

**THE EFFECTIVENES OF ROLE PLAY TO IMPROVE ENGLISH
SPEAKING SKILLS TO THE TENTH GRADE STUDENTS'
OF MA NIDA'UL KHAIRAAT POMBEWE**



THESIS

*Submitted as a Partial Fulfillment of the Requirements for the Sarjana
Degree at the English Tadris Department Tarbiyah and Teacher
Training Faculty State Institute for Islamic Studies Palu*

By

**Sely Olvita Sari
NIM. 16.1.16.0051**

**ENGLISH TADRIS DEPARTMENT TARBIYAH AND TEACHER
TRAINING FACULTY STATE INSTITUTE
FOR ISLAMIC STUDIES PALU
2020**

THESIS AUTHENTICITY STATEMENT

With the fully of awareness, the writer that is signed below states this thesis is right created by the writer itself. If in another day the writer is proved to do plagiarism of the thesis or the thesis is made by other people, partial or entirely, thus the thesis and the degree that are obtained by the writer will be canceled for law.

Palu, November 26th 2020 M
11 Rabiul Akhir 1442 H

The Writer



Sely Olvita Sari
NIM. 16.1.10051

APPROVAL SHEET

A thesis entitled “The Effectiveness of Role Playing to Improve English Speaking Skills to the Tenth Grade Students of MA Nida’ul Khairaat Pombewe” by Sely Olvita Sari NIM: 161160051, the student of the English Tadris Department at the Tarbiyah and Teacher Training Faculty, State Institute of Islamic Palu, after reading and correcting the thesis, each supervisors views that the thesis has met the scientific requirements to be submitted for thesis examination.

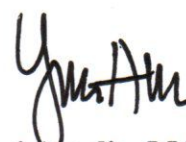
Palu, November 16th 2020 M
1 Rabiul Akhir 1442 H

Supervisor I.

Supervisor II.



Drs. Muhammad Ihsan, M.Ag
NIP. 196505301992031006



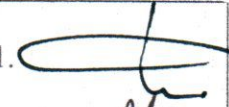
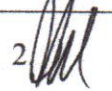

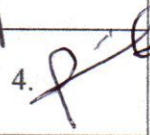
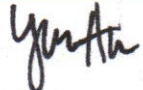
Yuni Amelia, M.Pd
NIP. 199006292018012001

LEGALIZATION OF THESIS

A thesis by Sely Olvita Sari, NIM: 16.1.16.0051, entitled “**The Effectiveness of Role Play to Improve English Speaking Skills to the Tenth Grade Student’ of MA Nida’ul Khairaat Pombewe**” which has been tested in front of the examiners of Faculty of Tarbiyah and Teacher Training (FTIK) State Institute for Islamic Studies (IAIN) Palu on November 23th 2020 M, and on Rabiul Akhir 08th 1442 H. It can be seen that thesis has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd.) in English Tadris Program (TBI) with some improvements.

Palu, Januari 20th, 2021 M
7 Jumadil Akhir 1442 H

Board Examiner

Moderator	Dr. Hj. Nur Asmawati, S.Ag., M.Hum	1. 
Examiner I	Prof. Dr. Nurdin, S.Sos., S.pd., M.Com., Ph.D	2. 
Examiner II	Fitriningsih, S. S., S.Pd., M. Hum	3. 
Advisor I	Drs. Muhammad Ihsan, M.Ag	4. 
Advisor 2	Yuni Amelia, S. Pd, M. Pd	5. 

Knowing :

**Dean of Tarbiyah and Teacher
Training Faculty**



Dr. Hamlan M. Ag

Nip. 196906061998031002

Head of English Department



Dr. Hj. Nur Asmawati..S.Ag..M.Hum

NIP. 197407262000032002

ACKNOWLEDGMENT

بسم الله الرحمن الرحيم
الحمد لله رب العلمين و الصلاة والسلام على اشرف الأ نبياء والمرسلين
وعلى اله واصحابه اجمعين , ام بعد

Alhamdulillah Rabbil Alamin, the writer praises to the Almighty God, Allah swt. for the blessing and mercy so the writer could complete this thesis. Prayers and peace are addressed to the beloved and noble messenger, Muhammad Saw who has brought the human being from darkness into lightness.

