

**THE IMPLEMENTATION OF ROLE-PLAY IN SPEAKING  
CLASS AT ELEVENTH GRADE OF MA PLUS AL-  
MASHDUQIAH KRAKSAAN PROBOLINGGO**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of The Requirements  
for A Bachelor's Degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Language Teacher Training Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER  
By: **Syamsul Anam**  
NIM: T20196092

**STATE ISLAMIC UNIVERSITY OF  
KIAI ACHMAD SIDDIQ JEMBER  
ENGLISH EDUCATION PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
2023**

**THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS  
AT THE ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH  
KRAKSAAN PROBOLINGGO ACADEMIC YEAR 2022-2023**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of The Requirements  
For A Bachelor's Degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program



**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R**

Supervisor



**Praptika Septi Familia, M. Pd.**  
NUP: 20160390

**THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS  
AT THE ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH  
KRAKSAAN PROBOLINGGO ACADEMIC YEAR 2022-2023**

**THESIS**


It Has Been Examined And Approved By The Board Of  
Examiners In A Partial Fulfillment Of The Requirement  
For The Bachelor Degree Of Education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Program

Day: Monday  
Date: June, 26 2023

The Board of Examiners

Chair

Secretary

  
As'ari, M.Pd.I  
NIP. 19769152005031001

  
Isnadi, M.Pd  
NIP. 197406102014111004

Members:

- KIAI HAJI ACHMAD SIDDIQ  
LEMBER**
1. Prof. Dr. H. Moh. Khusnuriddo, M.Pd.
  2. Praptika Septi Femilia, M.Pd.

Approved by  
Dean of Faculty of Tarbiyah and Teacher Training



Prof. Dr. Ali Mukni'ah, M.Pd.I  
NIP. 196405111999032001

**MOTTO**

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

God the Most Gracious, who has taught the Qur'an, created man, teach him how to speak.<sup>1</sup>



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

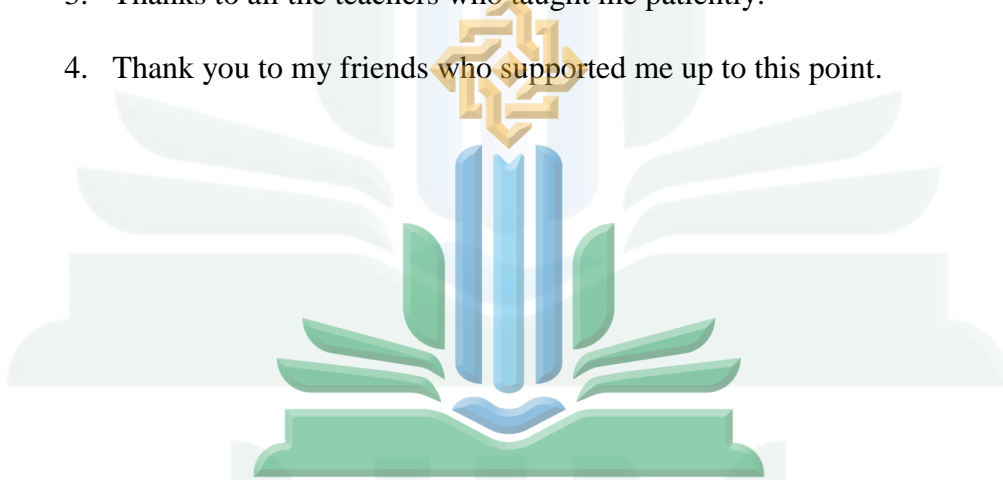
UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

<sup>1</sup> Al-Qur'an Surat Ar-Rahman (Terjemahan Indonesia) – Kalam, <https://sindonews.com/> (Acces on 11 June, 2023,09,17 A.M)

## DEDICATION

This under graduate thesis is honorably dedicated to:

1. My beloved parents, Hasan and Kasmiyati, always prayed for me for every supported and blessing they never gave me so that I can become what I am today. Thank you for all your perfect love for me.
2. Thanks to all my family who supported me.
3. Thanks to all the teachers who taught me patiently.
4. Thank you to my friends who supported me up to this point.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

## ABSTRACT

**Syamsul Anam, 2023.** The Implementation of Role Play in Speaking Class at Eleventh Grade of Al-Mashduqiah Senior High School Kraksaan Probolinggo

**Keyword:** Role Play, Speaking skill

Role-play is an effective method for improving students' speaking skills, especially in English. One of the schools that applied the role-playing method is MA Plus Al-Mashduqiah Kraksaan Probolinggo. This program is implemented in class 11 every semester before the exam. The teacher gives students one month to prepare for the implementation. This program is certainly different from programs in other schools, especially in learning English. Because this program is the hallmark of teachers at MA Plus Al-Mashduqiah as a method of learning English, students can improve their speaking skills.

This study has research focus namely: 1. How is the procedure of role play in implementation in speaking class? 2. What are the advantages and disadvantages of role play in speaking class? 3. What are students' problems in implementing role play in speaking class? 4. What are the teachers' strategies in solving the problem in speaking class?

This research used a qualitative research with case study as research design, it was conducted in eleventh grade of MA Plus Al-Mashduqiah, it consists 21 students. The data were gathered by observation, interview, and document review. While, technique and data source triangulation were used to validate data. To analyze the data, researchers used data condensation, data display, and drawing conclusions as data analysis.

The research results are: the procedures in implementing role play in speaking class are; Planning, the teacher divided students into groups, the teacher gave them title, the teacher orders them to look for the vocabularies unknown by students, making summary, order them to discuss. Implementing and scoring or evaluating. 2) The advantages role play in speaking class are fun, Being able to speak fluently, being able to train mentally to speak in front of people, it's faster to enter or understand the material, it's more exciting, and it's not easy to get bored, and each group can't be smart; all of them must be mixed because there is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little so he can focus on his part. While the disadvantages are the place; it needs a wide place; it disturbs other students; not serious about discussing, joked, there are no actors in the group; people are nervous about playing someone else's role; they are not used to it, the lesson was not conducive because some of them were talking alone. 3) Students' problem in implementing role play in speaking class are, needs a large space, disturbs other classes, has lots of activities, so they are not focused, not serious, feel shy, lack self-awareness for effort, and look up to the smart ones, students felt confused to understand the material. 4) The teachers' strategies in solving problem in implementing role play in speaking class are: students must bring two dictionaries, they have to have group discussions, and they have to consult the teacher if there is anything they don't know or are confused about, he walked around students and controlled students' discussion.

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to Allah, who has given me some mercies and blessing and what I need in my life. Piece and salutation to our prophet Nabi Muhammad S.A.W peace be upon him, who guided me from the darkness to the lightness namely Islam religion.

All praise be to Allah SWT for His mercy and wisdom in allowing the writer to complete the thesis "The Implementation of Role Play in Speaking Class at Eleventh Grade of Al-Mashduqiah Senior High School Kraksaan Probolinggo" to achieve a bachelor's degree in English Education Department , Faculty of Teacher Training and Education, State Islamic University. KH. Achmad Siddiq Jember.

The writer is aware that this thesis will never be finished without any help and support from others during the writing process. Therefore, on this occasion, the writer would like to be thankful to:

1. Prof. Dr. Babun Soeharto, S.E., M.M. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I. as The Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Kiai Haji



Achmad Siddiq of Jember, thanks for giving permission for the researcher's research.

3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program, thanks for giving permission for the researcher's research.
4. As'ari, M.Pd.I. As the Head of English Education Department and the advisor who has given his time to guide the researcher until thesis finished, thanks for the advice, suggestions, and guidance.
5. Pratika Septi Femilia, M.Pd. As my supervisor who has guided me to complete this thesis.
6. All of the English lecturers in Education Department who has given me knowledge during the entire of the semester.
7. Tofan Arifan, S.Pd,I as the English Teacher and the eleventh grade students of MA Plus Al-Mashduqiah Kraksaan Probolinggo who helped me to conduct this research.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 14<sup>th</sup> June 2023

**Syamsul Anam**  
**T20196073**



## TABLE OF CONTENTS

COVER.....	ii
SUPERVISOR CONFIRMATION SHEET.....	iii
TABLE OF CONTENTS.....	iv
CHAPTER I INTRODUCTION.....	1
A. Title of The Research.....	1
B. Background of The Research.....	4
C. Research Question.....	4
D. Research Objective.....	4
E. Research Significance.....	5
F. Definition of Key Term.....	6
CHAPTER II LITERATURE REVIEW.....	6
A. Previous Studies.....	6
B. Theoretical Framework.....	11
CHAPTER III RESEARCH METHODOLOGY.....	33
A. Approach and Type of Research.....	33
B. Research Location.....	35
C. Research Subject.....	35
D. Data Collection Techniques.....	36
E. Data Analysis.....	38
F. Data Validity.....	39
G. Research Procedures.....	40
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Description of Research Objective.....	35
B. Finding.....	36
C. Discussion.....	51

CHAPTER V CONCLUSION AND SUGGESTION .....	56
A. Conclusion .....	57
B. Suggestion .....	58

REFERENCES

LIST OF TABLE

2.1 The Similarities and Differences of Previous Research .....	11
3.1 Observation, Interview, and Document Review .....	27
4.1 Result and Research Finding.....	50



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

It is commonly believed that English has already become a widely used language, many people uses English language that other language. English becomes the first language in other countries or we can say that English is an international language, but many people uses language as the second language especially in Indonesian country. English as international language is used for international communication between countries it means as language wider communication within multilingual societies.<sup>1</sup> In Indonesian country, English becomes the second language because Indonesia country has own language is Indonesian Language. Although English is the second language many Indonesian people learn English, there are several reasons of learning English consists of communication, business, access of entertainment, and access to more internet. Rajathurai Nishanthi claims that these reasons can be internationalism, education, internet, travel and business.<sup>2</sup>

In learning English, there are four skills that must be mastered by student. They are listening, speaking, reading and writing. Students can't be master of these, but one of these can be mastered by students. One of the important skills among these is speaking skill that becomes the focus of study

---

<sup>1</sup> Michael Clyne and Farzad Sharifian, English As An International Language Challenges And Possibilities, Vol. 31, Issue. 3, (Jan 2008): DOI: <https://doi.org/10.2104/ara10828>

<sup>2</sup> Saodat Zuparova, Alla Shegay, Firyuza Orazova, Approaches To Learning English As The Source Of All Subjects, Vol. 8 No. 6, (2020):

since the students learn English.<sup>3</sup> One of the primary purposes of English as a foreign language instruction in Nepal is to prepare students to communicate in the target language. Students should be able to speak English fluently in order to communicate effectively. Various teaching strategies have been offered to help students improve their speaking abilities. Students in the speaking class must be able to communicate in English. Students who are unable to communicate in English will struggle to express themselves in classroom activities. As a result, students must be able to communicate and share their thoughts, opinions, and explanations in class. Role play allows kids to express suitable language and function correctly in the provided roles and scenarios.<sup>4</sup>

The most important skills in language learning is speaking because speaking is the most difficult aspect among English skill of language learning. Many students felt difficult to express themselves in spoken English.<sup>5</sup> Speaking is very important skill in second language learning moreover in our country, because speaking needs intention from the first to the end. Speaking is an important component of second language learning or foreign language learning, and success is measured based on language performance. The aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication,

---

<sup>3</sup> Devi Novita Swary, A Study of Students' Problems in Learning Speaking English at The Second Grade of Smp Negeri 1 Talaga, (Thesis, IAIN Syekh Nurjati Cirebon): 1.

<sup>4</sup> Journal of NELTA Gandaki (JoNG), Effectiveness of Role Play in Improving Speaking Skill, Vol. I, (February 2019): DOI: <https://doi.org/10.3126/jong.v1i0.24454>

<sup>5</sup> Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, An Analysis of Factors Influencing Learners' English Speaking Skill, 18, (February 2017): <https://www.sid.ir/paper/349619/en>

but language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field.<sup>6</sup> Students need to practice speaking skills optimally, that speaking ability will bring success to someone. Therefore, speaking skills need to be developed, and remembering speaking is an important activity in everyday life, by speaking someone tries to express thought and feelings towards other people.

So the researcher interested to excavate many things around speaking aspects by asking the English teacher. Start from students, the problem that faced by students in learning English speaking and try to find the ways to solve the problem.

Teacher's relationship with students can be an important impact, consists of students' connection to school, motivation, academic achievement, psychosocial being well, and learning process. Students spend a lot time in the school, and classroom is a source of many interpersonal relationship and activities. Teacher's relationship with students is supporting and developing students' motivation in learning process, so that students can interact well so as to achieve the learning objectives of effective lessons.<sup>7</sup> So, the teacher has an important role in the classroom to develop and create an effective learning process in order to help students achieve learning goals. The teacher must have the right medium or a method to assess the success of the classroom learning process. The teacher in Al-Mashduqiah used the method that can be media of learning in English learning is role play.

---

<sup>6</sup> *ibid*, 34

<sup>7</sup> Katia Fredriksen, Jean Rhodes, *The Role of Teacher Relationships in The Lives of Students*, No, 103, (2004): doi: 10.1002/yd.90

Role play is an interesting and effective technic to animate the teaching and learning be atmosphere, arousing the interest of learner, and make the language acquisition impressive. So, this research focus on how to apply it successful and take the most advantages of it in English class.<sup>8</sup> the teacher used this method to make learning process is running well, this method could not make students felt bored, they study hard to compete their good performances, they do this way with their team work. in order, learning English by using role play is not only to make learning process run well, but it can be a tool to improve students' speaking skill and add new knowledge.

Learning English through role play can result in more successful classes and more creative students, who are more motivated to learn English through interesting methods. Motivation is a way to push students doing and acting which can achieve the goal that they want. So that, the role of teacher is not only to teach students in the class, but how to make students have high enthusiasm in learning process moreover in learning English. So, the teacher must have ways to motivate students in learning process. One of institution that used role play method is Al-Mashduqiah Senior High School in Probolinggo.

Learning process at eleventh grade of Al-Mashduqiah used this method to make students more interested in learning, the teacher prepares some title to give to students and make group discussion about the material, as the teacher must understand each title that will give to students to make easy and

---

<sup>8</sup> Feng Liu & Yun Ding, Role-play in English Language Teaching, Vol. 5, No. 10, (October 2009):



help the to understand more. This process needs extra time, if students only discuss in the class, it is impossible to do it, because it need more and do outside class, they are motivated by using this method, which this opportunity maximized by students to improve their speaking skill. The result showed that way is effective and success in learning process.

