THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKINGNG AT TENTH GRADE OF MA BURHANUL ABRAR: EXPLORING THE OPPORTUNITIES AND CHALLENGES

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfilment of requirement for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Frida Oktavianti Hidayat
NIM: T20196030

ENGLISH EDUCATION PROGRAM
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THESIS

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Fulfilment of The Requirements of Bachelor Degree of Education (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day : Monday
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The Board of Examiners

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MOTTO

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خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

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Meaning : "He is the one who created humans, taught them to express themselves" (Q.S al-Rahman Verse 3 - 4)[1]

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[1] Al Hilali , Taqqiyuddin dan Khan, Muhsin. Surah Ar- Rohman Ayat 3-4 : Alquran Alkarim

DEDICATION

1. I proudly dedicate this thesis to: My beloved parents Mr. Ach Bachrudin Berlian as my beloved father and Mrs. Vina Vistaurina, as my beloved mother who have supported me.

2. My beloved uncle Mr. Andi Setiawan who has supported me, and prayed for me in every time.
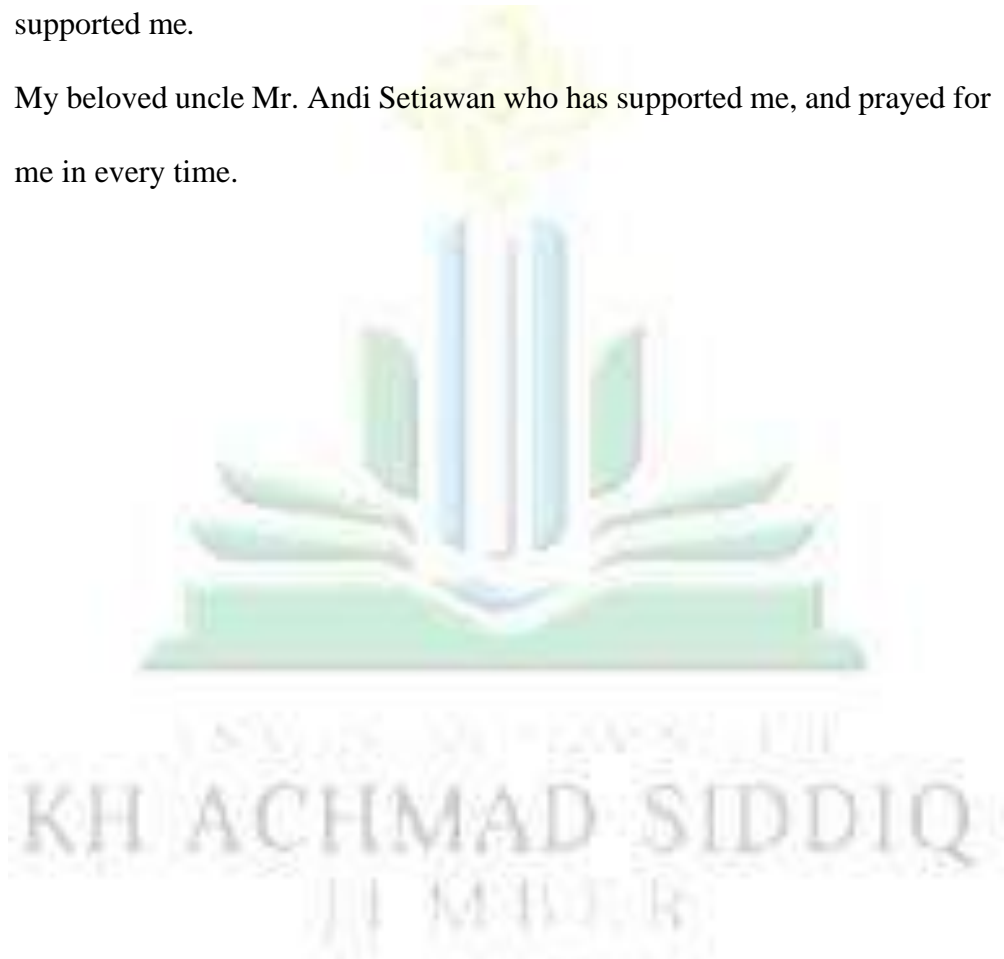
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Firstly, all praises due to Allah SWT who have giving mercies and blessing, healthy, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be with my prophet Muhammad SAW who guided us from the darkness to the lightness and from the stupidity era to the cleverness era. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank you to the following people:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as a Rector of University Islamic Kiai Haji Ahmad Siddiq of Jember who has given me opportunity for me to study in this University.

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6. The headmaster of MA Burhanul Abrar, Mr. Sufyan. S.Ag and the staffs who have given me a permission and helped me during my research. vii

7. The English teacher of 9th grade, Mr. Andi Setiawan, S.Pd as collaborator who has helped and support me in conducting my research in MA Burhanul Abrar.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestion. The researcher hopes that this thesis will be useful for the reader and other researchers who need it.

Jember, 3 June 2024

Author,

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ABSTRACT

Frida Oktavianti Hidayat. 2024: *The Implementation of Role Play in Teaching Speaking at Tenth Grade of MA Burhanul Abrar: Exploring the Opportunities and Challenges*

Keywords: Speaking, Role play

Speaking is one of the abilities to communicate with other people through the medium of language. Speaking is a crucial part of second language learning and teaching. Therefore learning to speaking is important, should used strategies that can enable to learn speaking. One of them at MA Burhanul Abrar is one of the schools that used role play in teaching speaking. Role play can improve students speaking. Used role play during learning made improvement to students especially in speaking skills. This research is based on aspects of language development in students which boring and less interesting. Moreover, students tend to having difficulty speaking English both with friends and teacher. In implementing aspects of language development in tenth grade of MA Burhanul Abrar shows that their skill speaking as a students is low ability in speaking. The solution to overcome this problem is use role play method.

This research focus on: 1) How can role play engage student speaking at tenth grade of MA Burhanul Abrar? 2)What are the obstacles faced by students when implementing Role Play in learning speaking at tenth grades of MA Burhanul Abrar. The objective of this research is to investigate the students to encourage students to be able to speak English correctly and fluently.

This research used a qualitative research approach with the type of case study. Type of case study is an in depth investigation of a group or individual in the school. Researcher gather data through different sources, which may include direct observation and interview the students at MA Burhanul Abrar. Data collection is often qualitative. And then researcher offer an analysis at the school. To validate the data the researcher used source triangulation and technique triangulation. The research subject are 20 students and one teacher. They are eight grade of MA Burhanul Abrar and the teacher English of Tenth grade of MA Burhanul Abrar. The data collection technique consist of observation, interview and document review. The subject of the research were the English teacher and the eight students. The setting of this research at MA Burhanul Abrar. Therefore, the data was analyzed by adapting Miles, Huberman and Saldana which consisted of three steps, including: data collection, data condensation, data display and conclusion drawing.

This research finds that, there are the benefits of role play in engaging students speaking are: Students can speak English well, especially when speaking dialogue using repeated articulation and emphasis on English sentences. Based on the research results, the researcher found that the use of role play had positive benefits for students speaking abilities such as supporting students ability to remember and practice words or vocabulary that have been learned during the

learning process. Therefore. This research reveals that the use of role play in teaching speaking are important strategy.

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CHAPTER I

INTRODUCTION

A. Research Background

As it is important to master the communicative competence in using English, the Indonesian government has added English language instruction beginning in junior high schools and focusing especially on senior high school, in order to promote students to communicate in both oral and written forms to solve their daily issues.[2] Thus, the four skills of listening, speaking, reading, and writing are developed through the teaching of English.

To improve students' ability to communicate in English, speaking should be developed as one of the four skills. Learning how to talk is crucial for students, claims Hedge.[3] Speaking is a verbal communication skill used to understand and learn new information. Speaking also involves using verbal language to convey ideas and thoughts. The indication of language mastery is the capacity to comprehend what others saying and to respond in the target language. The ability to talk will keep them involved in authentic English communication and allow them to convey ideas and thoughts.

When learning a second or foreign language, one is said to have achieved linguistic proficiency when able to utilize it verbally. According to Nunan, speaking a foreign language is the most common way to define

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[2] Depdiknas. Kurikulum Tingkat Satuan Pendidikan. Jakarta: Depdiknas. (2006)
[3] Hedge, T. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University (2003)

someone's capacity to function in that language.[4] Language proficiency is measured by one's ability to communicate in that language.

Students should be able to utilize the language orally in authentic communication after receiving speaking instruction. Harmer contends, that teachers should encourage their students by giving speaking assignments that encourage them to use any and all of the available language.[5] The assignments are forcing the students to alter how they speak English in and out of class to give confidence, and to motivate the students.