The writer would like to express her deepest gratitude to choose who helped and supported her until this undergraduate thesis finished. They are as follows:

1. The writer's parents Meswani and Nanik Sri Utami who always send their pray to Allah swt and support, advice, motivation, help, goodness, care, and all of things that the writer need to finish the study For the successful of the writer itself.
2. Prof. Dr. H. Sagaf S. Pettalongi, M.Pd. as the rector of Institute of Islamic Studies Palu, Along with the elements of leadership, who have encouraged and have given policies to the writer in the various ways.
3. Dr. Hamlan, M.Ag., as the Dean of Teacher Training and Tarbiyah Faculty for approving this thesis.
4. Dr. Hj. Nur Asmawati, S.Ag., M.Hum., as the Head of English Department of Teacher Training and Tarbiyah Faculty. Who has gave the direction and a lot of knowledge to the writer during her study in this beloved campus.

5. Drs. Muhammad Ihsan, M.Ag, as the first advisor and Yuni Amelia,S.Pd., M.Pd, as the second advisor. Thanks for the guidance, dedication, and support during writing this thesis.
6. H. Muhammad Munif. S.Ag., MA as the headmaster of MA Nida'ul Khairaat Pombewe. For his sincerity gave chance to the writer in order to do observation at the school.
7. All of lectures, Staffs Tarbiyah Department and staffs of English study for their guidance and assistance during the years of the study.
8. The writer's classmates of Tadris Bahasa Inggris IAIN Palu. Especially who always pray, support, and entertain the writer when felt down.
9. All the people who have helped the writer to finish the study that cannot mention one by one.

The writer realizes this thesis still has many mistakes. Remaining errors are the writer's own. Therefore, constructive critics and suggestions will be highly appreciated. Hopefully, this thesis can be beneficial for us especially for the writer.

Palu, November 26th 2020 M
11 Rabiul Akhir 1442 H

The writer



Sely Olvita Sari
NIM. 161160051

TABLE OF CONTENTS

COVER	i
THESIS AUTHENTICITY STATEMENT	ii
APPROVAL SHEET	iii
LEGALIZATION OF THESIS	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENTS.....	vii
LIST OF TABLES	xi
LIST OF APPENDIXES	x
ABSTRACT.....	xii

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Problem Statement	4
C. Aim of Study.....	4
D. Significance of Research.....	4
E. Scape of Research	4
F. Definition of Key Terms	5

CHAPTER II LITERATURE REVIEW

A. Previous of Studies.....	6
B. Theoretical Review	7
1. Definition of Speaking	7
2. Teaching Speaking	9
3. Definition of Role Play	12
4. Reason to Using Role Play.....	13
5. Types of Rule in Role Play	13
6. The Purpose of Role Play.....	16
7. The Advantages and the Disadvantages of Role Play.....	16
8. Profile of MA Nida'ul Khairaat Pombewe	17
9. The Background of the School.....	20

CHAPTER III RESEARCH METHODS

A. Methodology and Research of Design 21
B. Population and Sample of Research..... 22
C. Variable of Research 23
D. Research Instrument..... 23
E. Data Collection Technique..... 27
F. Technique of Data Analysis 29

CHAPTER IV FINDING AND DISCUSSION

A. The Description of the Research Results 31
B. The Comparison the Test Result 33
C. The Analysis of the Data..... 33
D. Discussion 36