Senior High School of Al-Mashduqiah is an institution that teaches students two languages, Arabic and English. The majority of them prefer Arabic to English, because many of lessons refer to Arabic than English, which the effect of students more like Arabic, The imbalance in language provision portions will have an impact on the process of learning English. There are only a few subjects in English, such as grammar dictation composition, and English lessons have fewer hours than Arabic, which affects students' speaking abilities. So that way, the teacher has a strategy in the English learning process by using role play as motivation and the tool to assess their performance the whole semester and it did every semester, because this activity more help students in learning process moreover to enhance students' speaking skill. This activity only in Al-Mashduqiah that used this way to make students are not bored and to make them interested in the English learning process and effective. Usually this activity did before the semester exam to figure out the result of their studying the whole semester and characteristic of the teacher used this method in learning English. On another side, when students used it, it gave them an opportunity to practice their language skill, and also allowed them to be creative students. So that



way, the researcher interest to do research about THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS AT ELEVENTH GRADE OF AL-MASHDUQIAH SENOIR HIGH SCHOOL

#### **A. Research Question**

Based on the research backdrop, the researcher intended to answer the following questions, which helped him in his research findings, those are:

- a. How is the procedure of role play in implementation in speaking class?
- b. What are the advantages and disadvantages of role play in speaking class?
- c. What are students' problems in implementing role play in speaking class?
- d. What are the teachers' strategies in solving the problem in speaking class?

#### **B. Research Objective**

Based on the research question above, the research objective for this research are:

- a. To describe the procedure of role play in implementation.
- b. To describe the advantages and disadvantages of role play in speaking class.
- c. To describe students' problem in implementing role play.
- d. To describe the teachers' strategy in solving the problem.

#### **C. Research Significance**

This research can be useful if it is used for researchers or others, therefor hoped from this research can be useful for researchers and others, both theoretically and practically.

## 1. Theoretical Benefit

- a. This theoretically is writing can be useful for adding scientific insights about the implementation of role play in speaking class.
- b. This writing is expected can make a scientific contribution to make study material for future writers, especially regarding the implementation of role play in speaking class.
- c. The findings of this study are going to serve as a resource for educational institutions seeking to improve educational quality in the area of role play in speaking classes.

## 2. Practical

- a. For researcher

This study can be used as a scientific reference for the use of role play in increasing educational quality.

- b. For Teacher

This research is expected to contribute to thinking about the implementation of role play in speaking class.

## D. Definition of Key Term

To avoid misunderstandings in this study, the researcher could explain two words deeper.

### a. Role Play

Role play as a drama-like classroom activities which students take the rules of different participants in a situation, and act out what will happened in that situation. Role play is one of technic teaching classroom

to encourage students to participate actively in the process of learning English. Therefore, students must practice in the real context of life.<sup>9</sup>

Role play is an activity that done by students in classroom, it is method to make students more active and make learning process run well or effective learning. Besides this, role play can improve students' speaking skill by play separate role in different context

### **b. Speaking Class**

In speaking class, the students must be able to speak English. If they have an inability or they can't speak in English, they will feel the difficult in expressing their ideas, opinions in classroom activities. So that way, students must have ability to communicate and share ideas, argument, and their explanation in classroom.<sup>10</sup>

Speaking is one of the important of four skills that must mastered by students, usually students felt difficult in learning English. Speaking is very important in teaching and learning language, students can express what on their mind.

---

<sup>9</sup> Journalof NELTA Gandaki (JoNG), Effectiveness of Role Play in Improving Speaking Skill, Vol. I, (February 2019): DOI: <https://doi.org/10.3126/jong.v1i0.24454>

<sup>10</sup> Ibid, 12

## CHAPTER II

### LITERATUREREVIEW

#### a. Previous Studies

- 1) First research was conducted by Daru Susanti, Edri, Arman Syah Putra, N urhayati, Zikriah, Nurul Aisyah (2022) entitled "Improving Students' Speaking Skills Motivation Using You Tube Video and Role Play". Class action research design. The samples were conducted in one class with 15 students at semester one in Tourism Academy Jakarta. The results of this research shown that the use of Role Play technique was successful to improve the students' speaking ability. They found that this teaching can improve speaking's motivation and skill effectively.<sup>11</sup>
- 2) Second, research was conducted by Paidi Gusmuliana, Eka Apriani, and Syafryadin (2021) entitled "Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia". This research used a quantitative research design. The samples were 60 students from the English Tadris study program at IAIN Curup were the subject of this research. The results have shown that Role Play has a major effect on motivation in English speaking ( $t_0: 4.342 > \text{table: } 2.65$ ). The motivation of the students is higher in the

---

<sup>11</sup> Daru Susanti, et al., Improving Students' Speaking Skills Motivation Using You Tube Video And Role Play, Vol.1, No.9 (April 2022).  
<https://bajangjournal.com/index.php/JOEL/index>

Experimental Group (70.20) than in the Control Group (60.10 percent).<sup>12</sup>

- 3) Third, the research was conducted by Efi Lutfiyah Arifin (2021) entitled "Application of Role Playing Techniques in Improving the Speaking Ability of Students". This research method uses 3-cycle CAR procedure including planning, action, observation, and reflection. The subjects studied are 29 students of XII IPA 2, the research location is in MAN 2 Kuningan. The results can be concluded that role playing method is able to improve speaking skills on narative text.<sup>13</sup>
- 4) Fourth, the research was conducted by Muhammad Pahrurrozi, (2019) entitled "The Effect of Role Play on Students' Speaking Skill at Seventh Grade of Mts NW Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara in Academic Year 2018/2019 ". This research used was quantitative research through quasi-experimental study by using pre-test and post-test design. The research. The samples were 40 students. The researcher scored five components of speaking skill (Comprehension, Fluency, Vocabulary, Pronunciation and Grammar) of each student for both classes. Value of t-test is higher than t-table ( $3.217 > 1.684$ ). It can be concluded that the use of role play

---

12 Paidi Gusmuliana, et al., Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia, (Maret, 2021), <http://repository.iaincurup.ac.id/id/eprint/355>

13 Efi Lutfiyah Arifin. Application of Role Playing Techniques in Improving the Speaking Ability of Students, Vol. 4, (April 2021)Vol. 10, No, 2,( April, 2019), <https://journal.uniku.ac.id/index.php/IJLI/article/viewFile/4342/2551>

technique in teaching speaking at MTs NW Kembang Kuning was effective and the hypothesis tested in this research was accepted.<sup>14</sup>

- 5) Fifth, research was conducted by Samsibar and Wahyudnm din Naro (2018) entitled "The Effectiveness of Role Play Method Toward students' Motivation in English Conversation". This research used quantitative research through the pre-experimental method by using a one-shot case study pre-test and post-test design. The subject of this research was the first-grade students at MTs As'adiyah No. 49 Bola Aserae – Belawa academic year 2016/2017. The result showed that there was a significant difference in the students' speaking achievement taught by using role-play. The students' mean score on the pre-test of the experiment class was 52.4. Then, in the post-test, the mean score of the experiment class was 65. Therefore, hypothesis H<sub>0</sub> was rejected and H<sub>1</sub> was accepted.<sup>15</sup>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
**Table 2.1**  
The Similarities and Differences of Previous Research

No	Research Title	Similarities	Differences
1	Improving Students' Speaking Skills Motivation Using You Tube Video And Role Play	a. Both researchers used role play technique. b. In the speaking class, the utilization of	a. The previous study used a class action research design, but this study used a qualitative research approach. b. The subject of previous research was in Tourism

<sup>14</sup> Muhammad Pahrurrozi, The Effect of Role Play on Students' Speaking Skill At Seventh Grade Of Mts Nw Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara In Academic Year 2018/2019, (skripsi Universitas Islam Negeri, 2019)

<sup>15</sup> Samsibar et al., The Effectiveness of Role Play Method Toward students' Motivation in English Conversation, Vol. 4, No. 01, (June 2018): <https://doi.org/10.24252/Eternal.V4I.2018.A8>



		role play was successful.	Academy Jakarta, while this current research was in the senior high school of Al-Mashduqiah. c. The technic that used was You Tube Video technic, while this research used role play technic.
2	Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia	a. Both researchers used role play technic. b. The use role play technic was effect on motivation in English speaking.	a. The previous study used a class action research design, but this study used a qualitative research approach b. The subject of previous research was in the English Tadris study program at IAIN Curup, while this current research was in the senior high school of Al-Mashduqiah.
3	Application of Role Playing Techniques in Improving the Speaking Ability of Students.	a. Both researchers used role play technic. b. The use role play technic was effect on motivation in English speaking.	a. The previous study used a class action research design, but this study used a qualitative research approach b. The subject of previous research was at MAN 2 Kuningan, while this current research was in the senior high school of Al-Mashduqiah.
4	The Effect of Role Play on Students' Speaking Skill At Seventh Grade of Mts Nw Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara in Academic Year 2018/2019.	a. Both researchers used role play technique. b. The use role play was effective in speaking class.	a. The previous study employed a quantitative research approach, but this study used a qualitative research approach. a. The subject of previous research was it Seventh Grade of Mts Nw Kembang Kuning Sikur Regency East Lombok



			West Nusa Tenggara in Academic Year 2018/2019. While this current research was in the senior high school of Al-Mashduqiah.
5	The Effectiveness of Role Play Method Toward students' Motivation in English Conversation.	<p>a. Both researchers used role play technique toward students' motivation.</p> <p>b. The use role play was effective in speaking class.</p>	<p>a. The design of the previous research used a quantitative research approach, while this current research used a qualitative research approach.</p> <p>b. The subject of previous research was the first-grade students at MTs As'adiyah No. 49 Bola Aserae – Belawa academic year 2016/2017, while this current research was in the senior high school of Al-Mashduqiah.</p>

Based on the data from past studies, the similarities and differences between previous studies and this research are the same by employing role play technology to improve students' speaking skills. While this study focuses on how to incorporate role play in Al-Mashduqiah senior high school to measure students' speaking skill. Role- play technic to help students in speaking class, to make the class atmosphere more active, so the teacher used this method in teaching speaking classroom.

## **b. Theoretical Framework**

### **1. Role Play**

Tompkins (2001) Role play is defined as one of the classroom teaching approaches that encourage students to actively participate in the

process of learning English. As a result, foreign language students practice the target language in scenarios that are similar to real-life situations in which tension and shyness are removed. Keneth (2008) states that role play can be defined as the way students' behave in a certain context. In the field of management, discrepancies in the identifying role can be seen as role conflict, which does not match for a person or by others. Role playing is a method of teaching that involves the conscious practice and discussion of the role in a group. The challenge can be briefly acted out in class so that the students can relate to the parts. Role-playing activities could be used to demonstrate how students respond in certain contexts and situations. The researcher defines the role-playing technique as a teaching practice that involves the intentional portrayal and discussion of a role in a group setting. A difficult context is briefly acted out in class so that pupils can cope with the character.

Role play is an effective technique to develop students' speaking skill because it provides many opportunities for students to take roles of different person. There are many research have been done to find the different aspects of role play technic in EFL classroom.<sup>16</sup>

Students improve fluency in language and oral interaction skill, besides this those technique is basic for students who learn foreign language who do not often speak English at home because students want

---

<sup>16</sup> Journalof NELTA Gandaki (JoNG), Effectiveness of Role Play in Improving Speaking Skill, Vol. I, (February 2019): DOI: <https://doi.org/10.3126/jong.v1i0.24454>

to use that language and to improve their fluency and speaking with the chance to participate in role play. Role play is needed to play other in the same way and they think about how other role may act. Role play as a tool to improve students' speaking ability, this activity carried out groups and they can choose what they want to play.<sup>17</sup>

## 2. The Purpose Of Role Play

The main purpose of role play is to develop skills by inviting students to contribute with each other directly and immediately through the use of role play.<sup>18</sup> Moreover, the purpose of role play are (a) exploring their own experience to develop their own imaginative and emphatic capacities and (b) thinking and discussing the different facilities responses.<sup>19</sup> It means the purpose of role play as activity which a person imitates, consciously and unconsciously.

The other main purpose is Role-playing (dramatization) helps bring the language to life and gives students practice using it as a means of communication. As a result, the primary goal of role play is to improve communication skills. The realistic communication environment provides pupils with a new language experience. They've learned, and the experience will help them recall what they've learned. As a result, the author concludes that the purpose of teaching speaking is identical to the goal of the role-playing technique, which is communication. It

---

<sup>17</sup> Ibid, 12

<sup>18</sup> Janet Tolan and Susan Lendrum, *Case Material and Role Play in Counseling Training*, (London and New York: Routledge, 1995). 26.

<sup>19</sup> Ibid, 26.

means that role play can be used to teach speaking and help students improve their speaking skill.<sup>20</sup>

The researcher conducted the purpose of role play in teaching speaking is to develop students' speaking achievement without making students anxious and afraid to try speaking English.

### **3. The Advantages and Disadvantages of Role Play**

The advantages of role play based on Sue and Rogers and Julie Evans, role play strategy has several advantages and disadvantages are 1) role play encourages representation thinking 2) role play helps children to develop perspective taking skill 3) role play performance language competence 4) role play involves problem solving 5) role play encourages turn taking and negotiation 6) in role play, children have a strong to self-generate selves. 7) Role play help to establish or to build sustain children's peer culture. While, the disadvantages of role play are 1) role play will be difficult to conduct in narrow room, it needs wide room. 2) Spent a lot of time.<sup>21</sup>

### **4. The procedures of role play**

In this research, the researcher considered to collaborate three books from Utomo Dananjaya with the title *Media Pembelajaran Aktif*, Hisyam Zaini with the title *Strategi Pembelajaran Aktif*, and Mark Chesler with the title *Role-play methods in classroom*. Those books

---

<sup>20</sup> Amalia. R, "The Use of Role Play Method to Improve Students' Vocabulary At Junior High School". (Skripsi, Muhammadiyah University of Makassar 2020), 17.

