years-old if all other factors are equivalent. To remember your students, especially when your students are older, that “the younger, the better,” is a might.

3. Exposure. It is too difficult to determine what exposure is. One is able actually to live in a foreign country for several times but not to get advantage of being “with the people”. If class focuses on pronunciation demands the full attention and interest of your students, then they stand a good opportunity of getting their goals.
4. Innate phonetic ability. Often mentioned that for having an “ear” for language, some people have phonetics coding ability than others. In many problems, if an adult has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Therefore, if pronunciation tends to be naturally complicated for some students, they must not be desperate: with some efforts and concentrations, they can increase their ability.
5. Identity and language ego. Other influence is one’s attitude toward the speaker of the target language and the extent to which the language ego identifies with those speakers. The students need to be remembered of the essence of the positive attitude toward the people who speak the language (if such a target is identifiable) but more important, students need to be aware of - and not afraid of - the second identity that may appear within them.

6. Motivation and concern for a good pronunciation. Some students are not particularly paying attention about their pronunciation, although others are. A teacher's extent to which student's intrinsic motivation encourage students toward improving might be the strongest influence of all six factors. To achieve the goal, the necessary effort will be required if motivation and concern are high. The teacher can help students to improve that motivation by showing, such as, how clear speech is significant in shaping their self-image and ultimately, in reaching some of their higher goals.

d. The Problem of Teaching Pronunciation Skill

In our country English plays as a foreign language. It means that people use English only in school when they have the lesson in the classroom. Since it is rarely used people as medium of communication, students may find many difficulties in pronunciation of English.

According to Arini (2009), there are two common mistakes that a learner makes. First, they fail to make long vowels or diphthongs when it is followed by voiced consonants. Secondly, they fail to shorten long vowels or diphthongs when it is followed by voiceless consonants. She adds that there are other problems or difficulties related to pronunciation. One of them is hearing problem. People have different hearing ability. It affects people to make mistakes when pronouncing words.

2. Concept of Role Play

a. Definition of Role Play Technique

Many experts have different opinions in defining role play. The following are some of the point of view about role play.

Role play is an activity that belongs to one of the communicative activities. Ur stated, role play is giving students a suitable topic provides interest and subject-matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction.⁶ Ur stated that, “The use of role play has added a tremendous number of possibilities for communication practice.”

Role-playing as a practice is utilized in a variety of different contexts.⁷ Theater instructors use role-playing and improvisation as a means to tap into creativity and allow actors to experience an immediate flexibility of identity. Psychotherapists use role-playing techniques as a means to work through personal and interpersonal issues. Educators use role-playing techniques to teach social skills. Finally, role-playing remains a hugely popular entertainment practice, in both in-person contexts and online.

According to Gower, role play is when the students take the part of particular person: a customer, a manager, a shop assistant, for example.

As this person, they take part in a situation, acting out a conversation.

⁶Penny Ur, *Discussions that Work: Task - Centered Fluency Practice*, (New York: Cambridge University Press, 1981), p.9-11

⁷ Bowman, Sarah Lynne. *The Functions of Role-Playing Games*, (USA: McFarland & Company, Inc., Publishers, 2010) p. 33

It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context.⁸ It means that role play has number of possibilities for communication practice.

According to Harmer, role play is students' simulation a real-life encounter (such as a business meeting, an interview or a conversation in a aero plane cabin, a hotel foyer, a shop or cafeteria if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with though and feeling they do not necessarily share.⁹

The statement of Noirin Curran, a role playing is a game in which the participants assume a character role and determine that the character's actions, within a specific scenario, with agreed rules, played individually or in a group, with or without mediator, and where the outcomes is without definite limits as of duration or amount.¹⁰

Another definition is stated by Joanna Budden in British Council Teaching English (BBC) on her article with the title "Role-Play". She said that role play is any speaking activity when you either put yourself

⁸Roger Gower, et-al, *teaching Practice: A handbook for Teacher in Training*. (Oxford: Macmillan Education, 2005) p.105.

⁹Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press, 1996), p. 123

¹⁰Curran, Noirin. *Stereotypes and Individual Differences in Role Playing Games*,(International Journal of Role-Playing).

into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.¹¹

Larsen Freeman explains that role plays are important in the communicative approach because they give learners an opportunity to practice communicating in different social contexts and different social roles.¹²

Harmer in Joanna advocates the use of role play for the following reasons; first it's fun and motivating the students. Next, it gives the chance to the students to express themselves in a more forthright way. And the last the world of the classroom is broadened to include the outside world, thus offering a much wider range of language opportunities.¹³

Meanwhile according to Revel, role play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity understands a situation of another person, and to do this well the player needs to come to grips with the other participants' roles, not just his own.¹⁴ It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to this situation to theirs.

¹¹Joanna Budden, *Role Play*, (BBC, British Council Teaching English, 2004).

¹²Dianne Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford University Press, 1986) p. 137.

¹³Joanna, Op. cit

¹⁴Jane Revell, *Teaching Technique for Communicative English* (London: Macmillan Press, 1994) p. 60-61.

The writer conclude that role play is a technique in English teaching in which the students learning imaginary situations or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation so the students know the function of English in real life.

b. The Purpose of Role Play

Role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication.¹⁵

Janet and Susan stated the purpose of role play: (1) project their own experiences to develop their own imaginative and empathic capacities; and (2) think about and discuss different facilitative responses.¹⁶ Role play can develop skills by inviting participants to engage with each other more directly and immediately through the use of roles.

Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

c. The Principles of Role Play Technique

Principles as guides to the use of role playing; careful definition of the goals and objectives, selection of the characters

¹⁵Gillian Porter Ladousse, *Role Play*, (New York: Oxford University, 1997) p. 147

¹⁶Tolan, Janet and Susan Lendrum. *Case Material and Role Play in Counseling Training*. (London and New York: Roudledge, 2001) p. 26

according to enthusiasm, sincerity and willingness of players, should not be rehearsed, should be stimulant to thinking, flexible, brief, and analysis and evaluation immediately following role playing.

d. The Advantages and Disadvantages of Role Play

The advantages of role play include; (1) flexibility in presenting a wide range of potentially relevant situation that cannot be easily replicated in the natural environment; (2) control over the places, persons, and environments with which the person is presented; and (3) greater accuracy in monitoring and measuring precise social skill components.

There are also potential disadvantages for role playing. Role play situations are often highly structured, and there may be little correspondence between a role play test and the naturalistic interaction.¹⁷

e. The Use of Role Play Technique to Improve Pronunciation Skill

The aim of teaching pronunciation is to make students easy to pronounce the English words in speaking and reading. In using role play technique to improve pronunciation skill there are some procedures and steps.

1. Procedures

Procedure is a set of actions which is the official or accepted way of doing something. In a role play, students

¹⁷Keith Storey, Craig Miner PH. D (*Systematic Instruction Of Functional Skills For Students and Adults with Disabilities*) USA: Charles C Thomas, 2011

do not play themselves; they are assigned a role to play as if they were that person or it could be a specific person.

2. Steps

Step is a stage in a process. Selection of a problem, construction of role play situation, casting the players, briefing, role playing action, discussion and analysis of action, and evaluation.¹⁸

B. Action Hypothesis

Hypothesis is the tentative answer to the problem of the research that theoretically considered possibly or highest the level of his or her truth. It is tentative truth determined by writer that should be tested and proved.

Based on the framework of theories and assumption, the researcher formulates the action hypothesis “The use of role play technique can improve the students’ pronunciation skill at the eighth grade of SMP N 2 Pekalongan in the academic year of 2016/2017.”

¹⁸ <https://www.slideshare.net/bharatmewara7/role-playing> accessed at April 4 2017

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the method that will be used in the research. The discussion includes variable operational definition, research setting, research subject, action plan, data collection technique, data analysis technique, and indicator of success.

A. Variable Operational Definition

Variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organization studied. In this research the writer divided the variables into two namely independent variable and dependent variable.

1. Independent Variable (Role Play Technique)

The independent variable refers to an attribute or characteristic that influences or affects an outcome of dependent variable. Independent variable in this research is the role play technique. Through role play technique, the students actively participate in teaching process and it makes students to speak more and practice their pronunciation.

2. Dependent Variable (Pronunciation Skill)

Dependent variable is the variable which the writer will observe and measure to determine the effect of independent variable. In this case, the dependent variable is pronunciation skill which is described as the

ability to pronounce the words with the correct pronunciation and understand the meaning.

B. Research Setting

This research is classroom action research and the research would be done at SMP N 2 Pekalongan East Lampung in the Academic Year of 2016-2017. The eighth grade consists of 7 classes. They are eighth 1 – eighth 7

This research include in a classroom action research, because of that the writer need a collaborator to help her in this research. She is Mrs. Beni Fitri Yunita, S. Pd. Collaborate is aimed to share participation in this research process as a shared educational process. Additionally, the aim of CAR here is to improve the students' pronunciation skill.