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 37
B. Suggestion..... 37

REFERENCES

APPENDIXES

LIST OF TABLES

Table 1 : Facilities and infrastructure of the school.....	18
Table 2 : The comparison of student pre-test and post-test	22
Table 3 : The rating score of fluency and comprehensibility.....	24
Table 4 : Score of pre-test	31
Table 5 : Score of post-test	32
Table 6 : The comparison of the test result	33

LIST OF APPENDIXES

1. Tabel uji t
2. Pre-test and post-test
3. Treatment role play
4. Lesson Plan
5. Dokumentations
6. Submission form of skripsi title
7. Appointment letter for supervisor
8. Registration form of proposal examination
9. Proposal seminar invitation
10. Official report
11. Permission letter of research
12. Letter of research completion
13. Consultation book
14. Seminar card
15. Curriculum vitae

ABSTRACT

Name : Sely Olvita Sari

NIM : 161160051

Title : The Effectiveness of Role Play to Improve English Speaking Skills to the Tenth Grade Students of MA Nida'ul Khairaat Pombewe.

The purpose of this study was to determine the process of improving speaking through role playing and to find out students' problems in learning English, especially speaking using English for tenth grade students of MA Nida'ul Khairaat Pombewe in the academic year 2020/2021. The students at MA Nida'ul Khairaat are passionate about learning the language especially English but there are several problems that the students' faced in learning English especially in speaking. Therefore, role play was used as a method to improve students' English speaking skill.

This study used pre-experimental design research methods. The researcher chose class 10th as a sample consisting of 10 students. In collecting data, researchers used four types of instruments, namely: pre-test, treatment, post-test and documentation.

The result of the data calculation shows that the mean score of the students' pre-test was 40.9, it is lower than the mean score of post-test 52.6. In analyzing the data the writer used the 0.05 and 0.01 degree of significance and *df* (degree of freedom) $N-1$. This study has two hypotheses which are the null hypothesis or H_0 (there is no improvement of using role play to the students' speaking skill, and the alternative hypothesis or H_a (there is improvement of using role play to the students' speaking skill).

Based on the data above it can be concluded that H_0 was rejected and H_a was accepted. The use of role play is effective to improve the students' speaking skill at the tenth grade of students in MA Nida'ul Khairaat Pombewe.

CHAPTER I

INTRODUCTION

A. *Background of Study*

Speaking is an important part of English language learning. The students who are able in speaking mean that they are able to share their ideas and opinions to the listeners through speaking. The important thing in speaking is how to deliver the ideas as well and make the listener understands to what the speaker says. The students also improve their ability and self-confidence if they can communicate with other people in English, especially native-speakers.

There are two aspects in speaking English namely fluency, and comprehensibility. Fluency it is the ability to express self-clarity, naturally, accurately, and without hesitation. Comprehensibility is about how a listener get message from a speaker in communication. If we cannot understand the message that means we are not successful in communication. In short, both speaker and listener must understand what they are talking about.

Even though speaking is important like the explanation above, there are still many student speaking problems encountered. Communication problems happens due to lack of vocabularies, being unable to express ideas an responding speaker.¹

In teaching speaking skills, the teacher must use appropriate teaching techniques to make students interested in the teaching and learning process

¹ Hinkel, *Handbook of Research in Second Language Teaching and Learning* (London: Seattle University: 2005), 41

during class. Teachers can apply many techniques to develop speaking skills such as short conversations, small group discussions, role plays, retelling stories or speech contests. This technique is very useful for students to motivate students in the learning process. Each technique has strengths and weaknesses. Therefore, it depends on the situation of the class and the students themselves.

Based on the researcher's preliminary research had been conducted in MA Nida'ul Khairaat Pombewe, she obtained the information from the English teacher of tenth grade of MA Nida'ul Khairaat Pombewe that the student's speaking skills was still lack² in this case, researchers defined role play as a technique for developing speech. In this case, the researcher establishes role play as a technique for developing speaking skills of tenth grade students at MA Nida'ul Khairaat Pombewe. But the researcher limits, she examines the fluency and comprehensible of the course. Based on preliminary observations by researchers she found that students had some difficulty in speaking. First students lack vocabulary, second students cannot pronounce words properly, and finally students cannot choose the right words to express. Role play has many advantages for students in the learning process. Students can be more motivated and challenged to communicate in English in their daily lives because they do it in their classrooms.

