

**THE IMPLEMENTATION OF TEACHING SPEAKING SKILL
THROUGH ROLE PLAY METHOD
AT EIGHT GRADE STUDENTS OF SMPN 05 JEMBER
IN 2021/2022 ACADEMIC YEAR**

THESIS



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THESIS

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a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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English Education Department

Day : Tuesday
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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Truly, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided”¹.

(Q.S An-Nahl:125)

“Susah, tapi bismillah”

(Fiersa Basari)

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¹ Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, *Translation of the meanings of the Noble Qur'an in the English Language*, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 281

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Saiful Bahri and Heni Wahyuningsih who always pray for me, for every endless support and bless they give me that i can be who i am today. Thanks for all of your perfect love to me.
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5. All of my big family and all my friends in the world, thank you for the prayers and support, thank you for being my home.
6. Last but not least, those who can not be mentioned one by one, who have supported the writer to finish this thesis.

Finally, by reciting Alhamdulillah Rabbil Alamin, the writer has been success to finish her thesis according to the target time, nothing left or forgotten to do.

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I hope Allah SWT give blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 14th June 2022



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ABSTRAK

Alda Syafira, 2022. *The Implementation of Teaching Speaking Skill through Role Play Method at Eight Grade Student of SMPN 05 Jember in 2021/2022 academic year.*

Keyword : *Teaching speaking skill, Role play method*

This research about the implementation of teaching speaking skill through role play. Speaking is one of English Skill that should be mastered by the student. People are good at the language as long as they can speak it. Then, the teacher usually uses lecturing method in teaching English and student didn't have spirit to study English especially speaking skill. Therefore, the English teacher used role play in teaching speaking skill to improve student speaking and their motivation to speak English. So, the researcher was interested in conducting her research at SMPN 05 Jember.

The research questions in this thesis were ; 1) How is the goal of teaching speaking skill through role play? 2) How is material used in teaching speaking skill through role play? 3) How is the procedure of teaching teaching speaking skill through role play? 4) How is the evaluation of teaching teaching speaking skill through role play?

This research employed qualitative as the method of the research. This research was conducted at SMPN 05 JEMBER which is located at Jl. Imam Bonjol no.39, Tegal Besar, Kec. Kaliwates, Kab. Jember, Jawa Timur. The subjects in this research were : English teacher, and students of VIII C class. As for triangulation in research using triangulation of sources and techniques. To analyze the data, the researcher used Miles Huberman and Saldana theory which consist of three steps, such as : data condensation, data display, and conclusion drawing. While for the data collection technique, the researcher used observation, interview and document review.

The result of the research were ; 1) the goal of teaching speaking skill through role play at eight grade student of SMPN 05 Jember in 2021/2022 academic year were the students students can practice in speaking English, it can brave students to express feelings or roles in English, students can be active in their class and creative when making sentences or dialogues and they felt enjoy and more enthusiastic about learning English using the role play. 2) The material of teaching speaking skill through role play at eight grade student of SMPN 05 Jember in 2021/2022 academic year were make a dialog about report text with the theme "buy something", there are also textbooks that the teacher chose in the library that related with the material, sometimes the teacher also took some pictures or examples from google. 3) The step of teaching speaking skill through role play at eight grade student of SMPN 05 Jember in 2021/2022 academic year were planning, implementing, and assesing. 4) The evaluation of teaching speaking skill through role play at eight grade student of SMPN 05 Jember in 2021/2022 academic year were using a technique in the form of a non-test technique, which consists of observation, interview, and an attitude scale.

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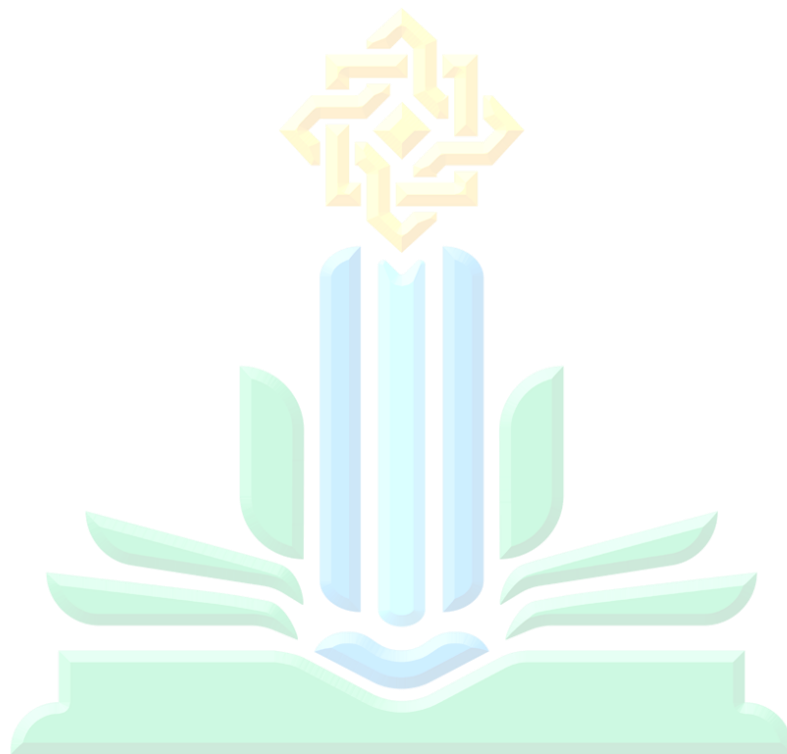
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CHAPTER I

INTRODUCTION

A. Research Background

In this era, one of the languages which are often used in communication is English. It is called an international language and as a second language in some countries. Language is one of the human basic needs and it cannot be separated from their life. As social creatures, people need language to communicate and interact with others to fulfill their needs. Communication is essential need for human being. People create language by forming words which have meaning and can be understood by people. They can express their ideas, share information, and feelings directly by speaking. In Indonesia, it is considered a foreign language and it is supported by the Act 23 of 2013 concerning the national education standard article 771 first paragraph *“Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global”*². It means that English is important to be learned by Indonesia students so it is studied in every level of education.

English has four skills that should be learned by students. They are speaking, listening, reading, and writing. In addition, the students should also be able to master the language components such as vocabulary, pronunciation, and grammar. English takes an important role as communication language used in many sectors of life, such as politic,

² Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan, Pasal 771.

science, technology, relationship and many others in the world. It is used for work, worship, and play by everyone, get knowledge, get information and technology. So, we can make people to be able to interact and communicate easier with us. Even though, we come from different countries in the world. It can be learned especially in the school, where the student can focus on their study to learn it.

One of the English skills that are stressed most is speaking since someone is considered a master in English when he can speak. Speaking skill is an important part of the curriculum in language teaching³. Speaking is the delivery of language the mouth. When we spoke, we created the sound to give information, to ask, to express about feeling and etc. In speaking, we had to use a good sentences to other. Allah state in surah Al-Isra' verse 53 :

وَقُلْ لِّعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُّبِينًا

Meaning : “ And say to my slaves that they should say those words that are the best, because *Shaitan* (*setan*) verily, sows a state conflict and disagreements among them. Surely, *Shaitan* (*setan*) is to man a plain enemy”⁴.

From the verse above we could conclude that we had to use good words when we spoke to avoid misunderstanding between us. Then, the good words and sentences that we use would make people easily understand what we actually talked about. It becomes a skill that is stressed most since the goal

³ Sari Luoma, *Assesing Speaking*, (Cambridge University : Cambridge University Press, 2004), 1

⁴ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an, terj.* (Medina, Dar-us Salam Publication, 1996), 375

of language learning is to make the language learners can use the target language to communicate orally. Sometimes, the teacher said that when the teacher used game in teaching speaking skill, the student did not feel sleepy, bored and more active. In other hand, some student preferred learning English by only listening the explanation.

Speaking skill signifies that the learner knows how to use that language. Brown stated that speaking has five components such as: grammar, vocabulary, comprehension, fluency and pronunciation⁵. To speak fluently, they must have plenty of vocabulary and they to be arrange sentences. Moreover, they must use correct pronunciation and before they speak, they have to know what they will say first. If all the things have been done, the student can speak clearly and the listener will get the meaning easily. Speaking is a language skill of oral communication to express human idea, feeling, option, and thought or information which helps people to communicate one to each other. Then speaking also could define known and then the listener processes that sayings in order to know the speaker's intention. Thus, the main point of speaking was the speakers communicated for their message to the listeners. Furthermore, the speaker and listeners should be able to understand each other in involved or received the message.

Speaking itself is providence skill in the oral mode. It is more complicated than other skills. In this skill, the students do not only pronounce the words but they have to interact with other well. Communication through

⁵ H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (New York : 71)

speaking is commonly performed in face to face interaction. It occurs as part of verbal exchanges. In speaking, the use of body language is great help for the listeners to understand the intended message. In addition to listening, speaking is mostly taught to the students before reading and writing. By using spoken English, the students will be able to convey their idea. Therefore, the non-linguistic features are very helpful to smooth the flow of the interaction between the speaker and the listener. Laratu states:

“Speaking consist of knowledge and skills. Knowledge is what we know about something. It needs to be used in action in order to understand it. Skill is an ability to perform the knowledge. Both knowledge and skill can be understood and memorized. However, only skill can be imitated and practiced”⁶.

Teaching speaking is the process of guiding and facilitating student in learning to communicate. Hughes described that there were some aspects concerning with speaking ability include fluency, accuracy, pronunciation, grammar, vocabulary and content⁷. The students were also expected to perform understandable utterance with good pronunciation in order to make the listener understand. Beside, fluency in language was developed through communication with complete understanding of meaningful words. The student poor grammar also might influence the effectiveness of speaking. Therefore, it was important for teacher to give a lot of practice to the student. So, those activities were useful to develop student' speaking skill.

Role play is pretending be someone else. This game requires players with playing imaginary roles, working with teams to compose stories

⁶ Laratu, *Speaking I from Theory to Practice*, (Palu : Tadulako University Press, 2004), 6

⁷ Arthur Hughes, *Testing For Language Teachers* (Cambridge : Cambridge University Presss, 2003), 131

and play the story to the end. Players perform actions such as the role that selected according to the character of the role. The success of the player playing the role selected depending on the rules and the system that has been determined before playing⁸. The game will go according to plan until the end, as long as it follows the specified rules. During as the game progresses, the players must improvise in established regulatory framework. Role play is defined as referring to behavior change someone to carry out other people's roles, both social roles as society or imaginary roles.

As we know, many students had difficulties in speaking because they didn't practice it frequently. Sometimes, a teacher only gave dialogues to be read by students, without realizing that the habit would make students weak in speaking skill, because the student always depended and focus on the text. They didn't have enough opportunity to practice their speaking skill well. The less proportion of learning speaking made students considered speaking as the most difficult and challenging skill to learn more.

Based on the researcher's preliminary study through interview with English teachers at SMPN 05 Jember. It seemed that several problems appeared dealing with speaking. The first, they still had poor vocabulary, for the example, when the teacher tell them to speak or asked them to introduce themselves in front of the class. More vocabulary is needed to help students speak English and do not feel insecure when they want to speak English like their friends. The second problem that the researcher found was the students

⁸ Heru Subagiyo, *Role Play (definition of role play, 2013)*, 03.

of class VIIIC of SMPN 05 Jember, they were not interested in the material about English that was given. Most students do not have the right motivation in learning English. In fact, in any activity, the wrong motivation will give the wrong results. The third problem that the researcher found was the students of class VIIIC of SMPN 05 Jember, they were felt nervous when they spoke English. It is mean that when the teacher asked them to speak with their classmate, most of them only kept silent although there were a few students who wanted to speak English. The next problem in class VIIIC of SMPN 05 Jember was they felt afraid to make a mistake when they spoke English. Most of them were afraid to speak because they were afraid to say the wrong pronunciation. In addition, when they want to speak English, they felt afraid of making mistakes when speaking it and they need a lot of time for study speaking English⁹.

From the characteristic of the problems, teacher needs appropriate technique. The technique will make student be batter in teaching speaking skill. The researcher realized that the difficulty comes from many factors that are related with the activities in the class. The researcher researched at SMPN 05 Jember because it is one of junior high school and the English teacher implemented the technique to improve student speaking skill. Based on the observation with the English teacher and the student in SMPN 05 Jember, to overcome the problem mentioned above, the teacher implemented role play to improve their speaking skill. It this study, the students should communicate

⁹ Muhdi Azmi, diwawancara oleh penulis, Jember, 9th February 2022

with each other in the target language to get the information needed to be known to complete the task. Teacher must be able to create interested learning model which can develop creative students and active in learning process. Students can be able to express their idea or argumentation in front of their friend and student speaking skill must be better.