C. Subject of the Study

This research used the technique of simple purposive sampling. Purposive sampling is the sampling technique that has a purpose. The writer chose eight 2 class because this class based on data pre-survey got low score.

“Sample is a part of population that will be researched”¹⁹. The researcher will take one class as the pre-test and post test.

The subject of this research would be in the eighth grade students of SMP N 2 Pekalongan. Actually, in the eighth grade of SMP N 2 Pekalongan, there are 7 classes, those are 8.1-8.7. Based on the

¹⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (PT Rineka Cipta: Jakarta, 2006), p.130.

explanation above, the writer will chose class 8-2, because the students had lower average score and had difficulties in pronouncing words. That is based on pre survey and interview with the English teacher of eighth grade of SMP N 2 Pekalongan.

Table 2
The Subject of the Research

No.	Grade	Sex		Member of Student
		Male	Female	
1	VIII 3	14	18	32

D. Action Plan

1. The Definition of Classroom Action Research

Action research is about taking action based on research and researching the action taken. Action research has been used in a variety of settings, including schools, hospitals, health clinics, community agencies, government units, and other environments. It can be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and programs. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.

In education, action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Action research in schools is also called practitioner research, teacher inquiry, or teacher research, although process can certainly be used by other school personnel besides teachers, including coaches, counselors, principals,

superintendents, librarians, technology specialists, and other education professionals. The goals of action research in education is to create an inquiry stance toward teaching where questioning one's own practice becomes part of the work and of the teaching culture.²⁰

In addition, action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Those involved in action research generally want to solve some kind of day-to-day immediate, such as how to decrease absenteeism or incidents of vandalism among the student body, motivate apathetic students, and figure out ways to use technology to improve the teaching of mathematics, or increase funding.

Classroom teachers, counselors, supervisors, and administrators can help provide some answers to these (and other) important questions by engaging in action research. Such studies, taken individually, are seriously limited in *generalize ability*. If, however, several teachers in different schools within the same district, for example, were to investigate the same question in their classrooms (thereby *replicating* the research of their peers), they could create a base of ideas that could generalize to policy or practice.

Moreover, action research often does not require complete mastery of the major types of research. The steps involved in action research are

²⁰ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, (Canada, 2006), p. 512-513.

actually pretty straightforward. The important thing to remember is that such studies are rooted in the interests and needs of practitioners.²¹

On the other hand, action research is quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. In recent years, students studying for taught doctorate (EdD) degrees with their focus on practical aspects of education are also adopting action research as a method of study.

Action research as an enquiry, undertaken with rigour and understanding so as constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development.²²

Based on the explanation above, the writer concludes that action research is one way of the research to help the researcher in the teaching learning process.

2. The Characteristics of Action Research

Mertler lists a set of characteristics to help us determine what is and what is not action research. There are three main characteristics of action research:

1. The research is situated in a local context and focus on local issue.
2. The research is conducted by and for the practitioner.

²¹ Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. (McGraw-Hill Companies: New York, 1932), p. 589.

²² Valsa Koshy, *Action Research for Improving Practice: A Practical Guide*, (London: Paul Chapman Publishing, 2005), p. xiii-2.

3. The research results in an action or a change implemented by the practitioner in the context.²³

3. The Advantages of Classroom Action Research

In action research, there are five advantages of doing action research, such as:

- a. First, it can be done by almost any professional, in any type of school, at any grade level, to investigate just about any kind of problem. It can be carried out by an individual teacher in his or her classroom.
- b. Second, action research can improve educational practice. It helps teachers, counselor, and administrators become more competent professionals. Not only can it help them to become more competent and effective in what they do, but it can also help them be better able to understand and apply the research findings of others. By doing action research *themselves*, teachers and other education professionals not only can improve their ability to read, interpret, and critique more formal research when appropriate.
- c. Third, when teachers or other professionals design and carry out their own action research, they can develop more effective ways to practice their craft. This can lead them to the read formal research reports about similar practices with greater understanding as to how the results of such studies might apply to their own situations.

²³ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, (Canada, 2006), p. 513-514.

- d. Fourth, action research can help the teachers identify problem and issue systematically. Learning how to do action research requires that individuals define a problem precisely (often operationally), identify and try out alternative ways to deal with the problem, evaluate these ways, and then share what they have learned with their peers.
- e. Fifth, action research can build up a small community of research oriented individuals within the school itself. This can help reduce the feeling of isolation that many teachers, counselors, and administrators experience as they go about their daily tasks within the school.²⁴

In the other book, the following are some of the many benefits of encouraging action research in educational settings:

- a. Professionalizing the work of educators and promoting professional development.
- b. Empowering teachers and giving educators a voice in the field.
- c. Developing knowledge directly related to practice and focusing on improving practice.
- d. Promoting reflection and use of information for better decision making.
- e. Fostering an openness to new ideas and encouraging creativity.
- f. Encouraging collaboration and the development of learning communities.

²⁴Jack R. Fraenkel. *How to Design and Evaluate Research in Education*. (McGraw-Hill Companies: New York, 1932), p. 596.

- g. Encouraging rethinking about how teachers' and students' work is evaluated.
- h. Providing rich sources of data that can be used for school improvement.
- i. Revitalizing professional lives, making work interesting and rewarding.
- j. Allowing articulation of choices made and methods used.
Increasing understanding and respect among teachers, students, parents, and administrators.²⁵

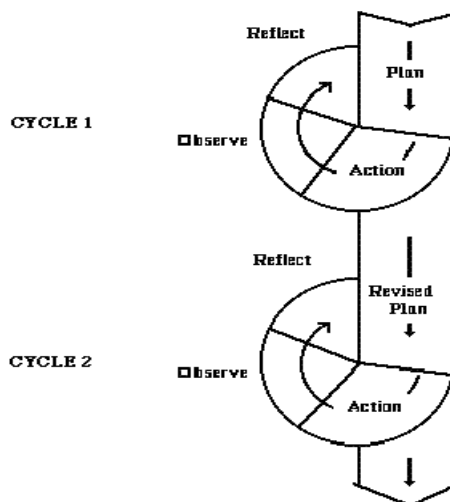
4. Action Plan

In the classroom action research, the writer would be conducted in two cycles. As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development.

²⁵ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, (Canada, 2006), p. 515-516.

The Action Research Spiral

Figure 1: illustrates the spiral model by Kemmis and McTaggart.²⁶



The researcher will carry out an action research twice that was

Cycle 1 and cycle 2 with the following steps:

Cycle 1

1. Planning

Planning is the first step before the next step. Planning was prepared before the writer did the action.

- a. Searching the problem and find the solution of the problem
- b. The writer gives test to the students.
- c. The writer make lesson plan to teach the students.

²⁶ Valsa Koshy, *Action Research for Improving Practice: A Practical Guide*, (London: Paul Chapman Publishing, 2005), p.4.

2. Acting

The second step from action research in this research is acting. Acting is described about the procedure of teaching of the research. Acting that will be conduct by the research as follows:

- a. Motivating. In this stage the writer give the motivation to the student to make high motivation for the students.
- b. Explanation. In this stage, the writer explains about some way to pronounce well.
- c. Practice. In this stage, the writer asked the student to pronounce words through role play technique based on the topic.
- d. Review. In this stage, the writer asked the students about the difficulty of the lesson.
- e. Assessment. In this stage, the writer asked the students to practice in front of the class.

3. Observing

On the third step, the writer had done observe. Observation is done in teaching learning process. With observation, the writer will know what will happen in the class. If these were something important, the writer were noted what the researcher was observe.

4. Reflecting

The last step was reflection. In this step, the writer analyzed about the result from the observation like the weakness or strengths done by the research or the student during learning process. By analyzing the strength

and the weakness of using role play, the writer can decide what the next action will be for the continuing improvement.

Cycle II

1.) Planning

Planning is the first step before the next step. Planning was prepared before the writer did the action.

- a. The writer prepared the material, and media of learning.
- b. The writer prepared the technique of learning.
- c. The writer prepared the instrument of observation.

2) Acting

The second step from action research in this research is acting. Acting is described about the procedure of teaching of the research. Acting that will be conduct by the research as follows:

- a. Motivating. In this stage the writer give the motivation to the student to make high motivation for the students.
- b. Explanation. In this stage, the writer explains about some way to pronounce well.
- c. Practice. In this stage, the writer asked the student to pronounce words through role play technique based on the topic.
- d. Review. In this stage, the writer asked the students about the difficulty of the lesson.
- e. Assessment. In this stage, the writer asked the students to practice in front of the class.

3) Observing

On the third step, this writer had done observe. Observation is done in teaching learning process. With observation, the writer will know what will happen in the class. If these were something important, the writer were noted what the researcher was observe.

4) Reflecting

The last step was reflection. In this step, the writer analyzed about the result from the observation like the weakness or strengths done by the research or the student during learning process. By analyzing the strength and the weakness of using role play, the writer can decide what the next action will be for the continuing improvement.