<sup>21</sup> Sue Rogers and Julie Evans, *Inside Role Play in Early Childhood Education*, 38.

explained about the steps of using role play, types of role play, and other thing that related with role play.

a. The steps of using role play

1. Planning and Preparing

In this steps included:

- a) Determined the materials
- b) Determined the number of students
- c) Choose the role play strategy
- d) Select the situation and create the dialogue

2. Interaction in the steps included:

In this steps included:

- a) Introduced the materials
- b) Informed the rule of role play to students
- c) Designed the situation based on topic
- d) Divided the rule to each students
- e) Practiced each groups in front of class

3. Reflection and Evaluation

In this steps included:

- a) Evaluated and check students' comprehension

## 5. Types of Role Play

Based on Donn Byrne, role play could be specified into two groups, scripted role play and unscripted role play.<sup>22</sup> “as follow:

### 1) Scripted Role Play

This type involved interpreting the textbook dialogue or reading text in the form of speech. The main function of the text is to deliver the meaning of language in memorably way.

### 2) Unscripted Role Play

It is different to scripted role play, the situation is unscripted role play does not depend on the textbooks. It is knows as a free or improvisation. Students have to decide what language to use and how the conversation shall develop. To do this activity, it needs good preparation from teacher and students that required.

In this research, the researcher used unscripted role play for implementation of role play to improve students' speaking skill at the eleventh grade of Al-Mashduqiah.

## 6. The Reason For Using Role Play

There are many reasons why teacher use role play in teaching speaking. By using role play, students felt free to play, improve and create their ideas, many students will be more active and creative to play their role because it gives opportunity for students to prepare.

---

<sup>22</sup> Donn Bvrne. Teaching Oral English: Longman Handbooks for English Teacher, (Singapore: Longman Group, 1986), 115.



So that way, Using role play in teaching speaking to train their students' intellectual and social imaginative. Using role play environment of high structured can give a question about children that have opportunity to exercise choice and to make decision about the nature and direction of their play.<sup>23</sup>

### **7. Students' problem in implementing role play**

Learning English is very boring, but learning becomes interesting when using the role-playing method. Students who initially felt bored or had difficulty learning English now find it interesting and exciting. Usually the problems was faced by the students was they are usually worried about the pronunciation and the tense. So, they are sometimes difficult to speak English.<sup>24</sup> Students have difficulty speaking English and also saying words in English. This is a problem for students when learning English at school.

### **8. The teacher's strategies in solving the problem**

The teacher has strategies to solve students' problem in learning English by using role play. The teacher must know the situation and condition of role play because when students play a role play it needs widely place and conducive. So the teacher must manage the time when students play a role play because students spend a lot of time, they need extra time to do it. Most of the time, I use role play (through video),

<sup>23</sup> Sue Rogers and Julie Evans, Inside Role Play in Earlh Childhood Education, (New York: Routledge Taylor and Francis Group), 37

<sup>24</sup> Ria Rezeki, Sujarwo, Muliaty Ibrahim, The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar, Vol.2, ( April 2022) DOI: <https://doi.org/10.56314/edulec.v2i1.33>



number-heading together, discussion, grouping, and simulation in front of the class. So, they will have confidence to pronounce the words in English.<sup>25</sup>

## 9. Speaking Skill

Speaking is a tool for communicating and expressing what is on the mind. Speaking can be defined as giving direct comments in order to motivate others to do something or clarifying something that is unclear. According to Nigel Hardwood, speaking is a unique method of communication that everyone possesses.<sup>26</sup> Cameron added that speaking is the active use of language to express a meaning, so that other people can understand of them to speak in foreign language with other people requires attention on language target.<sup>27</sup>

English speaking skill is one of the most important skills to develop and improve in language learners, especially in academic setting. Many students struggled to express and communicate their mind.<sup>28</sup> Speaking is the verbal use of language and media that used by people with other. In daily activity, the most difficult skill that required by people to communicate, usually speaking is skill to say something in a spoken language.<sup>29</sup>

<sup>25</sup> Ibis, 71.

<sup>26</sup> Nigel Hardwood, English Language Teaching Material: Theory and Practices, (New York: Cambridge University Press, 2010): 208

<sup>27</sup> Cameron, Teaching Languages to Young Learners (Cambridge : Cambridge University Press)

<sup>28</sup> Tahani R. K. Bsharat, Mosaddaq Y. Barahmeh, The Influence of Applying Educational Active Drama in enhancing speaking skills in Teaching- learning English Language: A Theoretical Perspective, Vol. 14, 10-32, (December, 2020):

<sup>29</sup> Ibid, 11.

There are many factors that makes students feel difficult to speak English, including a lack of vocabulary mastery, a lack of motivation to speak English, a lack of grammar mastery, which leaves students unsure about speaking English, and difficult pronunciation, which becomes an obstacles in class and make them are not confident.

## 10. Types of Speaking

In English, speaking ability refers to the ability to pronounce words correctly. However, speaking skill is more than just uttering the correct or incorrect word. According to Nurgiantoro, in order to speak a language, speakers must master grammar, pronunciation, and vocabulary.<sup>30</sup> Speaking skills are consisted of utterance, grammar, fluency, and vocabulary.

### a. Utterance

Pronouncing words correctly is an important ability in English since it ensures that the intended message is understood by the interlocutor. People are more likely to respond to straightforward discourse. A good utterance has an impact on the interaction of two or more people. According to Tarigan, the speech must be clearly articulated to the audience and easily understood during the speaking process, such as conversation, discussion, sharing, sharing argumentation, chatting, interview, asking and answering.

---

<sup>30</sup> Nurgiantoro. Penelitian dalam Pengajaran Bahasa dan Sastra (Yogyakarta: BPEE: Yogyakarta, 2001), p.26

### b. Grammar

Grammar is one of the most important aspects of language teaching. Every language has its own grammar. Every grammar is a set of language rules that govern how a word or sentence is used. Grammar, as defined by Richard, is grammatical competency. Competency is a comprehensive notion that includes increasing competency in grammar (morphology and syntax), vocabulary, and mechanics (letter sound, syllables, word pronunciation, intonation, and stress). For people to converse in different languages, grammar is always essential. Grammar is applied differently in various languages and styles.

### c. Fluency

Soclova was shown that while solving training speaking skills, one of the first things that comes to mind is the fluency/accuracy dichotomy. It indicates that while we are beginning to talk, it is the first thought that comes to mind. Fluency is a crucial ability to have when speaking English. It is essential for pupils to practice their fluency. Students who are fluent in English will have no issue pronouncing and generating the words. As a result, fluency is required as part of speaking.

### d. Vocabulary

Students have to understand the vocabulary of the target language before they can master the language itself. A person's vocabulary is

defined as all the words he or she knows and uses in a certain language. Word Vocabulary, according to Lehr, is the understanding of words and their meanings that humans employ when listening, speaking, reading, and writing. Because vocabulary is a fundamental idea that all students must comprehend before beginning their studies, it is incredibly useful in all language teaching and learning. Knowing 3000 standard academic words is significant since it permits pupils to pronounce the words more easily. In addition to that, Richard demonstrated that learners require a minimum of three thousand words for effective speaking, and that at the university level, having five thousand words indicated primarily students' success in academic careers.

### 11. Basic Types of Speaking

Brown discusses many forms of classroom speaking performance in this book. Imitative, intense, responsive, transactional (conversation), interpersonal (dialogue), and prolonged (monologue) speech performance are examples.<sup>31</sup>

#### a. Imitative

This category includes the ability to learn intonation, which is essentially the ability to imitate words, phrases, or sentences. This style of pronunciation is crucial.

---

<sup>31</sup> Yingjie Y, "Speech Fluency Development: The 4/3/2 Technique for EFL Learners in China". *International Journal of Research Studies in Language Learning*, 3, 4 (2011): 55- 70.

b. Intensive

Intensive speaking includes any speaking performance meant to train any phonological or grammatical feature of language fluency in addition to imitative speaking.

c. Responsive

A relatively short response to the teacher or student who posed the question or made the comment. Both interaction and comprehension tests are included in the responsive type, but at a very low conversational level. At the very least, this includes greetings, pleasantries, simple requests, and remarks.

d. Transactional (dialogue)

A more advanced form of responsive language is transactional language, which is used to convey or exchange specific information.

e. Interpersonal (dialogue)

This type of speaking performance is more concerned with maintaining social relationships than with transmitting facts and information.

f. Extensive (monologue)

Finally, students at the intermediate to advanced levels are asked to give an extended monologue in the form of an oral report, summary, or possibly a short speech. Students can practice conversations or speeches in this type.

## CHAPTER III

### RESEARCH METHOD

#### E. Research Method

##### 1. Approach and Type of The Research

This is a qualitative as a research design, the researcher picked a case study in which the "researcher conducted an in-depth exploration of a program, event, activity, process, or one or more individuals."<sup>32</sup> Creswell defined the case study as the concealment of processes, activities, or events.<sup>33</sup> In this study, researchers entered the case and investigated teaching and learning processes. To gather any necessary information, researchers observed the entire process of implementing role play in speaking class. In addition, the researcher conducted interviews with the eleventh MA teacher and students. Probolinggo Al-Mashduqiah Kraksaan.

To analyze the data in this research, the researcher used descriptive research. Descriptive research focuses on describing situation and conditions in order to describe the in a study report.<sup>34</sup>

##### 2. Research Location

The researcher used field research because the researcher needs to go to field to observe about a phenomenon in a natural setting. The subject of

---

<sup>32</sup> Creswell, JW. 2003. Research Design: Qualitative, Quantitative, and Mixed Methods Approach. SAGE Publication, 15.

<sup>33</sup> Ibid, 30

<sup>34</sup> April Liya Wulan Dari, An Analysis Of The Vocational High School Students' Problems In Answering Toeic Reading And Listening Test (A Descriptive Qualitative Research At Smkn 3 Seluma In Academic Year 2020/2021):



research is conducted on students at eleventh grade of Al-Mashduqiah and used purposive sampling. According to Sugiyono purposive sampling is a data sampling that take account specific factors. The researcher chose Al-Mashduqiah Senior High School as location of research because it applied learning method by using role play for eleventh grade that relates with this research and the English teacher in Al-Mashduqiah are four teachers but who taught English lesson at eleventh grade, which researcher interests to research in Al-Mashduqiah.

### 3. Research Subject

The researcher chose the eleventh grade of senior high school because the teacher applied role play method in this class, so this subject is related with my research. The researcher determined the subject of research in chosen with some consideration and purposive technic. Purposive sampling technic are used in qualitative research, and may be defined as selecting units, (individuals, groups of individuals, institution) based on the aim that related to answer the research's question.<sup>35</sup> Maxwell further defined of purposive sampling as a type of taking sample in which, "settings, persons, event that chose to be important information they can provide that cannot be gotten from other choices. There are four teachers that taught English lesson in senior high school, but the teacher that applied role play method is only one, he knew that role play method can be effective way to teach English lesson at eleventh grade.

---

<sup>35</sup> Charles Teddlie Fen Yu, Mixed Methods Sampling A Typology With Examples, Vol. 1, No. 1, (January 2007): <https://doi.org/10.1177/1558689806292430>



#### 4. Data Collection Technique

In this research, the researcher used descriptive approach and the researcher can apply some technics likes observation, interview, and document review to collect the data that relate to research focus.<sup>36</sup> This research used three technics, observation, interview, and document review.

##### 1. Observation

Observation is direct process to collect field research data. This research used active participation observation.<sup>37</sup> This observation is which the researcher goes to people observation, and contribute in activities but not all activities. The mean the researcher conducts the direct observation at eleventh grade of Al-Mashduqiah, there is object that want to take the data by using instrument that arranged by researcher before. The researcher makes a network instrument in check list through seeing indicator of the implementation of role play, the researcher want to conduct the observation in classroom whole applying the role play, so the researcher write the activities during learning process. This research will observe from preparing or planning to evaluation of role play.

This observation is used for teacher during learning process.

---

<sup>36</sup> Sugiyono, Memahami Penelitian Kualitatif, P. 63

<sup>37</sup> Ibid, p.66

**Table 3.1****Observation, Interview, and Document Review**

This observation is used for students during learning process.

## Indicators of teacher's observation

NO	INDICATOR	STATEMENT
1.	Procedure	The teacher gives the material to students
		The teacher divides students into groups
		the teacher explains the material to students
		The teacher informs the rule of role play to students
2.	Teacher's strategies	The teacher makes students enthusiasm in playing role play
		The teacher helps students in understanding the material
		The teacher manages the time for students
		The teacher controls students in playing role play
		The teacher serves the wide place
		The teacher evaluates students' performances

## Indicators of students' observation

NO	INDOCATOR	STATEMENT
1.	Advantages	Role play makes students critical thinking
		Students feel free to performance
		Students can take the conclusion
		Students can train their language competence
		Students can train solving problem
		Students can study hard in playing role play
		Students can do it by teamwork

2.	Disadvantages	Role play spends a lot time
		Role play needs narrow room
		Role play can disturb other classes
3.	Students' problems	students feel difficult to understand the topic
		Students feel difficult to pronounce the word
		Students feel difficult to manage the time

## 2. Interview

Interview is data collection technique conducted by researcher to seek information from several sources or researcher participation.<sup>38</sup> In this research, the researcher used semi-structure interview which the interview is conducted free time compared with structure interview. Interview technique this researcher is not based on guidelines questions that made by researcher but focus on the problems that arose during the direct interview. Interview conducts with teacher and students related to get more information about research. The researcher conduct with English teacher at eleventh grade and three students at eleventh grade of Al-Mashduqiah. The time for interview is conducted in break time alternately.

### Indicators of teacher's interviews

NO	INDICATOR	STATEMENT
1.	Procedure	The way the teacher gives the material to students
		The way the teacher divides students into groups
		The way the teacher explains the material

<sup>38</sup> Ibid, 74

		to students
		The way the teacher inform the rule of role play to students
2.	Students' problems	The way the teacher solves students' problem in playing role play
3.	Teacher's strategy	The way the teacher's strategy to make students enthusiasm in playing role play
		The way the teacher's strategy to make students understand the topic
		The way the teacher's strategy in managing the time for students
		The way the teacher's strategy in controlling students
		The way the teacher's strategy to serve the wide place
		The way the teacher evaluating students' performances

## Indicator of students' interview

NO	INDICATOR	STATEMENT
1.	Advantages	Role play gives opportunity to students in speaking performance
		Role play trains students' speaking
		Role play train students' mind
		Role play train students to take conclusion of the topic
		Role play trains students' mentality
		Role play makes students study hard
2.	Disadvantages	Role play spends a lot of time
		Role play needs wide place
		role play disturbs other classes
3.	Students' problems	Students feel difficult to understand the topic
		Students feel difficult to pronounce the word
		Students feel difficult to manage the time

### 3. Document Review

Documents are record of past events. Document can be in the form of writing, writing, pictures, or monument work of person. Document in the form of writing like diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images, like photos, drawing live, sketch and other. Document research is a complement to the use of observation method and interview in qualitative research.<sup>39</sup>

#### Indicator of teacher's Document Review

NO	INDICATOR	STATEMENT
1.	Procedure	Lesson plan
		The teacher print the topic
		Students' scrip
		Students' properties

### 5. Data Analysis

The process of data analysis there are three phases that developed by Sugiyono: data reduction, data display, and conclusion drawing and verification.