Role play is important in a communicative approach because it gives students an opportunity to practice how to communicate in different social

² Zilyarti S. Pd, English Teacher of the tenth grade of MA Nida'ul Khairaat Pombewe, *interview*, Sigi July 21st, 2020.

contexts and different social roles.³ Role playing is a very flexible learning activity, which has a broad scope for variety and imagination. Researchers assume that the role playing technique is very fun for students because they can be more active and that it can make good interactions with their friends through role playing situations based on their knowledge. So from the explanation above, this research is focused on improving students' speaking abilities after they are taught using role playing techniques.

The research problem of this research is to find out if there is a significant improvement of students' speaking abilities after they are taught using role playing techniques. This research is located at MA Nida'ul Khairaat Pombewe. The reason the researcher took the title "Using Role Play to Improve English Speaking Skills to the grade students at MA Nida'ul Khairaat Pombewe" because students are passionate about learning the language especially english where the research originally wanted to do research in MA Nida'ul Khairaat Pombewe.

³ Diane Larsen and Freeman, *Techniques and Principles in Language Teaching* (Oxford:2000), 68

B. Problem of Statement

Can the use of Role Play improve English Speaking Skill to the eight grade students of MA Nida'ul Khairaat Pombewe?

Related to the problem statement above, hence, there were two hypotheses of this study, namely:

H₀: There is no improvement of using role play to the student's speaking skill.

H_a : There is improvement of using role play to the students's speaking skill.

C. Aim of Study

To find out the signifiencence of Role Play in improving English Speaking Skill to the eight grade students of MA Nida'ul Khairaat Pombewe.

D. Significance of Research

This research hopes to find out the effectiveness of role playing to improve English speaking skill to the tenth grade students MA Nida'ul Khairaat Pombewe by using role play can motivate students to improve English speaking and help provide knowledge about how to develop naturally in speaking and to help students be more active in the teaching and learning process.

E. Scope of Study

This research was to develop students' to easier what they learn in speaking skills by role play.

F. Definition of Key Terms

1. Speaking: Speaking is the act or expression of a thought or feeling in spoken language as well as a skill in the ability to do something well.
2. Role Play: Using role play, it can motivate students to improve speaking English, provide knowledge about how to develop naturally in the speaking process for students to be more active in the teaching and learning process of English.

CHAPTER II

LITERATURE REVIEW

A. Previous of Studies

The are some previous Studies that have similarity with this research. The first Researchers by Dian Faqih used the classroom action research method.¹ The researcher conducted three cycles for three meetings. Each cycle consists of four sides, namely plan, action, observation, and reflection. Participants in the study were 8A grade students of SMP Negeri 1 Sleman consisting of 32 students and an English teacher in the class. There are four research instruments, namely a checklist of observations, interviews, questionnaires, and observation notes. First, the researcher explains about role play and the rules of role playing. Second, research on students and they must make a script in accordance with what has been given to them. Third, researchers explore to help students if they have problems related to the script to play their roles. Then, the researchers called on students to display their role playing. Finally, researchers take value from their appearance. Based on the results of the analysis, the research shows that the use of role play for 8A grade students of SMP Negeri 1 Sleman there gave improvement in each cycle during the implementation of role playing in the classroom.

The second research by Joko Priono who used the Classroom Action Research (CAR) method to helps solve the problems in students' ability to speak

¹Dian Faqih, *The Use of Role Play in Speaking Activities for Eight Grade Students' of SMPN 1 Sleman* (Yogyakarta:2017), 6

in English.² This class action research was conducted in 2 cycles where each cycle consisted of planning, action, observation, and reflection. In getting data, researcher used qualitative and quantitative methods. Qualitative data were obtained through observation and interviews, while quantitative data were obtained through tests (pre-test and post-test) and questionnaires. The results of the study showed that the application of the role playing method was successful.