E. Data Collection Technique

In order to collect the data, the writer will use the following techniques:

1. Test

According to Douglas Brown, test is a method of measuring a persons' ability or knowledge in a give domain²⁷. The researcher will use test in form pre-test and post test.

a. Pre-test

To know whether the use of role play technique can improve the students' pronunciation skill, the researcher give pre-test before the students get explanation about how to pronounce well. From this

²⁷Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, Second Edition, (San Fransisco: Pearson ESL, 2001), p.384.

result, the researcher know how the students' skill in pronunciation and know the weakness during learning process.

b. Post-test

This steps will be done after the treatment to know the influence of the technique whether it is able to improve the students' pronunciation skill. It will hold after they have gotten the treatment.

2. Observation

Observation means observing or being observed. Observation is needed to see the condition in teaching-learning process. According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding behavior circumstance which is connected with organism based on the empiric purpose²⁸.

This technique is expected to obtain information about the learning process, behavior, and activities of individual at the research site. In this case, the writer directly organize observation in the field research, the writer will gain the data of the students' pronunciation test result in SMPN 2 Pekalongan. In this research, the writer guides the collaborator to observe the eighth grade of SMP N 2 Pekalongan in the academic year of 2016/2017.

²⁸Edi Kusnandi, *Metodologi Penelitian*. (Metro:Ramayana Pers dan STAIN Jurai Siwo Metro,2008), p.98.

3. Documentation

When the process of creating the research is conducted, the writer will collect documents. This data source is relatively scientific data and easy to gain.

The writer will use the documentation technique to obtain the details of information about students' pronunciation skill by recording their sounds, collect the data about history of the school, the total number of the teacher and official employers, the organization structure, the facilities of the school, pictures of learning activities in classroom from SMP N 2 Pekalongan in academic years 2016/2017.

4. Field Note

To collect the data more accurately, the researcher will use the field note; it will make the data analyzer simpler. In many professions, it is a manner of good practice to make "field note" while actually engaging in professionals.²⁹ Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, teacher interaction with students, student interaction with students and some other aspects.

F. Data Analysis Method

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis should be

²⁹Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: University Press,1997), p.51.

prepared in advance before the actual collection of material.³⁰ Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group cannot be taken for granted. The data describe one group and that one group only.³¹

A data analysis technique that will be used in this research is descriptive statistical analysis, to find the average of students' score and percentage of students' score then, the result is matched by the minimum standard criteria (KKM=70).

Data analysis will be conducted by quantitative data and qualitative data. The quantitative data will be conducted step by step by taking the average score of the pre test and post test in cycle 1 and cycle 2. Furthermore, qualitative data will be conducted by observation.

To obtain the average score of pre test and post test, the formula is:

$$\bar{x} = \frac{\sum x}{N}$$

Note: \bar{x} = Average score

$\sum x$ = The total number of student's score

N = Total of students

G. Indicator of Success

This research would be taken the indicator of success to know improving the students' pronunciation skill by using role play technique in

³⁰ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publisher, 2006), p. 212.

³¹ *Ibid*; p. 224.

English learning. The indicator of success of the improvement of the students' pronunciation skill are:

1. The students can achieve the passing of minimum standard criteria 70.
2. At least 75% of students in the class have passed the minimum standard criteria of pronunciation skill.
3. The students' participation during teaching and learning process at least 75% of students in the class active in doing the class.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Result of the Research

1. The history of SMPN 2 Pekalongan East Lampung

This research was conducted at SMPN 2 Pekalongan East Lampung, which is located at Swadaya Street 32 Gondanrejo Pekalongan East Lampung. This school was built in 1981. The location is far from the noisy of Main Street and the environment surrounding is peaceful. It is easy to get to the school by riding vehicles because there is a good street to be passed.

2. The teacher and Staffs of SMPN 2 Pekalongan

SMPN 2 Pekalongan East Lampung has 43 teachers. The teachers and the staff of SMPN 2 Pekalongan East Lampung in the academic year of 2016/2017 can be seen through this table as follow:

Table 3
The data of the teachers and the staff

No.	Name	Job
1	izon Exaputra, M. Pd	nciple
2	ryanto, S. pd	kasek
3	. Sutopo	siswaan
4	. Hj. Siti Respati	riculum
5		cher

3. The conditions of the students

The students' quantity of SMPN 2 Pekalongan East Lampung consists of 21 classes from VII to class IX and it can be seen on the table below:

Table 4
The data of the students of SMPN 2 Pekalongan East Lampung

No.	Grade	Σ Classes	Σ Students
1	VII	7 classes	237 students
2	VIII	7 classes	231students
3	IX	7 classes	226 students
Total		21 classes	694 students

B. Research finding Description

This research used action research strategy. That has purpose to improve the activity and the study result of SMPN 2 Pekalongan East Lampung that conducted in 2 cycles. The students result was gotten through test that was given to the students in the beginning of the research and at the end of every cycle, while the activity, the data was gotten from the observation the learning activity was happened.

The researcher collaborate its research with English Teacher of eighth grade of students at SMPN 2 Pekalongan East Lampung, she is Mrs. Beni Fitri Yunita, S. Pd. Before implementation the treatment the researcher and the collaborator prepared the lesson plan. One cycle in the research accomplish in three meeting (2x40 minutes).

This research concerned four steps in every cycle; they were planning, action, observation, and reflection. These were research finding cycle 1 and cycle 2 by every step inside.

1. Cycle 1

a. Planning

In this stage, the researcher and the collaborator planned to give material about pronunciation. The researcher and the collaborator

prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in cycle 1, prepared the media that used in role play technique, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Acting

The action in the cycle 1 consists of three meeting. The first meeting was used to pre-test. The second meeting was used to the treatment, and the third meeting as the last meeting in the cycle 1 to post-test 1. The explanation of every meeting will be explained below:

1. The first meeting

The first meeting was conducted on Saturday, May 20, 2017 for 2x40 minutes. This meeting was used as the pre-test before the students were given treatment. The collaborator opened the class by greeting, praying, checking attendance, and asking the students' condition. And then, for 80 minutes given to researcher completely. The researcher gave pre-test for the students. The kind of test was a pronunciation skill, the researcher gave the dialogue

and then the students read the dialogue loudly in pairs in front of the class.

The pre-test was done about 40 minutes to measure how far the students have mastered in pronouncing the word from the dialogue and they read the word correctly. The result of pre-test can be seen on the table below:

Table 5
The students' pre-test score

No.	Students' Name	Score	Target >70
1	AIKP	70	Pass
2	ASW	60	Failed
3	AAI	75	Pass
4	AO	70	Pass
5	AS	50	Failed
6	DA	55	Failed
7	DS	50	Failed
8	DA	60	Failed
9	EDS	65	Failed
10	EN	70	Pass
11	EL	60	Failed
12	FAH	60	Failed
13	FW	55	Failed
14	FZA	50	Failed
15	FR	50	Failed
16	FO	60	Failed
17	HNB	80	Pass
18	JM	50	Failed
19	JM	60	Failed
20	KA	60	Failed
21	KA	75	Pass
22	MA	50	Failed
23	MR	60	Failed
24	MS	50	Failed
25	MM	55	Failed
26	PA	80	Pass
27	RA	50	Failed
28	RP	50	Failed
29	SA	65	Failed
30	SM	60	Failed

31	VF	75	Pass
32	WZ	50	Failed
	al	1930	
	erage	60,3	

From the result of pre-test, it can be seen that the score the students were various. The highest score is 80 and the lowest score is 50. The average score of pre-test is 60. From the table 5, we know that there were 24 students who got the score below the target (under the MSC) and 8 students got score above the MSC. So, based on the result of pre-test, it could be seen that the target of teaching based on Minimum Standard Criteria (MSC) has not been achieved yet.

2. The second meeting

The second meeting was used as the implementation of the treatment in cycle 1. The second meeting was conducted on Monday, May 22, 2017 for 2x40 minutes. The meeting was started by praying, greeting, checking the attendance list, and asking the students' condition. The researcher explained about pronunciation skill and gave the students a text of the material. The researcher reads the text with the right pronunciation. Then the researcher asked the students to follow read the words together. After that the researcher asked the students to practice the role play with the correct pronunciation in front of the class. Then the researcher and the collaborator giving the score to the students. Some students didn't give attention.

In this stage, the condition of the class was not effective because still many students who were noisy there, students were less active in teaching and learning process. In the end of meeting, the researcher gave motivation to the students and stimulates the students to conclude the material. And then, the researcher greets to closing the meeting.

