

AN UNDERGRADUATE THESIS

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA
NEGERI 1 TRIMURJO**

By:

**DESTRI RAHMA PURI
Student Number : 2001050008**



**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA
NEGERI 1 TRIMURJO**

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

By:

DESTRI RAHMA PURI

Student Number: 2001050008

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

Sponsor : Syahreni Siregar, M.Hum

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**



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

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

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

APPROVAL PAGE

Title : THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL AT THE
TENTH GRADE OF SMA NEGERI 1 TRIMURJO
Name : Destri Rahma Puri
Student Number : 200105008
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic
Institute of Metro.

Head of English Education
Department

Much Defiatur, M.Pd.B.I
NIP. 198003082015031006

Metro, 11 June 2024
Pembimbing


Svahreni Siregar, M.Hum
NIP. 197608142009122004



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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Destri Rahma Puri**

To :
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu 'alaikum, Wr. Wb

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

Name : Destri Rahma Puri
Student Number : 2001050008
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : THE IMPLEMENTATION OF ROLE PLAY
TECHNIQUE TO IMPROVE STUDENTS' SPEAKING
SKILL AT THE TENTH GRADE OF SMA NEGERI 1
TRIMURJO

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu 'alaikum Wr. Wb

Head of English Education Departement



Dr. Much. Himmatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Metro, 11 June 2024
Sponsor

Syahreni Siregar, M.Hum
NIP. 197608142009122004



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

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

NOTA DINAS

Nomor :
Lampiran : -
Perihal : **Mohon Dimunaqosyahkan Skripsi
Saudara Destri Rahma Puri**

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu
Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Name : Destri Rahma Puri
Student Number : 2001050008
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE
TO IMPROVE STUDENTS' SPEAKING SKILL AT THE
TENTH GRADE OF SMA NEGERI 1 TRIMURJO

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Head of English Education Departement

Dr. Much Deinitur, M.Pd.B.I
NIP. 19803082015031006

Metro, 11s June 2024
Sponsor


Syahreni Siregar, M.Hum
NIP. 197608142009122004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggilyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate Thesis entitled: THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO, written by: Destri Rahma Puri, Student Number: 2001050008, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 25th 2024 at 08.00 - 10.00 WIB.

BOARD OF EXAMINERS

Chairperson : Syahreni Siregar, M.Hum

(.....)

Examiner I : Prof. Dr. Dedi Irwansyah, M.Hum

(.....)

Examiner II : Yeasy Agustina Sari, M.Pd


(.....)

Secretary : Aisyah Sunarwan, M.Pd

(.....)

The Dean of Tarbiyah and Teaching Training Faculty,




Dr. Zuhairi, M.Pd.
NIP. 19620612 1989903 1 006

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE
STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA
NEGERI 1 TRIMURJO**

ABSTRACT

BY:

DESTRI RAHMA PURI

2001050008

The aim of this research was to implement Role Play technique to improve students' speaking skill at the tenth grade of SMA Negeri 1 Trimurjo. The researcher tried to investigate whether or not Role Play technique can improve students' speaking skill.

The method used in this research was Classroom Action Research (CAR), which was carried out in two cycles. Each cycle consists of several stages, namely planning, acting, observing, and reflecting. In this research, students were given a pre-test before implementing the Role Play technique and a post-test after implementing it. The data collection techniques used are tests, observations, field notes, and documentation.

The results of this research show an increase in the speaking skill of the tenth grade students at SMA Negeri 1 Trimurjo. This can be seen from the increase that occurred in students' average scores from the pre-test and post-test. The average score of students on the pre-test was 57.1 with the number of students whose score managed to reach the passing grade (70) was 26% of the total 35 students, while the average score of students on post-test II increased to 73.1 with the number of students who passed the grade were 77% of the total 35 students. Based on these results, it can be concluded that the Role Play technique can improve students' speaking skills.

Keywords: *Classroom Action Research, Role Play Technique, Speaking skill*

**PENERAPAN TEKNIK ROLE PLAY UNTUK MENINGKATKAN
KETERAMPILAN BERBICARA SISWA KELAS SEPULUH SMA
NEGERI 1 TRIMURJO**

ABSTRAK

Oleh:

DESTRI RAHMA PURI

Tujuan dari penelitian ini adalah untuk menerapkan teknik Role Play untuk meningkatkan keterampilan berbicara siswa di kelas sepuluh SMA Negeri 1 Trimurjo. Peneliti mencoba menyelidiki apakah teknik Role Play dapat meningkatkan keterampilan berbicara siswa.

Metode yang digunakan dalam penelitian ini adalah Classroom Action Research (CAR), yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari beberapa tahapan yaitu perencanaan, pelaksanaan, pengamatan, dan merefleksikan. Dalam penelitian ini, siswa diberikan pre-test sebelum penerapan teknik Role Play dan post-test setelah dilaksanakan penerapan. Teknik pengumpulan data yang digunakan adalah test, observasi, field note, dan dokumentasi.

Hasil penelitian ini menunjukkan peningkatan keterampilan berbicara siswa kelas sepuluh di SMA Negeri 1 Trimurjo. Hal ini terlihat dari peningkatan yang terjadi pada nilai rata-rata siswa dari pre-test dan post-test. Nilai rata-rata siswa pada pre-test sebesar 57,1 dengan jumlah siswa yang berhasil mencapai nilai ketuntasan (70) sebanyak 26% dari total 35 siswa, sedangkan nilai rata-rata siswa pada post-test II meningkat menjadi 73,1 dengan jumlah siswa yang lulus sebanyak 77% dari total 35 siswa. Berdasarkan hasil tersebut dapat disimpulkan bahwa teknik Role Play dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci: *Penelitian Tindakan Kelas, Teknik Role Play, Keterampilan Berbicara*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned

Name : Destri Rahma Puri

Student Number : 2001050008

Study Program : English Education Study Program

Faculty : Tarbiyah and Teacher Training

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

Metro, June 18th 2024

The Researcher



DESTRI RAHMA PURI

St. Number 2001050008

ORIGINALITAS PENELITIAN

Yang bertandatangan dibawah ini

Nama : Destri Rahma Puri

NPM : 2001050008

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, 18 Juni 2024

Peneliti



DESTRI RAHMA PURI

NPM 2001050008

MOTTO

خَلَقَ الْإِنْسَانَ . عَلَّمَهُ الْبَيَانَ

"Dia menciptakan manusia (3). Mengajarinya pandai berbicara (4)."

“He created man. He taught him eloquent speech.”

(Q.S. Ar-Rahman: 3-4)

وَمَنْ يَتَّقِ اللَّهَ يَجْعَلْ لَهُ مَخْرَجًا

"Barang siapa bertakwa kepada Allah, niscaya Dia akan membukakan jalan keluar baginya."

"And whoever keeps his duty to Allah, He makes matters easy for him."

(Q.S. At-Talaq: 2)

DEDICATION PAGE

On this dedication page, I dedicate my gratitude to:

My beloved parents and sisters, who have given me unlimited love, support, and motivation.

Syahreni Siregar, M.Hum who has guided me to complete this undergraduate thesis and also to all the lecturers of IAIN Metro.

The teachers and students of SMA Negeri 1 Trimurjo who have participated in this research.

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In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah, the Lord of all creation. Without His mercy and blessings, none of these accomplishments would be achievable. Gratitude is also extended to our revered guide, Prophet Muhammad (peace be upon him), his family, and companions, who exemplify the epitome of perfection in life. Finally the researcher can accomplished this undergraduate thesis entitled “**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS’ SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO**”.

Furthermore, this research could not be successful without support, guidance, and advice from various parties. The researcher would like to thanks to:

1. Prof. Dr. Hj. Siti Nurjannah, M.Ag PIA as Rector of IAIN Metro.
2. Dr. Zuhairi, M.Pd as the Dean of the Faculty of Tarbiyah and Teaching Sciences of IAIN Metro.
3. Dr. Much Deiniatur, M.Pd.B.I as the Head of IAIN Metro's English Education.
4. Syahreni Siregar, M.Hum as the Advisor, who has given the researcher, advice and suggestion for this undergraduate thesis.

The researcher finds great satisfaction in receiving constructive criticism and suggestions to enhance the quality of this undergraduate thesis. She sincerely apologizes for any errors in writing and presentation. Her hope is that this undergraduate thesis will prove beneficial, especially for herself and for those who have an interest in its subject matter.

Trimurjo, May 2024
The Researcher



Destri Rahma Puri
St.N. 2001050008

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CHAPTER I

INTRODUCTION

A. Background of Study

Among the languages that people use the most widely throughout the world, English is particularly remarkable since it is a language that is used in friendships, commercial dealings, education, diplomacy, and politics for example. English is used by people all over the world, whether as a lingua franca, second language, or native tongue. This is the reason for its huge popularity. This worldwide language label shows its broad influence.

In addition, being good at english involves four main skills: listening, speaking, reading, and writing. Listening means understanding what people say, while speaking is about talking clearly and getting your point across, reading involves understanding written words, and writing is expressing your ideas in clear way using correct grammar and words. In this research, I will focus on the speaking skill.

Moreover, skills are something that is very important for the development of human abilities. A skill is something you learn to do well by practicing and gaining experience. It can be anything from a technical ability to how well you communicate with others. Skills come in different types, like things you can be trained for (hard skills) and how you interact with people (soft skills). Having a variety of skills is important for success in different areas of life and work.

Furthermore, speaking is the ability to convey a message using spoken language. This means that speaking is a medium to express ideas, opinions, feelings and messages. Both the speaker and the listener are actively involved. The speaker produce the language which can be heard by the listener(s) and the listener(s) should try to listen carefully in order to be able to understand the content of what is being spoken.¹

Additionally, speaking skill is a major criteria in judging whether English students competencies are good or bad. In speaking subject, students should master the vocabulary, pronunciation, grammar, and fluency². Therefore, it can be concluded that speaking skill is the ability to communicate effectively by using language knowledge to express thoughts or ideas fluently. It goes beyond just knowing language rules; it requires processing information and language in the moment, without prior preparation. Speaking skill is not only about being correct but also about being able to convey information quickly.

From the explanation above, it can be concluded that an appropriate technique is needed to improve students' speaking skills. Therefore, the researcher applied Role Play technique in this research.

Role play can be defined as a simulation or an action in imitating a character. Role play is a teaching technique in which students are given specific roles and they must speak and behave based on the role they

¹ Amru Bin As, "Storytelling to Improve Speaking Skills". English Education Jurnal (EEJ). 7(2), 194-205. (2016)

² Yuniarti, "Developing Speaking Materials Based on the Common European Framework of Reference (CEFR) for Increasing the Students' Speaking Skill". Pedagogy: Journal of Language Teaching. Vol.04 No.02. (2016)

received.³ Moreover, Role Play is a common technique that is used in teaching to help students overcome their fear and problems in learning speaking.

In this case, the researcher carried out a study at SMA 1 due to the students' inadequate proficiency in spoken English. This can be proven by the results of the pre-survey conducted by researcher. The pre-survey had been conducted at SMA Negeri 1 Trimurjo Central Lampung on September 27, 2023 to find out about students' speaking problem. From the result of the pre-survey, the researcher obtained students' speaking performance data as shown in the following table.

Table 1.1
The Data Of Pre-Survey Results
Speaking Performance Among The Tenth Graders
At SMA Negeri 1 Trimurjo Central Lampung

NO	NAME	SCORE	CRITERIA
1.	AYP	60	Incomplete
2.	SA	62	Incomplete
3.	SR	60	Incomplete
4.	NRA	75	Complete
5.	RBD	45	Incomplete
6.	RAD	58	Incomplete
7.	NO	60	Incomplete
8.	SR	75	Complete
9.	TNM	58	Incomplete
10.	LP	55	Incomplete
11.	SA	57	Incomplete
12.	RDP	75	Complete
13.	IA	60	Incomplete
14.	SA	50	Incomplete
15.	MAA	62	Incomplete

³ I Gusti Ayu Dwi, "Improving Students' Speaking Skill Through Role-Play Technique in 21st Century". Journal of Educational Study. Vol.1 Issue 1. (2021)

16.	SDA	60	Incomplete
17.	MAH	60	Incomplete
18.	VY	55	Incomplete
19.	MD	54	Incomplete
20.	SR	48	Incomplete
21.	MAW	75	Complete
22.	HAZA	50	Incomplete
23.	SS	66	Incomplete
24.	ZZ	52	Incomplete
25.	QAA	76	Complete
26.	HAZ	66	Incomplete
27.	HZSP	50	Incomplete
28.	IMZ	50	Incomplete
29.	KE	80	Complete
30.	IN	50	Incomplete
31.	PAR	48	Incomplete
32.	RNH	57	Incomplete
33.	SR	52	Incomplete
34.	TLS	74	Complete
35.	YA	55	Incomplete

The ability to speak English among the tenth graders at SMA Negeri 1 Trimurjo is categorized based on MMC, this categorization is illustrated by the table below:

Table 1.2
Calculations Of Students' Speaking Performance
Among The Tenth Graders Of SMA Negeri 1 Trimurjo Central
Lampung.

No	Grade	Category	Frequency	Percentage
1	≥ 70	Complete	7	20%
2	≤ 70	Incomplete	28	80%
Total			35	100%

From the results of the pre-survey in the table above, it is known that the Minimum Mastery Criteria (MMC) for English language subject at SMA Negeri 1 Trimurjo Central Lampung is 70. The number of students who scored above the Minimum Mastery Criteria (MMC) was 7 students or 20% of the

total number of students. Meanwhile, there were 28 students who got scores below the Minimum Mastery Criteria (MMC) or 80% of the total number of students. This means that the percentage of students who get the MMC score is less than the percentage of students who do not achieve the MMC. It can be concluded that the speaking performance skills of students at SMA Negeri 1 Trimurjo Central Lampung are not satisfactory.

Furthermore, according to the English teacher, the students' speaking problems caused by the limited vocabulary, difficulties in pronunciation, lack of confidence, and low learning enthusiasm. The issues of students' speaking skill at SMA Negeri 1 Trimurjo should be solved by implementing a proper learning strategy, one of the appropriate teaching to improve the speaking skills of students SMA Negeri 1 Trimurjo is to use the Role Play Technique.

Based on the illustration above, students' speaking problem at the Tenth grade of SMA Negeri 1 Trimurjo should be handled by the right implementation of a teaching technique. The researcher tried to improve the students' speaking skill of SMA Negeri 1 Trimurjo by implementing the Role Play technique. Therefore, the researcher conducted a classroom action research study entitled "The Implementation of Role Play Technique to Improve Students' Speaking Skill at The Tenth Grader of SMA Negeri 1 Trimurjo".

B. Problem Identification

Based on the previously mentioned background, the identified problems can be outlined as follows:

1. Limited vocabularies among the students.
2. Difficulties in pronunciation.
3. Lack of confidence in English Speaking among the students.
4. Low enthusiasm for learning English among the students.