B. Theoretical Review

1. Definition of Speaking

Speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple.³

In the speaking, we can say that is component of language. Therefore, to be able to speak English well in target language students must consider the language components as well. Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire.

²Joko Priyono, *The Using Role Play To Improve Students' Speaking Abiliti* (Jakarta:2014), 5

³David Nunan, *Practical English Language Teaching*, (New York: McGraw-HillCompanies, 2003), 48

According to Harris there are four components in speaking, namely pronunciation, grammar, vocabulary and fluency.⁴

- a. Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); is the basic component in teaching and learning a spoken language, because by using it the students know the differences between written and spoken language. Pronunciation is also avoiding the students' errors in produce sound.
- b. Grammar; is often referred to as functional which means that the learners make statements about the semantics and communication significance of particular points of grammar, how language use, the conveying of meaning or the maintenance of personal relation or the organization of discoursed. It can influence the successful human speech in communication.
- c. Vocabulary; is one of the most important aspects of foreign language. In some cases, the students may not be confident to speak English because they are poor in vocabulary. It is because the students seldom hear English except in their book and the teacher.
- d. Fluency (the ease and speed of the flow of speech); people who can use English well are usually fluent and accurate. Fluent speakers can express themselves appropriately and without hesitation and do not worry about making mistakes. Accurate speakers do not do mistake in grammar, vocabulary, and pronunciation. Accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken

⁴ Devi Novita Swary *A Study of Students' Problems In Learning Speaking English at the Second Grade Of SMPN 1 Talaga* (Cirebon:2014), 13

output while fluency may in many communicative language courses be an initial goal in language teaching.

2. *Teaching Speaking*

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing,natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, , and selectively address errors.

Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and

specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Here are some ideas to keep in mind as you plan the speaking activities.

a. Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.

b. Correcting Errors

Teachers need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

c. Quantity vs. Quality

Both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

d. Conversation Strategies

Strategies like asking for clarification, paraphrasing, gestures, and ('hey,' 'so,' 'by the way').

e. Teacher Intervention

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

f. How To Teach Speaking

Students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method, students will have the opportunity of communicating with each other in the target language. In brief, teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote the oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.⁵

g. Activities to Promote Speaking

Some activities to promote speaking as follows : Discussion, Role Play, Simulation, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Picture Narrating, Picture Describing, Find the Difference. In this research the researcher used role play to use this method because Role Play is one other way of getting students to speak is roleplaying. Students pretend they are in various social contexts

⁵Dr. Fayzeh Shrouf, *Teaching And Improving Speaking Skill* (Philadelphia University:2018),11

and have a variety of social roles. In roleplay activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are Ali, you go to the doctor and tell him what happened last night, and what they think or feel.

3. Definition of Role Playing

Role playing is a learning method in which there is a pretend behavior (acting) of students in accordance with the predetermined role.⁶ Where students imitate the situation of the characters in such a way with the aim of dramatizing and expressing behavior, expressions, movements someone's gesture in social relations between humans. Role playing method can lead to learning experiences, such as the ability to cooperate, communicate, and interpret an incident. Through role playing, students try to explore relationships between people by demonstrating and discussing them, so that together students can explore their feelings, attitudes, values, and problem solving strategies. Role playing is a fun activity for students because they can play while learning, this activity also teaches directly the values of goodness and creativity that they want to grow. By experiencing it directly students will be able to feel the importance of growing those values, even can foster an inner bond between teacher and students.⁷