#### 1. Data Reduction

Data reduction is a type of data analysis that categorizes, clarifies, selects what is important or new, and eliminates unnecessary information before drawing conclusions.<sup>40</sup> The researcher will process the data reduction that has been collected from the results of interview

<sup>39</sup> Ibid, 82.

<sup>40</sup> Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung, Alfabeta 2020): p. 229

observations and documentation in the first step of this research analysis. The researcher will classify and select selectively to obtain data that is relevant to the focus of this research problem. The data gathered from teachers and students will help to strengthen the research analysis.

## 2. Data Display

Data presentation is a type of data analysis in which data is organized and arranged in a relationship pattern to make it easier to understand.<sup>41</sup> Following data reduction, the researcher employs a narrative data presentation, namely by analysing the field through notes pertinent to the implementation of role play research.

## 3. Conclusion Drawing and Verification

The final step in data analysis is drawing conclusions; at this stage, after the data has been properly collected and displayed, the researcher draws appropriate conclusions and can provide answers to the research problem in implementing role playing in English speaking class. In qualitative research, initial conclusions are still speculative. As a result, while in the field, researchers will continually draw conclusions.<sup>42</sup> The data gathered as a result of observations and interviews with informants will be organized chronologically from the beginning of the research to the end of the conclusion.

---

<sup>41</sup> Ibid, 325.

<sup>42</sup> Ibid, 329.



## 6. Data Validity

The validity of data is the correctness of data in the school, it is important part of in research to collect the data.

According to Susan Stainback in Sugiyono (2007:330) the aim is not to determinate the truth about same social phenomenon, rather than the purpose triangulation is to increase One's understanding of whatever is being investigated.<sup>43</sup> According to willian wiersma in Sugiyono, triangulation in validity as checking from many sources and using many technics, ways, and times, there are three types of triangulation, are source triangulation, technic triangulation, and time triangulation.<sup>44</sup> The researcher uses technic triangulation to collect data through observation, interview, and documentation which can to conclude the result of data.

## 7. Research Procedures

The research steps outline the researcher's research planning, beginning with the introductory study, design study, actual research, and report writing. The following are the steps in this research:

1. The preliminary step of field research
  - a. Plan the research design
  - b. Select the research place and subject
  - c. Prepare the research instruments
  - d. Making Agreement
2. Field research stage

---

<sup>43</sup> Bachtiar S. Bachri, meyakinkan-validitas-data-melalui-triangularasi-pada-penelitian-kualitatif, Vol. 10, No. 1, (April 2010):

<sup>44</sup> Ibid, 56

- a. Enter in the research location
- b. Participating in learning activity and collect the data
- c. Completing the data
- d. Finishing Agreement of research



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter discusses study findings and research discussions. The discovery is the information discovered in the field, whereas the debate is the process of reaching a judgment or reaching a conclusion regarding the role play's issue. The following are the findings and discussion:

#### A. Description of the Research Objective

##### 1. The History of MA Plus Al-Mashduqiah Kraksaan Probolinggo

MA (Madrasah Aliyah) Plus Al-Mashduqiah is an educational institution at the high school level located in Patokan village district of Probolinggo. The institution organizes educational activities using an integrated system that blends between general education, technology-based skills education, and Islamic education. (pesantren). MA Plus Al-Mashduqiah was founded on June 10, 2003 by Dr. KH. Mukhlisin Sa'ad, MA and H. Mahfud Yusuf, Jamiluddien Rifa'ie, S.Pd.I under the auspices of the Nurul Haramain Foundation. At the beginning of its existence, MA Plus Al-Mashduqiah used the Al-Mashuqiah Training Hall as a place or campus of study. Established in 1998, MA Plus Al-Mashduqiah has its own building. In 2005, MA Plus Al-Mashduqiah already had twenty-one classrooms and was equipped with facilities and facilities that were not comparable to other schools. In this year also we established the tahfidz program and combined in the lessons of madrasah and training with separate classes, this is also in order to support the students who want to

deepen Tahfidz and continue their studies to the Middle East. Thus the graduates of MA Al-Mashduqiah will have a certain skill that can distinguish them from other school graduates.

## 2. The Profile of MA Plus Al-Mashduqiah Kraksaan Probolinggo

MA Plus Al-Mashduqiah was founded in 2003 on the shadow of Nur Harmain Foundation with accreditation A, the agency is located in Jl. Ir. H. Juada no. 370 RT/RW 01/06 Village of patokan, craksaan district, probolinggo district MA Plus Al-Mashduqiah is open to graduate students of the secondary school/MTs level who are eligible to enter as new students. Students who enter MA Plus Al-Mashduqiah will get various advantages in the learning process at this school especially in Tahfidz. Al-Mashduqiah is the leading institute of Islamic secondary education that promotes the generation of young people who are self-reliant, independent, creative, reliable and able to play a role in the development of the people.

## B. FINDINGS

The researcher gathered information through observation, interviews, and document review. Based on observations, interviews, and document reviews, the researcher discovered data on students' speaking through role play methods employed by the teacher at Al-Mashduqiah Senior High School Kraksaan Probolinggo's eleventh grade. The data were displayed and analyzed based on research questions, such as; 1) how is the procedure of role play in implementation, 2) what are the advantages and disadvantages of role play in speaking class, 3) what are students'

problems in implementation of role play, 4) what are the teacher's strategies in solving the problem were obtained the data as follow:

**1. How is the procedure of role play in implementation in speaking class at eleventh grade of Al-Mashduqiah**

According to interview with English teacher at eleventh grade of Senior High School, the procedure of role play in speaking class.

“When I come to the class, I explained the material it is about story how to understand the story and so, aaaa practice some method of teaching like that, naaaa before that we have to know the point of story. For the first we divided sreeeeett divided into groups, In the sense that there are abilities of our children that we already know, we arrange them from the highest rank to the lowest in each group; there must be all of that, naaah so they look for the vocabularies and they write the vocabularies they do not understand, they bring 2 dictionaries too. After this list, we write down the meaning of the vocabulary. The meaning must be adapted to the text. Once the vocabulary has finished, they try to go deeper into the discussion. After discussing, they discuss about the story, vocabulary, idea paragraph, and essence of the story, after that, aaaaaaa implantation of ole play, and the teacher give score What is assessed is the attitude, then what is the name of the cohesiveness, then what is the name of the role played is how the communication is the language spoken.<sup>45</sup>

*“pertama kita bagi srett dibagi kelompok, katakan 4 kelompok kita bagi rata dengan artian disitu kemampuan anak kita sudah kenali kita atur daring rank yang paling tinggi kepalang bawahsetiap kelompok pasti ada itu semua. Naaah kemudian mereka harus nyari vocabularies jadi setiap kelompok minimalharus membawa 2 kamus, , naah setelah itutulis daftar vocabnya yang tidak dipahami siapa itu apa saja, apa semua vocab yang ada didisi story, naaah setelah daftar ini kita tulish arti dari kosa kata tersebut harus arti tersebut disesuaikan dengan teks harus disesuaikan dengan teks, setelah vocab telah selesai mereka mencoba mendalami lebih dalma lagi diskusi, kosa kata, idea paragraph, susunan kata, intisari cerita, ketika semuanya sudah fix dengan proses itu semuanya kia memberikan merka untuk menampilk dari hasil diskusi mereka*

<sup>45</sup> English teacher interviewed Kraksaan, May 14, 2023.

*teruss guru memberika penilaian, apa saja yang dinilai sikap kemudian apa namanya kekompakannya kemudan apa namanyaa eeee peran yang diperankan itu bagaimana komunikasinya bahasa yang diucapkan sesederhana.*

It was supported by student's interview of eleventh grade, he said

“divided by groups, after being divided into groups, then assigned each theme; after that, the group was assigned to look for vocabularies that they did not know and then interpret through the dictionary; after that, they continued to compose sentences, which were interpreted in their own language and the vocabulary they were looking for together; then, after that, a scatter group in a place is told to have a preparatory discussion to display the theme that has been discussed and that has been selected; then, after that, there is a division of the characters and there is a training side”.<sup>46</sup>

*“dibagikan perkelompok, setelah dibagi perkelompok, lalu dikasik tema masing-masing, stelah itu perkelompok ditugaskan untuk mencari vocabularies yang tidak tahu lalu diartikan lewat kamus setelah itu nyusun kalimat nyusun kalimat yang diartikan dengan bahasa sendiridan vocab yang dicari bersama itu, setelah itu perkelompok pencar disuatu tempat disuruh diskusi persiapan untuk menampilkan tema yang sudah dikasik yang sudah terpilih terus setelah itu ada pembagian tokoh-tokoh dibagi tokoh dan ada sisi latihannya stelah itu baru ditampilkan”.*

According to student two, he said,

“Look for the meaning first....., (researcher fished to other answer) divide it into groups, and then after that, they are told to look for vocabulary that they don't know, then the ways of telling the story, the actors, (how about the material) the material from Ust Tofan, and then we will understand how the meaning is understood together. He said that later we ourselves will make up the sentences; we will first understand the story, then we will make up our own story.<sup>47</sup>

*“Mencari artinya dulu....., (peneliti memancing memancing jawaban lainnya) dibagi kelompok, terus setelah itu disuruh cari*

<sup>46</sup> Student one Interviewed, Kraksaan, May 15, 2023.

<sup>47</sup> Student two interviewed Kraksaan, May 15, 2023.



*kosa kata yang tidak tahu terus itu cara-cara story telling pembagian actor, (bagaimana mterinya) materinya dari ust tofan terus kita cara maknanya dipahami bersama, setelah baru dijelaskan ceritanya, aaaaaaa cerinya disingkat terus kita buat sendiri kata-katanya, nanti kita sendiri yang membuat kalimat-kalimatnya kita pahami dulu ceritanya baru kita karang sendiri ceritanya”.*

From other argument it was coming from one of eleventh grade of Al-Mashduqiah, he said.

“First distribute the papers, and then the group is determined. The group is told to do it in groups, translating vocabularies; after that, they perform with makeshift tools”.<sup>48</sup>

*“Pertama membagikan kertas terus kelompok ditentukan kelompoknya disuruh ngerjakan itu perkelompok translate vocabularies setelah itu baru nampil dengan alat seadanya”.*

Based on observation, on May 13, 2023 researcher is behind the student when the learning process takes place. So the teacher entered the class at 09:30 WIB, the teacher entered the class, he said salam, pray together, and checked the attendance list. The first step of role play is the teacher divided students into groups, each groups consists 5 to 6 students, the division is based on the ability of students, so each group consists of students who are smart and standard. This is supported by the documentation collected by researchers during the learning process.<sup>49</sup>

<sup>48</sup> Student three interviewed Kraksaan, May 15, 2023.

<sup>49</sup> Researcher observed, kraksaan, May 13, 2023.

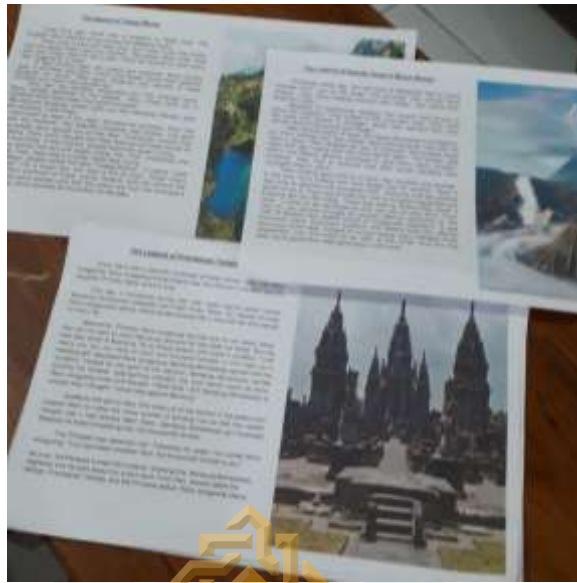


**Picture 4.1**

**The teacher divided students into group**

The second step is the teacher gave the titles to student, the teacher prepared 5 titles, are Malin Kundang, prambanan temple, sangkuryang, the legend of kasodo forest in bromo mountain, and why female mosquito bite. So, the students took it. This is supported by the documentation collected by researchers during the learning process.<sup>50</sup>

<sup>50</sup> Researcher observed, kraksaan, May 13, 2023.



**Picture 4.2**

**The teacher gave the titles to students**

The third step is the teacher ordered students to look unknown vocabularies, after looking for, they wrote the unknown vocabularies in their books. According to statement above, Documentation gathered by researchers during the learning process supports this.<sup>51</sup>

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



**Picture 4.3**

**Students looked for unknown vocabularies**

<sup>51</sup> Researcher observed, kraksaan, May 13, 2023.

After looking for unknown vocabularies, the next step is discussing. They discussed the title with groups, they modify the words they encounter in the story, then, they understood the title together. Based on the statement above, it can be proven by the existence of documents taken by researchers during the learning process.<sup>52</sup>



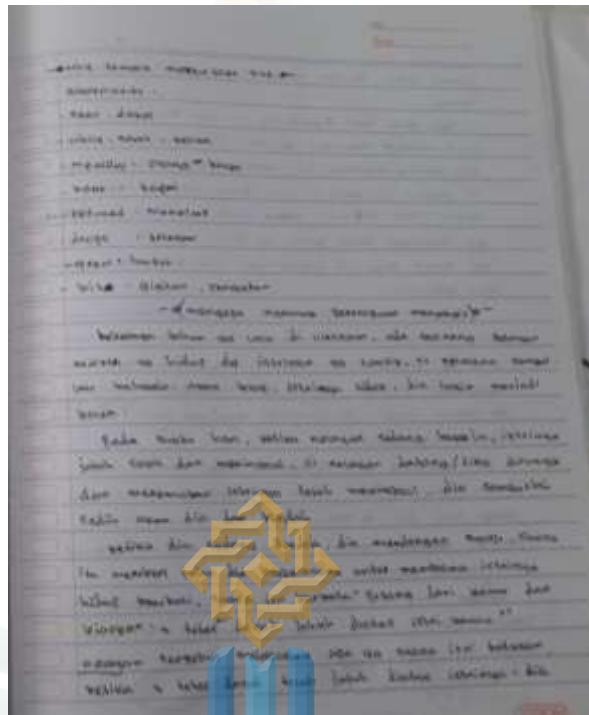
**Picture 4.4**  
**Students discussed about the material**

The last step is students made scrip, after looking for unknown vocabularies and understanding the title, they made a scrip by using their own language to make east for them, this statement can be provided by seeing documentation that taken by researcher at learning process.<sup>53</sup>

---

<sup>52</sup> Researcher observed, kraksaan, May 13, 2023.