Actually, not all students are fluent in English. Many students have poor communication skills. Many English language learners, according to Nunan are reluctant and unmotivated. The resistance may be brought on by cultural, linguistic, psychological, or affective causes.[6] Cultural factors derive from learners' experiences and the expectations created by these experiences. According to Gebhard, the students' refusal to talk, on the other hand, is one of the issues EFL learners experience.[7] Some students choose not to speak because they are too timid or experience extreme levels of speech anxiety. Their timidity stems from their fear of making mistakes or having their friends tease them. They are nervous as a result of the few opportunities they have to speak with students.

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[4] Nunan, D. *Second Language Teaching and Learning*. Boston : Heinle Publishers (1999)

[5] Harmer, J. *How to Teach English. An Introduction to the Practice of English Language Teaching*. Newyork (2001)

[6] Nunan, D. *Second Language Teaching and Learning*. Boston : Heinle Publishers (1999)

[7] Gebhard, J. G. *Teaching English as a Foreign or Second Language*. The university of Michigan Press (2000

The researcher discovered a lot of speaking-related issues based on her experiences in MA Burhanul Abrar. The majority of students are lack motivation for the speaking assignment. Some students truly want to convey their thoughts and emotions, but they are unsure of how to do so. Even though some of the students can build phrases but many are reluctant to talk. They are worry about making errors as they still have lack of pronunciation. Additionally, they were afraid that other students will make fun of them, so they choose to remain silent and to keep their thoughts and emotions to themselves. Beside that, they also still lack of vocabulary when they have to talk in front of class.

It also found that students frequently believe they have nothing to say on a particular subject because they are bored or believe it to be unrelated to anything they are familiar with. If this is the case, the only reason they would speak would be because they were supposed to be taking part in the speaking activity. Using some methods for teaching English, the teacher must inspire students in the classroom to engage in genuine communication. There are many methods that can be used, including brainstorming, role playing, discussion, and simulation. Role playing is one method used to teach speaking. According to Yen, Huei and Ko, Role playing is a significant technique that centers on the learners ability to speak and communicate by playing various roles in a genuine situation[8]. In line with that, Zhang confirms that role play allows learners to

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[8] Yen-Chen Yen, Huei-tse Hou & Kuo En Chang. *Applying roleplaying strategy to enhance learners writing and speaking skills in EFL courses using Facebook and Skype as learning tools.* (2013). Taiwan 384-406

improve their communication skills such as argumentation, the organization of ideas, group understanding, interpretation and inferring.[9]

Role play is one method of learning English. The Role Play can provide very powerful learning experiences for students by immersing them in simulated real-world situations in which students act out a particular role or a character in a safe environment.[10]

In addition, according to Kusnierek, he defined Role Play as a complete range of communication technique which develops language fluency and promotes students during the class, increasing students' motivation, encouraging their learning but also sharing responsibilities between teachers students.[11] It also enables the learner to get unbiased feedback on their performance. Role play approaches can be employed to assess interacting abilities, to offer models and practice, and to encourage people to be more conscious of their interpersonal influence.

From this explanation the great advantages of role play for student is giving new experience in teaching learning process. Because role play can help students understand the subject matter more deeply by playing about the subject matter presented. This statement is supported by Santoso, he stated that role play models is a way of mastering learning materials through development of

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[9] Zhang, Y. *Cooperative Language learning ang foreign language learning and teaching.* (2010) page 81-83

[10] Ginaya, G., Rejeki, I. N. M., & Astuti, N. N. S. *The effects of blended learning to students' speaking ability: A study of utilizing technology to strengthen the conventional instruction. International Journal of Linguistics, Literature and Culture.* 1-14

[11] Kusnierek, A. *developing students speaking through role play.* 73-111

imagination and appreciation of students in it contained rules, goals, and elements of fun in carried out the teaching and learning process.

Many researchers had done their research in classroom and found that roleplay is an effective method in learning. According to Cheppy H.C. In Shofiatun, there are many advantages of using roleplay such as helping the students behave, think, and feel what others feels, describing situation of human relationship realistically, expressing history of life to the students, developing the students imagination, enriching the new things in teaching and learning process, making the feeling and emotion improved in learning, encouraging the students to relate with controversial problems realistically and it is useful to change behavior.[12] Those are the advantages of role play learning.

Doing Role Play in teaching learning speaking can engage students pronunciation since Role Play method students can speak English well, moreover speaking dialogue used the articulation and emphasis of English sentences which are done repeatedly. Beside that, it also can engage vocabulary. When using the Role Play as method, students automatically learn to act out a certain English character used in dialog. In this way, students can get new English vocabulary.

Role play is a helpful method for planning out challenging scenarios in advance so that the learners have solid prepared replies for all potential outcomes. Role play can also be used to improve teamwork, stimulate

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[12] Sofiatun, Nani. *Pengaruh Bermain Peran (Role Playing) dalam meningkatkan Pembelajaran Bahasa Inggris*. 2012

brainstorming sessions, explore various problem-solving options, assess problems from several angles, and aid in group problem-solving.

The English teacher implemented the role play model in teaching speaking as it is believed as an appropriate model regarding to the students' problems in speaking. It was found that the students have some improvement in speaking after taught to this model. Based on that reason, the researcher is interested in conducting the research entitled "**THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING AT TENTH GRADE OF MA BURHANUL ABRAR; EXPLORING THE OPPORTUNITIES AND CHALLENGES**"

B. **Research Question**

Based on the background above, the researcher make some question following research question that would be answered in the result of this research:

1. How can Role Play engage students' speaking skill at eight grades of MA Burhanul Abrar?
2. What are the obstacles faced by students when implementing Role Play in learning speaking at eight grades of MA Burhanul Abrar?

C. **Research objective**

Based on the statement of research question above, the objective of this research study are:

1. To describe the implementation of Role Play in engaging the students' speaking skill at tenth grade of MA Burhanul Abrar

2. To describe the obstacles faced by students when implementing Role Play in learning speaking at tenth grade of MA Burhanul Abrar

D. Research Significances

The result of the research is expected to give some information explain as follows:

1. Theoretical Significance

This result is expected to know the importance of Role Play to engage the students' speaking skill. Including pronunciation and vocabulary, Role Play was selected to engage pronunciation and vocabulary learning.

2. Practical Significance

The result of this research is expected to give contribution to the English teacher to know the use of Role Play in teaching speaking with implementing Role Play it can help English teacher in engaging pronunciation and vocabulary.

3. Empirically Significance

The result of this research is expected for other researchers who are interested in conducting relevant research for students of English Education Department.

E. Definition of Key terms

1. Role Play

Role play is a technique used for students to explore realistic situations by interacting with other in a defined way to develop experiences and try various strategies in the class room with the participant. In this

research, Role Play used in the form of selected Roles in the dialog. It was implemented in pair.

2. Speaking

Speaking is an oral language activity carried out by humans. The relation between speaking and language skills can be seen in the use linguistic aspects in speaking, including speaking is self-expression. Speaking as a communication activity involves a process talking alternately between the speaker and the interlocutor. In this research, the students spoke in the form of dialogue which done in pair with the topic given by the teacher

Agreeing from the explanation above, speaking with the aim of expressing thoughts, feelings, ideas and opinions are form speech caused by encouragement from inner individual

CHAPTER II

LITERATURE REVIEW

A. Previous Researches

This research is not the first research in the implementation of role play based on group investigation in teaching speaking. The research found related some research's:

1. The first research was conducted by Juvrianto CJ, state University Negeri Makasar Indonesia 2018, entitled " Improving the Student Speaking Ability Through Role Play Method". This research use quantitative data. The data were collected by quasi-experimental method. The result of this research show that the student speaking skill use role play method improved

2. The fourth conducted by Franco Barrera, Juan I. Venegas Mugli and Olga Nunez. State calama Campus, Universidad Technologica de Chile INACAP 2020 entitlrd "The impact of role playing simulation activities higher education students academic results". This research was conducted to evaluates the impact of using role-playing simulation activities in Chilean higher education institution. This research used qualitative data. This study concludes that role playing strategies can be a useful learning tool to engage higher education students and improve their academic results.

3. The fifth was conducted by Daru Susanti, Edri, Arman Syah Putra,Nurhayati, Zikridh, Nurul Aisyah. State Muhammadiyah Business Institute Bekasi Jakarta Tourism Academy, STMIK Insan Pembangunan, College of Aviation Aviasi, Indraprasta PGRI University 2022, entitled

"Improving students speaking skills motivation using youtube video and role play". This research was conducted to improving the students speaking motivation at tourism academy Jakarta, the application of youtube video roleplay for improving students speaking motivation at tourism academy Jakarta also the research question is the students perception of the use of youtube and roleplay. This research use quantitative data. The results of this research shown that the use of role playing technique was successful to improve the students speaking ability.