⁶ Abdul Aziz Wahab, *Metode dan Model-Model Mengajar* (Bandung:2007), 86

⁷ Atik Triwiyati, *Asiknya Bermain Peran* (Solo:2018), 4

4. Reason to Using Role Play

Role playing is a method that lays interalization between two or more students about a topic or situation. Students perform their respective roles according to the principle that he believes in. They interact with fellow roles openly. This method can be used in practicing new lessons. Playing roles while learning is a fun and memorable activity.⁸ The use of role play is used for the following reasons; a) fun and motivating, b) silent students get the opportunity to express themselves in the direction of progress, the environment in the classroom and outside the classroom becomes limitless and offers opportunities for language use widely.⁹ In addition, students who have the opportunity to use English can repeat their English in a comfortable situation. Real situations can be created and students benefit from the practice. Whatever mistakes they make do not overload.

5. Types of Rule in Role Play

a. Ready to Succeed

Role play at the elementary level. Try to think of the language students will use. Students may need extra support to have the language. When they are playing roles, students feel they have been equipped with

⁸ Yamin and Martinis, *Profesionalisasi Guru dan Implementasi KTSP*, (Jakarta:2007), 3

⁹ Gillian Porter Ladousse, *role play* (Oxford University:1987), 6

adequate language. For higher levels, students do not need much support but they need time to be included in the role.

b. Teacher's role

Some possible teacher roles.

- 1) Facilitator, students may need new vocabulary from the teacher
- 2) Audience: the teacher observes gives comments and advice in the end
- 3) Participants: sometimes take part in the game
- 4) Bring the situation of activities to life.

Play warfare by taking stories and real property, such as acting as a pizza owner with his customers. This will make learning more fun and easy to remember.

Stay real and relevant. Maintain the role of students to play as real as possible. Although it is difficult students are invited to imagine the activity.

c. Correction of Errors

There are many ways to justify mistakes when using role playing techniques. Some students like to be justified right after the game is over. Wrong sentences can be written on the board to be corrected together. There are 3 ways in correcting mistakes, namely:

- 1) Self Correction If recording devices such as video or audiocassette are available, students are given the opportunity to listen to the results of the display and reflect on the language that has been used. They might easily check it.

2) Peer-correction. His classmates can correct their friends' mistakes. But while maintaining that peer correction is a positive and beneficial experience for the involvement of all students.

3) Make notes of common mistakes for the success of the next lesson so that students do not lose motivation after being corrected. Negotiate with students first how they want to be corrected.

d. Use imagination and have fun

In role playing, players are asked to perform certain roles and present "role plays" and conduct certain "dialogues" that emphasize the characters, traits or attitudes that need to be analyzed. Role playing must reveal a real problem or condition that will be used for discussion material or discussion of certain material. Thus, after completing the role, an important step is the analysis of playing the role. Players are asked to express their roles and feelings about the roles played, as well as other participants. Applying role play to the class can add variety, change and opportunities to produce language and also provide a lot of fun. Role play can also be part of the whole class. If the teacher believes that the activity will take place and important support available will bring success. However if the teacher is not sure of the validity of playing the role then he fails in his desire.

6. The Purpose of Role Play

Role play in the learning process aims to make students dramatize behavior, or expressions of the movements of a person's face in social or human relationships.¹⁰ The role playing learning method has the following objectives:

- a. Provide concrete experience of what has been learned.
- b. Illustrate the principles of learning material.
- c. Grow sensitivity to problems of social relations.
- d. Grow student interest and learning motivation.
- e. Provide the means to express the feelings that are hidden behind a desire.

The method of playing role in the learning process has a goal so that students can appreciate what role is being played, able to put themselves in other people's situations that the teacher gives.

7. The Advantages and the Disadvantages of Role Play

Role play has advantages and disadvantages among others are:

a. *The Advantages*

- 1) Can impress with a strong and long-lasting in student memory, in addition to being a pleasant experience also provides knowledge inherent in brain memory.
- 2) Very interesting for students, making it possible to make the class dynamic and enthusiastic.