3. The third meeting

The third meeting was conducted on Monday, May 29, 2017 for 2x40 minutes. This meeting used to post-test after the students given treatment. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. Then, the researcher gave post-test to the students. The researcher gave a text and then the researcher asks the students to read the text in front of the class. The post-test was done 75 minutes. In the post-test one 20 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

Table 6
The students post-test 1 score

No.	Students' Name	Score	Target >70
1	AIKP	75	Pass
2	ASW	65	Failed
3	AAI	80	Pass
4	AO	70	Pass
5	AS	60	Failed
6	DA	60	Failed
7	DS	55	Failed
8	DA	65	Failed
9	EDS	65	Failed

10	EN	75	Pass
11	EL	65	Failed
12	FAH	65	Failed
13	FW	60	Failed
14	FZA	55	Failed
15	FR	55	Failed
16	FO	65	Failed
17	HNB	85	Pass
18	JM	55	Failed
19	JM	65	Failed
20	KA	65	Failed
21	KA	75	Pass
22	MA	50	Failed
23	MR	70	Pass
24	MS	50	Failed
25	MM	55	Failed
26	PA	85	Pass
27	RA	50	Failed
28	RP	50	Failed
29	SA	70	Pass
30	SM	65	Failed
31	VF	80	Pass
32	WZ	60	Failed
	Total	2065	
	Average	64,5	

c. Observing

At this stage the observing was done by the researcher and collaborator during learning process. There was some observing that had been done such as; observing on the students' activities, teacher notes, and observing on the result of the evaluation.

These are explanation from the points above:

1). Students' activities

In observing, the researcher presented in one meeting in cycle 1 of learning role play technique that relate with the text. In this time the researcher gave material to the students but students still faced

some difficulties in pronouncing words by using role play technique. It can be seen from the table below:

Table 7
The Result of Students' Activities in Cycle 1
At the eighth grade of SMPN 2 Pekalongan East Lampung

No.	Students' Initial	The aspect that observed			
		Give an attention to the teacher explanation	Understand to pronounce the word	Performance	Practice role play with correct pronunciation
1	AIKP	√			√
2	ASW		√	√	√
3	AAI	√	√	√	
4	AO	√			√
5	AS				
6	DA	√		√	√
7	DS	√			
8	DA			√	√
9	EDS	√			
10	EN	√			√
11	EL	√	√	√	
12	FAH	√			√
13	FW		√	√	
14	FZA			√	√
15	FR	√		√	
16	FO			√	√
17	HNB	√	√		√
18	JM				√
19	JM	√		√	
20	KA		√		√
21	KA	√			√
22	MA		√	√	
23	MR				√
24	MS				√
25	MM		√	√	
26	PA	√	√		√
27	RA		√	√	
28	RP	√			
29	SA		√		
30	SM	√			
31	VF				√
32	WZ	√	√	√	√

n of positive activities	17	12	14	18
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Based on the table above, the researcher was conducted on the students' activities are; give an attention to the researchers' explanation 53, 1%, understand how to pronounce word correctly 37, 5%, performance 43, 7%, practice role play with the correct pronunciation 56, 2%.

2). Teachers' note

At this stage the researcher made a note of teacher activities and corrected by the collaborator. From the observation in cycle 1 in the beginning of learning before the researcher used role play technique, the teacher was prepare well the lesson but there were most of students still seemed confused in the class, most of the students are not active in learning process and they still respected not the teacher explanation.

3) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 80 and the lowest score was 50. The average at the pre-test was 60, 3. Then the result of post-test 1 that was given the researcher obtained the result: the highest score was 85 and the lowest score was 50. The average score of post-test 1 was 64, 5.

d. Reflecting

Based on the result of the first meeting, the researcher analyzes the difficult in reading learning process. In the second meeting, the students got many difficulties to pronounce the word correctly and the researcher does not use role play technique well. In this meeting there are many students felt bored in the class because the role play text not enough interested.

In the end of cycle 1, the researcher and the collaborator do the reflecting together. Based on the data entered the reflecting in cycle 1 was still found in the deficiencies that occurred in the cycle 1. As for deficiencies in the first cycle, there are; when explaining the material the researcher less attention to the students, so that still there students who are noisy and some students got failure in the test of cycle 1.

The reflecting result can be inferred that:

- 1) The researcher should be more attention to the students.
- 2) The researcher should monitor the students one by one while learning process.
- 3) The researcher should give more attention to the students who are responsive and try to give attention to the students who are unresponsive.

Table 8
The result of improving of the students' score at pre-test and
post-test 1 at the eighth grade of SMPN 2
Pekalongan East Lampung

No.	Students' initial	Score		Increase	Explanation
		Pre-test	Post-test 1		
1	AIKP	70	75	5	Improve
2	ASW	60	65	5	Improve
3	AAI	75	80	5	Improve
4	AO	70	70	0	Constant
5	AS	50	60	10	Improve
6	DA	55	60	5	Improve
7	DS	50	55	5	Improve
8	DA	60	65	5	Improve
9	EDS	65	65	0	Constant
10	EN	70	75	5	Improve
11	EL	60	65	5	Improve
12	FAH	60	65	5	Improve
13	FW	55	60	5	Improve
14	FZA	50	55	5	Improve
15	FR	50	55	5	Improve
	FO	60	65	5	Improve
17	HNB	80	85	5	Improve
18	JM	50	55	5	Improve
19	JM	60	65	5	Improve
20	KA	60	65	5	Improve
21	KA	75	75	0	Constant
22	MA	50	50	0	Constant
23	MR	60	70	10	Improve
24	MS	50	50	0	Constant
25	MM	55	55	0	Constant
26	PA	80	85	5	Improve
27	RA	50	50	0	Constant
28	RP	50	50	0	Constant
29	SA	65	70	5	Improve
30	SM	60	65	5	Improve
31	VF	75	80	5	Improve
32	WZ	50	60	10	Improve
Total		1930	2065		
Average		60,3	64,5		

Based on the result of table above, in pre-test and post-test 1 of cycle 1, the result improving the students' pronunciation skill

still low. Therefore, the researcher needs to be held the cycle 2 again to repair the weakness in the cycle 1.

2. Cycle 2

Based on the result of cycle 1 was not success, the researcher need to be held the cycle 2. The steps of cycle 2 as follows:

a. Planning

Based on the observing and reflecting in cycle 1, it showed failure. So, the researcher and collaborator try to evaluate it and arrange the planning for cycle 2. In this meeting the researcher and collaborator would gave the role play text more interested than before. The researcher prepared the lesson plan, prepared the material, prepared the media that uses in role play technique, made observation sheet of the students' activity 2, teacher activity 2, and try to identified the problems and found the cause of the problems and try to overcome the problems.

b. Acting

The action in the cycle 2 consists of two meeting, one meeting for the treatment, and one meeting for the post-test. The explanation of every meeting will be explained below:

1. The first meeting

The first meeting was done on Tuesday, May 30 2017 for 2x40 minutes. The meeting was opened by praying, greeting, asking the students' condition, and checking the attendance list. In

this meeting, the researcher gave role play technique with interested role and reading material more interesting in teaching and learning process. While, teaching and learning process using role play technique well and reading dialogue more interested in the class to be more enthusiastic, interest, and the students gave full attention to the researcher explanation, so, it can made the students interest in learning process.

Meanwhile, the researcher was explaining the material more clearly than before, and the researcher gave the example how to pronounce word correctly. The next stage, the researcher gave the script more interested to the students, and then the researcher gave chance to the students to practice the role play in front of the class. It made the students more active and interest. Most of the students could pronounce word by practicing role play well.

The condition in the class of this meeting more effective than before. In the end of teaching and learning process, the researcher gave the evaluation to measure how far the material that the researcher explain can be understand by the students.

2. The second meeting

The second meeting was conducted on Wednesday, May 31, 2017. This meeting used to post-test 2 in the end of cycle 2 for 2x40 minutes. The researcher gave post-test to the students. In this

meeting, most of the students could practice how to pronounce the word well. It can be seen from the result of post-test 2.

Table 9
The students post-test 2 score
The eighth grade of SMPN 2 Pekalongan East Lampung

No.	Students' Name	Score	Target >70
1	AIKP	90	Pass
2	ASW	70	Pass
3	AAI	75	Pass
4	AO	80	Pass
5	AS	60	Failed
6	DA	70	Pass
7	DS	60	Failed
8	DA	75	Pass
9	EDS	75	Pass
10	EN	75	Pass
11	EL	80	Pass
12	FAH	70	Pass
13	FW	60	Failed
14	FZA	75	Pass
15	FR	80	Pass
16	FO	75	Pass
17	HNB	80	Pass
18	JM	65	Failed
19	JM	90	Pass
20	KA	75	Pass
21	KA	80	Pass
22	MA	80	Pass
23	MR	90	Pass
24	MS	60	Failed
25	MM	80	Pass
26	PA	85	Pass
27	RA	80	Pass
28	RP	85	Pass
29	SA	85	Pass
30	SM	70	Pass
31	VF	70	Pass
32	WZ	80	Pass
	Total	2425	
	Average	75, 8	

Based on the table above, there are 27 of 32 students got score above the MSC (Minimum Standard Criteria).

c. Observing

At this stage, the observing was done by the researcher and collaborator during learning process. There was some observing that had been done such as; observing on the students' activities, teachers' note, and observation on the result of the evaluation.