<sup>53</sup> Researcher observed, kraksaan, May 13, 2023.



**Picture 4.5**  
**Students made scrip of story**

Based on observation above, researcher can conclude the result of observation were; the teacher divided students into group, the teacher gave the titles to students, the students looked for unknown vocabularies, the students discussed about the title, the last the students made scrip of story.<sup>54</sup>

## **2. What are the advantages and disadvantages of role play in speaking class**

To know the result of advantages and disadvantages of role play on students, researcher observed and interviewed them in the class. Learning English by using role play method in the eleventh grade of Al-Mashduqiah many advantages then disadvantages for students, the

<sup>54</sup> Observation, 13 May 2023



material that used was story telling. The source of teaching used a text book and was served by the internet; the teacher saw the internet as having many references to teaching.

According to English teacher about the advantages, he said.

“The benefit is that the child is happy in the mean that he is not happy, what is the name, not hura-hura or joked in the learning process, eeem I see that pleasure when they understand the story plus playing the characters in the story is very fun”.<sup>55</sup>

*“Manfaat ternyata anak” senang dalam artian bukan senang apaa namanya yaa bukan hura-hura atau main-main dalam proses pembelajaran tersebut, eeem Kesenangan itu saya lihat ketika mereka memahami cerita ditambah lagi memerankan tokoh tokoh yang ada didalam cerita tersebut sangat menyenangkan.”*

It was supported by Student one, he confirmed that;

“Being able to speak fluently, being able to train mentally to speak in front of people.”<sup>56</sup>

*“Tambah bisa melancarkan bicara, bisa melatih mental berbicara di depan orang, melatih mental untuk memerankan peran orang lain itu dah.”*

According to student four, he said.

“It's faster to enter or understand, it's more fun, it's more exciting, and it's not easy to get bored.”<sup>57</sup>

*“lebih cepat masuk, lebih asik anu lebih seru dan gak gampang bosen”.*

It was supported by student three, he said.

“That is, each group can't be smart; all of them must be mixed because there is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little

<sup>55</sup> English teacher interviewed Kraksaan, May 14, 2023.

<sup>56</sup> Student one Interviewed, Kraksaan, May 15, 2023.

<sup>57</sup> Student four interviewed, Kraksaan 15 may 2023.



so he can focus on his part; it's more exciting than being illuminated on the blackboard reading material from the teacher; there's no movement."<sup>58</sup>

*“Yaitu, setiap kelompok ngak mungkin pintar semua pasti dicampur karena ada peraktek itu otomatis semua mendapatkan bagian, yang tidak bisa itu harus terpaksa harus belajar juga, dapatlah walaupun dikit-dikit jadi dia fokus kebagiannya, lebih seru dari pada diterangin dipapan tulis baca materi dari guru tok kan ngak ada gerakan”.*

Based on observation, researcher found that many advantages of playing role play were; they felt enjoy at learning process, the mean They are more flexible when learning English than the teacher explained in front of them. This statement can be supported by documentation taken by researchers during the learning process.<sup>59</sup>



**Picture 4.6**  
**The advantage of role play in speaking class**

<sup>58</sup> Student three interviewed, Kraksaan, May 15, 2023.

<sup>59</sup> Researcher observed, Kraksaan, May 14, 2023.

The result from observation and interview showed, there were many advantages of playing role play were; fun, Being able to speak fluently, being able to train mentally to speak in front of people, it's faster to enter or understand the material, it's more exciting, and it's not easy to get bored, and each group can't be smart; all of them must be mixed because there is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little so he can focus on his part.

While the disadvantages of role play it was coming from English teacher he said.

“The drawback is mainly the place; it needs a special place to play a role so it doesn't disturb the class next door. It's crowded, maybe because there are war scenes or all kinds of things. That's what I just mentioned.”<sup>60</sup>

*“Kekurangannya terutama tempat butuh tempat khusus untuk memainkan peran itu agara tidak mengganggu kela sebelah rane mungkin karena ada adegan perang apa segala macamnya. Teruma itu yang saya sebutin barusan”*

It was supported by student three, he said.

“From myself, if you're lazy enough to want to be invited, it's even more enjoyable. If you make it comfortable, it's even more delicious.”<sup>61</sup>

*“Dari diri sendiri kalau malas mau diajak malah amuhh hehehe kalau dienakin tambah enak-enak an hahaha.”*

<sup>60</sup> English teacher interviewed, Kraksaan, May 14, 2023.

<sup>61</sup> Student three interviewd Kraksaan, May 15, 2023.

It was supported by student one, he said.

“The drawback is that I’m still nervous because I rarely play roles.”<sup>62</sup>

*“Kelemahan adalah bahwa saya masih gugup karena saya jarang memainkan peran.”*

In student two opinion, he said.

“What? Usually, if each group has more actors, he has two roles, so he has more action (in the story, there are 7 actors while the group is only 4 people). the number of members, like in the story, there are 7 actors while we are only 4 students.”<sup>63</sup>

*“Apa, biasanya kalau disetiap kelompok mempunyai aktor yang lebih jadi dia itu dua peran jadi dia itu lebih banyak actionnya (didalam cerita terdapat 7 aktor sedangkan kelompoknya hanya 4 orang] jumlah anggotanya itu, kayak dicerita ada 7 aktor sedangkan kita hanya 4 orang.”*

The result of observation, it was conducted by researcher was the lesson was not conducive because some of them were talking alone and others were strolling around. This statement supported by document that researcher took at learning process.<sup>64</sup>



**Picture 4.7**  
**The learning process is not conducive**

<sup>62</sup> Student one interviewed Kraksaan, May 15, 2023

<sup>63</sup> Student two interview Kraksaan, May 15, 2023

<sup>64</sup> Researcher observed, kraksaan, May 14, 2023.

Based on the results of observation and interviews with teachers and students, There were several disadvantages to learning English using role play: the place; it needs a wide place; it disturbs other students; Not serious about discussing, joked, there are no actors in the group; people are nervous about playing someone else's role; they are not used to it, the lesson was not conducive because some of them were talking alone.

### 3. What Are Students' Problem In Implementing Role Play

In education, problems are not foreign to hear; every lesson must have problems, either from teachers or students.

According to English teacher, he said.

“Mainly an example is the lack of vocab, wrote that. OK, two more, sentence structure; maybe he knows the vocabulary, but when he enters an arrangement, they are confused: where is the subject? Where is it? Okay, means arrangement of sentences, say, third, what's more, understand the chronology of the story, say the chronology of the story, then there's the last one, which is the main idea or the main paragraph; what is the point of the second paragraph? Okay, so what is the last one? Conclusion: What lesson can be drawn from the story? Right after we know this sentence means this is a problem.”<sup>65</sup>

*“Terutama contohnya adalah kekurangan vocab, tulis itu. Oke dua apa lagi, susunan kalimat, mungkin vocabulariesnya dia tau, tapi ketika masuk dalam sebuah susunan mereka kebingungan, mana subjectnya mana ininya oke berarti arrangement of sentences katakan, ketiga apalagi, aaaaaaa memahami tentang alur cerita kroonlogi the chronology of story katakan, kemudian ada yang terakhir itu ada yang bukan terakhir sih main of idea atau main of paragraph, paragraph satu itu apa intinya tentang apa yang kedua apa oke, terus yang terakhir itu apa? Conclusion, pelajaran apa yang bisa diambil*

<sup>65</sup> English teacher interviewed, Kraksaan, May 14, 2023.

*daricerita tersebut itu, itukan setelah kita tau nii sreettttt berarti ini masalah.”*

While, the teacher added his opinion through the inducement of the researcher. He said.

“When the child is shy, we give time for rehearsal but not the teacher; we have 2 hours, maybe 20 minutes, for what is called practice or rehearsal. It's normal for kids to know more, but like this, they don't know. That's what makes children feel insecure for those who don't know. Well, the team leader is right; we chose someone who can dampen the atmosphere like that.”<sup>66</sup>

*“Ketika anak malu yaaaa ituu kita memberi waktu untuk gladi tapi ngak sama guru, kita punya waktu 2 jam mungkin 20 menitnya ktaaa aaaaa berikan waktu untuk apa istilahnya latihan atau gladi lahh. Eggolahhh biasa anak” yang merasa lebih tauuu aaaaah kayak gini tidak tau itu yang membuat anak menjadi minder bagi yang tidak tau,naaah tim leader itu benar kita pilih yang bisa merdam suasana kayak gitu”*

His argument was supported by students three’s argument, he said.

“There is no awareness to look up the dictionary all the time, and there is no awareness for browsing efforts. There is an average role model for one person who is the smartest, so automatically one person is the most active in a group, so if this one person doesn't move, this group ends up not moving, and that's it.”<sup>67</sup>

*“Tidak ada kesadaran untuk nyari kamus, terus, tidak ada kesadaran untuk usaha browsing tidak ada yaa rata-rata berpanutan kepada satu orang yang paling pinter jadinya otomatis dalam satu kelompok yang paling aktif satu orang, jadi kalau satu orang ini gak gerak jadi habis kelompok ini gak gerak yaaa gitu lah.”*

<sup>66</sup> English teacher interviewed, Kraksaan, May 14, 2023.

<sup>67</sup> Student three interviewed, Kraksaan, May 15, 2023.



Other arguments come from student two, he said.

“There are jokes with children who are not serious; if there are unclear words, they are used as an insult. Depending on the person as well as their mentality, feel difficult to speak, some are embarrassed, some are brave, and some are like this, and in speaking too Tad.”<sup>68</sup>

*“Ada dibawa gurau sama anak-anak kurang serius, kalau ada kata-kata kurang jelas sama mereka dijadikan hinaan, tergantung dari orangnya juga mentalnya masing-masing, merasa sulit bicara, ada yang malu ada yang berani ada yang gini gini dan dalam berbicara juga tad.”*

According to student one’s opinion, he said.

“The problem is that sometimes in the discussion, if outside the class they have their own activities, sometimes they can get together, sometimes not, when they don't have to be in class looking for it.”<sup>69</sup>

*“Masalahnya kadang di diskusinya, kalau diluar kelas mempunyai kegiatan masing-masing jadinya kadang bisa kumpul kadang tidak kalau sudah tidak bisa terpaksa dikelas nyarinya itu,”*

Based on observation, researcher found that students felt confused to understand the material because of their lack of vocabulary and experience. This statement supported by document that researcher took at learning process<sup>70</sup>

<sup>68</sup> Student two interviewed, Kraksaan, May 15, 2023.

<sup>69</sup> Student one interviewed, Kraksaan, May 15, 2023.

<sup>70</sup> Observation, 13 May 2023.





**Picture 4.8**

**The students felt confused to understand the material**

Based on observation and interview, the result showed there were many problems that students faced in learning process by using role play; place, needs a large space, disturbs other classes, has lots of activities, so they are not focused, not serious, feel shy, lack self-awareness for effort, and look up to the smart ones, students felt confused to understand the material.

**4. What are the teacher's strategy in solving problem in playing role play in speaking class**

According to English teacher, he said.

"So each group must bring at least two dictionaries. discussion, If the team leader is unable, it means that because their abilities are average, the team leader can consult the teacher when at that time the teacher is in the middle, "teacher as a consultant." 2. As a motivator 3. As a facilitator 4. As a motivator, don't forget to encourage the children. Of course, you can be a consultant if there are things the facilitator doesn't understand; if there are things they need an example of in the dictionary; if they have

trouble finding a teacher there; maybe there is a cell phone to look for and check it out.”<sup>71</sup>

*“Jadi setiap kelompok minimal harus membawa 2 kamus, diskusi, kalau tim leader tidak mampu, artinya karena kemampuan mereka rata, maka tim leader ini bisa konsultasi kepada guru ketika itu di waktu itu guru ada ditengah” guru sebagai konsultan 2. Sebagai motivator 3. Sebagai fasilitator 4. Sebagai motivator jangan lupa disemangati anak” itu pasti bisa konsultan kalau ada hal hal yang tidak dipahami fasilitator kalau ada hal yang mereka butuh contoh dikamus mereka kesulitan mencari guru disitu mungkin ada hp untuk mencari dan menyocokkannya.”*

From observation, researcher found teacher’s strategies when he thought students, he walked around students and controlled students’ discussion, he stayed in the middle of students, he controlled student in learning process, he helped students which felt difficult in understanding. This statement supported by document that researcher took at learning process.<sup>72</sup>



**Picture 4.9**  
**Teacher’s controlling on students’ discussion**

<sup>71</sup> English teacher interviewed, Kraksaan, May 14, 2023.

<sup>72</sup> Observation, 13 May 2023.

From the observation and interview above, there were three strategies that used by teacher to solve students' problems in the class, were; students must bring two dictionaries, they have to have group discussions, and they have to consult the teacher if there is anything they don't know or are confused about, he walked around students and controlled students' discussion.