C. Problem Limitation

Considering the identified problems, the researcher will narrow down the focus to address the issue of insufficient speaking skills among students. The primary emphasis will be on implementing Role Play technique to improve students speaking skill at the tenth grade of SMA Negeri 1 Trimurjo.

D. Problem Formulation

Based on the specified problem limitation, the formulated problem is as follows: Can Role Play technique improve students speaking skill at the tenth grade of SMA Negeri 1 Trimurjo?

E. Objective and Benefit of Research

1. The objective of this research

Based on the formulated problem, the researcher has established the following objectives for this research, which is to improve students' speaking skills through the implementation of the Role Play technique at the tenth graders of SMA Negeri 1 Trimurjo.

2. The benefit of this research

a. For the students

Introduce the Role Play technique as a solution to improve their speaking skills.

b. For the English Teacher

Present the Role Play technique as an alternative method for teaching and learning English.

c. For the future researcher

This study is expected as reference for the next researcher who seeks to improve speaking skill. This research can be a guideline for future researcher.

F. Prior Research

This research was done based on the consideration of some prior researcher. The first prior research has been conducted by Laurie A. Berry and Kristin B. Kowal, entitled "*Effect of Role-Play in Online Discussions on Student Engagement and Critical Thinking*"⁴.

The aim of this research was to assess the effectiveness of the role play strategy in promoting critical thinking and student engagement. The research utilized a sample from a completed self-paced online human biology course conducted between December 2017 and January 2019. The initial study

⁴ Laurie A. Berry, Kristin B. Kowal, "*Effect of Role-Play in Online Discussions on Student Engagement and Critical Thinking*". Online Learning Journal. Vol.26 Issue.03 (2022)

presents evidence supporting the effectiveness of the Role Play strategy in fostering student engagement and critical thinking during online discussions.

Furthermore, there are both differences and similarities between the first prior research and this study. The difference lies in the research methodology; the initial study employed a case-study qualitative research method, while this research used the classroom action research method. However, the similarity between the two is the focus on the role play technique.

In addition, the second prior research has been conducted by Risalatul Magfiroh, Dias Andris Susanto, and Ajeng Setyorini, entitled "*The Application of Teaching Students' Speaking Skill Through Role Play*"⁵. The objective of this research was to assess the impact of the Role Play technique on students' speaking skills. The study involved tenth-grade students from SMA Negeri 1 Kragan Rembang. The findings indicate that the Role Play technique is effective in enhancing students' speaking skills.

Furthermore, there are both similarities and differences between the second prior research and this study. The similarity is that both investigations involved tenth-grade students from senior high schools as their subjects. However, the difference lies in the specific samples, as the second prior research focused on the tenth-grade students of SMA Kragan Rembang, while this research involved the tenth-grade students of SMA Negeri 1 Trimurjo. Additionally, another distinction is evident in the research

⁵ Risalatul Magfiroh, Dias Andris Susanti, Ajeng Setyorini, "*The Application of Teaching Students' Speaking Skill Through Role Play*". The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature. Vol.06 No.01 (2022)

methodologies, where the second prior research utilized a quantitative method, whereas this research employed the classroom action research method.

Moreover, the third prior research has been conducted by Doni Sudiby, Ari Wibowo, and Muhlasin, entitled “*Improving Students’ Speaking Ability by Using Role Play*”⁶. The objective of the third prior research was to examine the impact of utilizing Role Play in daily conversation as a teaching method for enhancing students' speaking abilities. The study involved tenth-grade students from SMA Muhammadiyah Aimas. The findings of the third prior research indicate that the use of Role Play was effective in improving the students' speaking skills.

Furthermore, the third prior research and this research have some similarity and differences. The similarity between the third prior research and this research is that both of the research used tenth graders of senior high school as their subjects. The differences between the third prior research and this study are notable in terms of both the sample selection and the research methodology. In contrast to this research, which employs the classroom action research method, the third prior research utilized a quasi-experimental method. Furthermore, there is a distinction in the samples, this research involved tenth-grade students from SMA Negeri 1 Trimurjo, while the third prior research used tenth-grade students from SMA Muhammadiyah Aimas.

The researcher has conducted a research entitled “*The Implementation of Role Play Technique to Improve Students’ Speaking Skill at the Tenth Grade*”

⁶ Doni Sudiby, Ari Wibowo, Muhlasin, “*Improving Students’ Speaking Ability by Using Role Play*”. Jurnal Pendidikan Bahasa. Vol. 06 No.01 (2019)

of SMA Negeri 1 Trimurjo Central Lampung". This research was conducted by taking prespective from the three prior researches. Based on the explanation previously explained, the researcher decided that the novelty of this study is that the researcher used scenarios with Islamic moral values in applying Role Play technique to improve students' speaking skills.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Of Speaking Skill

1. The Definition Of Speaking

Speaking appropriately means using language that adapts to the needs, interest, knowledge, and attitudes of the listener and avoiding language that alienates audience members¹. In simpler terms, it involves selecting words that strengthen the bond or connection between you and your audience members.

In addition, the speaker wants the listener to remember the speaker and the message in a positive light, so they will pay attention. Speaking is a process during which speakers rely on all the available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience².

Furthermore, in speaking we produce verbal utterances that convey meaning. Speaking is an interactive process of making meaning that involves producing, receiving, and processing information³. The information is often spontaneous, open-ended, and changing, but it is not always completely unpredictable.

¹ Rudolph F. Verdeber, Deanna D. Sellnow, Kathleen S. Verdeber, *The Challenge of Effective Speaking*, (Boston, USA : Wadsworth, Cengage Learning : 2012), 191

² Mirosław Pawlak, Ewa Waniek-Klimczak, Jan Majer, *Speaking And Instructed Foreign Language Acquisition*, (Canada : Multilingual Matters : 2011), 149.

³ Kaithleen Bailey, *Practical English Language Teaching (PELT): Speaking*, (New York, USA: McGrawhill: 2005), 2

Moreover, skill is goal-directed, well-organized behavior that is acquired through practice and performed with economy of effort. In this sense, skill is assessed on the display of procedural knowledge rather than declarative knowledge⁴.

In addition, skills can be general (e.g., problem solving, learning) or they can be domain- or context-specific (e.g., cooking, delivering a speech). Regardless of generality or specificity of domain, that skill involves both speed and accuracy is important, and how skill is measured considers both how quickly someone can do something and how well⁵.

From the definitions above, it can be concluded that speaking skill is a person's ability to process known information and convey it verbally through messages that are meaningful and easily understood by others. Speaking skill is acquired with lots of practice, and is usually measured by precision, that is, how well and accurately a person speaks. Moreover, Hughes in Masbiran, suggested that there are five components in speaking which consist of: accent, grammar, vocabulary, fluency, and comprehension.⁶

⁴ Owen Hargie, *The Handbook of Communication Skills*, (New York, USA: Routledge: 2019), 11

⁵ John W. Schwieter, *Innovative Research and Practices in Second Language Acquisition and Bilingualism*, (Philadelphia, USA: John Benjamins Publishing Company, 2013), 10

⁶ Gunaldi Masbiran & Andi Fauzi, “*Speaking Skill in Using Community Language Learning (CLL)*”, Sekolah Tinggi Pariwisata Pekanbaru, 2017, 199

2. Function of Speaking

According to Brown and Yule (1983), as cited in Jack C. Richards, the functions of speaking can be categorized into various classifications.⁷:

a. Talk as Interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. In social interactions, individuals exchange greetings, participate in small talk, and share recent experiences as a way of fostering friendliness and creating a comfortable interaction space. The emphasis is placed more on the speakers and their desire to present themselves positively to one another rather than on the content of the message.

b. Talk as Transaction

Talk as transaction refers to situations where the primary focus is on what is said or done. The central emphasis is on the message itself, aiming for clear and accurate communication, rather than on the participants and their social interaction with each other.

c. Talk as Performance

Talk as performance refers to situations where the emphasis is on the expressive and stylistic aspects of communication. In this context, the focus is on how the message is delivered, including

⁷ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*. (Cambridge: Cambridge University Press, 2008), p.21-25

elements such as tone, delivery style, and rhetorical techniques, akin to a performance or presentation.

3. General Problems in Developing Speaking

In the implementation itself, we will consistently encounter challenges or issues in teaching English, particularly in the aspect of learning speaking. There are four problems identified in the speaking activity.⁸

a. Inhibition

The students are worried about making mistakes, especially if their speaking or discourse does not captivate the audience. This concern often hinders them from attempting to speak English in the classroom.

b. Nothing to say

The students lack motivation when it comes to speaking foreign languages. They show reluctance to express themselves in English, experiencing hesitation and a lack of confidence.

c. Low or Uneven Participation

Active participation in the speaking class is crucial. When students lack a strong desire to engage in speaking English, their communication skills may suffer. This issue is made worse by the tendency of some learners to dominate the conversation, while others contribute very little or not at all.

⁸ Ur. Penny, a course in language teaching practice and theory (New York: Cambridge University Press 1996), p. 121.

d. Mother Tongue Use

The students tend to use their mother tongue in class as it makes communication with others easier for them. When attempting to speak in a foreign language, they often resort to using their mother tongue, feeling more at ease and free to demonstrate their competence.

4. The Assessment of Speaking

Speaking is a complex skill that involves the simultaneous use of various abilities, often developing at different rates. The analysis of the speech process typically recognizes speaking skills in pronunciation, grammar, vocabulary, fluency, and comprehension. According to Professor Cyril J. Weir, there are certain indicators that should be used to measure speaking performance:

Table 2.1
Indicators of Speaking Measurements⁹:

No	Aspect	Category	Explanation
1	Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3 (good)	The student hesitates and repeats themselves at times but can generally maintain a flow of speech.
		2 (adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1 (fair)	The students speak so little.
		4 (excellent)	Occasional errors of pronunciation, a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.

⁹ Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach* (London: Palgrave Macmillan, 2005), p.195-196

2	Pronunciation	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension
		2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1 (fair)	Words are unintelligible.
3	Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
		3 (good)	For the most part, effective use of vocabulary for the task with some inaccuracies.
		2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
		1 (fair)	Inappropriate and inadequate vocabulary.
4	Grammar Accuracy	4 (excellent)	Very few grammatical errors evident.
		3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2 (adequate)	Speech is broken and distorted by frequent errors.
		1 (fair)	Unable to construct comprehensible sentences.
5	Comprehension	4 (excellent)	Engages in effective interaction, readily participating and following the discussion.
		3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2 (adequate)	Interaction is ineffective.
		1 (fair)	Both understanding and interaction are minimum.

Table 2.2
The Classification of Grade Category

No	Category	Score
1.	Excellent	76-100
2.	Good	51-75
3.	Adequate	26-50
4.	Fair	0-50

B. The Concept of Role Play Technique

1. Definition of Role Play

In language teaching, there are various strategies on teaching speaking. The strategies in learning speaking greatly affect the results to be achieved. Sometimes students feel bored and not interested in learning speaking because the strategy used is very monotonous. One of the most well-known strategies is the Role Play technique. Various experts hold different opinions when it comes to defining role play.

According to Sandra, Elysebeth, and Albert, “Role plays are situations in which learners take on the role profiles of specific characters or representatives of organizations in a contrived setting. Role play is designed primarily to build first-person experience in a safe and supportive environment. Much of the learning occurs because the learning design requires learners to explore and articulate viewpoints that may not be their own. It is a similar learning experience to that of debating except there is potential for the learning to be more personal and less abstract as participants actually put themselves in somebody else’s shoes.”¹⁰

¹⁰ Sandra Elysebeth, and Albert Ip. *The Power Of Role-Based E-Learning*. (New York: Routledge, 2011), 2.

Role play can be used as a means of achieving a wide variety of outcomes, such as acquisition of knowledge, application of knowledge to develop further understanding and skill, and attitudinal change.¹¹

Furthermore, Ur states that, “Role play involves providing students with a relevant and fascinating subject matter for discussion, then dividing them into groups to improve the amount and quality of the verbal interaction. The implementation of Role Play can help students to improve both of their speaking skill and self-confidence”¹². In addition, in Role Play the students will also actively use their imagination to carry out the procedure, this is according Harmer who said, “The Role-Play activity is that where students are asked to imagine that they are in different situations and act accordingly”¹³. Role plays, drama activities and games will boost learners’ trust in their oral communication ability and will develop simulations and organized communication exercise.¹⁴

In addition, there are three types of Role Play, they are: fully scripted Role Play, semi scripted Role Play and non scripted Role Play. In fully scripted Role Play, students are given the dialogue and each of them should memorize and understand their role. The second one includes a model conversation with some missing words and students should know

¹¹ Thuraya A. Alabsy, “*The Effectiveness of Role Play Strategy in Teaching Vocabulary*”. Academy Publication. Vol.6. No.2. (2016)

¹² Penny Ur, *A Course in Language Teaching* (Cambridge: Cambridge University Press,1996),p.131-133

¹³ Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Perason Education, 1998), p.92.

¹⁴ Eka Apriyani, “*Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia*”. Atlantic Press SARL. Vol.532 (2021)

how to fill the blanks. In the third type students are given keywords of dialogue, keyword and information, or context and aimed in less controlled and structured task, in this type students establish mini conversation based on keywords mentioned above.¹⁵ The researcher used the third type of Role Play in this research.

The researcher concludes that Role Play is a technique in English teaching where the learners will learn to improve their English skill by experience, in which they will be put in a different situation or different role where they have to act accordingly, this would make them learn English through the communication that happen during the time they play the act.

2. The Purpose of Role Play

Role play helps to bring the language to life and to give the learners some experience of its use as a means of communication as if in the real situation¹⁶. Therefore, the main purpose of Role Play is to develop communication situation. The pretending realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. Hence, the researcher concluded that the goal of teaching speaking is similar to the goal of Role Play technique that is

¹⁵ Dhea Mizhir Krebt, "The Effectiveness of Role Play Technique in Teaching Speaking for EFL College Students". *Journal of Language Teaching and Research*. Vol.8.No.5 (2017)

¹⁶ Gillian Porter Ladousse, *Role Play, Resources Books for Teacher Series* (New York: Oxford University Press, 1997),p.147.

communication. It means Role Play can be applied in teaching speaking and it can help students in increasing their speaking skill.

3. The Advantages of Role Play

There are some advantages for teaching speaking by using Role Play in the class, they are¹⁷:

- a. With role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through Role Play.
- b. Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in social relationships, but which are so often neglected by our language teaching syllabuses.
- c. Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- d. Role play helps many shy students by helping them to gain confidence.
- e. Perhaps the most important reason for using Role Play is that it is fun.
- f. The students can use body language automatically in the conversation.