Table 1.2
The similiarites and Differences between
Previous Research and this Research

No	Title of Research	Similarities	Differences
1	A journal written by Juvrianto CJ (2018) entitled "Improving student speaking ability through role play method"	Both researches discussed about role playing model	This research used qualitative approach meanwhile the previous research and quantitative approach
2	A journal written by Maria A Suncion and Jhonny Villafuerte (2018) entitled "The influence of implementing role play as an educational	Both researches discussed about role play model	This research discussed about the implementation of role play in teaching speaking but the previous research discussed about influence of

No	Title of Research	Similarities	Differences
	technique on EFL speaking development"		implementing role play as EFL speaking education techniques development
3	A journal written by Efi Lutfiyah Arifin (2021) entitled "Application of role playing techniques in improving the speaking ability of students"	Both researches discussed about role play model	This research used qualitative approach meanwhile the previous research used Classroom Action Research
4	A journal written by Franco Barrera, Juan I Venegas Mugli and Olga Nunez (2020) entitled "The impact of role playing simulation higher education students academic results"	1. Both researches discussed about roleplay model 2. Both researches used qualitative approach	This research discussed about the implementation of role play in teaching speaking but the previous research discussed about the impact of role playing simulation activities.

No	Title of Research	Similarities	Differences
5	A journal written by Daru Susanti, Edri, Arman Syah Putra, Nurkhayati, Zikriah, Nurul Aisyah (2022) entitled "Improvng the students speaking motivation using youtube video and role play"	Both researches discussed about role play model	This research discussed about the implementation of role play in teaching speaking but, the previous research discussed about improving speaking motivation at Tourism Jakarta

Based on explanation above, the thing that differentiated this research with the previous ones was this research focused on the way how role play engaging the students speaking especially in pronunciation and vocabulary as the challenges and also described the challenges or obstacles faced by student when conducting role play.

The novelty from my research focuses on implementing role play in teaching and using Qualitative approach.

B. Theoretical Framework

1. Speaking

a. Definition of Speaking

According to Bryne, he defined speaking is a process where speaker and listener are involved in the productive skill of speaking and

the respective skill of understanding.[13] In the same aspect, Andrayani state about speaking skill is the ability to communicate with the target language consisting of accuracy, fluency, grammar, vocabulary, pronunciation, and comprehension.[14] In addition, speaking makes students to make an interaction and get some information when they communicate with each other.

According to Muklas, that in speaking process, people try to communicate with each other and use their language to send their message to the second person.[15] Speaking skill becomes an important part in the curriculum which is applied in language teaching, Luoma .[16]

b. Component of Speaking

1) Grammar

Leech states that grammar is a set of rules which describe how we use a language.[17] The aim of grammar is also to learn the correct way to gain expertise in language in oral written form. Therefore, grammar is needed for students to arrange a correct sentence in conversation. In this case, the ability of grammar is very important. It can help speaker to speak accurately. As Martin Bygate said "it is obvious that in order to be able to speak a foreign

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[13] Bryne, D. *Teaching Oral English*. 1998. Newyork: Longman

[14] Andrayani, L. *Improving Students Speaking Skill Through socio drama Journal of Instructional Psychology*. (2018)

[15] Muklas, M. *Talking chips technique to teach speaking. Journal of English language education and literature*, 2 (1), 58-64

[16] Luoma, Sari. *Assessing Speaking*. Cambridge : Cambridge University (2004)

[17] Leech. *The Principles of Pragmatics*. Terjemahan. Oka, M.D.D. Jakarta: Universitas Indonesia Press. (1982)

language, it is necessary to know a certain amount of grammar and vocabulary".[18] Despite fluency is very important in speaking, but if the conversation is full of grammatical errors, the ideas will not get across so easily, because different structure may caused different meaning. In summary, a good ability of grammar can help learners to speak better.

2) Vocabulary

Rezekin states that aside grammar, the other component which is important is vocabulary.[19] Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Vocabulary is a daily in English language have to master. It is an important aspects in learning a foreign language. Speaking and vocabulary are interrelated. However, vocabulary is one of the problems confronted by English learners. With limited vocabulary, learners can not communicate clearly to others, even difficult to pronounce with opponents.

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[18] Martin Bygate, *Speaking*, (Oxford University Press, 1987), p. 3
[19] Anggraeni Lagalo. *The Application of Presentation Practice and Production (PPP)Method to Increase Students's Speaking Ability*. State University of Gorontalo. (2013)

3) Comprehension

Hornby states that comprehension is the mind act power of understanding exercise aimed in improving is testing ones.[20] In speaking activity, people have to decode the meaning of language before they produce the language. Nunan and Carter stated, "comprehension necessary in order for input to become intake language data that is assimilated and used to promote further development". Likewise, people know how to made sound after they had listened to the sound they heard.

4) Pronunciation

Pronunciation is defined as the way in which language is spoken.[21] On the other hand, Dalton states that pronunciation as the production of significant sound into senses. First, sound is significant because it is used as a part of a code of particular language. Second, sound is significant because it is used to achieve meaning in context of use. From the definitions, it can be concluded that pronunciation is the way to sound language meaningfully. Pronunciation is the basic of spoken language, because pronunciation reflects how a language sounds. Hornby stated that

[20] Hornby A.S. *Oxford Advanced Learner's Distyonary*. UK: Oxford University Press. (2000)
[21] Hornby A.S. *Oxford Advanced Learner's Distyonary*. UK: Oxford University Press. (2000)

pronunciation is the way in shich a language is spoken; the way in which a word pronunciation. [22]

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ums or errs. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the massage.[23] Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural and more impressive for the listener. It also provides more effective communication due to the absence of speaking disturbance.

c. Problem in Speaking Activity

In teaching and learning process, speaking seems speaking is lack of participation. When the teacher asked some questions, they just keep silent and hesitated to answer. It took long time for them in uttering something and responding to questions by using simple short answers with long pauses because they were not confident enough and afraid that they might make mistakes in vocabulary, pronunciation or other aspects of speaking. As a result of these two problems in speaking, the students

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[22] Hornby A.S. *Oxford Advanced Learner's Distyonary*. UK: Oxford University Press. (2000)
[23] Brown, H Douglas. *Principle of Language Learning and Teaching*. San Fransisco (2000)

became less participate and showed low motivation especially in speaking activity. They did not enjoy the lesson.

    d. Teaching Speaking

       1) Definition of Teaching Speaking

According to research results from Nining Fauziati, teaching speaking in School have tended to be ignored, due to wrong assumptions about speaking education skills themselves. Speaking properly and correctly will help the educational process to achieve its goals. So, the presence of learning to speak determines the success of education.[24]

According to Kayi, he explains that teaching speaking is to teach ESL(English a Second Language) learners to produce the English speech sounds and sound patterns; use word and sentence stress, intonation pattens and rhythm of the second language; select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter; organize their thoughts in a meaningful and logical sequence; use language as values and judgements and use the language quickly and confidently with few unnatural pauses which are called as a fluency.[25]

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[24] Nining Fauziatin. Peranan Keterampilan Membaca Terhadap Keterampilan Berbicara Siswa Kelas VIII SMPN 2 Donggo Tahun Pelajaran 2011/2012. Yogyakarta

[25] Kayi. Hayriye. *Teaching speaking: Activities to promote speaking in a second language.* 2006

Reiser and Dick argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objective. It is correspondingly asserted by Cole, that is the teachers role to provide effective strategies in accomplishing students' educational need, who general purpose is communicate using the language being learnt.[26] These imply that is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking.

2) Problem in Teaching Speaking

One problem with teaching features of spoken grammar iss the lack of such features from teaching materials, both texts and activities. Spoken dialogues are plentiful in beginner textbooks, but the most frequent features of spoken grammar are personal reference and occasionally ellipsis. Heads, tails, fillers and backchannels are non existent. They may exist in recordings of spoken language, but if they do, they are not practiced in activities.