Based on the outcomes of the above description, the following table can be concluded and explained:

#### 4.1 Result or Research Findings

No	Research Focus	Research Finding
1	2	3
1.	How is the procedure of role play in implementation in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo?	<p>The finding of procedures in playing role play were;</p> <ol style="list-style-type: none"> <li>1. planning, The first the teacher divided students into groups. The teacher gave them title, The teacher order them to look for the vocabularies unknown by students, The teacher orders them to discuss. Students make summary,</li> <li>2. Implementing</li> <li>3. Scoring or evaluating</li> </ol>
2.	What are the advantages and disadvantages of role play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo?	<p>The finding of the advantages in playing role play were;</p> <ol style="list-style-type: none"> <li>1. Fun</li> <li>2. Being able to speak fluently</li> <li>3. Being able to train mentally to speak in front of people</li> <li>4. It's faster to enter or understand the material</li> <li>5. It's more exciting</li> <li>6. It's not easy to get bored</li> <li>7. Each group can't be smart; all of them must be mixed because there</li> </ol>

		<p>is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little so he can focus on his part.</p> <p>While, the finding of the disadvantages in playing role play were;</p> <ol style="list-style-type: none"> <li>1. The place</li> <li>2. It needs a wide place</li> <li>3. it disturbs other students</li> <li>4. Not serious about discussing</li> <li>5. Joked</li> <li>6. There are no actors in the group</li> <li>7. People are nervous about playing someone else's role, they are not used to it</li> <li>8. The lesson was not conducive because some of them were talking alone.</li> </ol>
3.	<p>What Are Students' Problem In Implementing of Role Play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo?</p>	<p>The finding of students' problems in playing role play were;</p> <ol style="list-style-type: none"> <li>1. Place,</li> <li>2. Needs a large space</li> <li>3. Disturbs other classes</li> <li>4. Has lots of activities</li> <li>5. They are not focused</li> <li>6. Not serious</li> <li>7. Feel shy</li> <li>8. lack self-awareness for effort</li> <li>9. Look up to the smart ones</li> <li>10. Students felt confused to understand the material.</li> </ol>
4.	<p>What are the teacher's strategy in solving problem in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo?</p>	<p>The finding of teacher's strategies were;</p> <ol style="list-style-type: none"> <li>1. Students must bring two dictionaries</li> <li>2. They have to have group discussions</li> <li>3. They have to consult the teacher if there is anything they don't know or are confused about,</li> <li>4. The teacher walked around students and controlled students' discussion.</li> </ol>

### C. Discussion

In the discussion of previous findings gathered from the field using observation techniques, interviews, and documentation. The researcher next presented the research findings, which were to be compared to the theory discussed in previous chapters.

1. How is the procedure of role play in implementation in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo.

One of the learning approaches that can be used when learning English successfully is role-playing. Because it is both fascinating and beneficial to students and anyone who wishes to learn English. The role-playing method is commonly utilized in classrooms because it is extremely effective in increasing student motivation and interest in learning.

Based on observation, interview and document review. The conclusion of above is similar among teacher and students, there several steps above are, planning, the first the teacher divided students into groups, the teacher gave them title, the teacher order them to look for the vocabulary unknown by students, the teacher orders them to discuss, students make summary from story. Implementing and scoring or evaluating.

The finding was related to theory steps of using role play 1) Planning and preparing In this step included: Determined the materials  
b) Determined the number of students c) Chose the role play strategy



d) Selected the situation and created the dialogue 2) Interaction In this step included: a) Introduced the materials b) Told the rule to the students c) Designed the situation based on the topic d) Divided the role to each students e) Practiced by group in front of the class 3) Reflection and evaluation In this step included: a) Evaluated and check the students' comprehension.<sup>73</sup>

2. What are the advantages and disadvantages of role play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo.

Learning English using the play method certainly has its own advantages and disadvantages. Advantage is often described as a person's ability that differentiates him from others. While disadvantages are things that someone does not own in comparison to other people.

There were many advantages of playing role play were; fun, Being able to speak fluently, being able to train mentally to speak in front of people, it's faster to enter or understand the material, it's more exciting, and it's not easy to get bored, and each group can't be smart; all of them must be mixed because there is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little so he can focus on his part. While the disadvantages were the place, it need wide place, disturb other class, from oneself,

---

<sup>73</sup> Utomo Dananjaya with the title Media Pembelajaran Aktif, Hisyam Zaini with the title Strategi Pembelajaran Aktif, and Mark Chesler with the title Role-play methods in classroom.



lack of actors in the group, nervous about playing someone else's role, not used to it.

Based on finding above, the finding was related to the theory of the advantages and disadvantages of role play in speaking class it related to Sue Roger and Julie Evans inside role play in early childhood role play strategy has several advantages and disadvantages are 1) role play encourages representation thinking 2) role play helps children to develop perspective taking skill 3) role play performance language competence 4) role play involves problem solving 5) role play encourages turn taking and negotiation 6) in role play, children have a strong to self-generate selves. 7) Role play help to establish or to build sustain children's peer culture. While, the disadvantages of role play are 1) role play will be difficult to conduct in narrow room, it needs wide room. 2) Spent a lot of time.<sup>74</sup>

- UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER
3. What Are Students' Problem in Implementing of Role Play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo.

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

It's a lot of fun to play a role. Even though it seems difficult at first, using the role-playing method soon becomes enjoyable. Students will have difficulty learning English, yet by using the role-playing method, they can enjoy studying.

---

<sup>74</sup> Sue Rogers and Julie Evans, Inside Role Play in Early Childhood Education, 38.

There were many problems that students faced in learning process by using role play; place, needs a large space, disturbs other classes, has lots of activities, so they are not focused, not serious, feel shy, feel difficult to speak, lack self-awareness for effort, and look up to the smart ones.

Based on finding above, the finding was relate to the theory of students' problem were; they are usually worried about the pronunciation and the tense. So, they are sometimes difficult to speak English.<sup>75</sup>

4. What are the teacher's strategies in solving problem in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo.

When the teacher teaches English lesson, many problems that faced in learning process, it comes from his own self or students. To solve the problems especially students' problem in learning process, the teacher must have strategies to make learning process run well.

There were three strategies that used by teacher to solve students' problems in the class, were; students must bring two dictionaries, they have to have group discussions, and they have to consult the teacher if there is anything they don't know or are confused about.

---

<sup>75</sup> Ria Rezeki, Sujarwo, Muliaty Ibrahim, The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar, Vol.2, ( April 2022) DOI: <https://doi.org/10.56314/edulec.v2i1.33>

Regarding the finding above, the finding was related to the theory of teacher's strategies were; number-heading together, discussion, grouping, and simulation in front of the class.<sup>76</sup>



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

---

<sup>76</sup> Ibid, 71.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of research

#### A. Conclusion

The conclusion what has been discussed and analyzed in chapter IV are;

1. What are the procedures in implementing role play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolingg; There were several procedures of playing role play in speaking class were; planning, the first the teacher divided students into groups, the teacher gave them titles, the teacher order them to look for the vocabulary unknown by students, the teacher orders them to discuss, students make summary from story. Implementing and scoring or evaluating.
2. What are the advantages and disadvantages of role play in speaking class at eleventh grade of MA Plus Al-Mashduqiah Kraksaan Probolinggo, there were several of advantages in playing role play were; fun, Being able to speak fluently, being able to train mentally to speak in front of people, it's faster to enter or understand the material, it's more exciting, and it's not easy to get bored, and each group can't be smart; all of them must be mixed because there is practice; automatically everyone gets a part; those who can't do it have to study too; get it even if it's a little so he can focus on his part.

While, the disadvantages were; it needs a wide place; it disturbs other students; not serious about discussing, joked, there are no actors in the group; people are nervous about playing someone else's role; they are not used to it, the lesson was not conducive because some of them were talking alone.

3. What are students' problem in implementing role play is speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo were there were several problems that students faced in the class by using role play were; needs a large space, disturbs other classes, has lots of activities, so they are not focused, not serious, feel shy, lack self-awareness for effort, and look up to the smart ones, students felt confused to understand the material.
4. What are teachers' strategies in solving problem in implementing role play in speaking class at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo, there were several strategies that teacher used, were; students must bring two dictionaries, they have to have group discussions, and they have to consult the teacher if there is anything they don't know or are confused about, he walked around students and controlled students' discussion.

#### B. Suggestions

In this part, the researcher would like to give some suggestions after doing this research at eleventh grade of Al-Mashduqiah Kraksaan Probolinggo for;

1. For teacher

The researcher advised the teacher to continue innovating in order to develop a new class climate.

2. The next researcher

It is hoped that future researchers will be more analytical in their exploration of examples and data in order to identify innovation in new studies and separate them from earlier research.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER



## REFERENCES

- Bachri, Bachtiar S. meyakinkan-validitas-data-melalui-triangulasi-pada-penelitian-kualitatif, Vol. 10, No. 1, (April 2010):
- Bvrne, Donn, Teaching Oral English: Longman Handbooks for English Teacher, (Singapore: Longman Group, 1986), 115.
- Cameron, Teaching Languages to Young Learners (Cambridge : Cambridge University Press)
- Clyne, Michael. et al, English As An International Language Challenges And Possibilities, Vol. 31, Issue. 3, (Jan 2008): DOI: <https://doi.org/10.2104/ara10828>
- Dananjaya, Utomo, with the title Media Pembelajaran Aktif, Hisyam Zaini with the title Strategi Pembelajaran Aktif, and Mark Chesler with the title Role-play methods in classroom.
- Efi Lutfiyah Arifin. Application of Role Playing Techniques in Improving the Speaking Ability of Students, Vol. 4, (April 2021)Vol. 10, No, 2,( April, 2019), <https://journal.uniku.ac.id/index.php/IJLI/article/viewFile/4342/2551>
- Gandaki, Journalof NELTA (JoNG), Effectiveness of Role Play in Improving Speaking Skill, Vol. I, (February 2019): DOI: <https://doi.org/10.3126/jong.v1i0.24454>
- Gusmuliana, Paidi et al. Improving Students Speaking Motivation by Using Role Play Technique at Institute Islamic in Indonesia, (Maret, 2021), <http://repository.iaincurup.ac.id/id/eprint/355>
- Hardwood, Nigel. English Language Teaching Material: Theory and Practices, (New York: Cambridge University Press, 2010): 208
- Ibid,11.
- JW, Cresswell, 2003. Research Design: Qualitative, Quantitative, and Mixed Methods Approach. SAGE Publication,15.
- Leong, Lai-Mei. et al, An Analysis of Factors Influencing Learners' English Speaking Skill, 18, (February 2017): <https://www.sid.ir/paper/349619/en>
- Liu, Feng. et al, Role-play in English Language Teaching, Vol. 5, No. 10, (October 2009):
- Nurgiantoro. Penelitian dalam Pengajaran Bahasa dan Sastra (Yogyakarta: BPEE: Yogyakarta, 2001), p.26

Observation, 13 May 2023.

Pahrurrozi, Muhammad. The Effect of Role Play on Students' Speaking Skill At Seventh Grade Of Mts Nw Kembang Kuning Sikur Regency East Lombok West Nusa Tenggara In Academic Year 2018/2019, (skripsi Universitas Islam Negeri, 2019)

R, Amalia," The Use of Role Play Method to Improve Students' Vocabulary At Junior High School". (Skripsi, Muhammadiyah University of Makassar 2020), 17.

R. Tahani, et al. The Influence of Applying Educational Active Drama in enhancing speaking skills in Teaching- learning English Language: A Theoretical Perspective, Vol. 14, 10-32, (December, 2020):

Relationships in The Lives of Students, No, 103, (2004): doi: 10.1002/yd.90

Researcher observed, Kraksaan, May 14, 2023.

Rezeki Ria. et al, The Teacher's Strategies in Overcoming Students' Speaking Problems at SMAN 1 Selayar, Vol.2, ( April 2022) DOI: <https://doi.org/10.56314/edulec.v2i1.33>

Rogers, Sue, et al. Inside Role Play in Earh Childhood Education, (New York: Routledge Taylor and Francis Group), 37

Rogers, Sue, et al. Inside Role Play in Early Childhood Education, 38.

Samsibar et al., The Effectiveness of Role Play Method Toward students' Motivation in English Conversation, Vol. 4, No. 01, (June 2018): <https://doi.org/10.24252/Eternal.V4I1.2018.A8>

Student four interviewed, Kraksaan May 15, 2023.

Student one interviewed Kraksaan, May 15, 2023

Student three interviewed Kraksaan, May 15, 2023.

Student two interview Kraksaan, May 15, 2023

Sugiyono, Memahami Penelitian Kualitatif, P. 63

Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung, Alfabeta 2020): p. 229

Susanti, Daru et al. Improving Students' Speaking Skills Motivation Using You Tube Video And Role Play, Vol.1, No.9 (April 2022). <https://bajangjournal.com/index.php/JOEL/index>

Swary , Devi Novita, A Study of Students' Problems in Learning Speaking English at The Second Grade of Smp Negeri 1 Talaga, (Thesis, IAIN

Syekh NurjatiCirebon): 1.

Teacher , English. interviewed, Kraksaan, May 14, 2023.

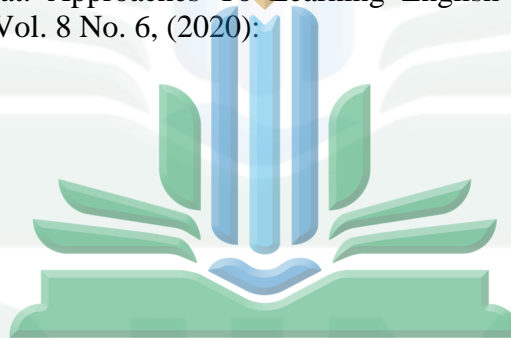
Tolan , Janet. et al, Case Material and Role Plav in Counseling Training, (London and New York: Routledge, 1995). 26.

Wulan , April Liya, Dari, An Analysis Of The Vocational High School Students' Problems In Answering Toeic Reading And Listening Test (A Descriptive Qualitative Research At Smkn 3 Seluma In Academic Year 2020/2021):

Y, Yingjie. "Speech Fluency Development: The 4/3/2 Technique for EFL Learners in China". International Journal of Research Studies in Language Learning, 3, 4 (2011): 55- 70.