1). Students' activities

Observing was done on the cycle 2 was similar to the observing of the cycle 1. From the observing of the students' activities on the cycle 2, it can be seen from the table below:

Table 10
The Result of Students' Activities in Cycle 2
At the eighth grade of SMPN 2 Pekalongan East Lampung

No.	Students' Initial	The aspect that observed			
		Give an attention to the teacher explanation	Understand to pronounce the word	Performance	Practice role play with correct pronunciation
1	AIKP	√	√	√	√
2	ASW	√	√	√	√
3	AAI	√	√	√	√
4	AO	√	√	√	√
5	AS	√	√	√	√
6	DA	√		√	√
7	DS	√	√	√	√
8	DA	√	√	√	√
9	EDS	√	√	√	√
10	EN	√		√	√
11	EL	√	√	√	√
12	FAH	√		√	√
13	FW		√		√
14	FZA	√	√	√	√
15	FR	√	√	√	√

16	FO	√	√	√	√
17	HNB	√	√	√	√
18	JM				√
19	JM	√	√	√	√
20	KA	√	√	√	√
21	KA	√	√	√	√
22	MA	√	√		
23	MR	√	√	√	√
24	MS				√
25	MM	√	√	√	√
26	PA	√	√	√	√
27	RA		√	√	√
28	RP	√			
29	SA	√	√	√	√
30	SM	√	√	√	√
31	VF		√	√	
32	WZ	√	√	√	√
Total of positive activities		27	26	27	29

Based on the table above, it can be seen that the students gave an attention to the teachers' explanation 84,3%, understand how to pronounce word correctly 81,2%, performance 84,3%, and practice role play with the correct pronunciation 90, 6% from all students.

Table 11
The result of students' activities

No.	The Aspect that Observed	Cycle 1	Cycle 2	Improving
1	Give an attention to the teachers' explanation	53,1 %	84,3 %	31, 2 %
2	Understand how to pronounce word correctly	37,5 %	81,2 %	43,7 %
3	Performance	43,7 %	84,3 %	40,6 %
4	Practice role play with the correct pronunciation	56,2 %	90, 6 %	34,4 %

Based on the table above, from the cycle 1 to the cycle 2 have progress average score in every aspect of students' activities. There is improving about 31,2% in the activity student give an attention to the teacher explanation, from the cycle 1 to the cycle 2 have progress average score from 53,1 % to 84,3 %. Then from the cycle 1 to the cycle

2 in the activity students understand how to pronounce word correctly have progress average score from 37,5% to 81,2%, there is improving 43,7 %. Then there is improving about 40,6% in the activity students' performance, from the cycle 1 to the cycle 2 have progress average score from 43,7% to 84,35. And also in the activity student do practice role plays with the correct pronunciation from cycle 1 to the cycle 2 have progress average score from 56,2% to 90, 6, there is improving 34, 4 %.

2). Teachers' note

From the observation on cycle 2, most of the students were interested in following the lesson, most of the students could practice well and correctly, and most of the students were active during teaching learning process.

3). Evaluation

Evaluation was given in cycle 2 was post-test 2 that given at the end of learning. The result of test, the highest score was 90 and the lowest score was 60. The average score of post-test 2 is 75, 8.

d. Reflecting

At the end of cycle 2, the researcher and collaborator did reflecting together. Based on the result of observation leaning process on cycle 2, it can be inferred that most of the students pay attention to the teacher. From the test result, it can be said that the teaching learning process was successful, because the students who got score under the

minimum standard criteria only five students. It means that the teaching learning process using role play technique have positive effect and role play can improve the students' pronunciation skills.

Table 12
The resulting improve of the students' score at post-test 1 and post-test 2

No.	Students' Initial	Score		Improve	Explanation
		Post-test 1	Post-test 2		
1	AIKP	75	90	15	Improve
2	ASW	65	70	5	Improve
3	AAI	80	75	-5	Decrease
4	AO	70	80	10	Improve
5	AS	60	60	0	Constant
6	DA	60	70	10	Improve
7	DS	55	60	5	Improve
8	DA	65	75	10	Improve
9	EDS	65	75	10	Improve
10	EN	75	75	0	Constant
11	EL	65	80	15	Improve
12	FAH	65	70	5	Improve
13	FW	60	60	0	Constant
14	FZA	55	75	20	Improve
15	FR	55	80	25	Improve
16	FO	65	75	10	Improve
17	HNB	85	80	-5	Decrease
18	JM	55	65	10	Improve
19	JM	65	90	25	Improve
20	KA	65	75	10	Improve
21	KA	75	80	5	Improve
22	MA	50	80	30	Improve
23	MR	70	90	20	Improve
24	MS	50	60	10	Improve
25	MM	55	80	25	Improve
26	PA	85	85	0	Constant
27	RA	50	80	30	Improve
28	RP	50	85	25	Improve
29	SA	70	85	15	Improve
30	SM	65	70	5	Improve
31	VF	80	70	-10	Decrease
32	WZ	60	80	20	Improve
	Total	2065	2425	350	
	Average	64, 5	75, 8	11	

From the table above, in post-test 1 in cycle 1 and post-test 2 in cycle 2 had improved the students' pronunciation skills. The average score improves from 64, 5 up to 75, 8. From the table we know that in

post-test 2 there are 5 students who got the score below the target or under minimum standard criteria, and 27 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test 2, it can be seen that the target of teaching base on MSC has been achieved and also mean that using role play technique can improve the students' pronunciation skills.

C. Discussions

Pronunciation skill would be easier to teach when supported with the technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were interested in teaching and learning role play. They were enthusiastic the learning process.

The researcher assumes that teaching by using role play technique can improve the students' pronunciation skills. By using role play technique the students learn pronunciation skill easier because the students could practice how to read and speak in English language more easily and effectively. So, it has proved that role play technique be one of the interesting techniques in learning pronunciation skills. Especially for the students at the eighth grade of SMPN 2 Pekalongan East Lampung.

1. The result of students learning

a. The result of the students pre-test

The researcher was conducting the pre-test to know the students' pronunciation skill before implementing the treatment. It was done

on Saturday, May 20, 2017. From the result of pre-test shown that most of the students difficult for doing the test. Based on the table 5 the students average were 60, 3 , it shows that most of the students have not passed yet in achieving the minimum standard criteria 70. In this stage only 8 of 32 students passed of the minimum standard criteria.

b. The result of students post-test 1

In this research, the writer want to know the students' pronunciation skill after implementing the treatment the researcher conducted the post-test 1. It was done on Monday, May 29, 2017. Based on the table 6 students' average were 64, 5. It shown that most of the students have not passed yet the achieving the minimum standard criteria 70. In this stage there are 10 of 32 students passed of the minimum standard criteria. It can be seen that most of the students failed in achieving material.

c. **The result of post-test 2**

The researcher conducted the post-test 2 to know the students' pronunciation skills after implementing the treatment. It was done on Wednesday, May 31, 2017. Based on the table 9 it can be seen that the students' average was 75, 8. It shown that most of the students have passed in achieving the minimum standard criteria (70). In this stage, 22 of 32 students passed of minimum standard criteria. It can be seen that most of the students passed in achieving material.

d. The comparison of pre-test and post-test

The score from the implementation of the cycle 1 and 2 can be seen in the table result of students' learning below:

Table 13
The students' score at cycle 1 and cycle 2

No.	Students' Initial	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AIKP	70	75	90	Improve
2	ASW	60	65	70	Improve
3	AAI	75	80	75	Decrease
4	AO	70	70	80	Improve
5	AS	50	60	60	Improve
6	DA	55	60	70	Improve
7	DS	50	55	60	Improve
8	DA	60	65	75	Improve
9	EDS	65	65	75	Improve
10	EN	70	75	75	Constant
11	EL	60	65	80	Improve
12	FAH	60	65	70	Improve
13	FW	55	60	60	Constant
14	FZA	50	55	75	Improve
15	FR	50	55	80	Improve
16	FO	60	65	75	Improve
17	HNB	80	85	80	Constant
18	JM	50	55	65	Improve
19	JM	60	65	90	Improve
20	KA	60	65	75	Improve
21	KA	75	75	80	Improve
22	MA	50	50	80	Improve
23	MR	60	70	90	Improve
24	MS	50	50	60	Improve
25	MM	55	55	80	Improve
26	PA	80	85	85	Constant
27	RA	50	50	80	Improve
28	RP	50	50	85	Improve
29	SA	65	70	85	Improve
30	SM	60	65	70	Improve
31	VF	75	80	70	Decrease
32	WZ	50	60	80	Improve
Total		1930	2065	2425	
Average		60, 3	64, 5	75, 8	