2. Teaching Technique

a. Definition of Teaching Technique

Teaching technique are unique ways of carrying out particular task, in the teaching and learning process. Thus, it's the individual teacher unique way of applying a strategy.[27] For instance, two researcher

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[26] Cole, R, W. Educating Everybody's Children. Virginia. (2008)
[27] Ashwani Kuamr. *Teaching Methods Teaching Strategies, Teaching Techniques and Teaching Approac*h. International Journal of Advanced Research in Science, Communication and Technology. (2022)

may decide to use small group discussions as their means of delivering a lesson but each may have a unique way of conducting the process of the discussion. One may decide to use two pupils to conduct the discussion. The other may decide to employ four pupils for that. Furthermore, each other will definitely have a unique way of delivering the lesson.

b. Kinds of teaching technique

1) Brainstorming

Al Maghrawy in Al Khatib defines that brainstorming as a group creativity forum for general ideas.[28]

Moreover, Sayed in Al Khatib purposed some importance of brainstorming for the students.[29] These are:

a) Helping students to solve problems

b) Promoting peer learning and creating synergy

c) Helping students to benefit from the ideas of others through the development and build of them.

2) Case based Small Group Discussion

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[28] Al Maghawry, A. *Effective of using the Brainstorming Technique to learn some basic skills and collection of knowledge for beginners in Volleyball.* Wold Journal of Sport Science, 64. 361-366 (2012)

[29] Al Khatib, B. A. The Effect of using Brainstorming Strategy in Developing Creative Problem Solving Skills among Female Students in Princess Alia University College. 29-38. (2012)

In this teaching strategy, small group of 5-10 address case based tasks exchanging points of view while working through a problem solving process. In this teaching process, Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin explained that the group focuses on creative problem solving with some advanced preparation.[30]

3) Demonstration

Demonstration means performing an activity so that learners can observe how it is done in order to help prepare learners to transfer theory to practical application. Moreover, the demonstration strategy involves the teacher showing learners how to do something (Adekoya and Olatoye). [31]

4) Games

Games are used to bring competition, participation, drills and feedback into the learning experience as motivator and opportunity for the application of principles. Carefully planned uses of games in the classroom add some interest to a classroom (Brown).[32]

5) Role play

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[30] Srinivasan, Wilkes, Stevenson, Nguyen and Slavin. *Comparing Problem Based Learning with case based learnin*g. 74-82. (2007)

[31] Adekoya, Y. M. & Olatoye R. A. *Effect of Demonstration, Peer-Tutoring and Lecture Teaching Strategies on Senior Secondary School Students Achievement in an Aspect Of Agricurtural Science.* The Pacific Journal of Science and Technology, 12. 320-332

[32] Brown, H Douglas. *Principle of Language Learning and Teaching*. San Fransisco (2000)

Role play is one method of learning English. The role-plays can provide very powerful learning experiences for students by immersing them in simulated real-world situations in which students act out a particular role or a character in a safe environment.[33]

This research used Role Play as technique in teaching speaking.

3. Role Play

    a. The definition of Role Play

CLT is the term commonly used in pedagogical literature to describe an approach which aims to implementation the theory of communicative competence by incorporating the interdependence of language and communication (Larser-Freeman).[34] According to Johnson and Marrow, CLT is built on a communication basis. Learners use the target language through games, role play and other communicative activities. The writers point out that a real communicative activity is comprised of three characteristics: information gap, choice and feedback. Information gap happens when there is an exchange between two persons of unknown information.[35] According to Perez, he defined role play is technique based on the pedagogical psychodrama which requires the participant dedication and interest to complete every stage.[36]

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[33] Ginaya, G., Rejeki, I. N. M., & Astuti, N. N. S. *The effects of blended learning to students' speaking ability: A study of utilizing technology to strengthen the conventional instruction. International Journal of Linguistics, Literature and Culture.* 1-14

[34] Larser-Freman, D. *Techniques and principles in language teaching*. Oxford: Oxxford University (2000)

[35] Johnson, K., & Morrow, K.E. Communication in The Classroom. Handbook for Teacher Series. Lndon: Longman (1981)

[36] *Perez, I. Mitolog a, cultura popular y juegos de rol. (2016). 219-237*

Role play is a study in which students act specific roles through saying and doing. Kusnierek defined Role play as a complete range of communication technique which develops language fluency and promotes students' interaction during the class, increasing students' motivation, encouraging their learning, but also sharing responsibilities between teacher-students.[37]

Role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make language acquisition impressive (Chilingaryan & Zvereva, 2017; Goodnough et al., 2009).[38] So, this research mainly focuses on how to apply it successfully and take the most advantage of it in any classroom

b. The Kinds of Role Play

In terms of the type, the implementation of role play divided into two forms, include

1) Scripted, which is a script that comes from a dialogue book or text in the form of a speech, with this text script functioning as a means of conveying language meaning in a way that is easy to remember.

2) Unscripted, in this case, the implementation of role play does not depend on a script or textbook. In this student improvise. Further, students who define and develop the use of language and

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[37] Kusnierek, A. *developing students speaking through role play*. 73-111
[38] Chilingaryan, K., & Zvereva, E. *Methodology of flipped classroom as a learning technology in foreign language teaching*

conversation. Therefore, it requires preparation from both teacher and students (Byrne cited in Suryani).[39]

c. The Procedures of Role Play in teaching and learning speaking

1) Students are accustomed to reading examples of dialogue

2) dividing pairs A and B, giving dialogue and roles A and B give students play their role

3) The teacher makes correction and check the students by changing roles, and repeats them.

Based on the expert, Playing a role (Role Playing) in teaching and learning speaking can be done with the following nine steps, namely:

1) The first step is warming up or warming up, namely students are introduced to certain role situations or conditions accompanied by examples, so that the student gets an image of the imagination.

2) The second step is the selection of actors, namely students given the character of the character to be played. In this second step, there is two ways to do it. If students are in class is passive, then the teacher can determine who plays the role who or what. However, if students in a class have able to determine the role, then the teacher gives freedom for students to choose and play a role each according to their agreement with the members of that class other.

[39] Suryani, L. *The Effectiveness of Role Play in Teaching Speaking*. Page 106-109.

3) The third step is setting the stage. In this case, the stage can be laid out simple or complex. Draft simplicity is enough to prepare a scenario script, even no dialogue. Meanwhile, complex stage arrangements tend to be pay attention to the needs of the stage in detail, such as needs actors' costumes. Nonetheless, keep in mind that the core of Role playing is not the luxury of a stage but students able to play a good role and messages from each existing role can be conveyed in its entirety.

4) The fourth step is the selection of observers. In step In this fourth, the teacher chooses several students to be observer. Students who serve as observers also remain given a role in the game.

5) The fifth step is the start of the role-playing game. kindly

6) Spontaneity, role play is carried out. At the start of the game, will found confusion in students in playing. If occurs out of line from the game, then the teacher can remind, even stopping the game.

7) The sixth step is the evaluation stage. In this step, teacher and students discuss the advantages and disadvantages of role play that has been done, for example there are students who want to change roles. Whatever the outcome of the evaluation is not be a problem.

8) The seventh step is a re-role play, In this step, students play again according to the scenario

9) The eighth step is discussion and evaluation

10) The ninth step is the conclusion

d. Concept of Role Play

According to Harmer, role play activities are those which students required to imagine that they are in different situation and act them out. [40] Moreover, Dobson states that "dialogues and improvisations are, in effect, forms of role playing, which is an engaging device to stimulate students to use their newly acquired English.[41]

Thus far, we have spoken of the concept of role playing that involving two students only, but of course the several people in the class can interact in a role playing situation.

e. The Advantages and Disadvantages of doing Role Play in teaching and learning speaking

In each model of learning, beside had an advantage also had a disadvantages. The advantages of this model is, it can make school education more relevant to life, especially the world of work (Djumining).[42] Generating enthusiasm and a spirit of optimism in students as well foster a high sense of togetherness and social solidarity (Santoso). [43] Docmo presented some advantages of doing role play in teaching and learning speaking such as:

1) Energizing activity or fun to do

2) Allowing participant to contribute actively (even the reserved ones)

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[40] Harmer, Jeremy. *How to teach English*. (1998). England
[41] Dobson, Julia. M. *Effective techniques for English conversation group*. (2005). Washington, D. C.
[42] Djumining, Sulastriningsih. *Strategi dn aplikasi Model Pembelajaran Inovatif Bahasa dan Sasta*. Makassar. (2011)
[43] Santoso, Ras Budi Eko. *Model Pembelajaran Role Playing*. (2011)

3) It is time efficient

4) Experimental learning is more powerful than instruction

5) Delivering complex concepts in a simple manner[44]

Improving students English speaking skills both in terms of mastery of vocabulary, pronunciation and grammar can be caused by the used of learning models role play. This was according to Thornbury, he stated that one of the teaching strategies speaking English effectively is role playing.[45] In doing role play, the teacher can check the students' pronunciation, vocabulary and also grammar. He can give correction directly when the students conducting it.