Moreover, Sarah Lynne Bowman states Role Play gives students a chance to use the language they have practiced in a more creative way, it increases motivation because the chance to imagine different situations

¹⁷ Gillian Porter Ladousse , *Ibid*, p. 6-7

adds interest to a lesson, encourages students to use natural expressions and intonation, as well as gestures because they are acting out a situation, and by doing that, children even teenagers and adults often imagine themselves in different situations and roles when they play games¹⁸.

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

4. The Disadvantages of Role Play

In spite of the fact that Role Play gives some advantages, there are also disadvantages. They are¹⁹:

- a. Organization, teachers operate in ideal circumstances. The majority work in classrooms which are too small, and with classes which are numerically too large. Similarly, the noise level produced by a class divided into eight Role Play groups in a small classroom, may be so high as to make concentration impossible.
- b. Time, if the time taken for preparation and follow-up work is included, then Role Play will take up a lot of classroom time.

¹⁸ Sarah Lynne Bowman, *The Function of Role-Playing Games*, (Britain: Mc Farland & Company, Inc Publisher, 2010), p. 49-50

¹⁹ Carol Livingstone, *Role Play in Language Learning*, (Burnt Mill: Longman Group Limited, 1983), p.30

- c. In conclusion, teaching speaking by using Role Play takes up a lot of classroom time because the students need a preparation before their play a role. It's also need an extra room, because if the room is too small the students can't move in play their role, and it can make too much noise in the room, so it's very difficult for the students to concentrate.

5. Procedure of Role Play Technique

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

- a. Students read and familiarize themselves with the (example) dialogue.
- b. Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c. Let students act out their Role Play, not just say them but students should read it loudly.
- d. Walk around correcting and checking.
- e. Students swap roles and repeat, those whose finish first can be asked to make up their own Role Play, using different words to fill the gaps.²⁰

In this research, the procedures that will be used to do Role Play are:

- a. The researcher will teach the students about 5W+1H questions and asking and giving suggestion or advice.
- b. The class will be divided into groups consist of 5 people.

²⁰ Susan House, *An Introduction to Teaching English to Children*, (Richmond Publishing, 1997),p. 23

- c. The researcher will give them various topics with Islamic moral values, for example it could be about caring for others, respecting each other, forgiveness, honesty, etc. and each group should choose one and make a conversation based on their chosen topic.
- d. The groups will present their results and do the Role Play in front of the class.
- e. When the groups are done, they will have to swap their topics from one group to another on the next meeting and repeat the process.

C. Action Hypothesis Research

In this research, the hypothesis research can be stated as follow: By using Role Play technique can improve the students` speaking skill at the tenth grade of SMA Negeri 1 Trimurjo.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

This research includes two variables: independent and dependent variables. The Role Play technique, which was employed to improve students' speaking skill, is the independent variable in this research. Meanwhile, the research's dependent variable is speaking skill.

1. Independent Variable (X)

Independent variable as one that is assumed to have an influence on another variable (a dependent variable).¹ The independent variable is one that influences the other variables. Role Play technique is the research's independent variable.

2. Dependent Variable (Y)

Zina O'Leary believes the items of researcher are aiming to investigate are known as dependent variables.² A variable that may be impacted by an independent variable is referred to as a dependent variable. Speaking skill is the dependent variable in this research.

B. Location and Subject of Research

This research took place at SMA Negeri 1 Trimurjo. Which is located at Karang Bolong Street, 11F, Central Lampung. The subjects of this research

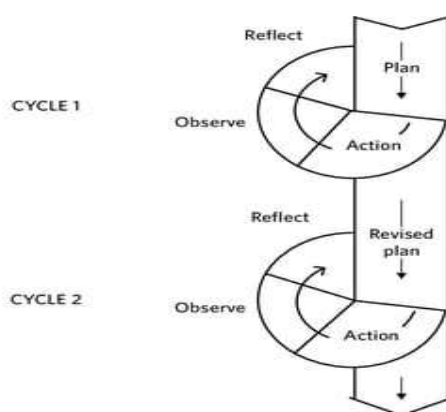
¹ Laura T.Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "*Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research.*" *Journal of Health Care Chaplaincy* 20 no. 4:(2014), 162

² Zina O'Leary, *The Essential Guide to Doing Research.* (London : Sage Publication 2004), 188.

are the students from class X2 of the tenth grade, a total of 35 students consisting of twenty four females and eleven males.

C. Classroom Action Research

This research had employ the classroom action research method. Judith Bell stated, that action research is an approach which is appropriate in any context when specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing system³. Donald Ary said, that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice⁴. This action research aims to identify issues occurring in the teaching and learning process and then implement actions to address them. In this study, the researcher has identified several problems related to the students' speaking skills. The classroom action research involves four phases: planning, acting, observing, and reflecting.



The Action Research Spiral, Model from Kemmis and McTaggart

³ Judith Bell, *Doing Your Research Project*, (New York: Open University Press, 2005), p.8

⁴ Donald Ary, *Introduction to Research in Education, Eight Edition*, (Canada: Nelson Education 2010), p. 514

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

1. Cycle I

a. Planning

In this activity, the researcher prepared everything that would be used in learning process. There are points of planning in the first cycle:

- 1) Preparing the material of speaking, especially about Role Play technique, preparing the lesson plan that suitable with the action in the classroom. In this cycle, the researcher taught the students about 5W+1H question words. Meanwhile, the lesson plans constructed based on curriculum Merdeka. The materials was taken from internet.
- 2) Preparing the instrument to collecting data.
- 3) Preparing the post test 1.

b. Acting

Acting is a process of implementing the plan. In this step, the students was taught about how to improve speaking skill with Role Play technique.

- 1) In this activity, the researcher explained the material about 5W+1H .
- 2) Students were divided into groups and asked to make a dialog based on the topic that has been provided by the researcher.
- 3) Students performed Role Play in front of the class.

c. Observing

In this stage, the researcher conducted several activities as follows:

- 1) Observe and evaluate the students' participation.
- 2) Make note about the learning process undertaken based on indicators of speaking skill.
- 3) The result in first cycle will help the researcher to determine the action in second cycle.

d. Reflecting

Reflecting involves the analysis of observation results and evaluation during the teaching-learning process. This phase is conducted to assess the effectiveness of the technique in improving students' speaking skills. It aims to identify the advantages and disadvantages of implementing the Role Play technique, ensuring improvements for the second cycle and addressing any obstacles that may arise.

2. Cycle 2

In the second cycle, after analyzing the weakness and the strength of the first cycle, the researcher used the Role Play technique to another material to teach.

a. Planning

In the planning in the cycle 2 is the same as planning to cycle I. The planning stage on the second cycle will be done based on the

result of reflecting of the first cycle. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation Role Play technique to improve speaking skill. The researcher design the lesson plan, materials for teaching and post test.

b. Action

Activities undertaken in this phase is to implement lesson plan that have been planned and develop from the implementation of Role Play technique in the first cycle.

c. Observing

Still the same from the first cycle, observing activities will be carried out to determine the changes in students' speaking skill.

d. Reflecting

After doing the teaching learning using Role Play, the researcher recites the occurrences in the classroom as the effect of the action. The researcher evaluates the process and the result of the implementation of Role Play in teaching speaking.

D. Data Collecting Technique

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

1. Test

The researcher used two type of test, that is pre-test and post-test

a. Pre-test

The pre-test was administered during the initial meeting to assess the students' speaking ability. The test involved a speaking performance assessment, where the researcher provided the students with a dialogue on asking and giving help. Students then was organized into pairs and asked to present the dialogue in front of the class.

b. Post-test

The post-test was conducted after each cycle to assess whether there is an improvement in students' speaking skills following the implementation of the role-play technique. In this test, the researcher divided students into groups, each group should choose a scenario that has been provided by the researcher and make dialogue based on that scenario, and then they performed the play in front of the class

2. Observation

The researcher has conducted observations during each cycle to provide insights into students' overall involvement and performance in the speaking activities throughout the resseach. The observed data included:

- a. Students' participation in learning process.
- b. Students' ability to follow the teachers' instructions.
- c. Students' engagement in group work.

3. Documentation

In this research, documentation was used to gather essential data about SMA Negeri 1 Trimurjo in Central Lampung. The documentation process involved recording information on the following items:

- a. The brief history of the school.
- b. The profile and layout of the school.
- c. The condition of the teachers and staffs.
- d. The quantity of the students.
- e. The learning facilities available in the school.

4. Field Note

Field note is a data collection technique employed to ascertain the actual conditions in the classroom and gather research data. Through field notes, the researcher had collaborated with the collaborator to document English learning activities pertaining to speaking skills. This involved using a field note sheet to systematically record observations and relevant information during the teaching and learning process.

E. Data Collecting Instrument

Data collection instrument is a tool used by the researcher to collect data. In this research, the instruments as follows:

1. Test

The test is a test instrument given to students to assess their level of understanding. The researcher applied speaking test that consist of pretest and post-test. The pre-test had been carried out by asking the students to practice a dialogue about asking and giving opinion, meanwhile in the post-test the students was asked to choose a topic and make a dialog conversation based on the choosen topic.

2. Observation Sheet

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

3. Field Note

Field note was used to record or describe the behavior and activities of teachers and students during the learning process.

F. Data Analysis Technique

Data analysis will involve calculating the averages of the pre-test and post-test scores to assess students' achievements after the implementation of actions and tests at the beginning and the end of each cycle.

The formula :

$$\bar{X} = \frac{\Sigma X}{N}$$

X : Mean

ΣN : The sum of the scores

N : The number of scores⁵

Below is the formula to find out the percentage of students who passed the Minimum Mastery Criteria:

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

P : Percentage

F : Frequency

N : The total number of subject

G. Indicator of Success

The success criteria for this research will be met if 70% of the students achieve a Minimum Mastery Criteria (MMC) score above 70. This would indicate that the Role Play technique effectively improve the students' speaking skills and improve their learning activities in the tenth grade at SMA Negeri 1 Trimurjo.

⁵ Donald Ary, *Introduction to Research in Education, Eighth Edition*. (Canada: Nelson Education, 2010). p.108-109

CHAPTER IV

RESULTS OF THE RESEARCH AND DISCUSSION

A. Results of the Research

1. Description of Research Location

An overview of a research location is meant to serve as additional data. The history of the school, the list of teachers and staff, the number of students, and the infrastructure of SMA Negeri 1 Trimurjo are some of the important things that are related to the school's state.

a) Brief History of SMA Negeri 1 Trimurjo

According to the teacher's data, SMA Negeri 1 Trimurjo was constructed in 2001 in accordance with the most recent Central Lampung Number: 307.A/ KTSP/ 04/ 2001 edict, which was issued on October 30, 2001. On Monday, July 2, 2002, Desa 11F Simbarwarigin donated a 20.000m² plot of land, on which this school was constructed. It can be found in Simbarwaringin, Trimurjo, Central Lampung Lampung, on the Karang Bolong 11F Street. Furthermore, Mr. Saiful Tomi Hs. SH, the Head of Education Department of Tourism, Arts, and Culture of Central Lampung, is the grantee, and the grantor is Sudewo, Sm.Hk, the village head.

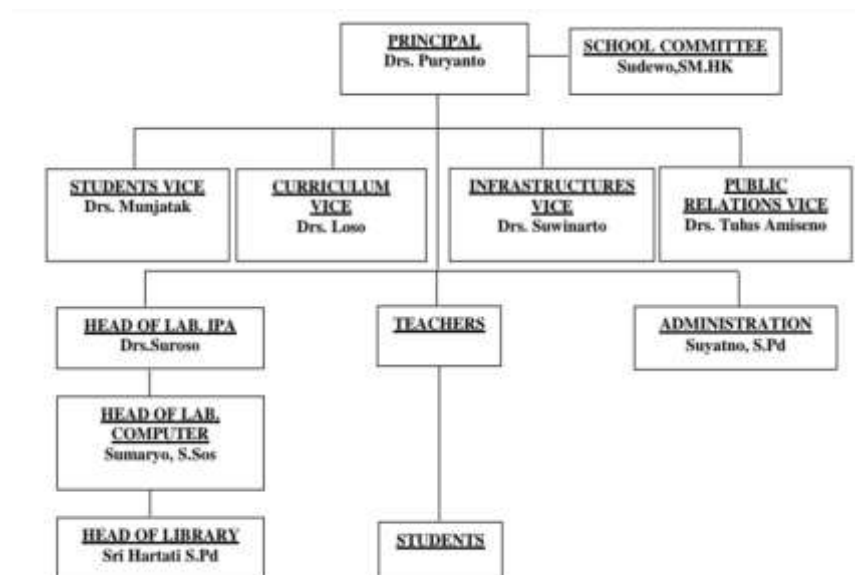
Based on the National Standard Education, SMA Negeri 1 Trimurjo undertook the consolidation of the RSSN (Rintisan Sekolah Standar Nasional) from the academic years 2008/2009 until

2015/2016. To be successful, the attempts to improve this status must be understood by the entire Civitas academic community, society, and related aspects. SMA Negeri 1 Trimurjo's state was getting worse, its student body was growing yearly, and its instructor population was expanding in response to demand. Infrastructures and facilities were also more ample. It would be impossible to divorce the founding and growth of SMA Negeri 1 Trimurjo from the principals who oversaw this institution. The previous principals of this institution include:

- a) Drs. Syatbi Tahmid (2001-2002)
- b) Drs. Dedi Irawan, M.Pd. (2002-2010)
- c) Drs. Tri Hartono, M.Pd. (2010-2012)
- d) Drs. Puryanto, M.M. (2012-2017)
- e) Didi Nuryadi, M.Pd. (2017-2020)
- f) Imam Abiworo, S.Si (2020-present)

Figure 4.1

The Organization Structure of SMA Negeri 1 Trimurjo



Source: *The Administration of SMA Negeri 1 Trimurjo*

b) The Profile and Layout of SMA Negeri 1 Trimurjo

School's Name : SMA Negeri 1 Trimurjo

Number of School : 10802064

Adress : Jl. Karang Bolong, 11F, Trimurjo,
Lampung Tengah

Headmaster : Imam Abiwordo, S.Si.