¹⁰ Asis Saefuddin and Ika Berdiati, *Pembelajaran Efektif* Remaja Rosdakarya (Bandung : 2014),8

- 3) Awaken the passion and spirit of optimism in students and foster a sense of togetherness.
- 4) Students can go directly to play something that will be discussed in the learning process.¹¹

b. *The Disadvantages*

- 1) Role playing requires a relatively long time.
- 2) Requires high creativity and creativity on the part of both the teacher and students and this is not all teachers have it.
- 3) Most students who are appointed as cast feel shy to portray a particular scene.
- 4) If the implementation of role playing fails, not only can it give a bad impression, but at the same time means the learning objectives are not achieved.
- 5) Not all subject matter can be presented through this method.

C. Profile of MA Nida'ul Khairaat Pombewe

Name of the school : MAS Nida'ul Khairaat Pombewe

Head master : Mudmain Enga, S. Ag. MM

Reg. Number : 69788043

Address : Jl. Mahfud Godal, RT 01, Pombewe, Biromaru Sub-district, Sigi District, Central of Sulawesi Province.

¹¹ Djamrah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar* (Rineka Cipta: Jakarta, 1997), 126

Email : MA.nidaulkhairaat@gmail.com

Postal code : 94364

Facilities and Infrastructure :

Table 1

Facilities and infrastructure of the school

No	Types of facilities and infrastructure	Total	Note
1.	Classroom	5	Fine
2.	Principal's room	1	Fine
3.	Teachers Room	1	Fine
4.	Admisnistration room	1	Fine
5.	Prayer room	1	Slightly damaged
6.	Library	1	Slightly damaged
7.	Student's toilet	1	Slightly damaged
8.	Tecaher's toilet	1	Slightly damaged
9.	Electricity/voltage	PLN/450 watt	-
10.	Student's desk	65	-
11.	Students's chair	65	-
12.	White board	3	-
13.	Teacher's teaching desk and chair	3	-
14.	UKS	1	Fine
15.	Class cupboard	0	-
16.	Sofa for guest	1	-

17.	Bookcase	2	-
18.	File cabinet	0	-
19.	Subject book	57	-
20.	Computer	1	-
21.	Printer	1	-
22.	Sports field	1	-
23.	Football field	1	-

Source : Archive file belonging to MAS Nida'ul Khairaat Pombewe

D. The Background of the School

As for the background for the establishment of MA Nida'ul Khairaat Pombewe were as follows.

- a. Because of the large number of supporting schools located in the village of Pombewe, among other :
 1. Mts Nida'ul Khairaat Pombewe
 2. Mts Alkhairaat Biromaru
 3. Mts Al Istiqomah Lasoani

As an effort to increase the effectiveness and efficiency of quality education, there have been several building procurement efforts, both in the physical and non-physical fields. Another thing that is not less important is the school environment which also gives a nuance to the personal sensitivity of students and in developing students' potential. The building in question is the physical environment of the school (madrasah office building).

Similarly, a general overview of Madrasah Aliyah Nida'ul Khairaat Pombewe that can convey its national educational goals for all nations can prosper increasingly realized. Who annually graduate students are continuing their education levels into the higher (college), but the distance from Madrasah and students' home are far from the recommended range. Madrasah Aliyah Nida'ul Khairaat Pombewe is located on the outskirts of the capital of the Kuantan District, which is more than 10 km away, so that only a few or a few students continue their schooling, while others do not continue school anymore or are uncertain of their destination.

- b. There was much negative impact that appeared around of the students who cannot continued their study to the higher level (the college) such as the occurrence of early marriage at school age.
- c. Lack of society's financial for the transportation costs for their children who attended the school in the sub-district capital or district capital, causing school dropouts.
- d. The distance between the school and student's home made they reluctant to go to school.
- e. There were students who lived in their landlady oftent made a misunderstanding between the parents and their landlady.