Meanwhile, the disadvantages or challenges of this model is, not all subject matter can be presented through use Role Play (Djumining).[46]

In using role play method in learning English, there are four types mistakes made by students, namely word choice, grammar, pronunciation and intonation. When practicing role play, there are still many students who reluctant to come to the front of the class. This matter not because they are incapable role play back what friends had done it before, but they felt doubtful and worried about made a mistakes in arranged words and in use the correct tense.

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[44] Docmo. *How To Use Role Play in Teaching and Training*. (2011)
[45] Thornbury. How to teach speaking. (2005)
[46] Djumining, Sulastriningsih. *Strategi dn aplikasi Model Pembelajaran Inovatif Bahasa dan Sasta.* Makassar. (2011)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The approach in this research is qualitative approach with a case study design. Case study is a research method that aims to provide a complete and in-depth picture of social reality and phenomena. That occur in society which is the object of research to describe the nature, character, and patterns of these phenomena.

Qualitative research is research that intends to understand phenomena about what is experienced by way of the usage of research approach. Such as behavior, perception, motivation, action, etc. holistically and with the aid of means of descriptions in the structure of phrases and languages in a special natural context and by way of utilizing a particular population or area.[47]

Qualitative approach with a case study design to describe the implementation of role play in teaching speaking at tenth grades of MA Burhanul Abrar, in this case to explore the challenges and the opportunities.

B. Research Location

Researcher was conducted research at one of the Islamic School located in Situbondo, East Java. The reason the researcher chose this school because the English teacher conducted role play in teaching speaking. He principal and

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[47] Riyanto Yatim, *Metodologi Penelitian Pendidikan*, (Surabaya:SIC, 2010), 23

teacher of MA Burhanul Abrar were very kind and willing to allow the researcher to conduct research at the school. Besides, the researcher wanted to conduct research at this school since the students faced the problems, in the English speaking regarding the lack of learning mastery in pronunciation and vocabulary in class and the teacher had solved it by using the role play method.

C. Research subject

Research subject is informant who act as data sources reporting data sources related to the object of research. Information includes what information you want to receive, who you want to use as informants or research objects on how data is taken and collected so that its accuracy can be verified to ensure validity.[48]

There are two sources or subjects that used in this research, those are The English teacher of MA Burhanul Abrar and the tenth grade students of MA Burhanul Abrar. In this research the researcher used purposive sampling to obtain the sample. It means that they purposefully choose data that fit the parameters of the project is research question, goal and purpose.[49] The researcher interviewed the subjects, they were the English teacher and three students based on teacher's recommendation. The three of students consisted of one student who was active in speaking, one student who was medium in speaking and the last one who had low ability in speaking. The researcher asked

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[48] Tim penyusun, Pedoman Penulisan Karya Ilmiah, (Jember, IAIN Jember Press, 2021), 92

[49] Sarah J. Tracy, Qualitative Research Methods (Chichester: Wiley –Blackwell, 2013), 134

some question to the subjects about the implementation of role play in teaching and learning speaking in the classroom dealing with the opportunities and also the challenges.

D. Data Collection Technique

1. Observation

   In this study the type of observation was conducted is non moderate participation, the researcher does not participate in the learning of the observation and separately serves as an observer . The data that researcher wanted to obtain with this method were :

   a. The implementation of Role in engaging students' speaking skill at eight grades of MA Burhanul Abrar

   b. The obstacles faced by students when implementing Role Play in learning speaking at eight grade of MA Burhanul Abrar

2. Interview

   Interview is activity that includes question and answer orally to obtain information through conversation. Interview is an important activities carried out in conduct research because it requires accuracy information from the reporter or informant. Usually in an interview the information obtained by the researcher and stated in writing, recorded in the form of audio, visual and audio visual. The researcher interview with an English teacher and also the students for the research.

   The data that researcher wanted to obtain by using interviews are:

a. The implementation of Role Play in engaging students' speaking skill at eight grades of MA Burhanul Abrar

b. The obstacles faced by the students when implementing Role Play in learning speaking at eight grade of MA Burhanul abrar

3. Document Review

The data that researcher want to obtain from this study are:

a. Data of tenth grade students of MA Burhanul Abrar

b. Documentation that related to this study.

E. Analysis Data

1. Data Collection

The first thing researcher need to do is of course collect data based on the question or problems that have been formulated. Qualitative data can be collected by observation, in depth interviews, document revies or fous groups discussion.

2. Data Condensation

Data condenshation refers to device selection, focusing, just like that, abstracting, and/or reshuffling the data it appears in corpus (body) complete with written field notes, interviews, transcripts, documents and one of a variety of empirical materials. By condensing, we have made strong information therefore researchers using note condensation through selecting, categorizing and make abstractions obtained from field notes, interviews and documentation recovery.

3. Data Display

       The second data analysis is displaying data. Generally, the display is an image of disorganized conclusions and actions. Views can be textual diagrammatic content pieces, graphs, charts, prolonged narratives shapes, tables or matrices that provide new ways of constructing questions about larger textual data. In this study, the researcher describes role play in the form of a role play that will be carried out.

4. Conclusion Drawing

       Conclusions are drawn from the notes that have been presented. It can make the researcher to see the meaning of existing records reduced by comparing, looking for patterns, themes, sales, classify and examine the results obtained in the study.

       The steps that will be carried out by researchers in the study are as follows:

a. Collecting data that is very necessary from the field

b. Prefer import statistics and remove useless data

c. Organizing data by type

d. Summarize the data that has been compiled

e. Presenting facts with a brief and structured description story

f. Summarizing

F. Validity of Data

Triangulation can be completed un-checking the of data. Data triangulation is checking facts via potential or re-examination. In this research, validity of the data to be used are as follows:

1. Source triangulation

   Triangulation with source that is testing the credibility of the records is achieved by means of checking the data that has been acquired through several sources.

2. Technical Triangulation

   Technical triangulation is the use of more than a few facts disclosure techniques that are carried out the data source. Test the credibility of the data by triangulation of technique, that is checking the information to the equal source with the different techniques

   Researchers used triangulation to test the validity of the data. Triangulation is a powerful way to demonstrate concurrent validity, especially in qualitative research.[50] This study used investigator triangulation, to determine valid data by cross-checking from the first English teacher to other English teachers. However, there are several steps taken by researchers in validating the data.

   The first step, the researcher met and discussed with the English teacher to become the validator of this study. The next day, the researcher

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[50] Louis Cohen, Lawrence Manion, and Keith Morisson, *Research Methods in Education.* (New York: Routledge, 2018), 265

met and discussed with other English teachers to become validators as well. After that the researcher read and re-read all the results of the analysis from the validator. The second step, the researcher examines learning English using the role play method. In the next step, the researcher examines and compares all the results.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this section report the result of the research which include finding and discussion. Finding is information obtained from the field after conducting the research, while discussion is the process of making conclusion about the topic of this research that is the implementation of roleplay in teaching speaking. The findings and discussion are described as follows :

A. Research Finding

In this result clearly described the data obtained in the field regarding the implementation of role play in teaching speaking at tenth grade of MA Burhanul Abrar. Based on the description of the researcher in chapter III, the researcher used observation, interview and document reviews as tools to obtain data according to the research focus. So the researcher explained clearly and systematically about the research in the field.

1. **The students engagement when conducting role play to enhance speaking**

   a. **The Students' Engagement when conducting Role Play activity to enhance vocabulary and Grammar**

   In learning speaking, the teacher started by giving explanation about some meanings of words, how to use those, and what kinds of vocabulary were used such as verb, noun, adjective, adverb, etc. The material was not too difficult to be comprehend, so it was easy to

students to master it. After explaining the material, the teacher gave the explanation about role play orally since there was not LCD to play the video. The teacher gave the example of dialogue about "Holiday" written on the whiteboard that practiced by himself (see picture 1). The students gave attention to the teacher and learnt how to pronounce as the teacher asked them to repeat after him. Then, the students were asked by the teacher to list some difficult vocabularies including verb (verb 1 and 2) and noun in the dialog written on whiteboard. The students found and learnt some difficult vocabularies from the dialog given by the teacher. When they did not know the meaning, they tried to figure it out from the dictionary. If they still could not figure the meaning out they asked their friends or the teacher.