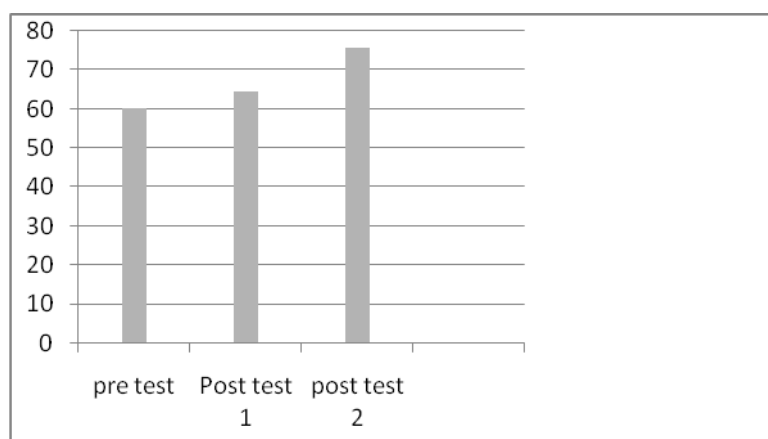
From the table above, in post-test 1 in cycle 1 and post-test 2 in cycle 2 has improved the students' pronunciation skills. Their average score increases from 64, 5 up to 75, 8. From the table we know that in post-test 2 there are 5 students who got the score below the target or under the target minimum criteria, and 27 students got score above the minimum standard criteria. So, based on the result of post-test 1 and post-test 2, it can be seen that the target of teaching based on MSC has been achieved and also mean that use role play technique can improve the students' pronunciation skills.

Table 14
The average of the result

	Test		
	Pre-action (pre-test)	Cycle 1 (Post-test 1)	Cycle 2 (Post-test 2)
Total	1930	2065	2425
Average	60,3	64, 5	75,8

Based on the table above, it can be describe in the graph 1 as follow:

Graph 1
The Average Score of the Test



Based on the table and graph above, in the cycle 1 from the pre-test to the post-test 1 have progress average score from 60, 3 to 64, 5. There

is improving about 4, 2 point. Then from the cycle 2 have progress average score from 64, 5 to 75, 8, there is improving about 11, 3 point.

D. Interpretation

In this research, pre-test have done individually. It is aimed to know the ability of the students before and after having a treatment. From the result of pre-test and post-test in cycle 1 we know that there was an improving from the students' result score. It can be seen from the average 60, 3 become 64, 5. It's mean that the increase of pre-test and post-test was 4, 2 %.

From the teaching learning activities the researcher and collaborator found that in learning activities students more active and they were looked and enjoy in learning English by using role play technique. It motivates to improve the teaching activities.

The result of post-test in cycle 1 and post-test in cycle 2 shows that role play technique has increased the students' pronunciation skills. Their average score increases from 64, 5 up to 75, 8.

Based on the analyzed above, there was 84, 3% students passed the SMC, it means that the students could achieve the target. The target is 75 % students gained scores 70. It means that this research deemed complete.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher got some conclusions of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of the analysis of chapter IV, it can be seen that in the cycle I the average score of pre-test cycle I was 60, 3 and the average of post-test in cycle I was 64, 5. In the post-test in cycle II the average score was 75, 8. There are some progresses after being given treatment by using role play technique. The students are very interested in following and doing the assignment given by the researcher. The conclusion is that the use of role play technique can improve the students' pronunciation skills.

B. Suggestion

Based on the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follows:

1. For the students

This technique can improve their motivation in English learning, especially in pronunciation skills. The students are suggested to learn pronunciation skills by using role play technique.

2. For English teacher

The English teacher can use role play technique in English learning in the classroom, because this technique is very effective to improve the students' pronunciation skills and the teacher can give more motivation to the students to be more active in teaching and learning process.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP N 2 Pekalongan
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: <i>Offering and asking for thing</i>
Aspek/Skill	: Berbicara
Alokasi Waktu	: 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Tanya jawab tentang memberi, meminta dan menolak sesuatu.
- b. Berinteraksi dengan teman
- c. Tanya jawab tentang keadaan seseorang
- d. Menggunakan bahasa lisan secara akurat, lancar, dapat diterima.

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)

2. Materi Pembelajaran

Communication Practice

- Percakapan-percakapan yang memuat ungkapan-ungkapan:

Offering things

- *Can I get you some water?*
- *Do you want something?*
- *Would you like a banana to take the pills?*
- *Is there anything you want?*

Responses

Accepting:

- *Yes, thank you.*

- *That's kind of you.*
- *If it's no trouble for you.*

Refusing:

- *No, thank you.*
- *Thanks, but I don't need it.*
- *Sorry. I want nothing.*

Asking for things

- *May I please a glass of water?*
- *Could you write a prescription for me, Doc?*
- *Get me a glass of water, please!*
- *Can I have a piece of the cake?*

Responses

Accepting:

- *Certainly*
- *No problem*
- *Yes, I could.*
- *Sure, let me get it for you.*

Refusing:

- *Oh, no. You can't.*
- *Sorry. I can't give it to you.*
- *I will, but I'm using it now.*

3. Metode Pembelajaran: role play technique

4. Langkah-langkah Kegiatan

Pertemuan pertama, dan dua.

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang kondisi seseorang.
- Menyebutkan jenis ekspresi dalam memberi, meminta, dan menolak sesuatu.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan penggunaan kalimat memberi, meminta, dan menolak sesuatu.
- ☞ Menggunakan kalimat memberi, meminta, dan menolak sesuatu dalam dialog.

- ☞ Memerankan dialog di depan kelas
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antar peserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

- ☞ Memberi informasi untuk bereksplorasi lebih jauh;
- ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan.
- b. *Script* percakapan dan/atau rekaman percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta, memberi, menolak jasa	Unjuk kerja	Uji petik berbicara, Bermain peran	<i>Create a dialogue based on the role play and perform it in front of the class</i>
2. Bertanya dan menjawab tentang meminta, memberi, menolak barang			
3. Bertanya dan menjawab tentang meminta, memberi dan mengingkari informasi			

4. Bertanya dan menjawab tentang meminta, mberi dan menolak pendapat			
5. Bertanya dan menjawab tentang menawarkan, menerima, me nolak sesuatu			

- a. Instrumen:
Offering and asking for things.

Practice the conversation with a partner!

Raymond : Good evening, Doctor!
 Doctor : Good evening. How could I help you?
 Raymond : I have had stomachache for two days, Doc.
 Doctor : Okay. Please lie down on the bed. Let me examine you.
 Raymond : Is my illness serious, Doc?
 Doctor : No, it's just mild illness.
 Raymond : Could you give me some pills?
 Doctor : Oh no. let me write a prescription for you and take the medicines in the drugstore then.
 Raymond : Do you have any suggestion for me?
 Doctor : Well, I recommend you not to eat much sour and spicy food for two weeks, okay?
 Raymond : Sure, Doc. I won't. Thank you.
 Doctor : Anytime. Feel better soon.

- b. Pedoman Penilaian\
 Jumlah skor maksimal keseluruhan 100

- c. Rubrik Penilaian

The Scoring Aspect of students' Pronunciation Ability

No.	The Mark Aspect		Score (1-5)
1	Sound	a. The sounds are pronounced correctly b. Most of sounds are pronounced correctly c. Some of the sounds pronounced correctly	5 4 3 1-2

		d. The sounds are not pronounced correctly at all	
2	Stress	a. The stress is completely correct b. The stress is mostly correct c. The stress is not mostly correct d. The stress not correct at all	5 4 3 1-2
3	Pitch	a. The pitch is completely correct b. The pitch is mostly correct c. The pitch is not mostly correct d. The pitch is not correct at all	5 4 3 1-2
4	Intonation	a. The intonation is completely correct b. The intonation is mostly correct c. The intonation is not mostly correct d. The intonation is not correct at all	5 4 3 1-2
		Maximum	20

Formula:

$$\text{Scores} = \frac{\text{the scores gained by student (1-20)}}{\text{Maximum scores (20)}} \times 100$$

Pekalongan, Mei 2017

Mahasiswa,

SRI SUNDARI

NPM. 1177337

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: SMP N 2 Pekalongan
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon
Jenis teks	: <i>transactional/interpersonal</i>
Tema	: <i>Agree and disagree</i>
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Bermain peran dalam dialog
- b. Tanya jawab tentang memberi, meminta dan menolak sesuatu.
- c. Berinteraksi dengan teman
- d. Menggunakan bahasa lisan secara akurat, lancar, dapat diterima

Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthines*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

- a. Communication Practice

- Percakapan-percakapan yang memuat ungkapan-ungkapan:

Asking for agreement

- *Do you agree?*
- *Would you agree with...?*

Agreeing

- *I agree with you*
- *I think so.*

- *I think you are right.*
- *Exactly/definitely/absolutely.*
- *That's right.*
- *That's just what I'm thinking.*

Disagreeing

- *I disagree with you.*
- *I don't think so*
- *That's doesn't make sense.*
- *I'm not sure I can't agree.*
- *I don't think that's right.*

b. Developing Skills

Rekaman dan script

c. Pronunciation

Rekaman dan script kalimat yang memuat pelafalan

3. Metode Pembelajaran: role play technique

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Menyebutkan hal-hal yang ingin dilakukan dalam waktu dekat

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penggunaan kalimat memberi, meminta, dan menolak sesuatu.
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - ☞ Membantu menyelesaikan masalah;
 - ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - ☞ Memberi informasi untuk bereksplorasi lebih jauh;
 - ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan..
- b. *Script* percakapan dan/atau rekaman percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Bertanya dan menjawab tentang meminta,memberi persetujuan 2. Bertanya dan menjawab tentang merespon pernyataan 3. Bertanya dan menjawab tentang memberi perhatian terhadap lawan bicara 4. Mengawali,memperpanjang menutup percakapan 5. Mengawali,memperpanjang menutup percakapan telepon	Unjuk kerja	Uji petik berbicara Bermain peran	<i>Create a dialogue based on the role play and perform it in front of the class.</i>

- a. Instrumen:

Practice the following dialogue with friend!