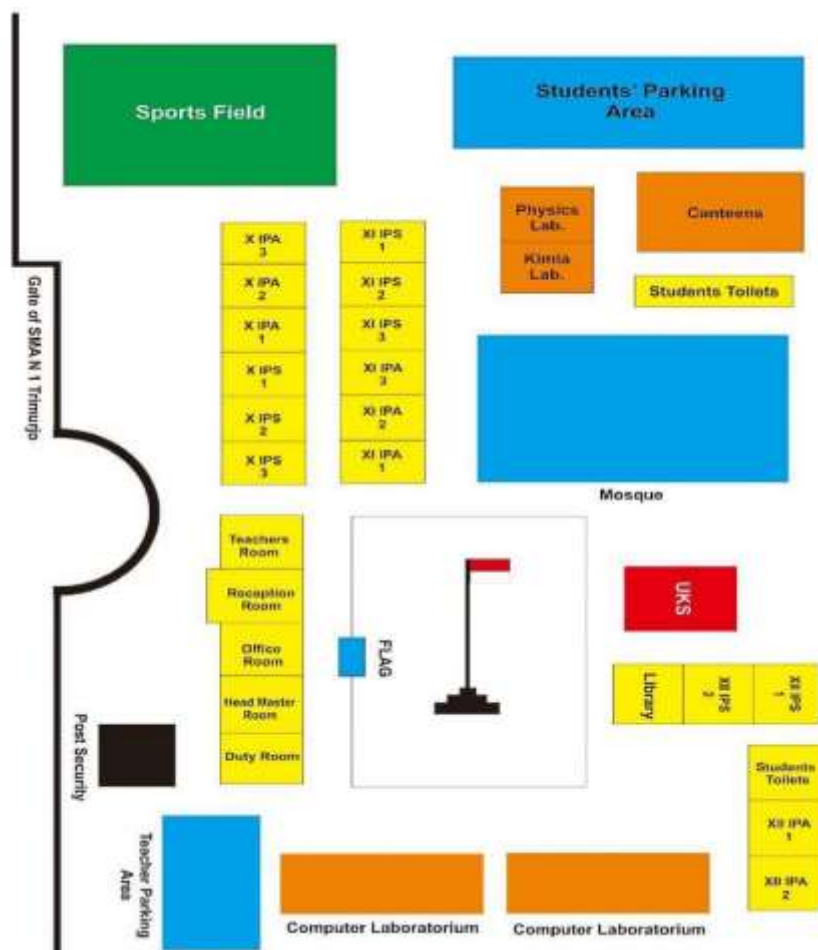
Status : Accreditation A

Post Code : 34172

Email : smanjo@gmail.com

Figure 4.2

The Layout of SMA Negeri 1 Trimurjo



Source: The Administration of SMA Negeri 1 Trimurjo

c) The Teachers and Staffs of SMA Negeri 1 Trimurjo

SMA Negeri 1 Trimurjo is a senior high school located in Trimurjo, Central Lampung. There are 77 staff members and teachers at SMA Negeri 1 Trimurjo. That includes sixty-five teachers, two security personnel, seven administrative staff members, and two school caretakers.

Table 4.1
Condition of Teachers and Staffs of
SMA Negeri 1 Trimurjo

No	Condition of Teachers and Staffs	Total
1.	Permanent Teachers (PNS)	63
2.	Non-Permanent Teachers (Honoror)	2
3.	Staff Administration (PNS)	4
4.	Staff Administration (Honoror)	3
5.	School's Caretaker	3
6.	Security	2
	Total	77

Source: Administration of SMA Negeri 1 Trimurjo

d) Students Quantity

SMA Negeri 1 Trimurjo has a total of 656 students enrolled.

The details can be seen in the table below:

Table 4.2
The Quantity of Students in SMA Negeri 1 Trimurjo

No.	Class	Female	Male	Amount
1.	X	123	47	170
2.	XI	132	86	218
3.	XII	92	78	170
	Total	347	309	656

Source: Administration of SMA Negeri 1 Trimurjo

e) The Infrastructure Facilities

All things considered, SMA N 1 Trimurjo's infrastructure and amenities were sufficient. The school is consisted of nineteen buildings, the details can be seen in the table below:

Table 4.3**The Infrastructure Facilities of SMA Negeri 1 Trimurjo**

No	Infrastructure	Unit
1.	Classroom	20
2.	Library Room	1
3.	Laboratory Room	7
4.	Headmaster's Room	2
5.	Teacher's Room	1
6.	Mushola	1
7.	Student's Health Unit Room	1
8.	Toilrt	3
9.	Storage Room	1
10.	Sports Hall	1
11.	Administrative Room	1
12.	Counseling Room	1
13.	OSIS Room	1
14.	Building	19
Total		60

Source: Administration of SMA Negeri 1 Trimurjo

2. Description of Research Data

a) Pre-Test

This research was conducted at SMA Negeri 1 Trimurjo in the 2023/2024 academic year using the Classroom Action Research method. In this research, the Role Play technique was used to improve students' speaking skills. In its application, there are two cycles in this research. Each cycle consists of three meetings, and each meeting lasts 45 minutes. In each cycle there are four stages, namely planning, acting, observing, and reflecting.

In this research students were given a test to assess the extent of the student's speaking skill. There are two tests given, namely Pre-Test and Post-Test. The pre-test was carried out on Monday,

April 29 2024 at 08.45-09.30.am in class X2 and lasted 45 minutes.

The pre-test is carried out by giving a dialogue to students and then they are asked to come to the front of the class and read the dialogue with their desk mates. The results of the Pre-Test can be summarized in the table below:

Table 4.4

The Students' Pre-Test Grade

NO	NAME	SCORE	CRITERIA
1.	AYP	55	Incomplete
2.	SA	55	Incomplete
3.	SR	50	Incomplete
4.	NRA	50	Incomplete
5.	RBD	60	Incomplete
6.	RAD	65	Incomplete
7.	NO	70	Complete
8.	SR	45	Incomplete
9.	TNM	50	Incomplete
10.	LP	50	Incomplete
11.	SA	55	Incomplete
12.	RDP	40	Incomplete
13.	IA	50	Incomplete
14.	SA	55	Incomplete
15.	MAA	70	Complete
16.	SDA	60	Incomplete
17.	MAH	70	Complete
18.	VY	55	Incomplete
19.	MD	40	Incomplete
20.	SR	60	Incomplete
21.	MAW	45	Incomplete
22.	HAZA	55	Incomplete
23.	SS	70	Complete
24.	ZZ	40	Incomplete
25.	QAA	55	Incomplete
26.	HAZ	60	Incomplete
27.	HZSP	70	Complete
28.	IMZ	75	Complete
29.	KE	50	Incomplete

30.	IN	50	Incomplete
31.	PAR	75	Complete
32.	RNH	45	Incomplete
33.	SR	60	Incomplete
34.	TLS	75	Complete
35.	YA	70	Complete
Total		2.000	
Average		57.1	

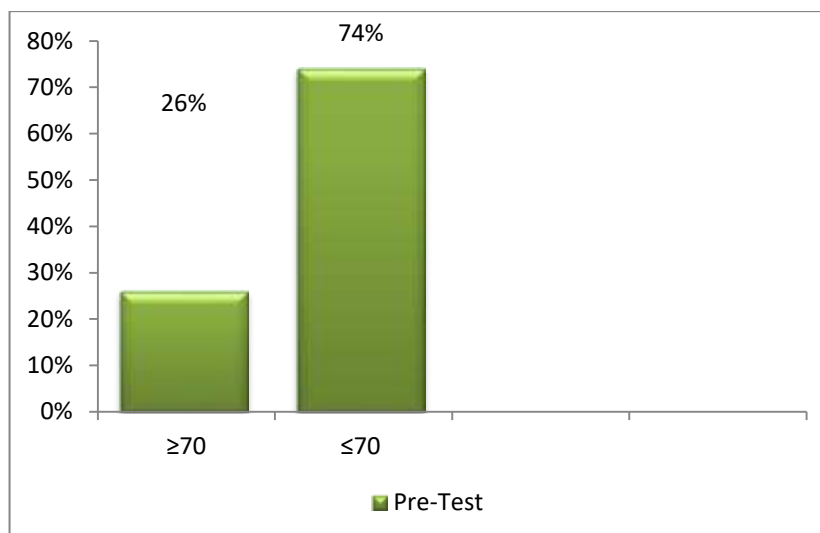
Table 4.5

The Percentage of Student In Pre-Test

Interval	Frequency	Percentage	Category
≥ 70	9	26%	Complete
≤ 70	26	74%	Incomplete
Total	35	100%	

Figure 4.3

The Percentage of Students' Pre-Test Score



Based on the result above, it can be concluded that 9 students (26%) succeeded in getting a score above the Minimum Mastery Criteria (70), while the remaining 26 students (74%) failed to

achieve this criteria. The number of students who successfully met the criteria was fewer than students who did not reach the criteria. From the Pre-Test carried out, an average score of 60.3 was obtained. This shows that the results of students' speaking skills are still low. This is the reason why researcher decided to use the Role Play technique to improve students' speaking skills. Therefore, researcher and collaborators made plans to implement treatment consisting of planning, acting, observing, and reflecting to correct student deficiencies.

b) Cycle I

By using the Classroom Action Research method, researcher collected data and information through four stages. Cycle I consists of planning, acting, observing, and reflecting.

1) Planning

Planning is the stage where researcher prepare lesson plans, tools and media, and learning materials. The material that will be given in Cycle I is about 5W+1H questions, which consist of definition, parts and functions, and example sentences. Apart from that, the researcher also made an observation sheet for students which consisted of the names of the students and the activities that would be observed during the learning process.

2) **Acting**

Acting is the stage of implementing plans that researcher have made previously in the planning process. Researcher carried out this stage in three meetings.

(a) **First Meeting**

The first meeting was held on Thursday, May 2nd, 2024, at 13.00-13.45 pm and was attended by 35 students. The meeting began with greetings and checking the attendance list.

The lesson begins by presenting the title of the material that day, namely about 5W+1H Questions, then followed by asking students "Have you ever heard about 5W+1H Questions before? Do you have any idea of what is it?" Next, the researcher explained to them about the material.

The researcher provides an explanation of the 5W+1H question words (what, who, when, why, where, how) as well as the meaning and function of each word. After that, the researcher gave example sentences for each word while asking students to try to give example sentences so that they would be active in learning activities. While explaining the material the researcher occasionally ensures that all students can understand

the material by asking questions such as "do you have any questions? Do you understand?".

The meeting ended by opening a question session, after there were no more questions from the students, the researcher concluded the material that had been studied. After that, the researcher closed the meeting with greetings.

(b) Second Meeting

The second meeting was held on Monday, May 6th, 2024 at 08.45-09.30 am. The meeting began with greetings, prayer, then checking the attendance list.

The meeting began with the researcher asking students "Have you heard about Role Play before? What do you know about it?". After that, the researcher divided the students into five groups, each containing seven people. After that, the researcher distributed worksheets to each group, each worksheet contained various situations and roles, and each group had to choose a scenario that was different from one group to another. Then students are given 30 minutes to discuss in groups and create a dialogue from the selected scenario.

Each student was also asked to make a name tag out of paper and stick it to their chest. After all groups have finished creating their dialogue, each group is asked to come to the front of the class to read the results of their dialogue.

The meeting ended with the researcher providing motivation to the students and then closing with greetings

(c) Post-Test I Activity

The third meeting was held on Wednesday, May 8th, 2024, at 13.45-14.30. At this meeting the researcher carried out Post-Test I. The meeting began with greetings, checking attendance list, and asking about how the students were doing.

After that, the researcher divided the students into 7 groups, each consisting of 5 people. Then the researcher distributed instruction sheets to each group, the instructions contained various question topics accompanied by pictures, the topics in question included dream jobs, favorite places to hang out, favorite teachers, and others. Then each group is asked to choose a topic that cannot be the same as the other groups. After that, each group creates a dialogue based

on the topic they have chosen. When finished, each group comes to the front of the class to read their dialogue.

The meeting closed by giving motivation to students, then ended with prayers and greetings.

Table 4.6

The Students' Post-Test I Grade

NO	NAME	SCORE	CRITERIA
1.	AYP	60	Incomplete
2.	SA	65	Incomplete
3.	SR	55	Incomplete
4.	NRA	50	Incomplete
5.	RBD	70	Complete
6.	RAD	75	Complete
7.	NO	75	Complete
8.	SR	50	Incomplete
9.	TNM	60	Incomplete
10.	LP	65	Incomplete
11.	SA	60	Incomplete
12.	RDP	55	Incomplete
13.	IA	55	Incomplete
14.	SA	65	Incomplete
15.	MAA	75	Complete
16.	SDA	70	Complete
17.	MAH	70	Complete
18.	VY	60	Incomplete
19.	MD	50	Incomplete
20.	SR	70	Complete
21.	MAW	55	Incomplete
22.	HAZA	65	Incomplete
23.	SS	75	Complete
24.	ZZ	55	Incomplete
25.	QAA	65	Incomplete
26.	HAZ	70	Complete
27.	HZSP	75	Complete
28.	IMZ	75	Complete
29.	KE	60	Incomplete

30.	IN	55	Incomplete
31.	PAR	75	Complete
32.	RNH	55	Incomplete
33.	SR	70	Complete
34.	TLS	80	Complete
35.	YA	75	Complete
Total		2.260	
Average		64.5	

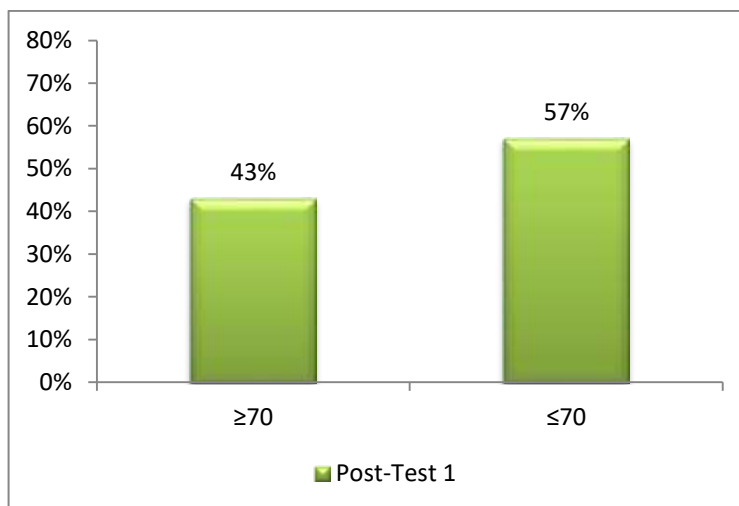
Table 4.7

The Percentage of Students' in Post-Test I Cycle I

Interval	Frequency	Percentage	Category
≥ 70	15	43%	Complete
≤ 70	20	57%	Incomplete
Total	35	100%	

Figure 4.4

The Percentage of Students' Score on Post-Test I Cycle I



From the results of Post-Test I scores, it can be concluded that there were 43% or 15 students who got scores above the Minimum Mastery Criteria (70), while the remaining 57% or 20 students got scores below the

criteria. From this data, the average Post-Test I score was 64.5. This indicates that students' speaking skills have improved, but the indicator of success from this research is that 70% of students must get a score above the Minimum Mastery Criteria. Therefore, the results of Post-Test I can be said to be unsuccessful.

3) Observing

At this stage, the researcher observe student learning activities. The researcher provided material about 5W+1H Questions. When implementing treatment, students' learning activities in the learning process were also observed by the researcher. Students who are active in learning activities will get a tick on the assessment sheet for each cycle. The indicators observed are as follows:

- a) Students were active in the learning process.
- b) Students were able to follow teacher's instruction.
- c) Students were able to engage in a group work.