Picture 1
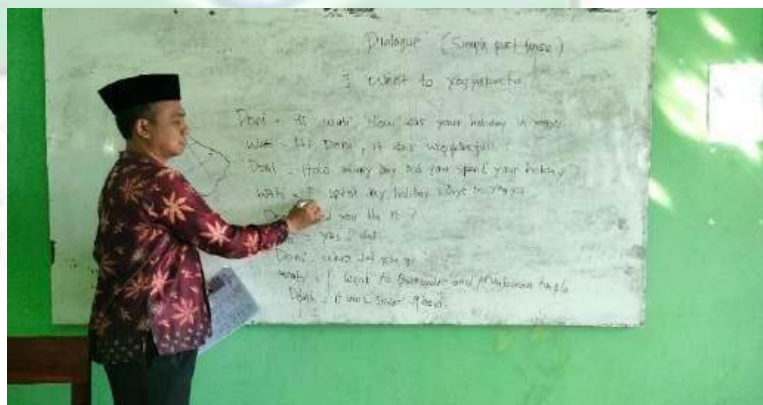
The result of observation above was supported by the interview done by the Researcher to the student 1. She said:

> "I can learn vocabulary from dialog written by the teacher on whiteboard. From it, I can find some meanings of difficult words that I don't know the meaning of them before."

While, student 2 added:

> "By the example of dialog written by the teacher I listed some difficult words then looked for the meaning from the dictionary or asking to my friend and teacher".

Additionally in picture 2, the student was asked to come forward and wrote the difficult words she found, especially to search Verb (verb 1 and 2) based on the dialog written on whiteboard. They found this activity challenging since they had never used a variety of vocabulary especially noun.

From this activity they could comprehend their vocabulary as they knew some new words that they didn't know before. After the students wrote the difficult words on whiteboard, the teacher asked the meaning to the students and clarified if the students gave wrong answer or even they couldn't find the answer.

Picture 2
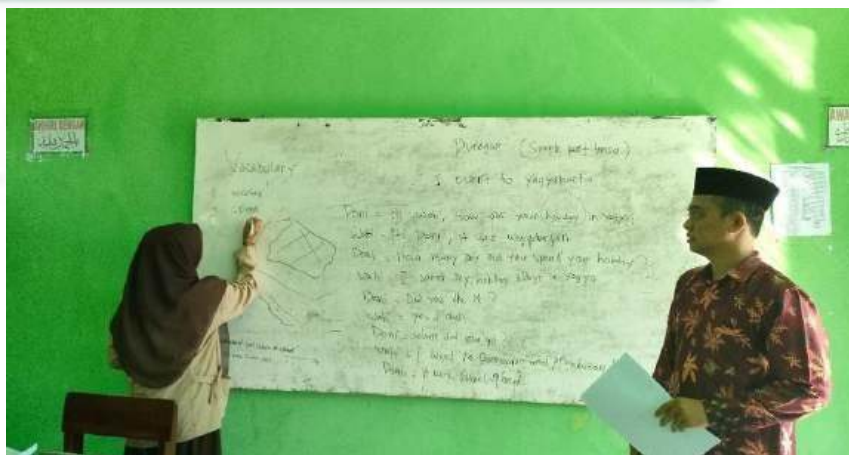
It was clarified by the interview of student 3

> "From the activity I know more vocabularies including Noun and Verb. Now I know the kind of vocabulary. I have more understanding that oohh this word is Verb 2 and it is a Noun."

Student 1 added:

"By reading the dialog, writing the words including the Noun and Verb, then finding the meaning by myself, I easily to memorize the meaning of new words and also the kind of them."

After reading the dialogue written on whiteboard, listing some difficult words and having clarifying from the teacher about those words, the students were asked to rewrite the words on their note book in the form of table. The students made the table that consisted of the name of difficult words, the kind of word and the meaning of word. They were asked to rewrite all of the words in order to make easy for them to learn some new vocabularies.

Picture 3

No	Word	Verb / Noun	Meaning
1	Holiday	Noun	Liburan
2	Temple	Noun	Candi
3	Went	Verb 2	Pergi
4	Spend	Verb 1	Meluangkan
5	Go	Verb 1	Pergi

The result of observation above was supported by the interview from student 2 below:

"The teacher asked me to make a table of difficult words. I think it's very great, as I can learn some new vocabulary with knowing the kind of the words and the meaning also."

It was added by student 1:

"The table of difficult word from dialog written on whiteboard helped me to comprehend the content of the dialog."

It was confirmed by student 3:

My friends statements was correct and I was agree, because writing down difficult words when we read a dialogue made it easier for us to understand the meaning of the word."

From the data of interview and reservation above it can be concluded that wrote difficult words that were ordered by the teacher and caried out by students was very beneficial for students since students found out helpful to easily understand words that they think were difficult.

b. **The Students' Engagement when conducting Role Play activity to enhance Pronunciation**

Basically, in learning speaking in class, pronunciation is one of the things that must also be learned, beside grammar and vocabulary. Pronunciation learning is related to pronunciation techniques. Having good and correct pronunciation needs approving method as a way to reach it. In class, the way the teacher made students able to improve pronunciation was when the teacher explained the correct way of pronunciation (see the picture 4). Students paid attention while the teacher pronouncing the word.

In class, during teaching learning process the teacher explained pronunciation after the students were asked to practice the dialogue. After practicing it, the teacher corrected the student's pronunciation.

The teacher made list of some words that mispronounced by the students. Then he pronounced them and asked the students to repeat after him. It seemed that the students learnt from the teacher's correction.

After having correction, they practiced pronouncing the words many time with their partner before they doing role play. They could pronounce well after having correction from the teacher.

Picture 4

Picture 5

The result of observation above was supported by the interview

done by the Researcher to the student 1. She said:

> "If we make a mistake in pronouncing a sentence, usually the teacher explains the correct pronunciation so we can remember and imitate what he explains. He re-explain in front of us how we should recite the correct pronunciation"

It was supported by student 2:

> The teacher's way of teaching pronunciation is explaining the pronunciation in each sentence so that we can pronounce it correctly. I then practice to pronounce the words many time with my friend before doing role play. I do this to make sure that I can pronounce well.

From the data interview and observation above it can be

concluded that the way the teacher made students able to improve their

pronunciation was when the teacher explained the correct way to

pronounce the pronunciation after completing the reading and practicing

the dialog.

Picture 6

Additionally in picture 6, the teacher gave a dialogue script of simple past tense which contains several sentences in the dialogue. Two students were chosen by the teacher to read the script in front of the class. It aimed to find out the students' pronunciation whether it was correct or wrong

After learning pronunciation guided by the teacher, the students seemed more confident in practicing the dialog in front of the class. Moreover, the concept of role play that done in pairs attracted them to practice it since they did it together their partner.

The result of observation above was supported by the interview done by the Researcher to the student 1. She said

> After the teacher explained how to pronounce correctly, Mr. Andi Setiawan give us a dialogue script to read and practice in order to expedite our pronunciation.

It was added by student 2:

> My friend and I were chosen to come forward to practice the script that was distributed by the teacher. My friend and I recited the sentence in the dialogue, if it's wrong usually he immediately corrected it and gave an example of the correct one.

Student 3 informed that :

> I practice my pronunciation by repeating the words many time in role play. When I and my partner do role play, the teacher corrected my pronunciation. It helped me so much.

From the data above, it can be assumed that doing role play helped the students in learning pronunciation. The students who did know how to pronounce some difficult words before, became fluent in pronouncing them after giving feedback from the teacher and after practiced pronounced the words many times when they conducting role play.

2. The Obstacles of role play in teaching speaking at tenth grade of MA Burhanul Abrar

Obstacle that occurred in learning in the classroom was something that often happened. There are two obstacles encountered during the learning process, namely the time for students to remember sentences in the dialogue and difficult pronunciation.

1. Time

It took a long time for students to be able to pronounce and remember sentences that would be practiced in front of the class.

The obstacle faced by students in conducting role play in teaching learning speaking at tenth grade of MA Burhanul Abrar was explained by the English teacher:

> "The obstacle that often occurs is time for students to prepair their performance and to remember the sentences they speak in front of the class. It takes a while to get them ready to follow the lessons that have been prepared".

The above statement was supported with interview with participant as student 1, she said:

> We are very difficult to remember the sentences that we will speak in front of the class. So we need quite a bit of time to prepare it because most of us are not serious in class.

This also supported by student 2, she stated:

> We feel that the time given for preparing the performance especially the pronunciation and also memorizing the sentence in the dialogue is short. So we feel we are not ready to practice in front of the class.

The result of the observation was the researcher found that students really need a long time to remember the sentences to practice in front of class. The researcher observed there were some students didn't want come forward to practice the Role Play since they had not memorized the dialog yet. They needed more time to practice their pronunciation and memorize the sentence.

From the data interview and observation above, it can be concluded that time was one of the challenge obstacle problem faced by the students and teacher in doing Role Play. They needed more time to make sure they had good pronunciation and memorize the dialogue.