Putra : Have you finished your homework?

Ferry : Not yet. Let's do together.

Putra : Do you agree if we study at your house?

Ferry : I'm sorry, I disagree. I have a little brother. He will disturb us.

Putra : I see. Well, we can study at my house. What do you say?

Ferry : I agree with you. Riko is going to join us, isn't he?

Putra : Yes, he is. Can you inform him?

Ferry : Sure.

b. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

c. Rubrik Penilaian

The Scoring Aspect of students' Pronunciation Ability

No.	The Mark Aspect		Score (1-5)
1	Sound	e. The sounds are pronounced correctly f. Most of sounds are pronounced correctly g. Some of the sounds pronounced correctly h. The sounds are not pronounced correctly at all	5 4 3 1-2
2	Stress	e. The stress is completely correct f. The stress is mostly correct g. The stress is not mostly correct h. The stress not correct at all	5 4 3 1-2
3	Pitch	e. The pitch is completely correct f. The pitch is mostly correct g. The pitch is not mostly correct h. The pitch is not correct at all	5 4 3 1-2
4	Intonation	e. The intonation is completely correct f. The intonation is mostly correct g. The intonation is not mostly correct h. The intonation is not correct at all	5 4 3 1-2
		Maximum	20

Formula:

$$\text{Scores} = \frac{\text{the scores gained by student (1-20)}}{\text{Maximum scores (20)}} \times 100$$

Pekalongan, Mei 2017

Mahasiswa,

SRI SUNDARI

NPM. 1177337

.FIELD NOTE OF CYCLE 1

Saturday, May 20 2017

1. I gave pre-test to the students. The kind of test is oral assessment using test and practice the dialogue in pairs.
2. Most of the students still difficult to read pronunciation word correctly.

Monday, May 22, 2017

1. I perform the action with the students.
2. The condition of the class did not effective because still many students who were noisy.
3. Some students were lest active in teaching and learning process.
4. Some students feel shy to perform role play.

Monday, May 29, 2017

1. I gave the post –test 1 to the students. Kind of the test is reading text related with pronunciation skills, and then the students practice how to pronounce word correctly.
2. Some students can practice how to pronounce word correctly, but still some students difficult to pronounce word correctly.

FIELD NOTE OF CYCLE 11

Tuesday, May 30 2017

1. I used role play technique in teaching and learning process.
2. The students are more enthusiastic, interest, and the students give full attention to the researcher.
3. In this meeting the condition of the class more effective than before.

Wednesday, May 31, 2017

1. I gave post-test 2 to the students.
2. In this meeting most of the students could practice how to pronounce word correctly.

Table 5
The students' pre-test score

No.	Students' Name	Score	Target >70
1	AIKP	70	Pass
2	ASW	60	Failed
3	AAI	75	Pass
4	AO	70	Pass
5	AS	50	Failed
6	DA	55	Failed
7	DS	50	Failed
8	DA	60	Failed
9	EDS	65	Failed
10	EN	70	Pass
11	EL	60	Failed
12	FAH	60	Failed
13	FW	55	Failed
14	FZA	50	Failed
15	FR	50	Failed
16	FO	60	Failed
17	HNB	80	Pass
18	JM	50	Failed
19	JM	60	Failed
20	KA	60	Failed
21	KA	75	Pass
22	MA	50	Failed
23	MR	60	Failed
24	MS	50	Failed
25	MM	55	Failed
26	PA	80	Pass
27	RA	50	Failed

28	RP	50	Failed
29	SA	65	Failed
30	SM	60	Failed
31	VF	75	Pass
32	WZ	50	Failed
	Total	1930	
	Average	60, 3	

Table 6
The students post-test 1 score

No.	Students' Name	Score	Target >70
1	AIKP	75	Pass
2	ASW	65	Failed
3	AAI	80	Pass
4	AO	70	Pass
5	AS	60	Failed
6	DA	60	Failed
7	DS	55	Failed
8	DA	65	Failed
9	EDS	65	Failed
10	EN	75	Pass
11	EL	65	Failed
12	FAH	65	Failed
13	FW	60	Failed
14	FZA	55	Failed
15	FR	55	Failed
16	FO	65	Failed
17	HNB	85	Pass
18	JM	55	Failed
19	JM	65	Failed
20	KA	65	Failed
21	KA	75	Pass
22	MA	50	Failed
23	MR	70	Pass
24	MS	50	Failed
25	MM	55	Failed
26	PA	85	Pass
27	RA	50	Failed

28	RP	50	Failed
29	SA	70	Pass
30	SM	65	Failed
31	VF	80	Pass
32	WZ	60	Failed
	Total	2065	
	Average	64,5	

No.	Students' Initial	The aspect that observed			
		Give an attention to the teacher explanation	Understand to pronounce the word	Performance	Practice role play with correct pronunciation
1	AIKP	√			√
2	ASW		√	√	√
3	AAI	√	√	√	
4	AO	√			√
5	AS				
6	DA	√		√	√
7	DS	√			
8	DA			√	√
9	EDS	√			
10	EN	√			√
11	EL	√	√	√	
12	FAH	√			√
13	FW		√	√	
14	FZA			√	√
15	FR	√		√	
16	FO			√	√
17	HNB	√	√		√
18	JM				√
19	JM	√		√	
20	KA		√		√
21	KA	√			√
22	MA		√	√	
23	MR				√
24	MS				√

25	MM		√	√	
26	PA	√	√		√
27	RA		√	√	
28	RP	√			
29	SA		√		
30	SM	√			
31	VF				√
32	WZ	√	√	√	√
Gain of positive activities		17	12	14	18

Table 7

The Result of Students' Activities in Cycle 1
At the eighth grade of SMPN 2 Pekalongan East Lampung

Table 8
The result of improving of the students' score at pre-test and post-test 1 at
the eighth grade of SMPN 2
Pekalongan East Lampung

No.	Students' initial	Score		Increase	Explanation
		Pre-test	Post-test 1		
1	AIKP	70	75	5	Improve
2	ASW	60	65	5	Improve
3	AAI	75	80	5	Improve
4	AO	70	70	0	Constant
5	AS	50	60	10	Improve
6	DA	55	60	5	Improve
7	DS	50	55	5	Improve
8	DA	60	65	5	Improve
9	EDS	65	65	0	Constant
10	EN	70	75	5	Improve
11	EL	60	65	5	Improve
12	FAH	60	65	5	Improve
13	FW	55	60	5	Improve
14	FZA	50	55	5	Improve
15	FR	50	55	5	Improve
16	FO	60	65	5	Improve
17	HNB	80	85	5	Improve
18	JM	50	55	5	Improve
19	JM	60	65	5	Improve
20	KA	60	65	5	Improve
21	KA	75	75	0	Constant
22	MA	50	50	0	Constant
23	MR	60	70	10	Improve
24	MS	50	50	0	Constant
25	MM	55	55	0	Constant

26	PA	80	85	5	Improve
27	RA	50	50	0	Constant
28	RP	50	50	0	Constant
29	SA	65	70	5	Improve
30	SM	60	65	5	Improve
31	VF	75	80	5	Improve
32	WZ	50	60	10	Improve
Total		1930	2065		
Average		60, 3	64, 5		

Table 12
The resulting improve of the students' score at post-test 1 and post-test 2