Based on this background, the researcher through interview with English teachers at SMPN 05 Jember, he said that the role play method had been used for the last two years that the learning process at that time was still in the online process. Thus, the teacher gives students the free learning to be creative to play a role from home so, the learning process continues and does not only focus on the textbooks. Meanwhile, until now the role play method is still used because the teacher feels it is effective in teaching English, especially speaking skills. Roleplay is a method of role training, where the actor is introduced to the role he wants to play played. Therefore, as a language teacher, of course, he is able to know the development of students from various methods. However, the existence of this role play method makes the class more active and creative because the students felt enjoy to their role as other people¹⁰.

Based on the explanation above, the researcher has an intention to conduct a research and interested to carry out a research entitle “The Implementation of Teaching Speaking Skill through Role Play method at Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year”.

¹⁰ Muhdi Azmi, diwawancarai oleh penulis, Jember, 9th February 2022

B. Research Questions

Based on the background describe above, the focus of the research are as follows:

1. How is the goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year?
2. How is the material of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year?
3. How is the step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year?
4. How is the evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year?

C. Research Objective

Based on the research question above. The research objective for this research are:

1. To describe the goal of teaching speaking through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.
2. To describe the material of used in teaching speaking through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.
3. To describe the step in teaching speaking through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.
4. To describe the evaluation of teaching speaking through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

D. Research Significances

The researcher is expected to give contribution to the language teaching-learning process as follows:

1. Theoretically

The result of this research, the researcher hopes that will be helpful for the readers, especially to contribute ideas or concepts, theories related to the implementation of role play in teaching speaking skill.

2. Practically

a. For English teachers

This research is expected to provide teachers with new knowledge about a speaking technique that can be used to enrich students' language learning. When understanding this technique, the English teacher can use it to implement in their teaching.

b. For Student

This research expects that using a role play technique will be beneficial for the student in order to motivate him or her to speak more. Besides, the student can improve their speaking skills. Moreover, it also increase their confidence. It's because by using a role play technique, the students will perform in front of the class and it makes them have to be confident.

c. For other researchers

This research can be helpful to future researchers as a reference. This research can be used as a reference to help improve

students' speaking skills. Besides, future researchers can develop this topic and implement it at different levels of education.

E. Definition of Key Term

To avoid misunderstanding in this research, there are two terms that need to be explained more by the researcher, those are:

1. Teaching Speaking Skill

Teaching speaking is the way to help students communicate their emotions, and interact with others. To effectively teach speaking skills, you need to have a good understanding of speech itself, and also help your students develop their natural speaking abilities. Overall, teaching speaking skill emphasizes on making students active and creative in their speaking activities.

2. Role Play

Role Play is a way for students to take on the role of a particular person, such as a customer or a manager. As the person, they take in a situation and act out a conversation. It's unplanned, but some general ideas about what they will say may be anticipated beforehand. These might well have come from a text or a previous context. The situation and the roles are made as a real life situation so the students know about the function of English in real life.

3. Teaching Speaking Skill through Role Play Method

The overall meaning of the term related to the title of this research is teaching English, especially speaking skills by using role play to solve

problems that previously occurred during the learning process about English. While the focus of this research is about teaching goal, teaching material, teaching step, and teaching evaluation. Therefore, an appropriate method is needed so that the research focus can be achieved properly.

F. Structure of Discussion

Structure of discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. They are initial part, core part, and final part that would be explained as follows:

Chapter I discussed about introduction of the thesis, such as research background, research questions, research objectives, research significances, definitions of key term, and structure of discussion.

Chapter II discussed about review of related literature which consists of previous research of this research and theoretical framework

Chapter III discussed about research methodology of this research which consists of research design, research subject, source of data, data collection and analysis, and validity of data.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This research is not the first research in analyzing speaking skill. The researcher found some research that related to this study ;

1. A thesis is written by Hermina Prima's under the titled "Improving Student' Speaking Skill Using Role Play in English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta"

This research showed that the result divided into two aspect. Firstly, role play learning show two challenges, student attitudes could not focus on the learning process, because of the noise made by many students in the class. Secondly, apart from the challenges, the student attitudes on role play learning. The student expressed that they enjoyed the learning process using role play activities.

The similarities between Hermina's research and this research also used role play technique. In Hermina's research also used role play with the same skill that was speaking. The difference between Hermina's research with this research about object. In this research, the object was the student of the 7th grade of SMP Pangudi Luhur 1 Yogyakarta. The aim of this research was to know the challenges of implementaing role play and to know students attitude in the role play. They make them, the students become more active in oral activities and all of activities can

make the students do not feel bored. This study also attempts to know about the student's responses.

2. A thesis is written by Fadilah under the title “The Effectiveness of the role play in teaching speaking”.

This research, the result showed that the use of role play in teaching speaking skill was effective and the hypothesis tested in this research was accepted. After the researcher calculated the t-test to analyze data the value of the T(observe) was 7,49 and the value of degree of freedom (df) was 54 while the value of T (table), it could be conclude that the use of role play in teaching speaking skill was effective and the hypothesis tested was acceptable.

The similarities between fadilah's research and this research, both of the research used role play, both of the research of the research used the same skill that was speaking skill and both of this research used qualitative research. The difference between Fadilah's research with this research about object, the object was the student of the 7th grade of SMPN 244 Jakarta Utara. The aim of this research was to find the effectiveness of using role play in teaching speaking skill.

3. A thesis is written by Nining hidayati under the title “Using Role Play to Improve Students' Speaking Ability in Eight Grade of MTs NU 05 Sunan Katong Kaliwangu”.

This research showed that based on the analysis of the research, it was proven the student of speaking by using role play was better. The result of

this research also explained that the use of role play made the class more active, alive, made the student more motivated and easier to study English.

The similarities between Nining's research and this research, both of the research used role play, both of the research of the research used the same skill that was speaking skill. The difference about this research used Classroom Action Research, the aspect speaking that improved was pronunciation and the object was the student of 7th grade of MTs NU 05 Sunan Katong Kaliwangu.

Table 2.1
Similarities and Differences of Previous Research

No	Title of the Research	Similarities	Differences
1	2	3	4
	Thesis written by Hermina Prima under the title "Improving Students Speaking Skill Using Role Play in English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta".	<ul style="list-style-type: none"> a. This research used speaking skill b. This research used role play to increase student speaking skill. 	<ul style="list-style-type: none"> a. The subject and the object of this research were different b. The aim of this research was to know the challenges of implementing role play. c. This research used CAR.
2	Thesis by Fadilah under the title "The Effectiveness of the role play in teaching speaking".	<ul style="list-style-type: none"> a. Both of the research discussed about role play. b. Both of the research used the same skill that was speaking. c. Both of this research used qualitative research. 	<ul style="list-style-type: none"> a. The object of this research was different. b. The aim of this research was to find the effectiveness of using role play in teaching speaking skill. c. The subject of this research was different
3	Thesis by Nining hidayati under the title "Using Role Play to Improve Students' Speaking Ability in 7 Grade of MTs NU 05 Sunan Katong Kaliwangu".	<ul style="list-style-type: none"> a. This research discussed about role play. b. This research used the same skill that was speaking skill. 	<ul style="list-style-type: none"> a. The object of this research was different. b. This research used Classroom Action Research. c. The aspect speaking that improved was pronunciation.

Based on the table of the previous research above, the researcher wanted to identify the gap among this research and the previous research. This study has similarities and differences with the three studies previously above. The similarities is this research used role play and this research used the same skill that was speaking skill. At the same time in this research where teaching speaking skills through the role play method focuses on goals, materials, steps and evaluation.

The researcher has already described detail about the differences about those researches. The research, has the differences with previous research as following: using CAR, research subject, research place and different aim. Those are the differences between this research and previous research. This statement is really clear to distinguish the different between this research with previous research.

B. Theoretical Framework

In this theoretical study section, the researcher discusses the theory used in this study broad and in-depth research, in order to deepen the insight of the researcher in reviewing the problems to be solved in accordance with the focus research and research objectives¹¹. Some theories that the researcher will discuss, including :

¹¹ Tim Penyusun Karya Tulis Ilmiah, Pedoman Penulisan Karya Ilmah IAIN Jember, 46.

1. Teaching Speaking Skill

a. Aspect of Teaching

Teaching is the process of delivering or transferring knowledge from a teacher to students. Meanwhile, now we have to interpret teaching as a complex activity, namely the integrative use of a number of skills to convey knowledge, and experience¹². The integration of skills means that it must be based on a set of theories and directed by a certain knowledge or insight. While its application is usually influenced by all components of teaching and learning. The components in question are the goals to be achieved, the knowledge to be conveyed, subjects, facilities and learning environment, and what is important are the skills, habits and insights of teachers about the world of education and their mission as educators. Because every day, the world of education is becoming more modern with the emergence of various kinds of technology so that teachers must know and even master them according to their fields. Therefore, there are four goals that must be achieved by a teacher in teaching, especially teaching speaking skills, including goal, material, step and evaluation.

1) Teaching Goal

The goal of teaching English is about developing your language skills and communicating effectively in a globalized world¹³.

¹² Arifin, Zainal. 2011. *Penelitian Pendidikan*, Bandung: PT Remaja Rosdakarya.

¹³ Muhamad Erfan Nugroho, "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

Therefore, it is important to use some teaching techniques and media to help you reach your goals. In order to help students learn speaking skills, it is helpful to set goals for them. This will help keep the learning process moving in the right direction, and help the students achieve their target language skills. The purpose of the role play is to help students more confident, to give students the joy and focus of speaking skills. 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. The researcher also looked at how the teacher delivered in the classroom to achieve the learning objectives, especially speaking skills by using this role play method. The goal of this method also of mastering a subject matter by developing the imagination and appreciation of students and being able to make the students more brave, active, creative in practicing speaking English¹⁴.

2) Teaching Material

Teaching materials are an important part of most language programs. The use of instructional materials is generally the basic source of language input for learners and the main way that language practice occurs in the classroom. There are some types of teaching materials that can be used in classrooms, they are:

¹⁴ Hamdani, (2011). *Strategi Belajar Mengajar*. Bandung : CV Pustaka Setia.

- a) Printed materials; picture, books, workbooks, worksheets.
- b) Non-print materials; cassette or audio materials, videos, or computer-based materials.
- c) Materials that comprise both print and non-print sources; self-access materials and materials on the internet.
- d) Materials not designed for instructional use; magazines, newspaper, and TV materials¹⁵.

In addition, Bahri Djamarah explains that the learning material is the substance that will be delivered in the teaching and learning process¹⁶. This means that the materials in teaching can support students to increase target language or English in the learning process about teaching speaking skill at eight grade student of SMPN 05 Jember 2021/2022 academic year.

3) Teaching Step

The three most important steps in teaching are planning, implementing, and assessing. Those are:

a) Planning

One of the factors that can achieve learning success is the lesson plan that the teacher makes before teaching the learning process. In the Oxford dictionary, planning is an arrangement to do

¹⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

¹⁶ Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

something, an intention considered in advance¹⁷. While George R. Terry states that planning is the determination of the task that must be done by the group in order to achieve the goal to reach. Planning is about making decisions, because it's the process of choosing among alternative courses of action¹⁸. The planning of the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum.

b) Implementation

The second step in teaching is putting the learning into action. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity¹⁹.

(1) Pre-activity

In this step, the teacher gives motivation to students, focuses attention, and knows what has been mastered by students related to the material to be learned. There some ways that can be conducted in pre-activity, such as:

- (a) Open the class by praying together
- (b) Checking the students' attendance list

¹⁷ Victoria Bull, *Oxford Learner's Pocket Dictionary: Fourth Edition*, (New York: Oxford University Press, 2011), 334.

¹⁸ George R. Terry, *Prinsip-prinsip Manajemen*, (Jakarta: PT Bumi Aksara, 2014), 17.

¹⁹ Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104

(c) Giving some illustration about the material that will be discussed

(d) Apperception or assessing the basic skill or knowledge

(e) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

(2) Main activity

The main activities consist of four things, namely, delivery of learning objectives, delivery of materials, instruction for student understanding, and examination.

(3) Post Activity

After completing the post activity, the teacher provides confirmation or conclusions about the material covered in the main activity, and provides an assessment of the student's mastery of that material.

c) Assesing

Educational assessment or educational evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve the student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often

used interchangeably with test, but not limited to tests. Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), a course, an academic program, the institution, or the educational system as a whole (also known as granularity). This assessment aims to measure students' abilities so the teachers can understand and differentiate students' abilities then the students can be given knowledge that is in accordance with their abilities during the learning process.