2. Feeling of Embarrassment caused by Pronunciation Difficulties

Beside time, there was also other obstacle challenge encountered when learning speaking namely embarrassment caused by the pronunciation difficulties . Most students did not pronounce according to directions. This was because they didn't know how to pronounce the words well, such as the word 'was' was pronounced as a 'was' instead

of 'wəz' and the word 'temple' was pronounced as 'temple' instead of 'tempəl'. Those made the students felt shy to do the role play. They were afraid in making mistakes when doing role play and felt shy if their friends laughed at their mistakes.

They felt reluctant when asked by the teacher to come forward practicing the role play. The teacher needed to convince them and than took the time.

The result of observation above was supported by the interview done by the English teacher. He informed that:

> The obstacle that occurs when learning in class using the role play method is that students cannot speak English which cause them to be embarrassed to survive learning. They are embarrassed because if they speak the wrong pronunciation the other friends will laugh at them. He also added the students ability in pronouncing the word was still low. It made them felt embarrassed when doing role play.

The above statement was supported by student 1:

> I was embarrassed when I have to do role play in front of the class. I felt reluctant when my teacher asked me to practice the role play because I still don't know how to pronounce some words, the difficult ones.

This also supported by student 2, she stated:

> We cannot pronounce some words well. It makes me shy to perform. I need to practice it first.

Based on the results of the interviews above, it can be seen that the obstacle or challenge that faced by the students was feeling of embarrassment that caused by difficult pronunciation.

From the data interview and observation above it can be concluded that were two obstacles encountered during the teaching learning speaking, namely the time students to remember sentences in the dialogue and feeling embarrassment. That caused by difficult pronunciation.

B. Discussion

This research used a case study research design to see how the experiences of students who participate in role play strategies in teaching speaking learning on vocabulary and pronunciation. Apart from that, this research also looks at how students speaking and acquire vocabulary and also pronunciation through role play strategies. From the result, students automatically learn to act out a certain shop used English in dialog when doing role play . In this way, students can get new English vocabulary.

In the research, the researcher realized that role play could helped students practice English speaking fluency. Students felt that used role play method in learning in the class made them more relaxed and able to speak English according to the dialogue being acted out.

The used of role play created speaking activities and learning activities more enjoyable. It was because of role play helped the students in learning their vocabulary and practice their pronunciation.

In practice role playing method in the class, students can become anyone and in any situation what they want. Used role play made the class more active and live. The use of role play made students were more motivated in learning

and easier to understand lesson. This agreed with Ladaousse who stated that role play is one of all communication methods that can develop students fluent in language, which advances interactions in the classroom and which increase motivation.[51]

Correct pronunciation brings success to learning English foreign language students anywhere in the world. In contrast, inadequate proficiency of English pronunciation impacts the progress of communicative aptitude that is required for building up the communicative bridge between teacher and students.

Lin (2014) stated that precisely speaking, great pronunciation competence in English is able to make others understand easily.[52] However English pronunciation lesser to basic level augments the misinterpretation among conversation with others. Understandably, non-standardized English speaking students are therefore afraid being teased of feel embarrassed when try to pronounce English accurately.

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[51] Ladaousse, G. P. Role play. Oxford English Resources Books for Teacher Series. Oxford: Oxford University. 1987

[52] Charity, H. A. H., & Mallinson, C. *Understanding English Language variation in U.S School*. Newyork:

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

This chapter presents the conclusion of findings and suggestion for the English teacher and other researcher

Based on the results, the researcher discovered there were two opportunities of students engagement when conducting role play in learning speaking, they were 1) it enhanced the students' vocabulary the students were asked to figure out the meaning of vocabularies and also the type of them, and 2) it enhanced students' pronunciation as the students were forced to practice to pronounce the words many time before and when they were conducting role play. While the obstacle or challenges faced by students when conducting role play in learning speaking were 1) Time and 2)Feeling of embarrassment in difficult pronunciation.

B. Suggestion

Based on the conclusion above, there are some suggestion will be directed to students, the teacher and the future researcher.

1. For the English teacher

The researcher hopes that the result of this research can be an evaluation in speaking class especially for educating class on role play method. Teacher can use role play in speaking class in teaching students how to perform dialogue with various topic

2. For Future researcher

      The researcher hopes that this finding would be useful to other researchers who are interested in conducting similar research to find out more about role play method.

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APPENDIX 1

MATRIX OF RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	General Quaetion

The Implementation of Role Play based on Group Investigation in Teaching Speaking at Eight Grade of MA Burhanol Abror	1. Role Play
	
	2. Teaching Speaking
		a. The definition of Role Play
		b. The types of Role Play
		c. The characteristic of Role Play
		d. The advantages and disadvantages of Role Play
		e. the procedure of role play based on group investigation in teaching speaking
		
		a. the implementation of teaching speaking at eight grades
		b. The obstacles teaching speaking skills.
			1. Primary Data
			  a. Eight grade of Senior High School
			  b. English Teacher of Senior High School
			
			2. secondary Data
			  C. Interview
			  D. Observation
			  E. Document review
				1. Researh Approach
				  • Qualitative Descriptive Design
				2. Types of research
				3. Data Collection
				  • Observation
				  • Interview
				  • Document Review
				4. Data Analysis
				  4. Data Condensation
				  5. Data Display
				  6. Drawing conclusion/ verification
				5. Data Validity : Source and technique Triangulation
					1. How is Role Play Implemented in Teaching Speaking at eight grades of MA Burhanol Abror?
					2. What are the Obstacles faced by teacher and students when implementing Role Play in teaching speaking at eight grades of MA Burhanol Abror ?
					3. How do they overcame those obstacles implementing role play in teaching speaking at eight grades of MA Burhanol Abror?

APPENDIX 2

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   : MAN BURHANUL ABRAR
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : X/Genap
Materi Pokok   : Teks Interaksi Transaksional; Keadaan/Tindakan/ Kegiatan/ Kejadian
Di Waktu Lampau

                               yang Merujuk Waktu Terjadinya dan Kesudahannya
Alokasi Waktu   : 4 Minggu x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

7. **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".

8. **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

9. **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)	3. Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 4. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks 5. Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 6. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

4.6	Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	7. Menyusun kalimat meminta infromasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya 8. Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

b. Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

c. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks

d. Memahami struktur teks ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

e. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

f. Menyusun kalimat meminta infromasi keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

g. Menanggapi permintaan informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang diajukan kepadanya

D. Materi Pembelajaran

➢ Fungsi Sosial
Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.
➢ Struktur Teks
1. Memulai
2. Menanggapi (diharapkan/di luar dugaan)
➢ Unsur Kebahasaan
1. Kalimat deklaratif dan interogative dalam simple past tense, present perfect tense.
2. Adverbial dengan since, ago, now; klause dan adveribial penunjuk waktu
3. Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
4. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
➢ Topik
Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkanperilaku yang termuat di KI

E. Metode Pembelajaran

1) Pendekatan   : Saintifik
2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3) Metode   : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. **Media**
   - Worksheet atau lembar kerja (siswa)
   - Lembar penilaian

2. **Alat/Bahan**
   3. Penggaris, spidol, papan tulis
   4. Laptop & infocus

G. Sumber Belajar
   c. Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
   d. Kamus Bahasa Inggris
   e. Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1.	**Pertemuan Ke-1 (2 x 45 Menit)**
Kegiatan Pendahuluan (10 Menit)	

Guru :

Orientasi
- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingatkan kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi
- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
- Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : *ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya*
- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan
- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung
- Pembagian kelompok belajar
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	**Kegiatan Pembelajaran**

masalah)	*ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
Data collection (pengumpulan data)	**KEGIATAN LITERASI** Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyan yang telah diidentifikasi melalui kegiatan: → **Mengamati obyek/kejadian** Mengamati dengan seksama materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya. → **Membaca sumber lain selain buku teks** Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang sedang dipelajari. → **Aktivitas** Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang sedang dipelajari. → **Wawancara/tanya jawab dengan nara sumber** Mengajukan pertanyaan berkaiatan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang telah disusun dalam daftar pertanyaan kepada guru. **COLLABORATION (KERJASAMA)** Peserta didik dibentuk dalam beberapa kelompok untuk: → **Mendiskusikan** Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya → **Mengumpulkan informasi**

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Mencatat semua informasi tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.

→ **Mempresentasikan ulang**

Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya sesuai dengan pemahamannya.

→ **Saling tukar informasi** tentang materi :

ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.

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Data processing (pengolahan Data)

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COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

→ **Berdiskusi** tentang data dari Materi :

ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

→ Mengolah informasi dari materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.