No.	Students' Initial	Score		Improve	Explanation
		Post-test 1	Post-test 2		
1	AIKP	75	90	15	Improve
2	ASW	65	70	5	Improve
3	AAI	80	75	-5	Decrease
4	AO	70	80	10	Improve
5	AS	60	60	0	Constant
6	DA	60	70	10	Improve
7	DS	55	60	5	Improve
8	DA	65	75	10	Improve
9	EDS	65	75	10	Improve
10	EN	75	75	0	Constant
11	EL	65	80	15	Improve
12	FAH	65	70	5	Improve
13	FW	60	60	0	Constant
14	FZA	55	75	20	Improve
15	FR	55	80	25	Improve
16	FO	65	75	10	Improve
17	HNB	85	80	-5	Improve
18	JM	55	65	10	Improve
19	JM	65	90	25	Improve
20	KA	65	75	10	Improve
21	KA	75	80	5	Improve
22	MA	50	80	30	Improve
23	MR	70	90	20	Improve
24	MS	50	60	10	Improve
25	MM	55	80	25	Improve
26	PA	85	85	0	Constant

27	RA	50	80	30	Improve
28	RP	50	85	25	Improve
29	SA	70	85	15	Improve
30	SM	65	70	5	Improve
31	VF	80	70	-10	Decrease
32	WZ	60	80	20	Improve
	Total	2065	2425	350	
	Average	64,5	75,8	11	

Table 13
The students' score at cycle 1 and cycle 2

No.	Students' Initial	Score			Explanation
		Pre-test	Post-test 1	Post-test 2	
1	AIKP	70	75	90	Improve
2	ASW	60	65	70	Improve
3	AAI	75	80	75	Decrease
4	AO	70	70	80	Improve
5	AS	50	60	60	Improve
6	DA	55	60	70	Improve
7	DS	50	55	60	Improve
8	DA	60	65	75	Improve
9	EDS	65	65	75	Improve
10	EN	70	75	75	Constant
11	EL	60	65	80	Improve
12	FAH	60	65	70	Improve
13	FW	55	60	60	Constant
14	FZA	50	55	75	Improve
15	FR	50	55	80	Improve
16	FO	60	65	75	Improve
17	HNB	80	85	80	Constant
18	JM	50	55	65	Improve
19	JM	60	65	90	Improve
20	KA	60	65	75	Improve
21	KA	75	75	80	Improve
22	MA	50	50	80	Improve
23	MR	60	70	90	Improve
24	MS	50	50	60	Improve
25	MM	55	55	80	Improve
26	PA	80	85	85	Constant

27	RA	50	50	80	Improve
28	RP	50	50	85	Improve
29	SA	65	70	85	Improve
30	SM	60	65	70	Improve
31	VF	75	80	70	Decrease
32	WZ	50	60	80	Improve
Total		1930	2065	2425	
Average		60, 3	64, 5	75, 8	

Table 10
The Result of Students' Activities in Cycle 2
At the eighth grade of SMPN 2 Pekalongan East Lampung

No.	Students' Initial	The aspect that observed			
		Give an attention to the teacher explanation	Understand to pronounce the word	Performance	Practice role play with correct pronunciation
1	AIKP	√	√	√	√
2	ASW	√	√	√	√
3	AAI	√	√	√	√
4	AO	√	√	√	√
5	AS	√	√	√	√
6	DA	√		√	√
7	DS	√	√	√	√
8	DA	√	√	√	√
9	EDS	√	√	√	√
10	EN	√		√	√
11	EL	√	√	√	√
12	FAH	√		√	√
13	FW		√		√
14	FZA	√	√	√	√
15	FR	√	√	√	√
16	FO	√	√	√	√
17	HNB	√	√	√	√
18	JM				√
19	JM	√	√	√	√
20	KA	√	√	√	√
21	KA	√	√	√	√
22	MA	√	√		
23	MR	√	√	√	√
24	MS				√

25	MM	√	√	√	√
26	PA	√	√	√	√
27	RA		√	√	√
28	RP	√			
29	SA	√	√	√	√
30	SM	√	√	√	√
31	VF		√	√	
32	WZ	√	√	√	√
Gain of positive activities		27	26	27	29









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

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Sri Sundari
NPM : 1177337

Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1		✓		- abstract → Revise - conclusion → answer the problem formulation	
2	17/12-2017	✓		acc for munasosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

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



KEMENTERIAN AGAMA
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		I	II		
	Selasa 4 Juli 2017		✓	Bab I - V	
			✓		
				<i>Ahmad Subhan Roza</i>	<i>Sri Sundari</i>

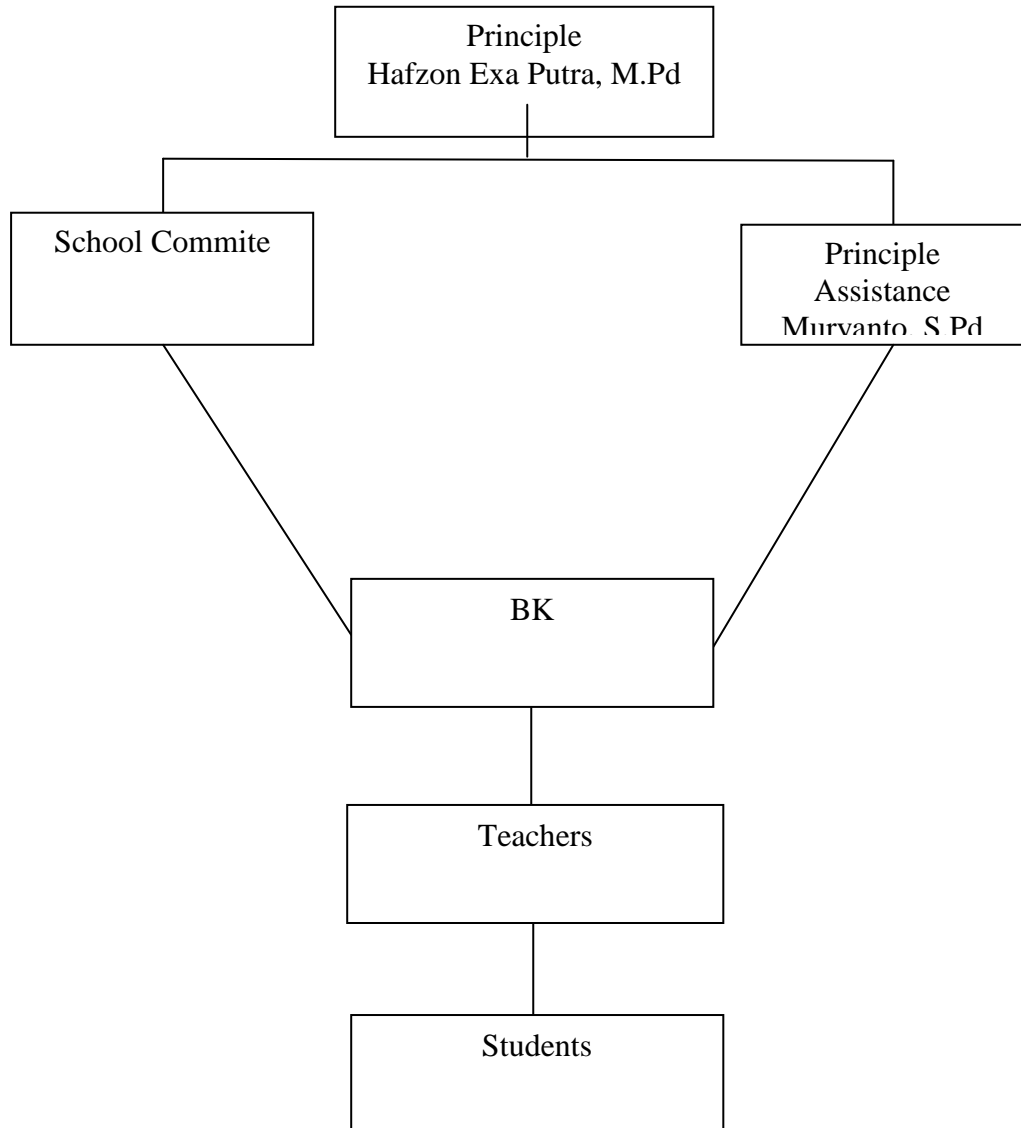
Mengetahui,
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Dosen Pembimbing II

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**STRUCTURE ORGANISATION
SMP NEGERI 2 PEKALONGAN**



CURRICULUM VITAE



Sri Sundari was born on February 8th, 1989. She was born in Adirejo village, Pekalongan East Lampung. She is the second daughter of happy couple Mr. Sutarman and Mrs. Surati.

She firstly went to school at kindergarten, TK Pertiwi Adirejo Pekalongan East Lampung (1994-1995). Then she continued her study in SDN 1 Adirejo (1995-2001). After finishing her study at the elementary school, she continued to junior high school at SMP Muhammadiyah 1 Pekalongan East Lampung from 2001-2004. Then, she chose SMK Muhammadiyah 1 Metro as her senior high school from 2004-2007.

After graduating from senior high school, she continued her study at the State Institute for Islamic Studies of Metro Lampung. She was registered as students of S1 English Education Department of State Institute for Islamic Studies of Metro Lampung since 2011 until now. Many things she has gotten in the college and she hopes to get a job soon after graduating her study.