Furthermore, the results of observations made during the learning process regarding student activity can be summarized in the percentage table as follows:

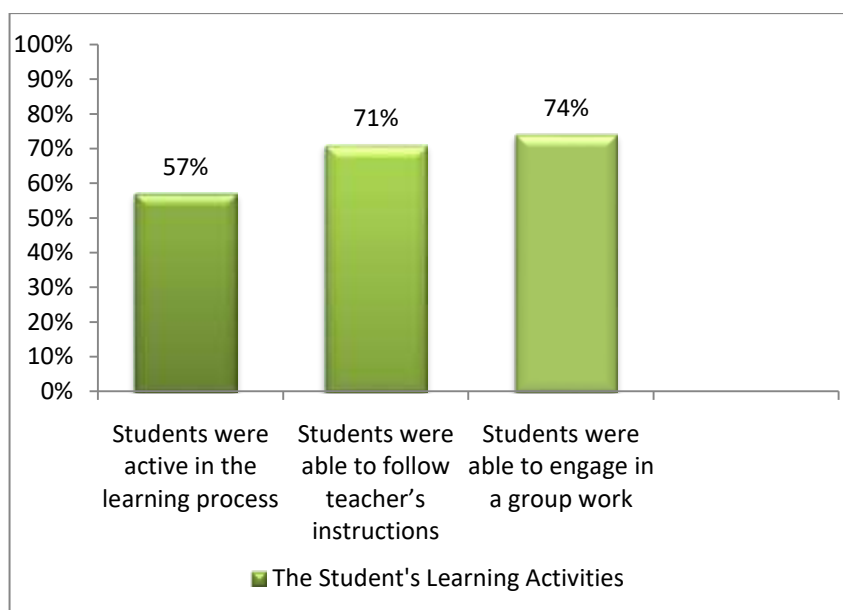
Table 4.8

The Student's Learning Activities In Cycle I

NO	NAME	ASPECTS		
		Students were active in the learning process	Students were able to follow teacher's instructions	Students were able to engage in a group work
1.	AYP	✓	-	✓
2.	SA	✓	✓	✓
3.	SR	-	✓	✓
4.	NRA	✓	-	✓
5.	RBD	✓	✓	-
6.	RAD	✓	✓	✓
7.	NO	-	✓	-
8.	SR	✓	-	✓
9.	TNM	✓	✓	✓
10.	LP	✓	-	✓
11.	SA	✓	✓	✓
12.	RDP	-	✓	-
13.	IA	-	✓	-
14.	SA	✓	-	✓
15.	MAA	-	-	✓
16.	SDA	✓	✓	✓
17.	MAH	✓	✓	-
18.	VY	-	✓	✓
19.	MD	-	✓	-
20.	SR	✓	-	✓
21.	MAW	-	✓	✓
22.	HAZA	✓	✓	✓
23.	SS	-	-	✓
24.	ZZ	✓	✓	✓
25.	QAA	✓	-	✓
26.	HAZ	-	✓	✓
27.	HZSP	-	✓	-
28.	IMZ	-	✓	-
29.	KE	✓	-	✓
30.	IN	✓	✓	-
31.	PAR	✓	✓	✓
32.	RNH	-	✓	✓
33.	SR	-	✓	✓
34.	TLS	✓	✓	✓
35.	YA	-	✓	✓

Table 4.9**The Percentage of Students' Activities in Cycle I**

No	Students' Activities	Frequency	Percentage
1.	Students were active in the learning process	20	57%
2.	Students were able to follow teacher's instructions	25	71%
3.	Students were able to engage in a group work	26	74%
Total of Students		35	

Figure 4.5**The Percentage of Students' Learning Activity in Cycle I**

The graphic above showed that 20 students (57%) were active in the learning process, 25 students (71%) were able to follow the teacher's instructions, and 26 students (74%) were able to engage in a group work.

4) Reflecting

Reflecting is the final stage in this process. The researcher observed and evaluated the results of cycle I. Based on the findings from the cycle I, it is possible to conclude that the result of the learning process in this stage did not meet the indicator of success. At the end of this cycle, the researcher reviewed and calculated all of the processes, including the students' pre-test grade and the post-test I grade. The comparison of pre-test grade and post-test I grade was as follows:

Table 4.10

**The Comparison Between the Student's Pre-Test Grade
and Post-Test I Grade**

No	Name	Pre-Test	Post-Test I
1	AYP	55	60
2	SA	55	65
3	SR	50	55
4	NRA	50	50
5	RBD	60	70
6	RAD	65	75
7	NO	70	75
8	SR	45	50
9	TNM	50	60
10	LP	50	65
11	SA	55	60
12	RDP	40	55
13	IA	50	55
14	SA	55	65
15	MAA	70	75
16	SDA	60	70
17	MAH	70	70
18	VY	55	60

19	MD	40	50
20	SR	60	70
21	MAW	45	55
22	HAZA	55	65
23	SS	70	75
24	ZZ	40	55
25	QAA	55	65
26	HAZ	60	70
27	HZSP	70	75
28	IMZ	75	75
29	KE	50	60
30	IN	50	55
31	PAR	75	75
32	RNH	45	55
33	SR	60	70
34	TLS	75	80
35	YA	70	75
Total		2.000	2.260
Average		57.1	64.5
Highest		75	80
Lowest		40	50

From the data above, it can be seen that the scores for each student on Post-Test I vary greatly, the lowest score is 50 and the highest is 80 with an average score of 64.5. The data above shows that there is an increase in scores between Pre-test and Post-Test I.

Table 4.11

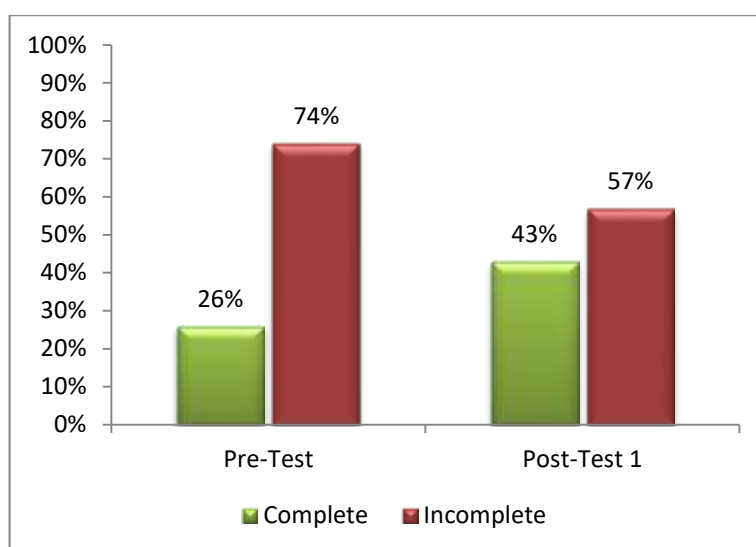
The Percentage of Students' Grade in Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test		Post-Test I		Category
	F	P	F	P	
≥ 70	9	26%	15	43%	Complete
≤ 70	26	74%	20	57%	Incomplete
Total	35	100%	35	100%	

Furthermore, the comparison graph of the percentage of students passing the Pre-Test and Post-Test I in cycle I can be seen as follows:

Figure 4.6

**The Comparison Graph of the Percentage of Students
Passing the Pre-Test and Post-Test I in Cycle I**



From the table and graph above, it can be seen that in the Pre-Test which consisted of 35 students, 9 students or 26% of the total students succeeded in achieving the Minimum Mastery Criteria, namely ≥ 70 . Then the students who did not succeed in reaching the Minimum Mastery Criteria were 26 students or the equivalent of 74% of the total number of students. In Post-Test I it can be concluded that as many as 15 students or 43% of the total number of students have succeeded in achieving the Minimum

Mastery Criteria, while the remaining 20 students or 57% of the total number of students have not succeeded in achieving the Minimum Mastery Criteria. This indicates that the indicator of success have not been achieved. There was an increase in the class average score, which was originally 57.1 in the Pre-Test and then rose to 64.5 in Post-Test I, but this was not sufficient as an indicator of success. It can be concluded that this research is still not successful, because it has not been able to meet the indicator of success, namely 70% of the total number of students managed to get a score that passed the Minimum Mastery Criteria. Therefore, researcher must continue research in cycle II which consists of planning, acting, observing, and reflecting.

c) Cycle II

The researcher needed to continue treatment in cycle II because cycle I was not successful. The cycle II was used to fix the weakness in cycle I. The steps of cycle II are as follows:

1) Planning

Based on the activities on cycle I, the process of cycle II was focused on the problems and weaknesses found on cycle I. The researcher and collaborator planned the stage with developing lesson plans, learning materials, learning

media, and observation sheet. The material for this cycle is asking and giving suggestions (advice) which consists of the meaning and purpose, the expressions of asking and giving suggestions (advice) with example sentences, and also the expressions of accepting and refusing suggestions (advice) with example sentences.

2) Acting

The researcher completed this cycle in three meetings.

(a) First Meeting

The first meeting was conducted on Monday, May 13th , at 08.45-09.30 am, followed by 35 students. The meeting was started by greeting, and checking attendance list.

The lesson began with the researcher providing an explanation of asking and giving suggestions or advice which consist of their meaning and purpose. Next, the researcher explained about the form of sentences for asking and giving suggestions (advice) along with example sentences, as well as the expressions of accepting and refusing suggestions (advice) with example sentences. Then the researcher provided the opportunity to ask

questions related to the material that had been provided.

Then, to ensure that all students had understood the material provided, the researcher asked several questions, including the following:

- What do you know about suggestion and advice?.
- Why do we need to ask before giving suggestion or advice?.
- What are some expression you can say to accept and refuse suggestion?.

After that, the researcher ended the meeting by providing motivation to the students and closed it with greetings.

(b) Second Meeting

The second meeting was conducted on Wednesday, May 15th 2024, at 13.45-14.30 pm, which followed by 35 students. The meeting was started by greeting and checking attendance list

To start the lesson, the researcher asked students to rejoin the groups they had created at the previous meeting in cycle I. Then the researcher distributed worksheets to each group. Each

worksheet contains a scenario and the roles that students will play as well as instructions. The worksheet used is still the same as the worksheet in the previous meeting, but students are asked to choose a different scenario to the one they chose in the previous meeting. The scenarios chosen should not be the same between one group and another. After that, the researcher instructed students to work in groups and discuss their assignments. Students were asked to create conversational dialogues according to the scenarios and roles they had chosen. Once finished, students are asked to come forward and practice the results of the dialogue they have created.

Then at the end of the meeting, the researcher provided feedback to the students on their performance, and gave suggestions and praise to the students. After that, the researcher closed the meeting with greetings.

(c) Post-Test II Activity

The third meeting was conducted on Thursday, May 16th 2024, at 13.00-13.44, followed by 35 students. At this meeting the researcher conducted

Post-Test II. The form of test used is an oral test, the same as in Post-Test I.

The meeting began with greetings and checking the attendance list, and asking about how students are doing. The activity continued with the researcher instructing students to form groups consisting of 5 people. After that, the researcher distributed worksheets to students containing various topics such as climate change, globalization, social media, etc. along with instructions. Then students are asked to choose a topic that is different from the other groups. Next, the researcher asked students to work in groups and create a dialogue on the topic they had chosen. After completing the dialogue, each group was asked to come to the front of the class and practice their dialogue.

Then the activity closed with the researcher giving praise and feedback on the students' performance, then ended with greetings.

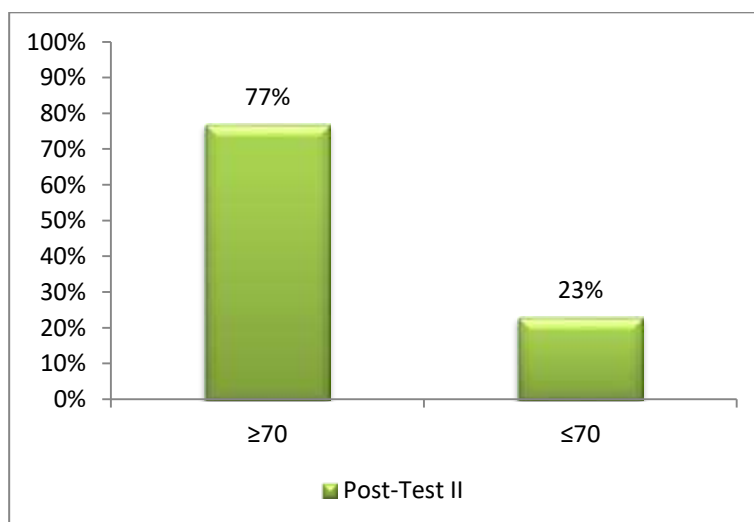
Furthermore, the results of Post-Test II can be described in the following table:

Table 4.12**The Students' Post-Test II Grade**

NO	NAME	SCORE	CRITERIA
1.	AYP	75	Complete
2.	SA	75	Complete
3.	SR	60	Incomplete
4.	NRA	65	Incomplete
5.	RBD	80	Complete
6.	RAD	80	Complete
7.	NO	85	Complete
8.	SR	65	Incomplete
9.	TNM	70	Complete
10.	LP	70	Complete
11.	SA	75	Complete
12.	RDP	60	Incomplete
13.	IA	75	Complete
14.	SA	75	Complete
15.	MAA	75	Complete
16.	SDA	80	Complete
17.	MAH	70	Complete
18.	VY	70	Incomplete
19.	MD	65	Incomplete
20.	SR	75	Incomplete
21.	MAW	65	Incomplete
22.	HAZA	70	Complete
23.	SS	85	Complete
24.	ZZ	60	Incomplete
25.	QAA	75	Complete
26.	HAZ	75	Complete
27.	HZSP	75	Complete
28.	IMZ	80	Complete
29.	KE	70	Complete
30.	IN	65	Incomplete
31.	PAR	80	Complete
32.	RNH	70	Complete
33.	SR	80	Complete
34.	TLS	80	Complete
35.	YA	85	Complete
Total		2.560	
Average		73.1	

Table 4.13**The Percentage of Students' on Post-Test II in Cycle II**

Interval	Frequency	Percentage	Category
≥ 70	27	77%	Complete
≤ 70	8	23%	Incomplete
Total	35	100%	

Figure 4.7**The Percentage of Students' Score on Post-Test II in
Cycle II**

From the results above, it can be concluded that 27 students or 77% of the total number of students succeeded in obtaining a score above the Minimum Mastery Criteria and as many as 8 students or 23% were unsuccessful. From the results of Post-Test II, an average score of 73.1 was obtained. This value is greater than the value in Post-Test I.

From the explanation above, it can be concluded that the indicator of success have been achieved. Because 77% of the total number of students succeeded in getting a score above the Minimum Mastery Criteria (70). It can be concluded that cycle II was successful.

3) Observing

In observation, the researcher observed students' activities during the treatment. The researcher provided material about asking and giving suggestions (advice). All student activities during the learning process are observed like the researcher previously did on cycle I, with three indicators to observe.