4) Teaching Evaluation

In understanding the evaluation of learning, of course, one must know the meaning of the evaluation, because the perception of the term evaluation sometimes confused with a test, measurement, or assessment. The goal is the same to judge, but before that it must be understand the different meanings of each word well. The test is a tool

to obtain result information learning students who require correct or incorrect answers. This measurement is a numerical determination of the characteristics or individual circumstances according to certain rules. The assessment is activities to interpret learning outcomes measurement data and development student learning. Then, evaluation is an overall assessment educational programs ranging from planning,

implementation, ability educators, education management, as a whole²⁰.

Therefore, learning evaluation is an activity to assess the entire learning program obtained from some information collected (numbers, descriptions, analysis) in making decisions on the achievement of student learning outcomes. Evaluation of learning in this study applies assessment formative, namely the process of collecting data or information about the extent to which where the progress of students in mastering competencies, interpret the data or information, describe and decide on the most effective learning activities for students so that they can master the material optimally²¹.

In teaching evaluation, there are 5 types of evaluation²²:

a) Pre-test and Post-test

The pre-test is carried out by the teacher regularly at each start of the new presentation. While the post-test is the opposite of the pre-test, namely the evaluation activities carried out teacher at the end of each presentation of the material.

b) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to identify the students' weaknesses and what factors that cause it.

²⁰ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015), 8.

²¹ Tim Pusat Penilaian Pendidikan, *Model Penilaian Formatif* (Jakarta: Pusat Penilaian Pendidikan, 2019), 13.

²² lisRatna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014). 46-47

c) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

d) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

e) Formative Evaluation

This type of evaluation can be viewed as a “test and non-test” that is performed on each the end of the presentation of the lesson unit or module.

The Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student’s learning. Forms of formative assessment on This research uses test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

a) Test Technique

(1) Description test

Description test is a form of test that contains several questions each containing problems and demand or ask students for answers through word descriptions in reflecting students' thinking skills²³. In short, this test contains questions in the form of problems which then students are able to think to give answers over that problem

(2) Objective Test

An objective test is a test with short answers and a form of test consisting of items that can be answered by the tester by choosing one or more answers. There are types of objective tests, including complete test, multiple choice, matchmaking, choosing between true or false²⁴. In short, an objective test is a form of test that demands to choose one or more answers among several possible correct ones.

(3) Oral Test

Oral test is a test used to measure the ability of students in the communication carried out can be individually or in groups²⁵. In short, oral test is a test that requires students to answer questions through face to face

²³ Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

²⁴ Asrul, Rusydi Ananda, dan Rosita, *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2015), 45.

²⁵ Sahlan, *Evaluasi Pembelajaran*, 95.

communication process from teacher to student and vice versa to measure learning outcomes students who are proven orally

(4) Performance Test

Performance tests are tests carried out by means of observing and assessing student activities or performance in carrying out an activity²⁶. More specifically, students are required to practice directly on the issues in question in the form of real actions. So, students perform well in answering this test.

b) Non-Test Technique

(1) Observation

Observation is a way to collect materials information that is carried out through the process of observation and systematic recording of phenomena²⁷.

Obviously, observation is a method used by researchers to obtain information through systematic observation

(2) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set. There are two the types of interviews are structured and

²⁶ Haryanto, *Evaluasi Pembelajaran*, 178.

²⁷ Rina Febriana, *Evaluasi Pembelajaran* (Jakarta: Bumi Aksara, 2019), 47

unstructured interviews structured²⁸. Clearly, the interview is a non-test instrument in obtaining information through question and answer and conversation directly or indirectly and systematically or free.

(3) Attitude Scale

The attitude scale is a non-test instrument that using a type of closed questionnaire, in which the question or the statement contains the properties of the value being learning objectives²⁹.

Therefore, the evaluation of learning in research at SMPN 05 JEMBER 2021/2022 academic year using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale.

2. Speaking Skill

a. The Definition of Speaking Skill

Speaking skills are one of the basic language skills that play an important role in communication. Therefore, the writer describes the nature of speaking itself to give clear information about what it is to speak. For Jones, speaking is an important form of communication, so he wants to make sure that what he says is conveyed in the most effective way possible. The way you say something can be just as

²⁸ Febriana, 50

²⁹ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

important as the things you say in getting your point across³⁰. Based on that opinion, it is assumed that speaking is actually communication, so speakers need to be able to express themselves as effectively as possible in order to carry out the message.

Speaking is not merely a matter of using words, but it needs a more complicated process of producing speech. Speaking is a productive skill that needs a lot of practices. In addition to listening, speaking is mostly taught to the students before reading and writing. By using spoken English, the students will be able to convey their idea. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation. In one way, English is the language which connects people from different regions, cultures, religions, and nations.

Bygate says, "Speaking is just as important as literary skills in both first and second language learning. The skill which the students are frequently judged on is important. The vehicle is also a great way to connect with others and build social solidarity, achieve social ranking, advance in your career, and start a business. Speaking is an important language skill and it should be given the attention it deserves from teachers and learners³¹.

Meanwhile, Donough and Shaw state, "There are some reasons for speaking to express ideas and opinions: to express a wish

³⁰ Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p.14

³¹ Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.viii

or desire to do something; Negotiation or resolution of a specific issue; or building and maintaining social relationships and friendships. In addition, fluency, accuracy and confidence are important goals in oral speech. Thus, speaking as a language skill becomes an important component that students master as the main tool for verbal communication, since it is a way of expressing ideas and opinions³². Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

b. The Elements of Speaking Skill

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process³³.

1) Pronunciation

As stated by Harmer, if students are to be fluent in English, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in compound

³² JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, Melbourne: Blackwell Publishing, 2003), p.134.

³³ B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), pp.70-71

speech³⁴. The speaker must be able to articulate words and create meaningful bodily sounds. At the word pronunciation level, second language learners regularly have difficulty distinguishing sounds in the new language that do not exist in the languages they already know.

2) Grammar

It is obvious that in order to be able to speak a foreign language, you need to know a certain amount of grammar and vocabulary³⁵. Grammar is the way in which words are pronounced and the patterns used to combine them to create new sentences. Since speaking English requires mastery of grammar, it is very important to learn grammar structure well.

3) Vocabulary

Language is an integral part of speaking skills. The words you use must suit the occasion and the audience. For example, the language you use when speaking to a friend is different from the one you use for a formal presentation. Effective speakers customize their message to suit their audience. The audience is familiar with certain types of words. It's important to use such words to get them to respond. For example, using industry terms in a client meeting can evoke desired responses. As we know,

³⁴ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p.343.

³⁵ Martin Bygate, *Language Teaching : A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3.

vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms³⁶. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

In simple terms, fluency is defined as the ability to speak fluently without stopping or hesitating³⁷. Fluency, on the other hand, is defined by Gower et al. as "the ability to keep going when speaking spontaneously." Students should be able to get their message across with whatever resources and abilities they have, regardless of grammatical or other problems, when speaking fluently.

5) Comprehension

The final aspect of speaking is comprehension. Both speakers discuss comprehension because it is important for people to obtain the information they want³⁸. Comprehension is defined as the ability to comprehend something based on a realistic understanding of the subject or knowledge of the situation.

³⁶ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

³⁷ David Riddel, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

³⁸ Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

c. The Advantages and Disadvantages of Speaking Skill

1) The Advantages of Speaking Skill

- a) To participate actively in pair or group activities in the classrooms.
- b) To give an impressive speech on different occasions.
- c) To participate actively in debates and group discussions.
- d) To develop critical thinking among the learners.
- e) To pursue higher studies in foreign countries.
- f) To interact with people all around the globe.
- g) To promote the sale of products in the business.
- h) To get better employment opportunities.
- i) To make use of the internet effectively.

2) The Disadvantages of Speaking Skill

- a) Possible misunderstanding.
- b) Possible rejection.
- c) Lack of legal validity.
- d) Incompatibility.
- e) Reduce the importance of the message.
- f) Distortion of meaning.
- g) The presence of emotion.
- h) irrelevant English delivery
- i) difficulty in pronouncing English

d. The Importance of Speaking Skill

In the present global world, communication plays an important role in achieving success in all fields. Language is used as a tool to communicate. Perfect communication is impossible for people to do without using good and correct language. Moreover, people cannot achieve their aims, goals and objectives without using proper language to communicate with others. Therefore, we need a language to communicate with other people living all over the world. Since English is considered an international language and is spoken all over the world, it serves to communicate with people living in different regions, other states and continents of the world.

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of

contexts throughout life. Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important as it helps us to make a good impression on people and communicate politely. According to Kingen (2000), speaking helps fulfill the following twelve functions:

- 1) Personal : expressing personal feelings, opinions, beliefs and ideas.
- 2) Descriptive : describing someone or something, real or imagined.
- 3) Narrative : creating and telling stories or chronologically sequenced events.
- 4) Instructive : giving instructions or providing directions designed to produce an outcome.
- 5) Questioning : asking questions to obtain information.
- 6) Comparative : comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7) Imaginative : expressing mental images of people, places, events, and objects.
- 8) Predictive : predicting possible future events.
- 9) Interpretative : exploring meanings, creating hypothetical deductions, and considering inferences.
- 10) Persuasive : changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way³⁹.

3. Role Play Method

a. The Definition of Role Play

Many experts have different opinions in defining role play. The following are some points of view on role play. Ur stated, "Role play

³⁹ Kingen, S. (2000). *Teaching Language Arts in Middle Schools: Connecting and Communicating*. New Jersey: Lawrence Erlbaum Associates, Publishers.

is giving students an appropriate topic, providing interest and material for discussion, dividing them into groups increasing the quality of verbal interactions”⁴⁰. Here, the writer concludes that students will communicate more freely if they have a role to hide behind. According to Gower et al, “Role play is when students take the part of a specific person: a customer, a manager, a shop assistant, for example. As these people, they take part in a situation, act out the conversation. It wasn't written down, although a general idea of what they were going to say might have been prepared beforehand. This may come out of the previous text or context”. That is, role play has a number of possibilities for communication practice. Students are no longer limited to the type of language used by students in the classroom.

Meanwhile, according to Revell, role play is defined as the spontaneous behavior of individuals who react to other people in hypothetical situations. The essence of this activity is understanding other people's situations, and to do so well, students need to understand the roles of other participants, not just themselves⁴¹. It can be described that in role play, a student is given basic information about who he or she is, what he or she is like, and what he or she wants to do. A student must interact with other people regarding their

⁴⁰ Roger Gower, et-al, *Teaching Practice Handbook*, (Oxford: Heinemann English Language Teaching, 1995), p.100

⁴¹ Jane Revell, *Teaching Techniques for Communicative English*, (London: Macmillan Press, 1994), pp. 60-61.

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

b. Reasons for Using Role Play

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in Communication Activities. Those are:

- 1) Role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom.
- 2) Role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink.
- 3) Role play can add interest to an activity and by distributing roles can ensure participation in an activity.
- 4) Role play can result in repetition of speaking activity by providing a change.

In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication. By using role play, student felt free to play, enjoy, more active and more creative to

play their role because it gave opportunities for the students to prepare.

c. Types of Roles in Role Play

Ladousse viewed that there are several types of role in role play :

- 1) First, the role that corresponds to the real needs in students' lives.

In this category, it involves roles such as a doctor who treats a patient, or a salesman who travels overseas.

- 2) The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.

- 3) The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.

- 4) The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd⁴².

In summary, the overall aim of those types of role is very similar: to train students to deal with the unpredictable nature of language.

⁴² Gillian Porter Ladousse, *Role Play*, (New York: Oxford University Press, 1997), p.13.

d. The Purpose of Role Play

Role playing (dramatization) helps to bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of role play is to develop communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned. The writer concludes the goal of teaching speaking is similar to the goal of role play technique that is communication. It means role play can be applied in teaching speaking and it can help students in improving their speaking skill.

e. The steps of role play

To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in Role Play activity⁴³:

- 1) The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.
- 2) The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
- 3) The teacher makes groups of students consists of five people per group. The teacher has to makes group in variant member due to

⁴³ Hisyam Zaini, *Strategi Pembelajaran Aktif*, (Yogyakarta: Sugiarto el-Zuhry), 103

their ability of speaking. So, the smart student is combined with low student.