Yu, Charles Teddlie Fen, Mixed Methods Sampling A Typology With Examples, Vol. 1, No. 1, (January 2007): <https://doi.org/10.1177/1558689806292430>

Zuparova, Saodat. Approaches To Learning English As The Source Of All Subjects, Vol. 8 No. 6, (2020):



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

**MATRIC RESEARCH**

Title	Variables	Indicators	Source of Data	Research method	Research Focus
<p>THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS AT THE ELEVENTH GRADE OF AL-MASHDUQIAH</p>	<p>Role Play  Speaking Class</p>	<ol style="list-style-type: none"> <li>1. Comprehension.</li> <li>2. Pronunciation.</li> <li>3. Grammar.</li> <li>4. Vocabulary.</li> <li>5. Fluency.</li> <li>6. Students' performances                             <ol style="list-style-type: none"> <li>a. Comprehension</li> <li>b. Pronunciation</li> <li>c. Context of Story</li> <li>d. Property (costumes, music, tools)</li> <li>e. Performance</li> <li>f. Narrator</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Observation of the eleventh grade of Al-Mashduqiah.</li> <li>2. Students' performance through Role Play</li> </ol>	<ol style="list-style-type: none"> <li>1. Research approaches: Qualitative</li> <li>2. Type of research: Case Study</li> <li>3. Research Setting.                             <ol style="list-style-type: none"> <li>a. place (Senior High School of Al-Mashduqiah)</li> <li>b. Participants (the eleventh grade of Al-Mashduqiah)</li> </ol> </li> <li>4. Data Collection                             <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Documentation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Question                             <ol style="list-style-type: none"> <li>a. How is the implementation of role play in speaking class?</li> <li>b. What are the advantages and disadvantages of role play?</li> <li>c. What are the students' problem in implementing role play?</li> <li>d. How is the problem solving from teacher?</li> </ol> </li> </ol>

## SILABUS PEMBELAJARAN

**Satuan Pendidikan : MA Plus Al-Mashduqiah**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/Semester : XI/Genap**

**Tahun Pelajaran : 2022/2023**

### Kompetensi Inti:

- **KI1 dan KI2:** Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi	<ul style="list-style-type: none"> <li>• Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</li> <li>• Struktur</li> </ul>	<p>3.5.1 mengidentifikasi tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda dengan konteks adjective</p> <p>3.5.2 mengidentifikasi interaksi transaksional</p>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarn</li> </ul>	20 JP	<ul style="list-style-type: none"> <li>• Kelemen terian Pendidikan dan Kebudayaan 2016. Buku Siswa Mat</li> </ul>	<ul style="list-style-type: none"> <li>• Tes Tertulis</li> <li>• Tes Lisan</li> <li>• Proyek, pengamatan, Portofolio / unjuk kerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan</p>	<p>teks</p> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/diluar dugaan)</li> </ul> <ul style="list-style-type: none"> <li>• Unsur kebahasaan</li> <li>- Pernyataan dan pertanyaan terkait sifat orang, benda, binatang</li> <li>- Kosakata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy,</i></li> </ul>	<p>.5.1 al lisan dan tulis menyusun teks interaksi tindakan memberikan dan meminta</p>		<p>ya, dengan tata bahasa, ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>• Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>• Bertanya jawab tentang sifat beberapa</li> </ul>		<p>a Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan. 2016. Buku Guru Mat</li> </ul>	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
yang benar dan sesuai konteks	<p><i>sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>)</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di</li> </ul>			<p>benda di dalam dan sekitar rumah</p> <ul style="list-style-type: none"> <li>• Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>• Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	KI						
3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)	<ul style="list-style-type: none"> <li>Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.</li> <li>Struktur teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/diluar dugaan)</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda</li> <li>Kalimat deklaratif (positif)</li> </ul> </li> </ul>	<p>3.6.1 Mengidentifikasi fungsi social dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan /fungsi orang, binatang, benda</p> <p>3.6.2 Mengidentifikasi struktur teks dari ungkapan untuk memberi dan meminta informasi terkait dengan tingkah laku/tindakan /fungsi orang, binatang, benda</p> <p>3.6.3 Mengidentifikasi unsur kebahasaan teks dengan (kalimat declarative, interrogative, simple present tense)</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapa</li> </ul>	20 JP	<ul style="list-style-type: none"> <li>Ke men terian</li> <li>Pen didikan dan Keb uda yaa n. 2016. Buku Siswa Mat a Pela jara n Bah asa Ingr is. Jaka rta: Ke men terian Pen didikan dan Keb uda yaa n.</li> </ul>	<ul style="list-style-type: none"> <li>Testertulis</li> <li>Tes Lisan</li> <li>Proyek, pengamatan, Portofolio / unjuk kerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan negatif) dalam simple present tense</p> <ul style="list-style-type: none"> <li>- Kalimat interogative: <i>Yes/No question</i> ; <i>Wh-question</i></li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Tingkah laku/tindakan fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat</li> </ul>	<p>.5.1 Menyusun teks interaksi transaksional lisan dan tulis terkait tingkah laku/tindakan /fungsi orang, binatang dan benda dengan fungsi sosial</p>		<p>n dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>• Didiktikan guru, peserta didik menulis teks-teks tersebut dengan tulisan, dengan ejaan dan tanda baca yang benar</li> <li>• Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa</li> </ul>		<ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan tahun. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	menumbuhkan perilaku yang termuat di KI			orang dan binatang yang sangat dikenal <ul style="list-style-type: none"> <li>Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan	<ul style="list-style-type: none"> <li>Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi,</li> </ul>	3.7.1 Membedakan fungsi sosial dengan materi pembelajaran memberi	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Membaca teks naratif disertai foto atau gambar yang</li> </ul>	28 JP	<ul style="list-style-type: none"> <li>Ke men terian Pen didikan dan Keb</li> </ul>	<ul style="list-style-type: none"> <li>Test ertulis</li> <li>Tes Lisan</li> <li>Proyek, pengamatan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya</p> <p>4.7. Teks Naratif</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.7.2</p>	<p>mengkritik</p> <ul style="list-style-type: none"> <li>• Struktur teks Dapat mencakup : - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> <li>• Unsur kebahasaan - Kalimat deklaratif</li> </ul>	<p>3.7.2 Membedakan struktur teks dengan materi pembelajaran memberi dan meminta</p> <p>3.7.3 Membedakan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan materi pembelajaran memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda</p> <p>4.7.1 Teks naratif membandingkan konteks penggunaan dengan</p>		<p>menarik</p> <ul style="list-style-type: none"> <li>• Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>• Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematis deskripsi yang diterapkan</li> <li>• Mengamati suatu benda/binatang/orang</li> </ul>		<p>udayaan. 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p> <ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan</li> </ul>	<p>n, Portofolio / unjuk kerja</p>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
Menyusun teks naratif lisan dan tulis sangat pendek dan sederhana secara benar dan sesuai konteks	<p>(positif dan negatif), dan interrogative (<i>Yes/No question</i>; <i>Wh-question</i>), dalam simple present tense</p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Orang, binatang, benda, yang terdapat</li> </ul>	<p>lisan dan tulis</p> <p>4.7.1.1 Memahami fungsi sosial makna secara kontekstual terkait materi perbedaan fungsi naratif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.1.2 Memahami struktur teks makna secara kontekstual terkait materi perbedaan naratif lisan dan tulis terkait orang, binatang, dan benda</p> <p>4.7.2.1 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran fungsi</p>		<p>yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menanyakan keaguman/mempromosikan</p> <ul style="list-style-type: none"> <li>• Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskri</li> </ul>		<p>yaa n. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</p>	



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	<p>di rumah, sekolah, dan lingkungan sekitar peserta didik, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>	<p>social terkait orang, binatang, dan benda</p> <p>4.7.2.2 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran struktur teks terkait orang, binatang dan benda</p> <p>4.7.2.3 Mempelajari teks naratif lisan dan tulis dengan memperhatikan pembelajaran unsur kebahasaan terkait orang, binatang, dan benda</p>		<p>psitentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> <li>Mempelukan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
<p>3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> <li>• Unsur kebahasaan               <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang</li> </ul>	<p>3.8.1 Memahami fungsi sosial dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>3.8.2 Memahami unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.1 Mempelajari makna secara kontekstual terkait dengan fungsi sosial dalam pembelajaran lirik lagu terkait kehidupan remaja SMP/MTs</p> <p>4.8.2 Mempelajari makna secara kontekstual terkait dengan unsur kebahasaan dalam pembelajaran lirik</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan.</li> <li>• Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>• Menyebutkan pesan yang terkait dengan bagian - bagian tertentu</li> <li>• Melakukan refleksi tentang proses dan hasil</li> </ul>	<p>4 JP</p>	<ul style="list-style-type: none"> <li>• Kementerian Pendidikan dan Kebudayaan tahun 2016. Buku Siswa Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.</li> <li>• Ke</li> </ul>	<ul style="list-style-type: none"> <li>• Tes Tertulis</li> <li>• Tes Lisan</li> <li>• Proyek, pengamatan, Portofolio / unjuk kerja</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	penilaian
	termuat di KI	lagu terkait kehidupan remaja SMP/MTs		belajarnya.		menterian Pendidikan dan Kebudayaan. 2016. Buku Guru Mata Pelajaran Bahasa Inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.	

## RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Sekolah	: SMP Plus Bustanul Ulum Puger-Jember
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII
Materi	: Teks Narrative (Fairy tales)
Alokasi Waktu	: 2 X 40 menit
Fokus Pembelajaran	: Reading Skill

### A. Kompetensi Inti

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

**KI-3** Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

**KI-4** Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>Legend and fairy tales</i> , pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi struktur teks, dan unsur kebahasaan yang terkandung dalam teks narrative (legend and fairy tales) lisan dan tulis pendek dan sederhana. 3.7.2 Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairytales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan.
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>Legend and Fairytales</i>	4.7.1 Mengkomunikasikan teks narrative berbentuk <i>Legend and fairy tales</i> dengan pengucapan dan intonasi yang tepat.

## B. Kegiatan Pembelajaran

No.	Langkah-langkah	Kegiatan
1.	<b>Kegiatan Pendahuluan (5 menit)</b>	<ul style="list-style-type: none"> <li>a. Guru mengucapkan salam dan berdo'a.</li> <li>b. Ice breaking (mengondisikan kelas) / Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi mengajak peserta didik untuk merapikan kelas dan penampilan mereka, dan memeriksa kehadiran peserta didik.</li> <li>c. Apersepsi: mengulas materi pertemuan sebelumnya yang berkaitan.</li> <li>d. Menyampaikan inti tujuan pembelajaran.</li> </ul>
2	<b>Kegiatan Inti (35 menit)</b>	<ul style="list-style-type: none"> <li>a. Guru membagi siswa kedalam kelompok.</li> <li>b. Guru memebrikan materi kepada siswa.</li> <li>c. Siswa mencari kosakata yang tidak dipahami dan berdiskusi.</li> <li>d. Siswa membuat skrip dengan menggunakan bahasa mereka sendiri.</li> <li>e. Guru mengontrol belajar siswa.</li> <li>f. Guru memberikan waktu kepada siswa untuk memahmi dan memperispkan segala sesuatu yang dibutuhkan, alat atau kostum pakaian.</li> </ul>

		<p>g. Guru meminta siswa untuk tampil dipertemuan ketiga.</p> <p>h. Guru menilai penampilan siswa.</p> <p>i. Guru memberikan evaluasi terhadap penampilan siswa.</p>
3	<b>Kegiatan Penutup (5 Menit)</b>	<p>a. Guru memberi motivasi kepada siswa sebelum pembelajaran selesai.</p> <p>b. Guru mengakhiri pembelajaran dengan salam.</p>

### RUBRIC PENILAIAN

NO	KRETERIA PENILAIAN	NILAI
1.	PEMAHAMAN	
2.	PENGUCAPAN	
3.	ISI CERITA	
4.	PERLENGKAPAN	
5.	PENAMPILAN	
6.	NARRATOR	
JUMLAH		

NO	RANGKAIAN PENILAIAN	
1.	Excellent	90-100
2.	Good	75-89
3.	Average	65-74
4.	Poor	50-64

<p>Mengetahui, Kepala Sekolah</p> <p>Akhmad Bashori, M.Pd,I</p>	<p>Kraksaan, 20 Mei 2023 Guru Bahasa Inggris</p> <p>Tofan Arifan, S.Pd,I</p>
---	--



## Appendix 4 interview

Student one's interview Procedure dibagikan berkelompok, setelah dibagi berkelompok, lalu dikasik tema masing-masing, stelah itu berkelompok ditugaskan untuk mencari vocabularies yang tidak tahu lalu diartikan lewat kamus setelah itu nyusun kalimat nyusun kalimat yang diartikan dengan bahasa sendiridan vocab yang dicari bersama itu, setelah itu berkelompok pencar disuatu tempat disuruh diskusi persiapan untuk menampilkan tema yang sudah dikasik yang sudah terpilih terus setelah itu ada pembagian tokoh-tokoh dibagi tokoh dan ada sisi latihannya setelah itu baru ditampilkan. dividing into group, after divinding into group, giving titles, after that eacg group were assigned to look for unknow vocabues, beside this each group discusses in any places to prepare their performances based on the titles that given, so there was distribution of character and there is training so performance. Advatages tambah bisa melancarkan bicara, bisa melatih mental berbicara didepan orang, melatih mental untuk memerankan peran orang lain itu dah . more able to speak fluently, can training mental to speak in front of students, train mentally to play the role of others. disadvantages kekurangannya tuu anuhh masih gugup gara-gara jarang bermain peran. the disvanbtages tuuu anuhh each groups nervous because they rarely played roles. Problem masalahnya kadang di diskusinya kalau diluar kelas mempunyai kegiatan masing-masing jadinya kadang bisa kumpul kadang tidak kalau sudah tidak bisa terpaksa dikelas nyarinya itu, the problem sometimes in discussion Student two's interview Procedures disuruh perkenalan dari kelompok apa, terus dijelasin mana judulnya apa dari kelompok apa terus baru dijelaskan, sebelum nampil dikasik masing-masing tokoh jadi apa jadi apa peran apa dari kelompok tersebut. introducing group, what group and from group, so explaining the title name from what group, so it was explained, before performancing, they were given the role so what role from group Advantages lebih cepat masuk, lebih asik anu lebih seru dan gak gampang bosen understand faster, enjoy anuu more fun and not felt bored. dsiadvantages kekurangannya ngak ada merasa enak Problem waktunya kurang memadai kurang lama pemelajrannya didlam kelas, kendalanya waktunya terlalu cepat tiba-tiba sudah bel need a lot time Student four's interview Procedures mencari artinya dulu, (peneliti memancing memancing jawaban lainnya) dibagi kelompok, terus setelah itu disuruh cari kosa kata yang tidak tahu terus itu cara-cara story telling pembagian actor, (bagaimana mterinya) materinta dari ust tofan terus kita cara maknanya dipahami bersama, setelah baru dijelaskan ceritanya, aaaaaaa cerinya disingkat terus kita buat sendiri kata-katanya, nanti kita sendiri yang membuat kalimat-kalimatnya kita pahami dulu ceritanya baru kita karang sendiri ceritanya looking the meaning, dividing into group, continue to be asked to look for vocabularies unknow, so stroytelling ways, divinding the role, the materials from teacher, we look for the meaning and understand it, so we explained the story, we made scrip by our languages. advantages 1. Saling terbuka, muncul-muncul ide-ide baru terus dapat kosa kata yang baru terus berani tampil, yaitu tad. 1. matually open, keep coming up with new ideas, dare to appear yaitu tad. disadvantages apa biasanya kalau disetiap kelompok mempunya aktor yang lebih jadi dia itu dua peran jadi dia itu lebih banyak actionnya (didalam cerita terdapat 7 aktor sedangkan kelompoknya hanya 4 orang] jumlah anggotanya itu, kayak dicerita ada 7 aktor sedangkan kita hanya 4 orang usually each groups