Furthermore, the results of observations from student learning activities in cycle II can be seen in the table below:

Table 4.14

The Students' Learning Activities in Cycle II

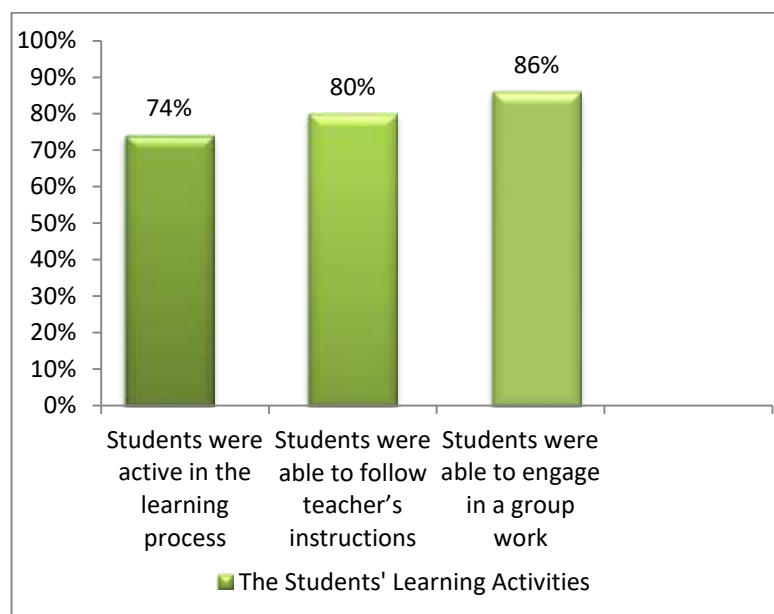
NO	NAME	ASPECTS		
		Students were active in the learning process	Students were able to follow teacher's instructions	Students were able to engage in a group work
1.	AYP	-	✓	✓
2.	SA	-	✓	✓
3.	SR	✓	✓	✓
4.	NRA	✓	✓	✓
5.	RBD	-	✓	✓
6.	RAD	✓	-	✓

7.	NO	✓	✓	✓
8.	SR	✓	✓	✓
9.	TNM	✓	-	-
10.	LP	-	✓	✓
11.	SA	✓	-	✓
12.	RDP	✓	✓	✓
13.	IA	-	✓	✓
14.	SA	✓	✓	✓
15.	MAA	✓	✓	✓
16.	SDA	✓	✓	✓
17.	MAH	✓	✓	-
18.	VY	-	✓	✓
19.	MD	✓	✓	✓
20.	SR	-	-	✓
21.	MAW	✓	✓	-
22.	HAZA	✓	✓	✓
23.	SS	✓	✓	✓
24.	ZZ	-	✓	✓
25.	QAA	✓	✓	✓
26.	HAZ	✓	✓	✓
27.	HZSP	-	✓	✓
28.	IMZ	✓	-	-
29.	KE	✓	✓	✓
30.	IN	✓	✓	✓
31.	PAR	-	✓	✓
32.	RNH	✓	✓	-
33.	SR	✓	✓	✓
34.	TLS	✓	-	✓
35.	YA	✓	-	✓

Table 4.15

The Percentage of Students' Activities in Cycle II

No	Students' Activities	Frequency	Percentage
1.	Students were active in the learning process	26	74%
2.	Students were able to follow teacher's instructions	28	80%
3.	Students were able to engage in a group work	30	86%
Total of Students		35	

Figure 4.8**The Percentage of Students' Learning Activity in Cycle II**

The graphic showed that there were 26 students (74%) who were active in the learning process, 28 students (80%) were able to follow teachers' instructions, and 30 students (86%) were able to engage in a group work.

4) Reflecting

Reflecting is the final stage in this process. The researcher analyze and evaluate the treatments that have been carried out. The researcher explain and discuss the results of students' work during the learning process.

From the results of observations on the learning process in cycle II, it can be concluded that the Role Play technique can improve students' speaking skills and their

learning activities. At the end of the cycle, the researcher calculates and analyzes all the processes that have been carried out, namely the results of student scores in Post-Test I and Post-Test II.

Furthermore, a comparison of the Post-Test I and Post-Test II scores can be seen in the figure below:

Table 4.16

The Comparison Between The Students' Post-Test I and Post-Test II Grade

No	Name	Post-Test I	Post-Test II
1	AYP	60	75
2	SA	65	75
3	SR	55	60
4	NRA	50	65
5	RBD	70	80
6	RAD	75	80
7	NO	75	85
8	SR	50	65
9	TNM	60	70
10	LP	65	70
11	SA	60	75
12	RDP	55	60
13	IA	55	75
14	SA	65	75
15	MAA	75	75
16	SDA	70	80
17	MAH	70	70
18	VY	60	70
19	MD	50	65
20	SR	70	75
21	MAW	55	65
22	HAZA	65	70
23	SS	75	85
24	ZZ	55	60
25	QAA	65	75

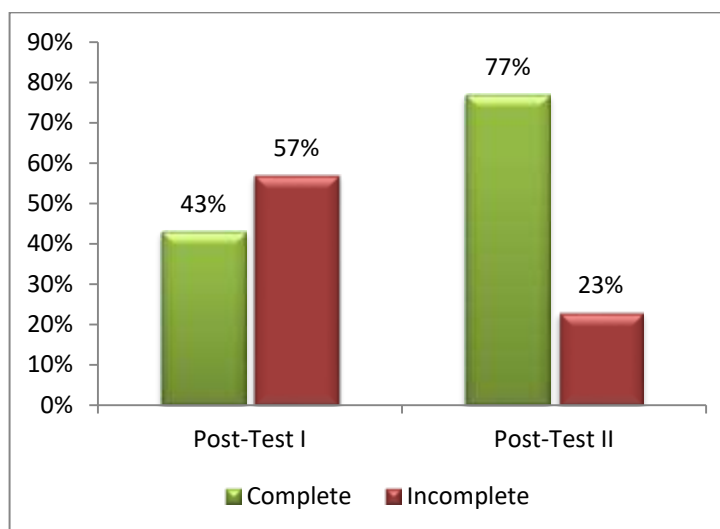
26	HAZ	70	75
27	HZSP	75	75
28	IMZ	75	80
29	KE	60	70
30	IN	55	65
31	PAR	75	80
32	RNH	55	70
33	SR	70	80
34	TLS	80	80
35	YA	75	85
Total		2.260	2.560
Average		64.5	73.1
Highest		80	85
Lowest		50	60

From the data above, it can be seen that the scores for each student on Post-Test II are very diverse, the lowest score is 60 and the highest is 85 with an average score of 73.1. The data above shows that there is an increase in scores from Post-Test I to Post-Test II.

Table 4.17

The Percentage of Students' Grade in Pre-Test and Post-Test I in Cycle I

Interval	Post-Test I		Post-Test I		Category
	F	P	F	P	
≥ 70	15	43%	27	77%	Complete
≤ 70	20	57%	8	23%	Incomplete
Total	35	100%	35	100%	

Figure 4.9**The Comparison Graph of the Percentage of Students****Passing the Post-Test I and Post-Test II**

From the table above, it can be seen that the score results from Post-Test II are very varied. The highest score is 85 and the lowest is 60. The average score on Post-Test II is 73.1. The percentage of students who succeeded in achieving a score above the Minimum Mastery Criteria was 27 students (77%), while those who did not succeed were 8 students (23%). From this explanation it can be concluded that the research in cycle II was successful, because more than 70% of the total number of students scored more than the Minimum Mastery Criteria (70). This indicates that the students' speaking skill has improved.

Based on the results, it can be concluded that Classroom Action Research (CAR) was successful and will not be continued on to the next cycle because the learning outcomes have met the indicators of success, this means that the Role Play technique can improve students' speaking skills.

B. Discussion

This research used the Classroom Action Research method, I as the researcher chose the Role Play technique as a means to improve students' speaking skills.

The researcher had carried out pre-test, post-test I, and post-test II to measure students' speaking skill. From the data that has been collected, in the pre-test only 26% or 9 out of 35 students got a score above the Minimum Mastery Criteria (70), in post-test I there were 43% or 15 students, and then in the post -test II this number increased to 77% or 27 students.

Based on the results of the Pre-Test, Post-Test I, and Post-Test II, it can be seen that there has been a significant increase in students' scores. This can be seen from the number of students who managed to get a score that met the minimum mastery criteria, from initially only 26% students to 77% students.

The results of this research is relevant with the previous research that has been conducted by Laurie A. Berry and Kristin B. Kowal entitled "*Effect of Role-Play in Online Discussions on Student Engagement and Critical Thinking*". The research stated that Role Play is effective to improve

students' engagement and critical thinking that lead to the improvement of their speaking skill¹.

In addition, this research is also relevant to the research conducted by Risalatul Magfiroh, et al., entitled "*The Application of Teaching Students' Speaking Skill Through Role Play*". The findings of this research indicate that the Role Play technique is effective in enhancing students' speaking skills. The students were very interested in the subject during teaching-learning process by using Role Play technique. In addition, students enjoy their performance and had a good self-confidence².

Futhermore, the findings on the prior research conducted by Doni Sudibyo, et al. entitled "*Improving Students' Speaking Ability by Using Role Play*" is also relevant with this research. This research indicates that teaching speaking using Role Play can increase students' speaking mastery³.

Based on the explanation above, the researcher concluded that this research was successful and could be stopped in cycle II, because the indicators of success in this research had been successfully achieved, that is 70% of the students managed to pass the Minimum Mastery Criteria (70). Thus, it can be concluded that the Role Play technique was successful in improving students' speaking skills.

¹ Laurie A. Berry, Kristin B. Kowal, "*Effect of Role-Play in Online Discussions on Student Engagement and Critical Thinking*". Online Learning Journal. Vol.26 Issue.03 (2022)

² Risalatul Magfiroh, Dias Andris Susanti, Ajeng Setyorini, "*The Application of Teaching Students' Speaking Skil Through Role Play*". The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature. Vol.06 No.01 (2022)

³ Doni Sudibyo, Ari Wibowo, Muhlasin, "*Improving Students' Speaking Ability by Using Role Play*". Jurnal Pendidikan Bahasa. Vol. 06 No.01 (2019)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been conducted, the researcher can conclude that Role Play technique could improve the students' speaking skill at the tenth grade of SMA Negeri 1 Trimurjo.

This conclusion is based on students' test results, where there was an improvement shown in the pre-test, post-test I, and post-test II. This can be seen from the number of students who got scores that met the minimum mastery criteria. The number of students who passed the minimum grade, which was 26% in the pre-test, 43% in post-test I, then improved to 77% in post-test II, where the results has met the indicators of success, namely 70% of the total students managed to get a score above the minimum mastery criteria (70).

In addition, there was also an improvement on the students learning activities. The learning activities were better on cycle II compared to cycle I. The students were more active in both learning process and group work, and and also were able to follow teachers' instructions better than before.

Therefore, it can be concluded that there was a positive and significant improvement made by Role Play technique on students' speaking skill at the tenth grade of SMA Negeri 1 Trimurjo.

B. Suggestion

Based on the data that has been obtained, the researcher suggest the following:

1. For the students

Students should practice their speaking skills more often, for example by inviting friends to practice together. If students get used to speaking English then over time their skills will improve and they will become fluent in English.

2. For the English teachers

It is recommended that teachers use appropriate techniques in teaching, so that the results obtained can be more effective and in line with learning targets. One technique that can be used to improve students' speaking skills is the Role Play technique.

3. For the future researcher

It is recommended that future researcher choose and use the right techniques to improve English speaking skill. The Role Play technique can be the right solution if researcher want to improve English speaking skill.

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APPENDICES

MODUL AJAR

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Destri Rahma Puri
Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Kelas / Fase	: X (Sepuluh) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 JP (2 x 45 Menit)
Tahun Penyusunan	: 2024

B. KOMPETENSI AWAL

5W+1H adalah kata-kata tanya dalam bahasa Inggris yang terdiri dari *What, Who, When, Why, Where, dan How*. Dalam bahasa Indonesia kata-kata tanya tersebut adalah *Apa, Siapa, Kapan, Mengapa, Dimana dan Bagaimana*.

C. PROFIL PELAJAR PANCASILA

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Berkebinekaan Global
- Mandiri
- Bernalar kritis
- Kreatif
- Bergotong royong

D. SARANA DAN PRASARANA

- LKPD
- Papan tulis

E. TARGET PESERTA DIDIK

- Peserta didik regular/ tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar
- Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan kinestetik. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.
- Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir arah tinggi (HOTS), dan memiliki keterampilan memimpin.

F. MODEL PEMBELAJARAN

Role Play Technique

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Membimbing dan mengarahkan siswa untuk memahami penggunaan kata-kata tanya 5W+1H sesuai dengan tujuan yang ingin dicapai.

B. PEMAHAMAN BERMAKNA

Siswa mempelajari materi 5W+1H melalui kegiatan menyimak penjelasan dari peneliti.

C. KEGIATAN PEMBELAJARAN

❖ Kegiatan Pendahuluan

1. Doa, absensi, menyapa siswa, dan menyampaikan tujuan pembelajaran.
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

❖ Kegiatan Inti

1. Peneliti memberikan penjelasan mengenai kata-kata tanya 5W+1H, yang terdiri dari:
 - What (apa)
 - Who (siapa)
 - When (kapan)
 - Why (mengapa)
 - Where (dimana)
 - How (bagaimana)
2. Peneliti menjelaskan kepada siswa mengenai penggunaan kata-kata tanya tersebut dengan memberikan contoh-contoh kalimat
3. Peneliti meminta siswa untuk ikut aktif dalam proses pembelajaran dengan memberikan contoh kalimat dengan menggunakan kata-kata tanya yang sudah dijelaskan.
4. Peneliti memberikan kesempatan kepada murid untuk mengajukan pertanyaan terkait materi yang telah dijelaskan dan memastikan semua murid sudah memahami materi yang telah diberikan.
5. Peneliti membagi siswa ke dalam 5 kelompok yang masing-masing berisi 7 siswa

6. Peneliti membagikan lembar kerja kepada setiap kelompok, tiap lembar kerja berisi tentang situasi serta peran yang akan dimainkan oleh siswa beserta instruksinya.
7. Peneliti menginstruksikan siswa untuk bekerja secara kelompok dan mendiskusikan tugas mereka, siswa diminta untuk membuat dialog percakapan sesuai dengan situasi dan peran yang tertera dalam lembar kerja.
8. Setelah diskusi selesai, tiap kelompok diminta untuk maju ke depan kelas dan bermain peran (Role Play) sesuai dengan situasi dan peran yang sudah mereka diskusikan sebelumnya.