- 4) The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and its response, and making and declining and invitation.
- 5) The teacher calls a group of students who have been chosen to play prepared scenario.
- 6) Each student in his or her group observes scenario being performed.
- 7) After finishing the performance, each student is given work sheet for discussing each group performance and gives conclusion about what scenario has been performed.
- 8) The teacher gives general conclusion. That is about the material that has been done by the students in their role play.
- 9) Evaluation. It is held by test to know their understanding in the material.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

This research used a qualitative approach. According to Lodico, Dean, and Katherine “qualitative research reports data in a narrative (using words rather than numbers) form”⁴⁴. Further, Donal Ary stated that “qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data”⁴⁵. It can be said that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell states that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures⁴⁶. It means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The researcher chose qualitative descriptive because the researcher described the data taken. It described the goal, material, step, and evaluation of teaching speaking skill through role play method at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year.

⁴⁴ Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass, 2010), 143.

⁴⁵ Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

⁴⁶ John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 16

B. Research Location

The research location is an object of research in research activities conducted by researchers. In this section, it is very important in determining the location of the research to be determined for research purposes looking for data according to the focus of the problem that has been determined. Research location also determines whether the data can be taken and meet the requirements data needed in this research. There are so many considerations that must be understood such as time, cost, and effort also need to be considered. Obviously, the research subject is determined because there are gaps or uniqueness from the location in terms of the activities carried out at that location, which determined as a place to find various data as support study. So, the research can be carried out according to the objectives of the research process.

This research was conducted at SMPN 05 JEMBER which is located at Jl. Imam Bonjol no.39, Tegal Besar, Kec. Kaliwates, Kab. Jember, Jawa Timur. This location was determined based on some considerations. Firstly, one of the English teachers had applied a role play technique in teaching speaking skill. Secondly, the situation and condition had been known because the researcher practiced field experience in the school. Thirdly, it was possible to get permission to conduct the research in the school.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research questions. The description includes

what data you want to obtain, who wants to be an informant or research subject, how the data was sought and captured so that its validity can be guaranteed. The data source is where the research data will be obtained and collected by the researcher. If the object is related to an educational institution, then the data source comes from the administrator of the educational institution.

The subjects determined by the purposive technique are selected with certain considerations and objectives⁴⁷. The subjects in this research are :

1. English Teacher

In this research, the English teacher namely Mr Azmi that involved as a research subject because he was the one who knew and did the teaching and learning process. The researcher chose Mr Azmi to obtain data from goal, material, step and evaluation. Besides that, to get the school profile data, it should be through the headmaster, but the headmaster at SMPN 05 JEMBER is the headmaster of two schools so he is very busy. Therefore, Mr Azmi also represented the headmaster in collecting school profile data. He also explained about the development of students after implementing this role play method to the students there. Mr. Azmi is one of two English teachers at SMPN 05 Jember, the researcher chose Mr. Azmi as a resource in obtaining data because he is an English teacher who teaches in class VIIIC and has more experience there.

⁴⁷ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 216

2. The students of VIII C class

In this research, class VIII C namely Gladis, Chelsea, Devina and Guntur was chosen to be observed and interview by the researcher, because at the first meeting of teaching practice (PPL), the researcher was surprised to know that the students' speaking was quite good in class VIII C so that the researcher was curious to know what the English teacher taught in class. Apparently, the English teacher has implemented role playing in this class. The researcher chose four students as research subjects for several reasons. Two of them, students are very active in class and brave to speak English in front of or even outside the classroom. Two of them else, students are smart in class and have quite a lot of vocabulary as well as easy to speak English. These four students often participate in competitions related to English. So, the researchers hope to find out and understand how well and fluently students speak English. Therefore, these students can help this research to obtain the data from the goal, material, step and evaluation according to their version.

D. Data Collection Technique

In qualitative research, the following data collection can be utilized: interview, observation, case studies, personal experiences, and documents review⁴⁸. To obtain the data of this research, the researcher used observation, interview, and document review.

⁴⁸ Larra, Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia's Pulp Mill in Uruguay", Master's Thesis, (December, 2016), 31.

1. Observation

Observation is the activity of giving total concern to the research object of the sense. It can also produce data for nullifying information provided in face to face meetings⁴⁹. Observation is the basic of all knowledge. The scientist just work based on data, namely the fact is taken in the real world through observation. Work observation as the tool of the data collection is done with observing and writing down systematically about investigated problems. The observation also used by researcher when the researcher conducted the preliminary study. By doing observation, the researcher could see the teacher's technique in English language teaching and the students' activities in class. In this observation technique, the researcher uses a participant type of observation. The observation method is used by the researcher as the way to express all of data as following:

- a. The goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher made observations related to the goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year. He said that the goal of teaching speaking skill, 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making

⁴⁹ Beverly hancock and friends, *An introduction to Qualitative Research* (Nottingham: The NIHP RDS, 2009), 18

sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. The researcher also looked at how the teacher delivered in the classroom to achieve the learning objectives, especially speaking skills by using this role play method

- b. The material of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher made observations on the material of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year, starting with preliminary activities by delivering greetings, apperception, asking about previous material and motivation. Then, the core activities are carried out by conveying material through the media of conversational images then make a report text dialog with the theme "buy something" and animated videos such as how to play a role well, what to prepare, and how the plot of this role play is carried out. That way,

students will slowly understand and work on role-playing well, be able to organize and develop this method according to the chosen character.

- c. The step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher made observations related to the step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year, there are

three most important steps in teaching are planning, implementing, and assessing. Planning means the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. The last step is assessment or evaluation, assessment is the systematic process of documenting and using empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve the student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests

- d. The evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher made observations related to the evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year, asking students to make dialogues related to role playing as desired by them. Types of teaching evaluation are: Pre-test and Post-test, Diagnostic

Evaluation, Selective Evaluation, Summative Evaluation, Formative Evaluation. Therefore, the evaluation of learning in research at SMPN 05 JEMBER using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale.

2. Interview

Interview is one of data collection method which the researcher becomes an interviewer who asks a question to the people interviewed in direct communication to obtain information from interview⁵⁰. By interviewing, researchers can explore important questions that were not thought of in the research plan. There are three types of interviews which are going to be used by the researcher. They are;

a. Structured interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared.

b. Unstructured interview

Unstructured interview, is free interviews in which the researcher does not using interview guidelines that have been

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

c. Semi structured interview

This type of interview is included in in-dept interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

In this study, researchers used semi-structured interviews to create a flexible and relaxed situation, so that informants felt comfortable sharing their information with us. The researcher interviewed the English teacher and four students from the school. The teacher has taught at SMPN 05 Jember for several years, he is very aware of the development of students there. First, students are very active in class and can speak English well. Second, students are smart in class and have quite a lot of vocabulary.

The data that the researcher obtained by using interview were:

- a. The goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher conducted an interview with the English teacher, Mr. Azmi, about the goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year. He said that the goal of teaching speaking

skill, 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. The researcher also looked at how the teacher delivered in the classroom to achieve the learning objectives, especially speaking skills by using this role play method.

- b. The material of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher conducted interviews with Mr Azmi as an English teacher about the implementation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year starting with preliminary activities by delivering greetings, apperception, asking about previous material and motivation. Then, the core activities are carried out by conveying

material through the media of conversational images then make a report text dialog with the theme "buying something" and animated videos such as how to play a role well, what to prepare, and how the plot of this role play is carried out. That way, students will slowly understand and work on role-playing well, be able to organize and develop this method according to the chosen character. Closing activities are filled with material reflection, assignment and prayer.

- c. The step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researchers conducted interviews with Mr Azmi as a English teacher about the step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year, there are three most important steps in teaching are 1) planning, 2) implementing, and 3) assessing. Planning means the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. The last step is assessment or evaluation, assessment is the systematic process of documenting and using empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve the student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests.

- d. The evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

The researcher conducted an interview with Mr. Azmi as an English teacher about the evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year. Types of teaching evaluation are: Pre-test and Post-test, Diagnostic Evaluation, Selective Evaluation, Summative Evaluation, Formative Evaluation. Therefore, the evaluation of learning in research at SMPN 05 JEMBER using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale.

3. Document Review

Document review is the effort to collect data by investigating the written object⁵¹. Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription and so on⁵².

The data collection tool is called documentation form or document recording form, while the source the data is in the form of notes or documents. Documentary method means data collection efforts by investigating written objects for examples in the form of pictures, videos, or even important notes as real evidence in the research process. This method was used to collect data dealing with geographical location, profile, lesson plan, documentation or photos of teaching vocabulary and

⁵¹ Mundir, *Metode Penelitian Kualitatif dan Kuantitatif (Jember: STAIN Jember Press, 2013)*, 86

⁵² Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Jakarta: PT Rineka Cipta, 2013)*, 201

learning process in English subject. Here the following documents related to the research:

- a. History of SMPN 05 Jember
- b. Profile of SMPN 05 Jember
- c. Vision and mission of SMPN 05 Jember
- d. Data of the teachers of SMPN 05 Jember
- e. Students data of SMPN 05 Jember
- f. Lesson plan of SMPN 05 Jember.

E. Data Analysis Technique

This research used data analysis developed by Miles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow⁵³ :

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents). In this process, the researcher managed the data or information to get the important points which related to the research. In order to get data that is relevant to the field. As for the data condensation, in this case the researcher writes a summary based on the results of data collection regarding the goals, materials, steps and evaluation of teaching speaking skills through the role

⁵³ Miles, Huberman and Saldana, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014). 10-11

play method. Then, the researcher simplifies the summary results again to continue at the data presentation stage.

2. Data Display

In this process, the researcher managed the information and description of the data that have been obtained by the researcher in order to draw conclusion. The information and description of the data were about implementation of teaching speaking skill through role play which included the teaching goal, teaching materials, teaching step and teaching evaluation. The researcher displayed the data by using description based on the field notes from interview and observation. The next stage, the researcher understands the data information that has been collected to be analyzed and corrected again whether the data is in accordance with what the researcher wants or the researcher takes action again on the results of the data that has been presented related to goal, material, step, and evaluation of teaching speaking skill through the role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

3. Verifying Conclusion

The researcher had drawn the conclusion of the observation to know the implementation of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year. The researcher has concluded the results of the research that found. At this stage in qualitative data analysis is with conclusion and verification. The initial conclusions put forward are still temporary, and

will change if not accompanied by strong evidence to support at the data collection at the next stage. But if the conclusions put forward at the stage supported by strong evidence when researchers return to the field collect data, then the conclusions put forward are credible conclusion⁵⁴. Then, after the data has been collected and corrected carefully, according to the focus of this research and has been verified then the final stage of the researcher concludes about goal, material, step, and evaluation of teaching speaking skill through the role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

F. Validity of Data

Research validity is very important in research. Researchers can use triangulation as a technique for data validity and data authenticity⁵⁵. Moleong explained that "triangulation is a technique to check the validity of data using something else to compare the data"⁵⁶. The data obtained by researchers need to be processed more carefully so, does not deviate from the object of research. For this purpose, a test was carried out data validity through triangulation. As for triangulation in research using triangulation of sources and techniques.

⁵⁴ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

⁵⁵ Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

⁵⁶ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

1. Source triangulation

Source triangulation can be understood that the data obtained from primary source, should be compared with other sources. This comparison is carried out to provide reinforcement from the data obtained already available⁵⁷. In this study, the data obtained through English teachers compared with data obtained from students through technical Interview.

2. Technique triangulation

Technique triangulation can be understood that data collection using the same data source but using different techniques. Initially, only using observation techniques, then it can also be confirmed through interviews⁵⁸. In this study, data obtained through interview techniques with English teachers were compared with data obtained through observation and documentation techniques.

G. Research Steps

This section outlines the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports. The research phase that was passed by the researcher in the research process was as follows.