have extra role, so students can be two roles, number of members, like in story there were seven roles while we only 4 students problem ada dibawa gurau sama anak-anak kurang serius, kalau ada kata-kata kurang jelas sama mereka dijadikan hinaan, tergantung dari orangnya juga mentalnya masing-masing ada yang malu ada yang berani ada yang gini gini joked, students were not serious, any else if there was word unclear they insult, it depend on students' mentaly, there were shy and barve yang gini gini Student three's interview Procedures membagikan kertas terus kelompok ditentukan kelompoknya disuruh ngerjakan itu perkelompok translate vocabularies setelah itu baru nampil dengan alat seadanya giving the titles, so diving into group, ordering to do it by group, translate the vocabularies, any else? Performances with a makeshift tol. advantages yaitu, seditiap kelompok ngak mungkin pintar semua pasti dicampur karena ada peraktek itu otomatis semua mendapatkan bagian yang tidak bisa itu harus terpaksa harus belajar juga dapatlah walaupun dilit-dikit jadi dia fokus kebagiannya, lebih seru dari pada diterangin dipapan tulis baca materi dari guru tok kan ngak ada gerakan that is, each groups disadvantages dari diri sendiri kalau malas mau diajak malah anuhh hehehe kalau dienakin tambah enak-enak an hahaha problem tidak ada kesadaran untuk nyari kamus, terus, tidak ada kesadaran untuk usaha browsing tidak ada yaa rata-rata berpanutan kepada satu orang yang paling pintar jadinya otomatis dalam satu kelompok yang paling aktif satu orang, jadi kalau satu orang ini gak gerak jadi habis kelompok ini gak gerak yaaa gitu lah English Teacher's Interview Students' problems Terutama contohnya adalah kekurangan vocab, tulis itu. Oke dua apa lagi, susunan kalimat, mungkin vocabulariesnya dia tau, tapi ketika masuk dalam sebuah susunan merka kebingungan, mana subjectnya mana ininya oke beraarti arrangement of sentences katakana, ketiga apalagi, aaaaaaa memahami tentang alur cerita kronologi the chronology of story katakana, kemudian ada yang terakhir itu ada yang bukan terakhir sih main of idea atau main of paragraph, paragraph satu itu apa intinya tentang apa yang kedua apa oke, terus yang terakhir itu apa? Conclusion, pelajaran apa yang bisa diambil daricerita tersebut itu, itukan setelah kita tau nii sreetttt berarti ini masalah, mikan masalahkan yang kita dapat bersama anak-anakkemudian naa untuk meece apamanya mencari solusi dari permasalahan ini maka kita langsung anuhh apa namanya kita langsung praktekkan kita aplikasikan role playing, kita bagi srettt dibagi kelompok, katakan 4 kelopok kita bagi rata dengan artian disitu kemampuan anak kita sudah kenali kita atur daring rank yang paling tinggi kepaling bawahsetiap kelompok pasti ada itu semua. Naaah kemudian mereka harus nyari vocabularies jadi setiap kelompok minimal harus membawa 2 kamus, kenapa kok tidak semuanya membawa kamus? Kalau semuanya membawa kamus nanti tidak ada yang mimpin leadernya tidak ada nantik kan nyarik semua itu, naaa kalau 2 ada yang jadi team leader disitu siapa? Yang no 1 ktakan tunjuk kamu ketuanya mungkin dia mempunyai kemampuan yang lebih dari pada teman-temannya untuk memimpin atau mempunyai kemampuan bahasa inggris yang lebih dari pada teamn temannya, naah setelah itutulis daftar vocabnya yang tidak dipahami siapa itu apa saja, apa semua vocab yang ada didisi story, tidak, yang mereka tidak dipahami mereka tidak ketahui, eekhemm kalau mereka ada yang diketahui tidak usah masak sih dari semua cerita berartikan sebagian lah yang sulit bagi mereka , naaah setelah daftar ini kita tulish arti dari kosa kata tersebut harus arti tersebut

disesuaikan dengan teks harus disesuaikan dengan teks contoh katakana ada kata ada book book ini dalam teks itu ada apa namanya konten kalimat seperti I have book some room in hotel katakana, naah anak-anak ketahui book ini adalah kata bendanya buku tetapi ketika ia menjadi verb kata kerja dengan akhiran ed menunjukkan sebuah lampau maka sudah beda lagi tidak diartikan sebagai buku berarti memesan disitu naa itu arti seperti itu yang dimaksud ketika mereka menulis daftar kosa kata itu dengan membawa kamus kemudian dipimpin oleh satu orang, naah kemudian yang ke 2 tadi setelah vocab telah selesai mereka mencoba mendalami lebih dalam lagi diskusi diskusi disitu terbuka diskusi diberikan waktu untuk berdiskusi tentang apa tadi malah yang 2 itu tentang apa tadi aaaa apa namanya vocab sudah, oooo manajemen of sentences tentang susunan kalimat, kalau tim leader tidak mampu katak, artinya karena kemampuan mereka rata, maka tim leader ini bisa konsultasi kepada guru ketika itu di waktu itu guru ada ditengah” mereka sebagai konsultan 2. Sebagai motivator 3. Sebagai fasilitator 4. Sebagai motivator jangan lupa disemangati anak” itu pasti bisa konsultan kalau ada hal hal yang tidak dipahami fasilitator kalau ada hal yang mereka butuh contoh dikamus mereka kesulitan mencari guru disitu mungkin ada hp untuk mencari dan menyocokkannya, setelah itu ada main idea di paragraph itu kan ya, diskusi tetap berlanjut kalau kesulitan tetap lagi, kalau mereka tidak bisa kita tetap konsultasikan kepada guru lebih lanjut mereka punya tapi mereka ragu bisa konsultasikan juga kepada guru benarkah seperti ini pak bu terakhir mencari conclusion agak sulit memang puncaknya disitu apa pesan moral yang ada didalam cerita tersebut naa apa kaitannya dengan kehidupan cerita sehari-hari katakana pribadi, contoh cerita maling kundang point adalah jangan menjadi anak durhaka naaa kaitannya dengan pribadi apa? Kenapa memilih cerita tersebut, karena banyak yang meupakan orangtuanya naaa itu memang butuh ini dari pada seorang guru, kemudian setelah hasil diskusi itu sampaikan yang berbentuk buku dari mereka lembar haaah scrip selanjutnya agar pemahaman itu tidak hanya dalam sebuah ungkapan yok kita bawa kedalam sebuah peran permainan yang mereka tidak sadari bahwa permainan memahami cerita tersebut mebuurut peran masing” dibagi perannya guru memberi kebebasan untuk memerankan dan mencari property sesederhana mungkin karena ini terbatas, naahh ketika sudah selesai diskusi selesai ketika semuanya sudah fix dengan proses itu semuanya kita memberikan mereka untuk menampilkan dari hasil diskusi mereka teruss guru memberikan penilaian, apa saja yang dinilai sikap kemudian apa namanya kekompakannya kemudian apa namanya eeee peran yang diperankan itu bagaimana komunikasinya bahasa u=yang diucapkan sesederhana mungkin yang tidak membebani mereka, setelah memberikan penilaian guru memberikan evaluasi kepada kelompok sau atau semuanya diselesaikan baru diberi evaluasi smunya dari masing” kelompok naaaaa baru memberi tahu siapa yang terbaik. Manfaat ternyata anak” senang dalam artian bukan senang apa namanya yaa bkanhhh hura-hura atau main-main dalam proses pembelajaran tersebut beban yang mereka punya ketika mereka tidak paham dan sulit mereka bisa atasi dengan teman sebangkunya nasib saya juga sama dia juga menanggung nasib seperti saya, dengan cara bersama teman lebih seru belajarnya. Kesenangan itu sayalihat ketika mereka memahami cerita ditambah lagi memerankan tokoh tokoh yang ada didalam cerita tersebut sangat menyenangkan, yaa tidk terbebani dalam pembelajaran tersebut ituapaa namanya beberapa manfaat yang



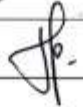




diperoleh selama bermain peran kekurangannya terutama tempat butuh tempat khusus untuk memainkan peran itu agar tidak mengganggu kela sebelah rame mungkin karene ada adegan perang apa segala macamnya. Teruma itu yang saya sebutin barusan. Permasalahan yang dihipi guru, bisa karena factor kesehatan sehingga pembelajaran kurang efectif Students' problem ketika anak malu yaaaa ituu kita memberi waktu untuk gladi tapi ngak sama guru, kita punya waktu 2 jam mungkin 20 menitnya ktaaa aaaaa berikan waktu untuk apa istilahnya laihan atau gladi lahh. Eggolahhh biasa anak” yang merasa lebih tauuu aaaaah kayak gini tidak tau itu yang membeuat anak menjadi minder bagi yang tidak tau,naaah tim leader itu benar kita pilih yang bisa merdam suasana kayak gitu



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

**RESEARCH JOURNAL**  
**THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS AT ELEVENTG**  
**GRADE OF AL-MASHDUQIAH SENIOR HIGH SCHOOL KRAKSAAN**  
**PROBOLINGGO ACADEMIC YEAR 2022-2023**

NO	DAY/DATE	ACTIVITIES	SIGNATURES
1.	06 Feb 2023	The research does preliminary study by conducting the observation and interview with English teacher	
2.	06 Feb2023	The researcher confirms research permission to head-master	
3.	13 May 2023	Enter to the class and observation the learning activity	
	14 May 2023	Teacher's interview	
4.	15 May 2023	Students' interview	
5.	16 May 2023	Taking document	
6.	07 June 2023	Finishing the agreement	



Jember, 07 Mei 2023  
 Kepala sekolah MA Plus Al-Mashduqiah

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 Akhmad Bashofi, M.Ed.I  
 J E M B E R



Appendix 6 surat penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp.(0331) 426104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ffik.uinkhas-jember.ac.id](http://ffik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

---

Nomor : B-2082/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Plus Al-Mashduqiah

Jl. Ir. H. Juanda No 370 kelurahan Patokan Kec Kraksaan

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196092  
Nama : SYAMSUL ANAM  
Semester : Semester delapan  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS AT ELEVENTH GRADE OF AL-MASHDUQIAH SENIOR HIGH SCHOOL" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Akhmad Bashori, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 09 Mei 2023

So. Dekan,

Wakil Dekan Bidang Akademik,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER



K

2



Appendix 7

**YAYASAN NURUL HARAMAIN**  
**MADRASAH ALIYAH PLUS AL-MASHDUQIAH**  
**TERAKREDITASI A**  
KRAKSAAN PROBOLINGGO JAWA TIMUR

Jl. H. Juanda No. 270  
Pondok Mahligi Probolinggo 67155 Jawa Timur  
Telp: (0333) 844521  
Email: ma.al-mashduqiah@gmail.com  
Website: www.ma-mashduqiah.com

**SURAT KETERANGAN**  
Nomor: 145/A.3/MA-PM/V/2023

Yang bertanda tangan di bawah ini Kepala MA Plus Al-Mashduqiah Patokan Kraksaan Probolinggo, menerangkan bahwa mahasiswa dengan identitas di bawah ini:

Nama : Syamsul Anam  
NIM : T20196092  
Program Studi : Tadris Bahasa Inggris  
Universitas : UIN KH Achmad Siddiq Jember

Telah melakukan kegiatan penelitian di MA Plus Al-Mashduqiah dengan judul:

**The Implementation of Role Play in Speaking Class At Eleventh Grade Of Al-Mashduqiah Senior High School Kraksaan Probolinggo.**

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat digunakan sebagaimana mestinya.

**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**  
Probolinggo, 01 Juni 2023  
Kepala MA Plus Al-Mashduqiah

  
(AKHMAD BASHORI, M.Pd.I)

Berwujudlah lembaga Islam yang berkeadilan, menuliskan gemanya berkeadilan beriman, berakhlak, berkeadilan dan memajukan berkeadilan dalam pembangunan umat

Appendix 8

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68138  
Telp: (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

---

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Syamsul Anam  
NIM : T20196092  
Program Studi : Tadris Bahasa Inggris  
Judul Karya Ilmiah : THE IMPLEMENTATION OF ROLE PLAY IN SPEAKING CLASS AT ELEVENTH GRADE OF MA PLUS AL-MASHDUQIAH KRAKSAAN PROBOLINGGO

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (15%)

1. BAB I : 22 %  
2. BAB II : 28 %  
3. BAB III : 15 %  
4. BAB IV : 6 %  
5. BAB V : 4 %



Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

Jember, 14 Juni 2023  
Penanggung Jawab Turnitin  
FTIK UIN KHAS Jember

  
(Ulfa Dina Novanda S. Sos. I. M. Pd.)

Appendix 10



Head Master of MA Plus Al-Mashduqiah



English Teacher



Learning Activity



Students' scrip and bocabulary







Teacher's Interview



Student's Interview



The Eleventh Class of MA Plus Al-Mashduqiah

Appendix 11

## DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Syamsul Anam  
SRN : T20196092  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KHAS Jember

Stated that the thesis untitled ‘The Implementation of Role Play in Speaking Class at Eleventh Grade of MA Plus Al-Mashduqiah Kraksaan Probolinggo’ is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
Jember, 14 Juni 2023  
J E M B E R



Syamsul Anam  
T20196092

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

## CURRICULUM VITAE



Name : Syamsul Anam  
SRN : T20196092  
Place, date of birth : Probolinggo, 07<sup>th</sup> of May 2000  
Gender : Male  
Address : Sambirampak Kidul, Kotaanyar, Probolinggo  
Faculty : Tarbiyah and teacher training Faculty  
Major : English Education  
Email : [anamsyamsul201@gmail.com](mailto:anamsyamsul201@gmail.com)

### Education background

Kindergarten : TK Sholihul Islma  
Elementary School : MI Raudlatul Hasaniyah  
Junior High School : MTS Raudlatul Hasaniyah  
Senior High School : MA Plus Al-Mashduqiah

### Organization Experience

1. Member of Central Language Improvement (CLI) at Al-MAshduqiah Borading School
2. Member of Mashduqiah Language Club (MEC) at Al-MAshduqiah Borading School
3. Member of Sashter (Santri SH Terate) at Al-Mashduqiah Boarding School