❖ **Kegiatan Penutup**

1. Siswa dan peneliti menyimpulkan pembelajaran hari ini.
2. Refleksi pencapaian siswa/formatif asesment, dan refleksi peneliti untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

*Lampiran***Lembar Kerja Peserta Didik****Instructions:**

- Make a group of 5 people
- Choose one of the scenarios below, don't choose the same scenario as the other groups
- Make a dialogue based on the scenario
- You have 30 minutes to finish your project
- Make a nametag from a paper and put it on your chest
- Practice the dialogue in front of the class

❖ **Scenario 1 (care about others)**

One of your classmates, Ferdi, is being treated in hospital because he is sick. You guys are making a plan to visit him.

Roles : Ferdi, Sahara, Jaina, Dodit, Eka.

❖ **Scenario 2 (care for God's creature)**

One day when you guys came home from school, you guys found a cat lying on the side of the road, the cat was injured and its leg was broken, so all of you immediately helped it.

Roles : Salma, Ajeng, Diah, Joko, Bagas

❖ **Scenario 3 (sharing with others)**

This is the month of Ramadan, you guys are making a plan to provide free iftar meals for those in need, they put their money together to carry out this plan.

Roles : Rafa, Indah, Yuni, Sinta, Raya

❖ **Scenario 4 (helping others)**

There has been a flood disaster in City B, this incident claimed many lives and thousands of people needed help, because you guys felt sorry for the condition of the victims you decided to raise funds to help them.

Roles : Dinda, Johan, Alif, Bima, Anisa

❖ **Scenario 5 (forgiving each other)**

Andi accidentally spilled his drink on Fitri's book, Fitri was very angry because her book was soaked and in the book there was Fitri's math assignment that had to be submitted today, it caused them to fight. Their friends tried to calm them down and help to find a solution.

Roles : Andi, Fitri, Bela, Rosa, Ahmad

❖ **Scenario 6 (respecting others)**

Adit is crying because he is being bullied by Wahyu and Surya, they mocked Adit and laughed at him because Adit had no friends. Zahra and Elsa came to stop the bullying.

Roles : Wahyu, Surya, Adit, Zahra, Elsa

❖ **Scenario 7 (being honest)**

Bella lost the money she put in her bag, when the money was gone there was only Johan in the class. Johan stole Bella's money but didn't want to admit it even though there were no other suspects besides him.

Roles : Bella, Johan, Upik, Amar, Julia

Metro, 26 April 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



DESTRI RAHMA PURI
St.N. 2001050008

MODUL AJAR

INFORMASI UMUM

A. IDENTITAS MODUL

Nama Penyusun	: Destri Rahma Puri
Satuan Pendidikan	: SMA Negeri 1 Trimurjo
Kelas / Fase	: X (Sepuluh) - E
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 2 JP (2 x 45 Menit)
Tahun Penyusunan	: 2024

B. KOMPETENSI AWAL

Asking and Giving Suggestion (Advice) adalah ungkapan yang bisa kita gunakan untuk meminta dan memberi nasehat, saran, atau masukan tentang sesuatu kepada orang lain.

C. PROFIL PELAJAR PANCASILA

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia
- Berkebinekaan Global
- Mandiri
- Bernalar kritis
- Kreatif
- Bergotong royong

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- Peserta didik dengan kesulitan belajar: memiliki gaya belajar yang terbatas hanya satu gaya misalnya dengan kinestetik. Memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.
- Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat, mampu mencapai keterampilan berfikir arah tinggi (HOTS), dan memiliki keterampilan memimpin.

F. MODEL PEMBELAJARAN

Role Play Technique

KOMPONEN INTI

D. TUJUAN PEMBELAJARAN

Membimbing dan mengarahkan siswa untuk memahami penggunaan ungkapan Asking and Giving Suggestion (Advice) sesuai tujuan yang dicapai.

E. PEMAHAMAN BERMAKNA

Siswa mempelajari materi Asking and Giving Suggestion (Advice) melalui kegiatan menyimak penjelasan dari peneliti.

F. KEGIATAN PEMBELAJARAN

❖ Kegiatan Pendahuluan

1. Doa, absensi, menyapa siswa, dan menyampaikan tujuan pembelajaran.
2. Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

❖ Kegiatan Inti

1. Peneliti memberikan penjelasan mengenai ungkapan Asking and Giving Suggestion (Advice), yang terdiri dari:
 - Pengertian dan tujuan
 - Ungkapan asking for suggestion or advice beserta contoh kalimat
 - Ungkapan giving suggestion or advice beserta contoh kalimat
 - Ungkapan accepting suggestion or advice beserta contoh kalimat
 - Ungkapan refusing suggestion or advice beserta contoh kalimat
2. Peneliti memberikan kesempatan kepada murid untuk mengajukan pertanyaan terkait materi yang telah dijelaskan, serta memastikan bahwa semua murid sudah memahami materi yang telah diberikan.
3. Peneliti meminta siswa untuk bergabung kembali ke dalam kelompok yang sudah dibagikan pada pertemuan sebelumnya
4. Peneliti membagikan lembar kerja kepada setiap kelompok, tiap lembar kerja berisi tentang situasi serta peran yang akan dimainkan oleh siswa beserta instruksinya.
5. Lembar kerja yang digunakan masih sama seperti pertemuan sebelumnya, namun tiap kelompok mendapatkan lembar kerja yang berbeda dari sebelumnya.
9. Peneliti menginstruksikan siswa untuk bekerja secara kelompok dan mendiskusikan tugas mereka, siswa diminta untuk membuat dialog percakapan sesuai dengan situasi dan peran yang tertera dalam lembar kerja.

6. Setelah diskusi selesai, tiap kelompok diminta untuk maju ke depan kelas dan bermain peran (Role Play) sesuai dengan situasi dan peran yang sudah mereka diskusikan sebelumnya.

❖ **Kegiatan Penutup**

1. Siswa dan peneliti menyimpulkan pembelajaran hari ini.
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3. Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Peneliti mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

*Lampiran***Lembar Kerja Peserta Didik****Instructions:**

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❖ **Scenario 2 (care for God's creature)**

One day when you guys came home from school, you guys found a cat lying on the side of the road, the cat was injured and its leg was broken, so all of you immediately helped it.

Roles : Salma, Ajeng, Diah, Joko, Bagas

❖ **Scenario 3 (sharing with others)**

This is the month of Ramadan, you guys are making a plan to provide free iftar meals for those in need, they put their money together to carry out this plan.

Roles : Rafa, Indah, Yuni, Sinta, Raya

❖ **Scenario 4 (helping others)**

There has been a flood disaster in City B, this incident claimed many lives and thousands of people needed help, because you guys felt sorry for the condition of the victims you decided to raise funds to help them.

Roles : Dinda, Johan, Alif, Bima, Anisa

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Andi accidentally spilled his drink on Fitri's book, Fitri was very angry because her book was soaked and in the book there was Fitri's math assignment that had to be submitted today, it caused them to fight. Their friends tried to calm them down and help to find a solution.

Roles : Andi, Fitri, Bela, Rosa, Ahmad

❖ Scenario 6 (respecting others)

Adit is crying because he is being bullied by Wahyu and Surya, they mocked Adit and laughed at him because Adit had no friends. Zahra and Elsa came to stop the bullying.

Roles : Wahyu, Surya, Adit, Zahra, Elsa

❖ Scenario 7 (being honest)

Bella lost the money she put in her bag, when the money was gone there was only Johan in the class. Johan stole Bella's money but didn't want to admit it even though there were no other suspects besides him.

Roles : Bella, Johan, Upik, Amar, Julia

Metro, 26 April 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



DESTRI RAHMA PURI
St.N. 2001050008

LAMPIRAN

Indicators of Speaking Measurements:

No	Aspect	Category	Explanation
1	Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech
		2 (adequate)	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.
		1 (fair)	The students speak so little that so 'fluent' speech can be said to occur.
2	Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension
		2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1 (fair)	Words are unintelligible.
3	Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
		3 (good)	For the most part, effective use of vocabulary for the task with some examples
		2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
		1 (fair)	Inappropriate and inadequate vocabulary.

4	Grammar Accuracy	4 (excellent)	Very few grammatical errors evident.
		3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2 (adequate)	Speech is broken and distorted by frequent errors.
		1 (fair)	Unable to construct comprehensible sentences
5	Comprehension	4 (excellent)	Interacts effectively and readily participates and follows the discussion
		3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2 (adequate)	Interaction ineffective can seldom develop an interaction.
		1 (fair)	Understanding and interaction minimal

Lembar Kerja Peserta Didik**PRE-TEST**

Practice this following dialogue with your seat mate in front of the class.

TIRTA : Hey, I think that you've been struggling with your math assignments lately. Do you need any help?

FAHRUL : Oh, thanks for offering! Math has been a real challenge for me. Can you help me understand algebra better.

TIRTA : Absolutely! I'm pretty good at algebra. I can explain the concepts to you and guide you through the problems. When are you free to study together?

FAHRUL : That would be amazing! I'm free after school on Mondays and Wednesdays. How about we meet at the library around 4 p.m.?

TIRTA : Sounds good! I'll mark that on my calendar. We can go through your textbook exercises and any specific problems you're struggling with. Is there any particular topic you find most challenging?

FAHRUL : Thank you so much! I find factoring and quadratic equations the most difficult. It would be great if we could focus on those areas.

TIRTA : Not a problem at all. We'll spend extra time on factoring and quadratic equations to ensure you have a strong foundation. I'll bring some additional practice problems for us to work on. How long do you think each study session should be?

FAHRUL : I think an hour and a half should be sufficient for each session. That way, we can cover the material thoroughly without getting too overwhelmed.

TIRTA : Perfect! I'll make sure to allocate enough time for each study session. And don't worry, if you have any questions outside our study sessions, feel free to reach out to me. I'm here to help you succeed in math!

FAHRUL : I really appreciate your support. Your willingness to help means a lot to me. Let's work together to improve my math skills and conquer those challenging topics!

TIRTA : It's my pleasure! Seeing you succeed and gain confidence in math will be incredibly rewarding. Let's make our study sessions productive and enjoyable.

Source: Sonora.id

POST-TEST 1

Instructions:

- Make a group of 5 people
- Choose one of the picture below, don't choose the same picture as the other groups
- Make a dialogue based on the picture
- You have 30 minutes to finish your project
- Make a nametag from a paper and put it on your chest
- Practice the dialogue in front of the class

Picture 1: Dream job



Picture 2: Favorite place to hangout



Picture 3: Favorite subjects



Picture 4: Favorite teachers



Picture 5: favorite food



Picture 6: Extracurricular



Picture 7: Hobbies



POST-TEST 2

Instructions:

- Make a group of 5 people
- Choose one of the picture below, don't choose the same picture as the other groups
- Make a dialogue based on the picture
- You have 30 minutes to finish your project
- Make a nametag from a paper and put it on your chest
- Practice the dialogue in front of the class

Picture 1: Climate change



Picture 2: Globalization



Picture 3: Social media



Picture 4: Pollution



Picture 5: Gadget addiction



Picture 6: Online shopping



Picture 7: Online learning



Table
EVALUATION SHEET (PRE-TEST)

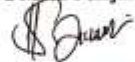
No	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammar Accuracy	Comprehension	
1	AYP	3	2	2	2	2	11x5 = 55
2	SA	2	3	2	2	2	11x5 = 55
3	SR	2	2	2	2	2	10x5 = 50
4	NRA	2	2	2	2	2	10x5 = 50
5	RBD	3	3	2	1	3	12x5 = 60
6	RAD	3	3	3	2	2	13x5 = 65
7	NO	3	2	3	3	3	14x5 = 70
8	SR	2	3	1	2	1	9x5 = 45
9	TNM	2	2	2	2	2	10x5 = 50
10	LP	2	2	3	2	2	11x5 = 55
11	SA	2	2	2	2	2	10x5 = 50
12	RDP	2	1	2	1	2	8x5 = 40
13	LA	2	2	2	2	2	10x5 = 50
14	SA	2	2	3	2	2	11x5 = 55
15	MAA	3	3	2	3	3	14x5 = 70
16	SDA	3	3	1	2	3	12x5 = 60
17	MAH	3	3	2	3	3	14x5 = 70
18	VY	2	3	2	2	2	11x5 = 55
19	MD	2	1	1	2	2	8x5 = 40
20	SR	3	3	1	2	3	12x5 = 60
21	MAW	3	2	1	2	1	9x5 = 45
22	HAZ A	2	2	2	3	2	11x5 = 55
23	SS	3	3	3	2	3	14x5 = 70
24	ZZ	2	1	1	2	2	8x5 = 40
25	QAA	3	2	2	2	2	11x5 = 55
26	HAZ	3	3	2	1	3	12x5 = 60
27	HZSP	3	2	3	3	3	14x5 = 70
28	IMZ	3	3	3	3	3	15x5 = 75
29	KE	2	2	2	2	2	10x5 = 50
30	IN	2	2	2	2	2	10x5 = 50

31	PAR	3	3	3	3	3	15x5 = 75
32	RNH	2	3	1	2	1	9x5 = 45
33	SR	3	2	3	1	3	12x5 = 60
34	TLS	3	3	3	3	3	15x5 = 75
35	YA	3	3	2	3	3	14x5 = 70

Total	2.000
Average	57,1
Highest Grade	75
Lowest Grade	40

Trimurjo, May 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



Destri Ralima Puri
St.N.2001050008

Table
EVALUATION SHEET (POST-TEST I)

No	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammar Accuracy	Comprehension	
1	AYP	3	3	2	1	3	12x5 = 60
2	SA	3	3	2	2	3	13x5 = 65
3	SR	3	2	2	2	2	11x5 = 55
4	NRA	2	2	2	2	2	10x5 = 50
5	RBD	3	2	3	3	3	14x5 = 70
6	RAD	3	3	3	3	3	15x5 = 75
7	NO	3	3	3	3	3	15x5 = 75
8	SR	2	2	2	2	2	10x5 = 50
9	TNM	3	3	1	2	3	12x5 = 60
10	LP	3	3	3	3	2	13x5 = 65
11	SA	3	3	2	1	3	12x5 = 60
12	RDP	2	3	2	2	2	11x5 = 55
13	IA	2	2	3	2	2	11x5 = 55
14	SA	3	3	2	3	3	13x5 = 65
15	MAA	3	3	3	3	3	15x5 = 75
16	SDA	3	2	3	3	3	14x5 = 70
17	MAH	3	2	3	3	3	14x5 = 70
18	VY	2	3	1	2	3	12x5 = 60
19	MD	2	2	2	2	2	10x5 = 50
20	SR	3	3	2	3	3	14x5 = 70
21	MAW	2	3	2	2	2	11x5 = 55
22	HAZ A	3	3	2	3	3	13x5 = 65
23	SS	3	3	3	3	3	15x5 = 75
24	ZZ	2	3	2	2	2	11x5 = 55
25	QAA	3	3	3	2	2	13x5 = 65
26	HAZ	3	3	3	2	3	14x5 = 70
27	HZSP	3	3	3	3	3	15x5 = 75
28	IMZ	3	3	3	3	3	15x5 = 75
29	KE	3	1	2	2	3	12x5 = 60
30	IN	2	2	3	2	2	11x5 = 55