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

⁵⁷ Sugiono, *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*, 274

⁵⁸ Bachtiar S.Bachri, "Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif," *Jurnal Teknologi Pendidikan* 10, No.1 (April 2010): 57.

a. Develop research designs

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is eight grade students of SMPN 05 Jember 2021/2022 academic year.

c. Permit processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

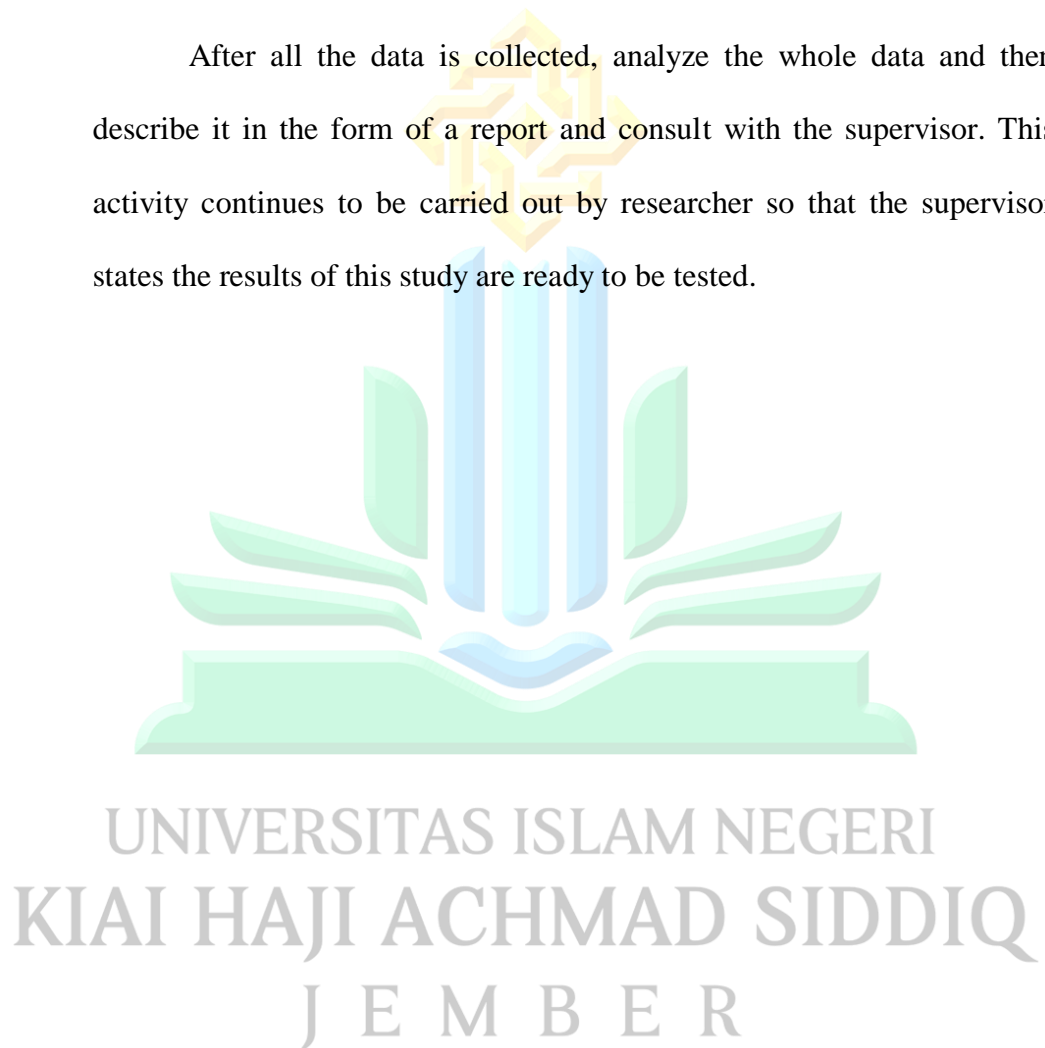
The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentation.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of the Research Object

1. History of SMPN 05 Jember

SMP Negeri 05 Jember was established on 1988, it located in Jl. Imam Bonjol No.39, Tegal Besar, Kec Kaliwates, Kab Jember. The headmaster of this school now is Kukuh Prayetno, M.Pd. For the infrastructure, the condition building was better than before, and facilities were complete also. SMPN 05 Jember was also active in joining some competitions in Jember, such as speech, mathematic, football competition, volleyball competition, dance, sing a song, story telling and etc. This school has been being one of the referral schools in Jember, the name is SMPN 05 Jember.

2. The Profile of SMPN 05 Jember

a. School Identity

1) Nama Sekolah : SMPN 5 JEMBER

2) NPSN : 20523906

3) Jenjang Pendidikan : SMP

4) Status Sekolah : Negeri

5) Alamat Sekolah : Jl. Imam Bonjol 39

6) RT / RW : 3 / 5

7) Kode Pos : 68132

8) Kelurahan : Tegal Besar

9) Kecamatan : Kec. Kaliwates

- 10) Kabupaten/Kota : Kab. Jember
- 11) Provinsi : Prov. Jawa Timur
- 12) Negara : Indonesia
- 13) Posisi Geografis : -8.1903 Lintang, 113.6875 Bujur
- 14) SK Pendirian Sekolah : 052/0/1988
- 15) Tanggal SK Pendirian : 1988-01-18
- 16) Status Kepemilikan : Pemerintah Daerah
- 17) SK Izin Operasional : 34 TAHUN 2018
- 18) Nomor Telepon : 0331321737
- 19) Email : spama.jember@gmail.com
- 20) Website : <http://smpn5jember.sch.id>

b. Student number

- 1) VII Class : 187 Students
- 2) VIII Class : 175 Students
- 3) IX Class : 185 Students

c. Teacher Number

- 1) PNS : 20 Teachers
- 2) GTT : 13 Teachers
- 3) TU : 9 staffs

3. Vision and Mission of SMPN 05 Jember

- a. Vision : Improved achievement and quality of education
based on faith and piety.

b. Mission :

- 1) Improving the quality of student education according to the demands of society.
- 2) Channel the talents and interests of students and develop a noble personality.
- 3) Organizing school management that is quality-oriented, participatory, independent and environmental.
- 4) Empower all the resources owned by the school and community.
- 5) Build cooperative relationships with all parties in a harmonious manner.

Consistent in providing educational services is one of the keys of this school in order to be accepted by the people. This service is shown through professional and experienced teachers who always provide learning material and learning motivation to the students⁵⁹.

B. Findings

The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of teaching speaking skill through role play at eighth grade students of SMPN 05 Jember in 2021/2022 academic year. The data were displayed and analyzed based on research questions, such as; 1) how is the goal of teaching speaking

⁵⁹ Document Review, 3rd of March 2022

skill through role play at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year, 2) how is the material of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year, 3) how is the step of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year, 4) how is the evaluation of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember in 2021/2022 academic year were obtained the data as follow :

1. The Goal of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year.

According to English teacher at the eighth grade students (Mr Azmi), the goal of teaching speaking skill through role play were:

"There are four goals from this role play, 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play",⁶⁰

From the interview above, the research also found the goal of this role play method, including: students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. By using this method, according to Mr. Azmi, teaching speaking skills is more effective and makes the class atmosphere active.

⁶⁰ Muhdi Azmi Viptian, interview with researcher, 9th of February 2022

Not only one or two children that participate in this role play method, but almost all of students play this method well. Apart from enjoying the students' enjoyment, this method also perform students' creativity and responsibility, such as how to play their roles well, or how to be other people, such as teachers and students, police and thieves, and doctors with patients. So, students can also be more active and creative in class to motivate themselves in speaking English. However, the goals described by Mr. Azmi are also fundamental for researchers, such as, students can practice in speaking English, they can brave to express themselves feelings or roles in English, and finally students are able to feel enjoy and comfortable in the class. It would be great if this method could be played and learned well.

It was also supported by the student of the eighth C class (Gladis), she said:

“I like this game because it can make me more enthusiastic to learn English especially in speaking skill. We can learn by role playing. For example, I become a doctor and my friend is a patient, I feel like I'm being a real doctor but the communication is in English. Incidentally, my ambition is to become doctor, Mrs. So I really like this learning method. We can get more vocabulary, can practice English pronunciation too. Because, if my pronounce it wrong, Mr Azmi can help us pronounce it correctly”⁶¹

From the interview above, this role play also helps her to increase his vocabulary and train his self-confidence. Because besides students being encouraged to make report text dialogues with the theme "buy

⁶¹ Gladis, interview with researcher, 16th of February 2022

something", the teacher also teaches students to play a good role. So that students can master the material properly and correctly.

The other was supported by the student of the eighth C class (Chelsea), she said:

"In my opinion, this role play is very helpful in my English speaking process, Mrs. Usually I feel shy and afraid to spoke English. But after this method, I was more confident and brave because all the students spoke English and performed in front of the class. In fact, I learned a lot from my friends, starting from how to convey it, its meaning in English, or even about how to play a role. This role play also trains our responsibilities as students, examples of how to be good teachers, what sentences are appropriate to convey to students, as well as students, how to be good students, how is the attitude by students should do to teachers"⁶².

From the interview above, the students felt happy and more enthusiastic about learning English using the role play. They feel very helpful with this learning method. Starting from adding vocabulary, practicing pronunciation, being more courageous in speaking English in front of the class, not being shy, being able to practice how to play a role, practicing student responsibility, and they also feel that using this method includes learning English as well as playing because with acting and pronunciation in accordance with the selected character. Therefore, the teacher implements this method to help the class be more active and creative and the students are able to be enthusiastic in learning English and practice speaking English.

⁶² Chelsea, interview with researcher, 16th of February 2022

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point C is :

“Menunjukkan rasa syukur kepada Tuhan selama pembelajaran, menunjukkan perilaku peduli dalam pembelajaran, menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, report text tentang membeli sesuatu, atau profesi, pendek dan sederhana, sesuai dengan konteks penggunaan nya, menyusun report text tentang membeli sesuatu, atau profesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks”

Therefore, the researcher concludes from the results of the interview with Mr Azmi and supported by documentation in the form of RPP that the goals set by Mr. Azmi have four goals are 1) students students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role playnamely the goals and objectives related to competence which includes aspects of attitude, knowledge and skills.



Picture 4.1
Talk about goal of teaching speaking skill

Based on the observation in the classroom, researchers found that goals from this role play, 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. The teacher gave the motivation when going around the class to check the students' work or their activity. The researcher also hopes that the implementation of the role play method can increase students' activeness and creativity in practicing speaking English and being brave and enthusiastic in class.

2. The Material of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year.

According to English teacher at the eighth grade students, the material of teaching speaking skill through role play were:

“Usually the material I use is about report text with the theme “buy something”, for example in the market (between buyers and sellers), at the office (between boss and employees), at school (between teachers and students). Actually, the students prefer to describe something because they are more felt free to imagine whatever they want. They also like dialogue, because there are opponents they can talk to and they can express themselves according to the role they choose. I took the material in textbooks that have been provided by the school, there are also textbooks that I chose myself in the library, sometimes I also took some pictures or examples from google. The point is according to the needs and abilities of the students in your class”⁶³.

⁶³ Muhdi Azmi Viptian, interview with researcher, 9th of February 2022

From the interview above, the research found material of the teaching speaking skill in the form of report text about buy something. Apart from both being able to make the classroom atmosphere more active, having dialogue also gives the impression of increasing vocabulary even though there are some students who will ask questions like "what is *kucing* in English?" ; "What's *berlari* in English?" ; "What's the English of *halaman rumah* ?" Or "what is the English for *kucing berlari di halaman rumah*?". As a good teacher, it would be better if you look for and find a good method for students according to the abilities and needs of students in the class. Therefore, Mr. Azmi's reason for choosing this method is to implement teaching English in order to be able to achieve learning goals.

It was also supported by the student of the eighth C class (Devina), she said :

"Mr Azmi usually gives material about report text with the theme buy something in which the dialogue consists of two or three people. So, for example, if I become a teacher, then my classmate becomes a student. Well, for that sentence, we are asked to find and make our own. Usually I read on a package book or in another English book that I carry. But sometimes there are also my friends who write the Indonesian dialogue first and then translate it into English using a dictionary. Because we are obliged to bring a dictionary when we study English, Mrs"⁶⁴.

From the interview above, the material about report text with the theme buy something in which the dialogue consists of two or three people. So, for example, if i become a teacher, then my classmate becomes

⁶⁴ Devina, interview with researcher, 17th of February 2022

a student. Well, for that sentence, we are asked to find and make our own.

Usually read on a package book or in another English book that i carry.

The other was supported by the student of the eighth C class (Guntur). He said :

“Then when we have the sentence, Mr. Azmi told us to read the sentence (according to the role) seven or more times then he told us to go forward in groups without bringing the text. So, in front of our class sometimes it doesn't match what we have written before. Sometimes the sentences are less, or sometimes more. It is the same as what we say in front of the class. If there is something wrong with the pronunciation, he always tells us how to pronounce it correctly”⁶⁵.

From the interview above, the two students stated that usually the material given by the teacher is English dialogue. Which sentence is used, it is the students from each group who make it. So, students are taught to be responsible for finding, creating, completing and practicing the dialogue in front of the class. Every time there is an English subject, students are required to bring a dictionary to make the learning process easier. After each group comes to the front of the class, the teacher recommends not to bring the text that was written earlier. So, when they come forward in front of the class or play their roles, students are taught to remember and master the content of the role play. In addition to training students' memory, it can also train students' courage when speaking English without any fear or embarrassment.

⁶⁵ Guntur, interview with researcher, 17th of February 2022

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point D is:

“Materi Pembelajaran, about report text (Buy coffee and steak). Waitress: Hello! Can I get you both any drinks and meals? Erick: Yes. I would like an iced coffee, please. Olla: I like to have a green tea latte. Erick: What do you want to eat, Olla? Olla: I think I will have the steak with fries and mixed vegetables. Waitress: How do you want the steak cooked rare, medium, or well done? Olla: Medium for both of us.”