→ Peserta didik mengerjakan beberapa soal mengenai materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya

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Verification (pembuktian)

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CRITICAL THINKING (BERPIKIR KRITIK)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :

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	→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : *ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* **antara lain dengan** : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Generalization (menarik kesimpulan)	<u>**COMMUNICATION (BERKOMUNIKASI)**</u> Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. → Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : *ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* → Mengemukakan pendapat atas presentasi yang dilakukan tentanag materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya dan ditanggapi oleh kelompok yang mempresentasikan. → Bertanya atas presentasi tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <u>**CREATIVITY (KREATIVITAS)**</u> → Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara *tertulis* tentang materi : *ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya* → Menjawab pertanyaan tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan.

	→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang akan selesai dipelajari → Menyelesaikan uji kompetensi untuk materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang terdapat pada buku pegangan peserta didik atau pada lembar lerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.

Catatan : Selama pembelajaran ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan

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Kegiatan Penutup (10 Menit)

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Peserta didik :

- Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang baru dilakukan.
- Mengagendakan pekerjaan rumah untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya yang baru diselesaikan.
- Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah.

Guru :

- Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya
- Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas
- Memberikan penghargaan untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya kepada kelompok yang memiliki kinerja dan kerjasama yang baik.

I. Penilaian Hasil Pembelajaran

1. Sikap

a. Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2		...	...	...	...	...	...	...

Keterangan :
- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :
1. Aspek perilaku dinilai dengan kriteria:
   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75
4. Kode nilai / predikat :
   - 75,01 – 100,00 = Sangat Baik (SB)
   - 50,01 – 75,00 = Baik (B)
   - 25,01 – 50,00 = Cukup (C)
   - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

b. Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :
1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

c. **Penilaian Teman Sebaya**

   Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

   Nama yang diamati   : ...
   Pengamat   : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100		450	90,00	SB
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

   Catatan :
   1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
   2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
   3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
   4. Kode nilai / predikat :
      | 75,01 – 100,00 | = Sangat Baik (SB) |
      | 50,01 – 75,00 | = Baik (B) |
      | 25,01 – 50,00 | = Cukup (C) |
      | 00,00 – 25,00 | = Kurang (K) |

d. **Penilaian Jurnal** *(Lihat lampiran)*

2. **Penilaian Pengetahuan**

   Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4

1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

F. Penilaian Presentasi/Monolog

Nama peserta didik: _____   Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		

3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum	**10**	

Keterangan:
   Baik mendapat skor 2
   Kurang baik mendapat skor 1

G. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	**MEMUASKAN**	**MAHIR**
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:
   MAHIR mendapat skor 3
   MEMUASKAN mendapat skor 2
   TERBATAS mendapat skor 1

H. Penilaian Portofolio

   Mata Pelajaran   : Bahasa Inggris
   Alokasi Waktu   : 1 Semester
   Sampel yang Dikumpulkan   : karangan

Nama Peserta didik : _____   Kelas : _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

I. **Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original		5	4
		Original		4	3
		Cukup original		3	2
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3
		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3

		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

J. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Pengucapan (*pronounciation*)	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2		Hampir sempurna		5	4

No.	Aspek	Deskripsi		Skor	Skor
	Intonasi (*intonation*)	Ada beberapa kesalahan, tetapi tidak mengganggu makna		4	3
		Ada beberapa kesalahan dan mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (*fluency*)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (*accuracy*)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

4. **Pengayaan**
   Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. **Pengayaan**
   Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

12 November 2022

Mengetahui
Kepala Sekolah MAN BURHANUL ABRAR   Guru Mata Pelajaran

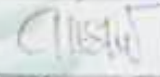Sufyan, SAg   Andi Setiawan, SPd

Catatan Kepala Sekolah
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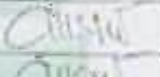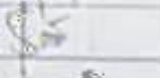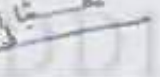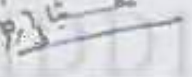
APPENDIX 3

RESEARCH JOURNAL

RESEARCH JOURNAL

THE IMPLEMENTATION OF ROLE PLAY IN TEACHING SPEAKING AT TENTH GRADE OF MA BURHANUL ABRAR

No	Day/Date	Activity	Informant	Signature
1	Tuesday, 14th March 2023	Pre-Observation	Asking about the general description about the research subject	
2	Thursday, 16th March 2023	Giving the permission letter for conducting the research in MA Burhanul Abrar	Received by the headmaster of MA Burhanul Abrar	
3	Saturday, 18th March 2023	Asking the profile and history about the school	Staff TU	
4	Monday, 20th March 2023	Observation teaching speaking	Andi Setiawan, S.Pd	
5	Tuesday, 21st March	Interview with the English teacher	Andi Setiawan, S.Pd	
6	Tuesday, 21st March	Observation role play in teaching speaking	Andi Setiawan, S.Pd	
7	Tuesday, 21st March	Interview with the students	Nurjofiah	
8	Tuesday, 21st March	Interview with the students	Siti	
9	Thursday, 30th march	Receiving declaration of finishing observation letter from MA Burhanul Abrar	Headmaster and Principle of MA Burhanul Abrar	

Jember, 30th of March 2023

English Teacher of X Grade

Andi Setiawan, S.Pd

APPENDIX 4

RESEARCH LETTER

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

Jl. Mataram No. 01 Mangli. Telp (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-1100/In.20/3.a/PP.009/03/2023
Sifat   : Biasa
Perihal : Permohonan Ijin Penelitian

Yth. Kepala MA BURHANUL ABRAR
Rawan Barat, Jl. Krakatau, Kec. Besuki, Kabupaten Situbondo, Jawa Timur 68356

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

NIM	:	T20196030
Nama	:	FRIDA OKTAVIANTI HIDAYAT
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Role Play in Teaching Speaking at Tenth Grade of MA BURHANUL ABRAR" selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Sufyan, S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 10 Maret 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

MADRASAH ALIYAH
" BURHANUL ABRAR "
STATUS : TERAKREDITASI A
BESUKI SITUBONDO JAWA TIMUR

Sekretariat : Jl. Krakatau No. 11 Telp (0338) 892329 Besuki Situbondo 68356

SURAT KETERANGAN

No: 050 / MABA / IV / 2023

Yang Bertanda tangan di Bawah ini :

Nama	: Sufyan, SAg
NIP	: -
Jabatan	: Kepala Madrasah
Unit Kerja	: MA Burhanul Abrar
Alamat	: Jl. Krakatau No 11 Besuki, Kabupaten Situbondo ,
	Propinsi Jawa timur

Menerangkan dengan sebenarnya bahwa mahasiswa di bawah ini:

Nama	: Frida Oktavianti Hidayat
NIM	: T20196030
Universitas	: Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Benar – benar mengadakan penelitiandi MA Burhanul Abrar pada hari Rabu Tanggal 12 April 2023 dalam bentuk penelitian Kualitatif di kelas dengan judul " The Implementation Of Role Play In Teaching Speaking At Tenth Grade of MA Burhanul Abrar."

Demikian Surat Keterangan ini dibuat untuk dipergunakan Sebagaimana Mestinya

Besuki, 12 April 2023

Kepala MA Burhanul Abrar

(SUFYAN, S.Ag)

APPENDIX 5

DECLARATION OF AUTHORSHIP

DECLARATION OF AUTHORSHIP

The undersigned below:

Name   : Frida Oktavianti Hidayat

NIM   : T20196030

Program Study : Tadris Bahasa Inggris

Faculty   : Fakultas Tarbiyah dan Ilmu Keguruan

University   : UIN K.H Achmad Siddiq Jember

Declare that are no elements of plagiarism in this research or scientific work that has been done or made by others, except those that are written cited in this manuscript and, mentioned in the citation sources and bibliography.

If in the future it turns out that the result of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed in accordance with applicable laws and regulation.

Thus, I make this statement truthfully and without coercion from anyone.

Jember, 15 May 2024

FRIDA OKTAVIANTI HIDAYAT

NIM. T20196030

APPENDIX 6

CURRICULLUM VITAE

Personal Information

Full Name	: Frida Oktavianti Hidayat
NIM	: T20196030
Gender	: Female
Place, date of birth	: Situbondo, 28 October 2001
Address	: Rt/Rw 01/05 Ds. Buduan, Kec. Suboh, Kab. Situbondo, East Java
Religion	: Islam
Department/Major Course	: FTIK/English Department
Email Address	: pidaoktavia@gmail.com

Educational Backgrounds

2004-2006	TK NURUL HUDA
2006-2012	SD NEGERI BUDUAN 02
2012-2015	SMPN 1 SUBOH
2016-2019	SMAN 1 SUBOH