31	PAR	3	3	3	3	3	(5x5) : 25
32	RNH	2	2	3	2	2	(11x5) : 55
33	SR	2	3	3	3	3	(14x5) : 70
34	TLS	3	3	4	3	3	(16x5) : 80
35	YA	3	3	3	3	3	(15x5) : 75

Total	2.260
Average	61,5
Highest Grade	80
Lowest Grade	50

Trimurjo, May 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



Destri Rahma Puri
St.N.2001050008

Table
EVALUATION SHEET (POST-TEST II)

No	Name	Aspects of Speaking					Score
		Fluency	Pronunciation	Vocabulary	Grammar Accuracy	Comprehension	
1	AYP	3	3	3	3	3	15x5 = 75
2	SA	3	3	3	3	3	15x5 = 75
3	SR	3	2	1	3	3	12x5 = 60
4	NRA	3	2	2	3	3	12x5 = 65
5	RBD	3	4	3	3	3	16x5 = 80
6	RAD	3	4	3	3	3	16x5 = 80
7	NO	4	4	3	3	3	17x5 = 85
8	SR	3	3	2	2	3	15x5 = 65
9	TNM	2	3	3	3	3	14x5 = 70
10	LP	3	3	2	3	3	14x5 = 70
11	SA	3	3	3	3	3	15x5 = 75
12	RDP	3	2	3	1	3	11x5 = 60
13	IA	3	3	3	3	3	15x5 = 75
14	SA	3	3	3	3	3	15x5 = 75
15	MAA	3	3	3	3	3	15x5 = 75
16	SDA	4	3	3	3	3	16x5 = 80
17	MAH	3	3	2	3	3	14x5 = 70
18	VY	3	2	3	3	3	14x5 = 70
19	MD	3	3	2	2	3	13x5 = 65
20	SR	3	3	3	3	3	14x5 = 75
21	MAW	2	2	3	3	3	13x5 = 65
22	HAZ A	3	3	2	3	3	14x5 = 70
23	SS	4	4	3	3	3	17x5 = 85
24	ZZ	3	2	3	1	3	12x5 = 60
25	QAA	3	3	3	3	3	15x5 = 75
26	HAZ	3	3	3	3	3	15x5 = 75
27	HZSP	3	3	3	3	3	15x5 = 75
28	IMZ	4	3	3	3	3	16x5 = 80
29	KE	3	3	3	3	2	14x5 = 70
30	IN	3	3	3	2	2	13x5 = 65

31	PAR	3	4	3	3	3	16x5 : 80
32	RNH	3	3	3	3	2	19x5 : 90
33	SR	4	3	3	3	3	16x5 : 80
34	TLS	3	4	3	3	3	16x5 : 80
35	YA	4	4	3	3	3	17x5 : 85

Total	- 2.560
Average	73.1
Highest Grade	85
Lowest Grade	60

Trimurjo, May 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



Destri Rahma Puri
St.N.2001050008

Table
STUDENTS' ACTIVITIES SHEET (CYCLE 1)

No	Name	Aspects		
		Students were active in the learning process	Students were able to follow teachers's instructions	Students were able to engage in a group work
1.	AYP	✓	-	✓
2.	SA	✓	✓	✓
3.	SR	-	✓	✓
4.	NRA	✓	-	✓
5.	RBD	✓	✓	-
6.	RAD	✓	✓	✓
7.	NO	-	✓	-
8.	SR	✓	-	✓
9.	TNM	✓	✓	✓
10.	LP	✓	-	✓
11.	SA	✓	✓	✓
12.	RDP	-	✓	-
13.	IA	-	✓	-
14.	SA	✓	-	✓
15.	MAA	-	-	✓
16.	SDA	✓	✓	✓
17.	MAH	✓	✓	-
18.	VY	-	✓	✓
19.	MD	-	✓	-
20.	SR	✓	-	✓
21.	MAW	-	✓	✓
22.	HAZA	✓	✓	✓
23.	SS	-	-	✓
24.	ZZ	✓	✓	✓
25.	QAA	✓	-	✓
26.	HAZ	-	✓	✓
27.	HZSP	-	✓	-
28.	IMZ	-	✓	-
29.	KE	✓	-	✓

30.	IN	✓	✓	-
31.	PAR	✓	✓	✓
32.	RNH	-	✓	✓
33.	SR	-	✓	✓
34.	TLS	✓	✓	✓
35.	YA	-	✓	✓
	Total	20	25	26

1. Students were active in the learning process = 57%
2. Students were able to follow teachers's instructions = 71%
3. Students were able to engage in a group work = 79%

Trimurjo, May 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



Destri Rahma Puri
St.N.2001050008

Table
STUDENTS' ACTIVITIES SHEET (CYCLE II)

No	Name	Aspects		
		Students were active in the learning process	Students were able to follow teachers's instructions	Students were able to engage in a group work
1.	AYP	-	✓	✓
2.	SA	-	✓	✓
3.	SR	✓	✓	✓
4.	NRA	✓	✓	✓
5.	RBD	-	✓	✓
6.	RAD	✓	-	✓
7.	NO	✓	✓	✓
8.	SR	✓	✓	✓
9.	TNM	✓	-	-
10.	LP	-	✓	✓
11.	SA	✓	-	✓
12.	RDP	✓	✓	✓
13.	IA	-	✓	✓
14.	SA	✓	✓	✓
15.	MAA	✓	✓	✓
16.	SDA	✓	✓	✓
17.	MAH	✓	✓	-
18.	VY	-	✓	✓
19.	MD	✓	✓	✓
20.	SR	-	-	✓
21.	MAW	✓	✓	-
22.	HAZA	✓	✓	✓
23.	SS	✓	✓	✓
24.	ZZ	-	✓	✓
25.	QAA	✓	✓	✓
26.	HAZ	✓	✓	✓
27.	HZSP	-	✓	✓
28.	IMZ	✓	-	-
29.	KE	✓	✓	✓

30.	IN	✓	✓	✓
31.	PAR	-	✓	✓
32.	RNH	✓	✓	-
33.	SR	✓	✓	✓
34.	TLS	✓	-	✓
35.	YA	✓	-	✓
Total		26	28	30

1. Students were active in the learning process = 79%
2. Students were able to follow teachers's instructions = 80%
3. Students were able to engage in a group work = 86%

Trimurjo, May 2024

Guru Mata Pelajaran



SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti



Destri Rahma Puri
St.N.2001050008

FIELD NOTE CYCLE I

No	Date	Meeting	Activities
1.	Thursday April 25 th 2024		<ul style="list-style-type: none"> The researcher came to SMA Negeri 1 Trimurjo to submit research letter. The reasearcher discussed with the teacher about the research process
2.	Monday, April 2 ^{3th} 2024	1	<ul style="list-style-type: none"> The researcher started the class with greetings. The researcher gave the pre-test to the students of X2 Most of the students still struggling to read the text.
3.	Thursday May 2 nd 2024	2	<ul style="list-style-type: none"> The researcher gave material about 5W+1H questions The students were quite enthusiastic about following the lesson
4.	Monday, May 6 th 2024	3	<ul style="list-style-type: none"> The researcher asked the students to work in groups The students were given worksheet and asked to make dialog based on the choosen scenario The students played the dialogue in front of the class
5.	Wednesday May 8 th 2024	4	<ul style="list-style-type: none"> The researcher asked the students to work in groups for post-test I The students were given worksheet and asked to make dialog conversation based on the choosen scenario A lot of students still struggled to read their dialog

Trimurjo, May 2024

Guru Mata Pelajaran

SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti

Destri Rahma Puri
St.N.2001050008

FIELD NOTE CYCLE II

No	Date	Meeting	Activities
1.	Monday May 13 th 2024	5	<ul style="list-style-type: none"> The researcher gave the students material about asking and giving suggestion/advice The students were more active in the learning process More students understood the material
2.	Wednesday May 15 th 2024	6	<ul style="list-style-type: none"> The students were asked to work in groups The students were asked to choose a different scenario than the last meeting and make the dialog The students play the dialog in front of the class
3.	Thursday May 16 th 2024	7	<ul style="list-style-type: none"> The students were asked to work in groups The researcher gave them the worksheet for post-test II, they have to choose a topic and make a conversation dialog about the topic The students read the dialog more fluently

Trimurjo, May 2024

Guru Mata Pelajaran

SETYO HADI BP, S.Pd.
NIP. 197110191998021001

Peneliti

Destri Rahma Puri
St.N.2001050008

Documentation





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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4395/In.28/J/TL.01/09/2023
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMA NEGERI 1
TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	: DESTRI RAHMA PURI
NPM	: 2001050008
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENT`S SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO

untuk melakukan prasurvey di SMA NEGERI 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 06 September 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
 CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 TRIMURJO LAMPUNG TENGAH
 NSS:30112020943 TERAKREDITASI A NPSN:10802064
 Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/265/04/C.1/D.1/2023
 Lampiran : -
 Hal : Persetujuan Izin Prasurvey

Yth.
 Ketua Jurusan
 Fakultas Tarbiyah dan
 Ilmu Keguruan IAIN Metro
 di-
 Metro

Dengan hormat,

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Nomor : B-4395/In.28/J/TL.01/09/2023 Perihal : Izin Prasurvey tanggal 06 September 2023, dengan ini kami mengizinkan mahasiswa dibawah ini:

No	Nama Mahasiswa	NPM	Semester	Judul Skripsi
1.	DESTRI RAHMA PURI	2001050008	7	THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO

Untuk mengadakan prasurvey di SMA Negeri 1 Trimurjo, dalam rangka penyelesaian tugas akhir/skripsi.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.



Trimurjo, 12 September 2023
 Kepala Sekolah,

IMAN ABIWORO, S.SI
 NIP. 19730921200011012



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1909/In.28/D.1/TL.00/04/2024
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMA NEGERI 1 TRIMURJO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1908/In.28/D.1/TL.01/04/2024, tanggal 25 April 2024 atas nama saudara:

Nama : DESTRI RAHMA PURI
NPM : 2001050008
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 TRIMURJO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 TRIMURJO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 April 2024
Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531199303 2 003



PEMERINTAH PROVINSI LAMPUNG DINAS PENDIDIKAN DAN KEBUDAYAAN
 CABANG DINAS PENDIDIKAN WILAYAH VI
SMA NEGERI 1 TRIMURJO LAMPUNG TENGAH
 NSS:30112020943 TERAKREDITASI A NPSN:10802064
 Jl. Karangbolong 11F Simbarwaringin Trimurjo Lampung Tengah, Kode pos 34172



Nomor : 420/ 92 /04/C.1/D.1/2024
 Lampiran : -
 Hal : Persetujuan Izin Research

Yth.
 Dekan Akademik dan Kelembagaan
 IAIN Metro
 di-
 Metro

Dengan hormat,

Berdasarkan surat dari Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Metro Nomor : B-1909/In.28/D.1/TL.00/04/2024 Perihal : Izin Research tanggal 25 April 2024, dengan ini kami mengizinkan mahasiswa dibawah ini:

No	Nama Mahasiswa	NPM	Semester	Judul Skripsi
1.	DESTRI RAHMAH PURI	20011050008	8 (delapan)	"THE IMPLEMENTATION OF ROLE PLAY TEHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO"

Untuk mengadakan research di SMA Negeri 1 Trimurjo, dalam rangka penyelesaian tugas akhir/skripsi.

Demikian surat ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Trimurjo, 26 April 2024
 Kepala Sekolah,

IMAN ABIWORO, S.Si
 NIP. 19730921200011012



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

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

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

SURATTUGAS

Nomor: B-1908/In.28/D.1/TL.01/04/2024

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

Nama : **DESTRI RAHMA PURI**
NPM : 2001050008
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS' SPEAKING SKILL AT THE TENTH GRADE OF SMA NEGERI 1 TRIMURJO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 25 April 2024

Mengetahui,
Pejabat Setempat
Kepala Sekolah,



Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Destri Rahma Puri
NPM : 2001050008

Program Studi : TBI
Semester : VII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Jelasa, 05 Des. 2023	1	- Show the proof of the legality (PA) - Decide about your title. - Reference ?	
2	Wednesday 12/12/2023	1	- find out the theory of Role play technique - The novelty ? - procedure - Chapter 3.	
3	Tuesday 16/01/2024		- Sharpen the background of study - The novelty (make it clear) - Insert field note in Chapter III (Data collecting technique)	
4	Tuesday 23/01/2024		- Revise indicator of success - Check your grammar - Bibliography	



Dosen Pembimbing

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



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

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

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

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

Nama : Destri Rahma Puri
NPM : 2001050008

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	30/01/2024	1	Aec & Continue to seminar	<i>Destri</i>
6	26/03/24	1	Aec Research Instrument	



Mengetahui
Kepala Program Studi TBI
Dr. Much Deputur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Svaheni Siregar, M.Hum
NIP. 19760814 200912 2 004



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Destri Rahma Puri
NPM : 2001050008

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 28/05/2024	1	Complete your thesis	
2	Wednesday 29/05/2024	1	- Revise the data (the graphic & the analysis) - Add the Discussion.	
3	Tuesday 04/05/2024	1	- Tidy up your typing - Revise the conclusion	
4	Tuesday 11/05/2024	1	Acc → next to Munandar	



Dosen Pembimbing

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004



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

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Nama : DESTRI RAHMA PURI
NPM : 2001050008
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 2001050008

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 29 Mei 2024
Kepala Perpustakaan

ad, S. Ag., S. Hum., M.H., C.Me.
NIP. 19750505 200112 1 002



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Nama : Destri Rahma Puri
NPM : 2001050008
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 11 Juni 2024

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I
198803082015031006

THE IMPLEMENTATION OF ROLE PLAY
TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING SKILL AT THE TENTH GRADE
OF SMA NEGERI 1 TRIMURJO

by: Destri Rahma Puri
2001050008



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CURRICULUM VITAE



The researcher name is Destri Rahma Puri, people use to call her Destri or Rahma. Born in Metro, December 7th 2001, and grew up in Trimurjo, Central Lampung. She is the youngest of three siblings.

The researcher finished her education starting at TK Negeri Pembina in 2006-2007, then at SD Negeri 1 Simbar Waringin in 2007-2013, SMP Negeri 1 Trimurjo in 2013-2016, and then at SMA Negeri 1 Trimurjo in 2017-2020. After that, the researcher continued her undergraduate education at IAIN Metro in 2020, she registered herself via the SPAN-PTKIN and finally being accepted into the English Education department. The researcher's hope is to be able to pursue the highest level of education, and become a person who always develops in all aspects, both spiritual, emotional and mental, in order to become a better person in the future.