Therefore, the researcher concludes from the results of the interview with Mr Azmi and supported by documentation in the form of lesson plan that the material is report text about buy something, then make a dialog about that.



Picture 4.2
Choose a topic with a theme “buy something”

Based on the observation in the classroom, researchers found that the material from this role play is report text about buy something. Students are choose a picture and then asked to develop a framework in making a dialogue and mention the role that is in accordance with the picture and presented by each group. Then, each group is required to present in front of the class while the other groups listen to the group in front of the class.

3. The Step of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year.

According to English teacher at the eighth grade students, the step of teaching speaking skill through role play were:

“First of all, planning. The planning of the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. The second step in teaching speaking skill is implementing. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. Last, assessment or evaluation. assessment or evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve the student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning. Assessment is often used interchangeably with test, but not limited to tests”⁶⁶.

From the interview above, there were some steps used by the teacher. Usually i ask each of the role-players why they completed certain actions or made certain statements during the scenario, 1) planning, 2) implementing, 3) assessing.

It was also supported by the student of the eighth C class (Gladis), she said:

“In my opinion, this game is not so difficult because the teacher explains in great detail about the material presented. From each dialogue, he also conveys material such as greeting, leave taking, permission, or other expressions that have done to learn. So before this method was applied, there were materials that could support our learning process. Thus, it is very easy for us to make short

⁶⁶ Muhdi Azmi Viptian, interview with researcher, 9th of February 2022

conversations by reopening material related to our role. For example, the beginning of the dialogue usually starts with a greeting or greeting such as "hi, hello, good morning" while at the end of the conversation it is usually closed with a greeting or you can use thank you"⁶⁷.

Gladis also added:

"During the learning process using this role play, we are encouraged to pay close attention and listen carefully from each group that comes to the front of the class. So, we can enjoy and understand also how the characters are brought by our friends, how good sentences are made. used by friends, or anyone involved in the conversation. Then we can also learn more and can understand more broadly from learning English, especially in terms of speaking skills with the role play method)".

From the interview above, the student not feel difficult because the teacher explains in great detail about the material presented. From each dialogue, he also conveys material such as greeting, leave taking, permission, or other expressions that have done to learn. She also can enjoy and understand also how the characters are brought by our friends, how good sentences are made. used by friends, or anyone involved in the conversation. Then we can also learn more and can understand more broadly from learning English

The other was supported by the student of the eighth C class (Chelsea), she said:

"I am very happy when the teacher implements this method because during the learning process, this role play makes me more enthusiastic, more active, and enjoys being in class. Besides being very easy to understand, this method is also very easy to do. Usually each group comes to the front of the class to displaying his dialogue work which contains simple sentences so that it can be easily understood by other friends. Not only that, at the end of the lesson, the teacher usually gives a reward or prize for the best

⁶⁷ Gladis, interview with researcher, 16th of February 2022

dialogue performance. So, many friends are enthusiastic about learning languages English using this method"⁶⁸

From the interviews above that this role play is very helpful in the student learning process and facilitates the teacher's teaching process. The existence of this method is able to make the class more active and creative, very easy to understand by students and can provide a broad understanding to students.

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point H is :

“Planning, Implementing (Pre-activity, main activity, post activity) and assesing”

Therefore, the researcher concludes from the results of the interview with Mr Azmi and supported by documentation in the form of lesson plan that the steps are planning, implementing (pre-activity, main activity, post activity) and assesing.



Picture 4.3
Implementation of role play method

⁶⁸ Chelsea, interview with researcher, 16th of February 2022

Based on the observation in the classroom, researchers found that the step from this role play is planning, means the planning of the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. Next, in the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. Last, Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning

4. The Evaluation of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year.

According to English teacher at the eighth grade students, the evaluation of teaching speaking skill through role play were:

“After I explained about the plot or steps of this role play, I also asked a little about the content of the dialogue. After the students understand, I recommend doing according to the steps I explained earlier. When they have finished writing the scenario and writing the dialogue, the students call from each group to come to the front of the class to display their dialogue work and mastery of the roles they have chosen. Then, at the end of the lesson I always provide an evaluation in the form of input and suggestions so, the next learning process can be used as a lesson and it will be even better. If I have luck Moreover, I also give prizes to students who I think start from choosing vocabulary, pronunciation, and mastering their roles well as a form of appreciation for their hard work while studying. Actually the evaluation of learning in research using a

technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale”⁶⁹.

From the interview above, the evaluation used using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale or attitude scale. The goal is to be able to correct the shortcomings and also increase the various advantages. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, get more information related to students' abilities and the teaching process at class.

It was also supported by the student of the eighth C class (Devina), she said:

“So, I feel that what I have not understood before, can be answered when there is a question and answer session with the teacher. In the end of teaching-learning process, the teacher used to give questions about the material having been taught. The teacher also answered very clearly. So that I or other friends can easily understand all the explanations from the teacher”⁷⁰.

From the interview above, that the students feel what they have not understood before, can be answered when there is a question and answer session with the teacher. In the end of teaching-learning process, the teacher used to give questions about the material having been taught.

The other was supported by the student of the eighth C class (Guntur), he said:

⁶⁹ Muhdi Azmi Viptian, interview with researcher, 9th of February 2022

⁷⁰ Devina, interview with researcher, 17th of February 2022

"After finishing playing the role, the teacher recommends that we summarize or summarize the main points of the lesson, then he gives psychological or social encouragement to students and gives instructions for the next lesson or topic. Finally, he conducts an evaluation of the newly completed subject matter so that there is no misunderstanding between students and teacher⁷¹".

From interviews above, that the teacher helped the students when they were confused and afraid in finishing the role play. The teacher also gave the feedback their work. In the end teaching-learning process, Mr. Azmi gave the questions and asked the students to conclude the material that had been learned.



Picture 4.4
Evaluation about role play method

From observation in the classroom, researcher used a technique in the form of a non-test technique consisting of observation, interviews, and attitude scales. In each observation, the researcher involved himself to find out the progress in the class, while the interview was conducted outside the classroom either in the teacher's room, curriculum room, or even in front of the class, while for the attitude scale the researcher took from inside and outside class VIII C.

⁷¹ Guntur, interview with researcher, 17th of February 2022

While looking at the use of the role play method during class learning, the researchers saw that there was a very good improvement in students' speaking skills. In line with the purpose of this role play, students can practice, be more active and creative, and confident. Likewise, what researchers see is that the evaluation of role play can be practiced, more active and creative, and confident, students also look more enthusiastic in learning English. Teachers are also asked to be more creative and have high creative power. The roles given and played by students are also characters that are easy to understand by the actors. Therefore, from this evaluation, it can be concluded that the role play method is an effective method for students in learning English, especially in speaking skills. By using the dialogue with the theme of "buy something", students can develop their imagination in playing their roles as other people.

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How is the goal of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember ?	There were the goal of role play method, including: 1) students can practice in speaking English, 2) students can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play.
2.	How is material used in teaching	The material used in teaching speaking skill

	speaking skill through role play at the eighth grade students of SMPN 05 Jember ?	is the form of report text about buy something. Apart from both being able to make the classroom atmosphere more active, having dialogue also gives the impression of increasing vocabulary. The teacher also took the material in textbooks that have been provided by the school, there are also textbooks that the teacher chose in the library that related with the material, sometimes also took some pictures or examples from google.
3.	How is the step of teaching speaking skill through role play at the eighth grade students of SMPN 05 Jember ?	There were some steps used by the teacher those are : 1) planning, 2) implementing, 3) assessing. The planning of the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. The second step in teaching speaking skill is implementing. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. Last, assessment or evaluation. assessment or evaluation is the systematic process of documenting and using empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve the student learning.
4.	How is the evaluation of teaching vocabulary through c role play method?	The teacher evaluation the students the evaluation used using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale or attitude scale. The goal is to be able to correct the shortcomings and also increase the various advantages. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, get more information related to students' abilities and the teaching process at class

C. Discussion

In the discussion of the findings of previous research obtained from field through interview techniques, observation and documentation. Furthermore, the researchers presented the results of the research to compare to the theory that has been reviewed in the previous chapter.

1. The goal of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

Based on the findings of the researcher through interview, observasi and document review that the goal of role play method, including: 1) students can practice in speaking English, 2) students can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play. This was relevant with Hamdani's statement, he stated that the goal of teaching speaking skill through role play method in learning is a method of mastering a subject matter by developing the imagination and appreciation of students and being able to make the students more brave, active, creative in practicing speaking English⁷². It was supported by the statement of Sugihartono which argue that the role play method to develop students' imagination and appreciation, namely by way of students playing an example of a living character or an inanimate object

⁷² Hamdani, (2011). *Strategi Belajar Mengajar*. Bandung : CV Pustaka Setia.

then students will be trained in creativity and a sense of responsibility in a role play method⁷³.

In conclusion, the goal of the implementation of teaching speaking skill through role play method at eighth grade students of SMPN 05 Jember in 2021/2022 academic year were related with the theory above, so that students can practice in speaking English, students can brave students to express feelings or roles in English, students can be active in their class and creative when making sentences or dialogues and they felt enjoy and more enthusiastic about learning English using the role play.

2. The material of teaching speaking skill through role play method at eighth grade student of SMPN 05 Jember in 2021/2022 academic year.

The material used in teaching speaking skill is the form of report text about buy something. Apart from both being able to make the classroom atmosphere more active, having dialogue also gives the impression of increasing vocabulary. The teacher also took the material in textbooks that have been provided by the school, there are also textbooks that the teacher chose in the library that related with the material, sometimes also took some pictures or examples from google. This material was relevant with Ahmad's statement, he stated that the material of teaching speaking skill through role play method in learning same with conversational material is also called khiwar. Conversation is a reciprocal activity between two or more people oral. There are parties who are

⁷³ Sugihartono, (2007). *Psikologi Pendidikan*. Yogyakarta : UNY Press.

speakers and parties who as a listener, so that there is an interaction or change of position between the parties. then there is an exchange of information and questions and answers according to what will be discussed⁷⁴.

In conclusion, the material of the implementation of teaching speaking skill through role play method at eight grade students of SMPN 05 Jember in 2021/2022 academic year were related with the theory above, researchers use report text as material that will be applied with the theme of buying something because the report text is in accordance with the theory above and this text easily understood by students to get the information they need.

3. The step of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

There were some steps used by the teacher those are: 1) planning, 2) implementing, 3) assessing. The planning of the learning process is namely lesson plan. The teacher's plan for learning is the most operational before the teacher begins to learn. It can be concluded that the lesson plan describes the process and learning management to achieve one or more core competencies in the curriculum. The second step in teaching speaking skill is implementing. In the implementation step, it is divided into three stages: pre-activity, main activity, and post-activity. Last, assessment or evaluation. Evaluation is the systematic process of documenting and using

⁷⁴ Ahmad Fuad Mahmud Ulyan, *al-Maharaat al-Lughawiyah Mahiyatuha wa Tharaiquha*, (Riyadh: Darus Salam, 1992), Hlm: 87-88

empirical data on the knowledge, skill, creativity, attitudes, and beliefs to refine programs and improve their speaking skill.

This step was relevant with George R. Terry's statement, he stated that the step of teaching speaking skill through role play method is planning, implementing, and assessing is the determination of the task that must be done by the group in order to achieve the goal to reach. Planning is about making decisions, because it's the process of choosing among alternative courses of action⁷⁵.

In conclusion, the material of the implementation of teaching speaking skill through role play method at eight grade students of SMPN 05 Jember in 2021/2022 academic year were related with the theory above, researchers use 1) planning, 2) implementing, 3) assessing.

4. The evaluation of teaching speaking skill through role play method at eight grade student of SMPN 05 Jember in 2021/2022 academic year.

There were some evaluations used by the teacher those are in the form of a non-test technique, which consists of observation, interviews, and an attitude scale. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, to get more information related to students' abilities and the teaching process at class. This step was relevant with Sahlan's

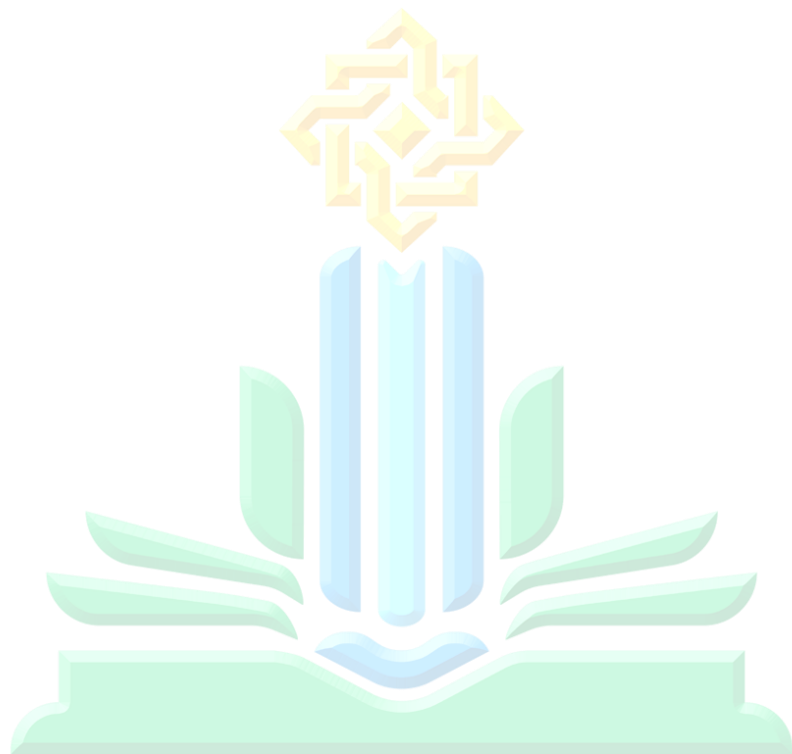
⁷⁵ George R. Terry, *Prinsip-prinsip Manajemen*, (Jakarta: PT Bumi Aksara, 2014), 17.

statement, he stated that the evaluation of teaching speaking skill through role play method is a form of non-test technique, which consists of observation, interviews, and an attitude scale⁷⁶.

In conclusion, the evaluation of the implementation of teaching speaking skill through role play method at eight grade students of SMPN 05 Jember in 2021/2022 academic year were related with the theory above, a form of non-test technique, which consists of observation, interviews, and an attitude scale. Evaluation is a planned activity of how deep the planning that has been made on an object is measured with several considerations. While looking at the use of the role play method during class learning, the researchers saw that there was a very good improvement in students' speaking skills. In line with the purpose of this role play, students can practice, be more active and creative, and confident. Likewise, what researchers see is that the evaluation of role play can be practiced, more active and creative, and confident, students also look more enthusiastic in learning English. Teachers are also asked to be more creative and have high creative power. The roles given and played by students are also characters that are easy to understand by the actors. Therefore, from this evaluation, it can be concluded that the role play method is an effective method for students in learning English, especially in speaking skills. By using the dialogue with the theme of "buy

⁷⁶ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

something", students can develop their imagination in playing their roles as other people.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of qualitative research with observation techniques, interviews and document review, carried out about The Implementation of Teaching Speaking Skill through Role Play at the Eighth Grade Students of SMPN 05 Jember 2021/2022 academic year the conclusions were presented as follows;

The Goal of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year were: 1) students can practice in speaking English, 2) it can brave students to express feelings or roles in English, 3) students can be active in their class and creative when making sentences or dialogues and 4) they felt enjoy and more enthusiastic about learning English using the role play.

The Material of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year were report text about buy something, example in the market (between buyers and sellers), at the office (between boss and employees), at school (between teachers and students).

The Step of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year were the

three most important steps in teaching are planning, implementing (pre-activity, main activity, post-activity), and assessing.

The Evaluation of Teaching speaking skill through Role Play at the Eighth Grade Students of SMPN 05 Jember in 2021/2022 Academic Year were using a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale. While looking at the use of the role play method during class learning, the researchers saw that there was a very good improvement in students' speaking skills. In line with the purpose of this role play, students can practice, be more active and creative, and confident. Likewise, what researchers see is that the evaluation of role play can be practiced, more active and creative, and confident, students also look more enthusiastic in learning English. Teachers are also asked to be more creative and have high creative power. The roles given and played by students are also characters that are easy to understand by the actors. Therefore, from this evaluation, it can be concluded that the role play method is an effective method for students in learning English, especially in speaking skills. By using the dialogue with the theme of "buy something", students can develop their imagination in playing their roles as other people.

B. SUGGESTION

Based on the research results and conclusions above, the researcher put forward some suggestions in order to succeed in the success of learning English in SMPN 05 Jember in 2021/2022 academic year. The suggestions are as follow:

1. For the teacher

It is better for the teacher to increase their creativity in making learning strategies or teaching media that are enjoy and easily accepted by students. In that way, the students will be more fun and enthusiast in learning process.

2. For others researcher

For other researchers, the researcher suggests using this research as a reference in doing similar research by using role play technique to teaching speaking skill. Whereas, they also can improve their vocabulary, motivation and other skill especially speaking skill.



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Declaration of Authenticity

I am the student with following identity :

Name : Alda Syafira

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Study Program : English Education Department

Faculty : Tarbiyah and Teacher Training

Institution : UIN KH. ACHMAD SIDDIQ JEMBER

Cenify that the thesis entitle : “THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH ROLE PLAY TECHNIQUE AT EIGHT GRADE STUDENTS OF SMPN 05 JEMBER IN 2021/2022 ACADEMIC YEAR” is definitely my own work. I am completely responsible for the content of this thesis. I also declare that the publications cited in this wok have been personally consulted.

Jember, 14th June 2022

I declared

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Appendix 2

MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Question
The Implementation of Teaching Speaking Skill through Role Play at Eighth Grade Students of SMPN 05 Jember.	1. Teaching Speaking Skill	a. The Goal of Teaching Speaking Skill b. The Material of Teaching Speaking Skill. c. The Step of Teaching Speaking Skill. d. The Evaluation of Teaching Speaking Skill.	a. English Teacher b. Students c. Documentation	1. Research Approach a. Qualitative 2. Research Locations a. SMPN 05 JEMBER 3. Data collection method a. Observation b. Interview c. Document Review 3. Data analysis technique a. Data condensation, b. Data display c. Conclusion drawing. 4. Validation of data : a. Triangulation of source b. Triangulation Technique	1. How is the Goal of Teaching Speaking Skill through Role Play at Eighth Grade Students of SMPN 05 Jember? 2. How is the Material of Teaching Speaking Skill through Role Play? 3. How is the Step of Teaching Speaking Skill through Role Play? 4. How is the Evaluation of Teaching Speaking Skill through Role Play?
	2. Role Play Method	a. The goal of Role Play b. The Step of Role Play c. The advantages and Disadvantages			

Appendix 3

The interview's guide to English teacher

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What is the goal of teaching speaking skill through role play ?
2. What is material used in teaching speaking skill through role play ?
3. How is the procedure of teaching speaking skill through role play ?
4. How is the evaluation of teaching speaking skill through role play ?
5. What difficulties are faced in implementing role play ?

The interview's guide to students

School	
Address	
Student's name	
NIS	
Day/date	

1. What do you think about role play?
2. What is material used by the teacher in teaching speaking skill through role play?
3. Are there any difficulties to play the role play?
4. How is the procedure of teaching speaking skill through role play?

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMPN 05 JEMBER
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII C/Genap
Materi Pokok	: Report text dengan tema “buy something”
Alokasi Waktu	: 2 x 45 Menit (1 x Pertemuan)
Guru Kelas	: Muhdi Azmi Viptian

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

KI.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1.Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.

2	2.3. Menunjukkan perilaku tanggungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku peduli dalam pembelajaran
3	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, report text tentang membeli sesuatu, atau profesi, pendek dan sederhana, sesuai dengan konteks penggunaan nya	3.10.1. Menentukan benda yang akan dibeli 3.10.2. Mengidentifikasi sifat benda 3.10.3. Mendeskripsikan benda 3.10.4. Menyebutkan fungsi sosial report text
4	4.12. Menyusun report text tentang membeli sesuatu, atau profesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.2. Menyusun report text sederhana tentang membeli sesuatu

❖ **Karakter yang diharapkan : Disiplin**

C. Tujuan Pembelajaran

Melalui metode pembelajaran *role play*, siswa mampu aktif, kreatif dan berpikir kritis. Berdasarkan kompetensi, siswa mampu:

1. Menunjukkan rasa syukur kepada Tuhan selama pembelajaran.
2. Menunjukkan perilaku peduli dalam pembelajaran
3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial, report text tentang membeli sesuatu, atau profesi, pendek dan sederhana, sesuai dengan konteks penggunaan nya

4. Menyusun report text tentang membeli sesuatu, atau profesi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Contoh dari report text

Buy coffee and steak

Waitress : Hello! Can I get you both any drinks and meals?

Erick : Yes. I would like an iced coffee, please.

Olla : I like to have a green tea latte.

Erick : What do you want to eat, Olla?

Olla : I think I will have the steak with fries and mixed vegetables.

Waitress : How do you want the steak cooked rare, medium, or well done?

Olla : Medium for both of us.

1. What does the text tell about?
2. Why the text is called report text?
3. What is the generic structure of the text?

Fungsi sosial

To make a dialog about report text “buy something”.

For example: waitress and visitors.

E. Metode Pembelajaran

Metode Role Play

F. Media Belajar

- Gambar

G. Sumber Belajar

1. Buku Siswa “When English Rings a Bell”, Jakarta: Kemendikbud 2017
2. Ppt dan video animasi sebagai contoh yang dishare oleh guru

H. Langkah-langkah Pembelajaran

1. Perencanaan
2. Implementasi
 - a. Pre-kegiatan
Ada beberapa cara yang dapat dilakukan dalam pra kegiatan, antara lain:
 - 1) Buka kelas dengan berdoa bersama

- 2) Mengecek daftar hadir siswa
 - 3) Memberikan gambaran tentang materi yang akan dibahas
 - 4) Apersepsi atau penilaian keterampilan atau pengetahuan dasar
 - 5) Menciptakan kondisi awal pembelajaran melalui upaya menciptakan semangat dan kesiapan belajar melalui bimbingan guru kepada siswa.
- b. Aktivitas utama
- Kegiatan pokok terdiri dari empat hal, yaitu penyampaian tujuan pembelajaran, penyampaian materi, petunjuk pemahaman siswa, dan ujian
- c. Post-Aktivitas
- Setelah kegiatan pasca selesai, guru memberikan konfirmasi atau kesimpulan tentang materi yang tercakup dalam kegiatan utama, dan memberikan penilaian terhadap penguasaan siswa terhadap materi tersebut.

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<p>a. Orientasi</p> <ol style="list-style-type: none"> 1) Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin 3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>b. Apersepsi</p> <ol style="list-style-type: none"> 1) Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 2) Mengingat kembali materi prasyarat dengan bertanya. 3) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>c. Motivasi</p> <ol style="list-style-type: none"> 1) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 3) Mengajukan pertanyaan <p>d. Pemberian Acuan</p> <ol style="list-style-type: none"> 1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 2) Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	15 Menit

Kegiatan	Deskripsi Kegiatan		Alokasi waktu
	Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		
Kegiatan Inti	Metode Pembelajaran Discovery Learning	Kegiatan Pembelajaran	60 menit
	Stimulasi	Siswa memperhatikan gambar yang ditunjukkan guru mengenai seseorang yang sedang melakukan percakapan.	
	Pernyataan Masalah	Siswa berdiskusi bersama guru untuk membahas hal-hal yang perlu dipersiapkan untuk membuat dialog seperti pada gambar yang diberikan	
	Pengambilan Data	Siswa berdiskusi bersama kelompok untuk menjawab rumusan masalah yang disajikan dalam lembar kerja dan Siswa mencari informasi yang diperlukan melalui berbagai literatur	
	Memproses Data	Siswa membuat dialog sesuai dengan gambar yang dipilih	
	Verifikasi	Siswa melakukan presentasi hasil diskusi dari setiap kelompok.	
	Kesimpulan	Guru menyimpulkan kegiatan pembelajaran	
Penutup	1) Guru memberikan tugas rumah kepada siswa untuk mencari referensi atau bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya 2) Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 3) Guru memberi salam sebagai tanda akhir pembelajaran		15 menit

I. Penilaian

No.	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektive
3.	Keterampilan	Unjuk Kerja

1. Penilaian Sikap/Observasi

Indikator:

- (1) Memiliki semangat untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.
- (2) Memiliki keseriusan untuk melakukan setiap kegiatan dalam pembelajaran bahasa Inggris.

No.	Aspek yang dinilai (skor 1-4)		Total Skor	Rata-Rata
	indikator (1)	indikator (2)		
1				
2				
3				
4				
5	Etc			

Keterangan:

- 4 = Sangat Baik (jika selalu melakukan perilaku yang diamati)
 3 = Baik (jika sering melakukan perilaku yang diamati)
 2 = Cukup (jika kadang melakukan perilaku yang diamati)
 1 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

2. Pengetahuan

a. Teknik Penilaian : Tes Tulis

b. Bentuk Instrumen : Dialog

No	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Tabel Penilaian Aspek Pengetahuan

NO	ASPEK YANG DINILAI	KRITERIA	SCORE
1	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

3. Keterampilan

Bentuk Penilaian : Tes Lisan

Instrumen penilaian : Report Text

Indikator:

(1) Pronunciation

(2) Performance

(3) Vocabulary

(4) Grammar

No.	Aspek Yang Dinilai				Total Skor	Rata-rata
	Indikator (1)	Indikator (2)	Indikator (3)	Indikator (4)		
1.						
2.						
3.						
4.						
5.	Etc.					

PEDOMAN PENSKORAN

$SKOR = \frac{\text{Perolehan Nilai}}{\text{Skor Maksimal}} \times 100$

Mengetahui :

Guru Bahasa Inggris SMPN 05 Jember

Jember, 14th February 2022

Mahasiswa peneliti,

Muhdi Azmi Viptian, S.Pd

Alda Syafira
T20186074



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SOAL

Make a dialog with the picture bellow when perform it in fornt of the class



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Appendix 5

RESEARCH LICENSE 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](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3865/In.20/3.a/PP.009/06/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 05 JEMBER

Jl. Imam Bonjol No.39, Tegal Besar, Kec Kaliwates, Kab. Jember.

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

NIM : T20186074

Nama : ALDA SYAFIRA

Semester : Semester delapan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of teaching speaking skill through role play method at eight grade students of SMPN 05 Jember." selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Kukuh Prayetno, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 13 Juni 2022

Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

Appendix 6

VISI DAN MISI SMP NEGERI 5 JEMBER

VISI

“Berakhlak mulia, Unggul dalam mutu, dan berbudaya lingkungan”

MISI

1. Mewujudkan peserta didik yang berkarakter dan berakhlak mulia
2. Melaksanakan pengembangan kurikulum tingkat satuan pendidikan.
3. Melaksanakan proses pembelajaran yang efektif, efisien, dan inovatif.
4. Mengembangkan potensi peserta didik, baik akademik maupun nonakademik
5. Mengembangkan sumber daya Pendidik dan Tenaga Kependidikan yang profesional.
6. Mengembangkan sarana dan prasarana sekolah yang memadai.
7. Mewujudkan pengelolaan sekolah dengan Manajemen Berbasis Sekolah.
8. Melaksanakan pembiayaan pendidikan yang transparan dan dapat dipertanggungjawabkan.
9. Melaksanakan penilaian yang sesuai dengan ketentuan yang berlaku.
10. Mengembangkan budaya cinta lingkungan yang bersih, aman, nyaman, dan asri.

Tujuan Sekolah

1. Mewujudkan Terwujudnya sikap dan perilaku yang mencerminkan keimanan dan ketakwaan kepada Tuhan Yang Maha Esa
2. Terwujudnya pengembangan kurikulum satuan pendidikan.
3. Terwujudnya proses pembelajaran yang efektif, efisien, dan inovatif.
4. Terwujudnya pengembangan potensi peserta didik, baik akademik dan nonakademik.
5. Terwujudnya peningkatan kompetensi tenaga pendidik dan kependidikan.
6. Terwujudnya peningkatan sarana dan prasarana pendidikan yang memadai.
7. Terwujudnya pengelolaan sekolah dengan manajemen berbasis sekolah.

8. Terwujudnya pembiayaan pendidikan yang transparan dan dapat dipertanggungjawabkan.
9. Terwujudnya penilaian sikap, pengetahuan, dan ketrampilan yang berkualitas
10. Terwujudnya budaya cinta lingkungan yang aman, nyaman, dan asri.

1. Standar Isi

- a. Sekolah menghasilkan dokumen kurikulum
- b. Sekolah menghasilkan silabus semua mata pelajaran untuk semua tingkat kelas
- c. Sekolah menghasilkan RPP semua mata pelajaran untuk semua tingkat

2. Standar Proses

- a. Sekolah merencanakan, melaksanakan proses pembelajaran sesuai dengan prinsip-prinsip penyusunan RPP.
- b. Sekolah melaksanakan pembelajaran dengan metode CTL, pendekatan belajar tuntas, pendekatan pembelajaran individual, dan pembelajaran berbasis IT.
- c. Sekolah menghasilkan bahan ajar sesuai silabus dan RPP.
- d. Sekolah melaksanakan supervisi proses pembelajaran.

3. Standar Kompetensi Lulusan

- a. Sekolah meningkatkan prestasi akademis dan non akademis.
- b. Sekolah meningkatkan kepedulian sosial peserta didik.
- c. Sekolah meningkatkan penghayatan dan pengamalan keagamaan bagi peserta didik.
- d. Sekolah melaksanakan pembinaan peserta didik secara kompetitif.
- e. Sekolah menyelenggarakan program ekstrakurikuler secara optimal.

4. Standar Pendidik dan Kependidikan

- a. Sekolah memenuhi jumlah pendidik sesuai dengan kualifikasi dan kompetensi yang sesuai (linier) dengan mata pelajaran yang diampu.
- b. Sekolah meningkatkan kompetensi dan kualifikasi pendidik dan tenaga kependidikan melalui pelatihan, IHT, workshop, bagi pendidik dan tenaga kependidikan yang belum memenuhi kriteria sesuai tuntutan.

5. Standar Sarana dan Prasarana

- a. Sekolah memenuhi semua saran dan prasarana pendidikan minimal sesuai dengan Standart Pelayanan Minimal.

- b. Sekolah memenuhi fasilitas pembelajaran yang lengkap (media LCD pada setiap kelas) untuk mendukung pembelajaran berbasis IT.

6. Standar Pengelolaan

- a. Sekolah membuat Rencana Kerja Sekolah (RKS) dan Rencana Kegiatan dan Anggaran Sekolah (RKAS).
- b. Sekolah mendayagunakan sumber daya manusia sekolah dengan cara pembagian tugas secara jelas.
- c. Sekolah memenuhi kelengkapan administrasi perencanaan, pelaksanaan, monitoring, dan evaluasi penyelenggaraan sekolah.
- d. Sekolah melaksanakan pembelajaran, pembimbingan, dan pelatihan secara efektif dan efisien.
- e. Sekolah melaksanakan supervisi kelas oleh tim penilai kinerja guru.
- f. Sekolah membuat jaringan informasi akademik di internal maupun eksternal sekolah (SIM)

7. Standar Pembiayaan

- a. Sekolah membelanjakan biaya untuk pengembangan sekolah yang terdiri dari biaya investasi, biaya operasional, dan biaya personal.
- b. Sekolah membuat lapotan pertanggungjawaban pengelolaan keuangan sekolah secara transparan dan akuntabilitas.

8. Standar Penilaian

- a. Sekolah menyelenggarakan sistem penilaian yang dilaksanakan oleh guru dan oleh sekolah dengan baik.
- b. Sekolah melaksanakan hasil belajar oleh pemerintah dalam bentuk ujian nasional (UN)

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Appendix 7

RESEARCH JOURNAL

Appendix 7

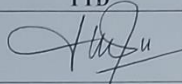
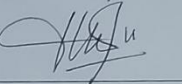



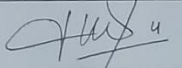
RESEARCH JOURNAL

Nama : Alda Syafira

NIM : T20186074

Judul : The implementation of teaching speaking skill through role play method at eight grade students of eight grade of junior high school

Lokasi : SMPN 05 Jember

No	Tanggal	Jenis Kegiatan	TTD
1	4 th February 2022	Menyerahkan surat ijin penelitian ke SMPN 05 Jember	
2	5 th February 2022	Pengambilan data seperti profil sekolah, visi dan misi di SMPN 05 Jember	
3	9 th February 2022	Melakukan wawancara dengan Mr. Azmi	
4	16 th February 2022	Melakukan wawancara dengan gladis dan chelasea (Murid kelas VIII C)	
5	17 th February 2022	Melakukan wawancara dengan Devina dan Guntur (Murid kelas VIII C)	
6	23 th February 2022	Pengambilan surat selesai penelitian	

Jember, 23th February 2022

English Teacher


Muhammad Azmi Viptian, S.Pd
NIP. 198510152011011017

Appendix 8

DOCUMENTATION



The students play role play



The student duscussion about role play

No. _____
Date: _____

4 : Going to a Fast Food Restaurant

Scene : mark goes into a Fast Food restaurant . Joe work in the restaurant

Joe : Who's next please ?

Mark : Hi, can i order a large cheeseburger with regular chips please ?

Joe : Would you like a drink ?

Mark : No, Thanks. Er, Yes. I'll have a large diet coke . I think

Joe : OK. That's large cheeseburger with regular chips, and a large diet coke. Would you like anything else, sir ?

Mark : No Thanks. Er wait a minute. Yes. Can I have an apple pie as well ?

Joe : That's Fine. So that's a large cheeseburger, regular chips, a large coke, and an apple pie


Mark : That's right, Er, no, I ordered a Diet coke.

Joe : OK. Sorry, that's a diet coke. That's Four Pounds Forty Five Please. Mark gives Joe a ten Pound note.

Joe : And that's Fifty Five ? change. If you wait a moment I'll get your meal.

Mark waits while Joe picks up the cheeseburger, chips, drink and apple pie, and puts them on an a tray.

Joe : There you go. Enjoy your meal



The dialog from the students

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Date _____

1. Buying some stamps

Scene : a post office. Lee works in the post office. Sarah is a customer

Sarah : Hi. Can I have twelve stamps please ?

Lee : Yes, would you like first or second class ?

Sarah : First class please.

Lee : There you are (he gives Sarah the stamps). Would you like anything else ?

Sarah : No thanks. That's all.

Lee : That's twenty Dollars please.

Sarah : (giving Lee the money) Thank you.

Lee : Here's your change. Thanks a lot.

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The dialog from the students
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J E M B E R

Waitress: Hello! Can I ~~get~~ Get you both
any drinks and meals?

Erick: Yes I would like an iced Coffee, Please

Olla: I like to have a green tea latte.

Erick: what do you want to eat, olla?

Olla: Think I will have the steak with fries and
mixed vegetables

Erick: Me too

Waitress: How do you want the steak Cooked rare
Medium, or well done?

Olla: Medium for both of us

The dialog from the students



The researcher explain about the step of role play



J E M B E R
The researcher explain about the step of role play



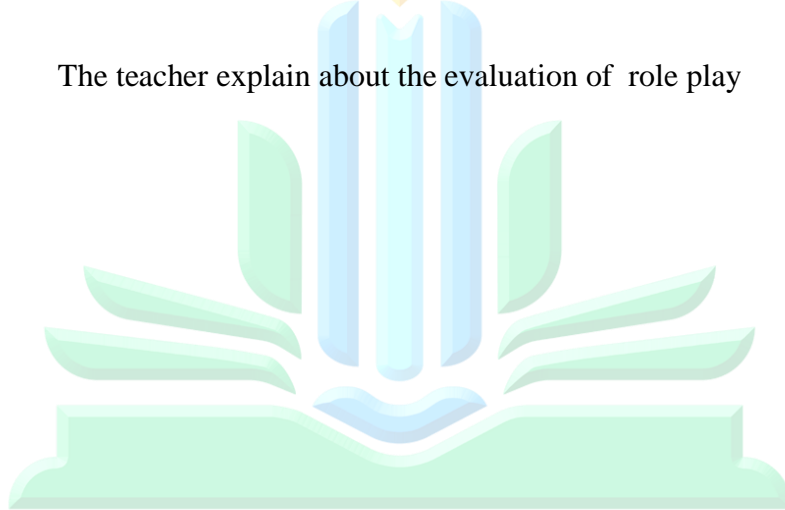
The students make a conversation with their group



J E M B E R
The students make a conversation with their group



The teacher explain about the evaluation of role play



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 9

BIODATA



Name : Alda Syafira
Date of Birth : Jember, 27th of February 2000
Students' Number : T20186074
Age : 22
Gender : Female
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training
Religion : Islam
Address : PTPN XII Gunung Gambir, Sumber Baru, Jember
Phone Number : 087757151347
E-mail : Arifahsyabila27@gmail.com.
Educational Background:
2005 - 2007 : TK THEOBROMA 1
2007 - 2012 : SDN GELANG 06
2012 - 2015 : MTs FATIHUL ULUM Manggisan, Tanggul
2015 - 2018 : MA FATIHUL ULUM Manggisan, Tanggul
2018 - 2022 : UIN KHAS JEMBER