CHAPTER III

RESEARCH METHODOLOGY

A. Methodology and Research of Design

1. Methodology of research

In this research the researcher used quantitative research. Quantitative research is research that uses statistical figures in the process of analyzing data.

Stated by Ary, quantitative research uses a statistical technique to understand and explain phenomena. That experimental research involves a study of the effect of systematic manipulation of one variable on another variable.¹

2. Research Design

In this research the researcher used pre-experimental design. Pre experimental design, in which the writer used one group pretest-posttest design.

According to Gay and Airasian “One group pretest-posttest design is a design that involves a single group in which it is pretested, exposed to treatment and posttest.”²

Thus, before applying the treatment, the writer administered pretest, and then posttested the students’ speaking ability. In order to know the effect of using role play technique toward the students’ speaking ability, the writer

¹ Ary, et al, *Introduction to Research in Education*. (Wadsworth:2010), 26

² L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Sixth Edition. (New Jersey: Prentice-Hall, Inc, 2000), 389

compared the students' speaking score before and after getting the treatment.

The description of this design can be seen as follows :³

Table 2
The comparison of student pre-test and post-test

Pre-test	Independent	Post-test
Y ₁	X	Y ₂

Y1: Pre-test

X: Treatment

Y2: Post-test

B. Population and Sample of Research

Population is something that can be used as a source of data in certain studies that have large amounts or are widespread. The population is the whole which is the target in generalizing the results of research. In the field of education groups that became population can be a group of man as individual as the participant students, teachers, and individuals more, or can also groups that not individuals such as class, school, or various facilities.⁴

³ Donald Ary et al. *Introduction to Research in Education, Eighth Edition*. (Canada: Wadsworth, Cengage Learning, 2010), 304

⁴ Wina Sanjaya, *Penelitian Pendidikan: Jenis, Metode dan Prosedurnya* (Cet. 1; Jakarta: Kencana PrandaMedia Group, 2013), 228

Understanding the population is a region of generalization that consists of on the object or subject that has the quantity and characteristics of certain are determined by investigators to be studied and later drawn conclusions.⁵

Through understanding these, can be drawn the conclusion that the population is a unit of study that examined as a whole, both in the form of human or symptoms or even what happened and relating. Population in this study is class 10th students of MA Nida'ul Khairaat Pombewe.

In this study the sampling technique was a purposive sampling technique, the reason why the researcher used the purposive sampling technique in this study because it is one of the most effective sampling techniques to determine the sample with a certain consideration. There 10th class as the sample of this study. 12 students' 4 males and 6 females. But the student active only 10 students'.

C. Variable of Research

The variables involved in this research were two, the first was the use of role play technique as the independent variable (X variable), and the second was students' speaking ability as the dependent variable (Y variable).

D. Research Instrument

The researcher used a test as the research instrument to know the effectiveness of students' speaking skills by using role play the researcher gave oral test to the students in the pre-test and the post-test at the first meeting and the last meeting. For measuring the effectiveness of using a role play in teaching speaking ability the researcher considered their fluency and comprehensibility.

⁵ Sugiono, *Metode Penulisan Pendidikan Pendekatan Kuantitatif, dan R& D* (Cet. IX; Jakarta: Rineka Cipta, 1993), 102

The researcher employed the scores category of comprehensibility is 35 and fluency is 30.⁶ The researcher converted system by Heaton in testing students' speaking ability as follow:

Table 3
The Rating Score of Fluency and Comprehensibility

Fluency	<ul style="list-style-type: none"> • Speaks without to great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses. 	6	30
	<ul style="list-style-type: none"> • Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural processes. 	5	25
	<ul style="list-style-type: none"> • Although he has to make and effort and search for words, they are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general 	4	20

⁶ Heaton, J.B, *Writing English Language Test* (London : 1998),100

	<p>meaning. Fair range of expression.</p> <ul style="list-style-type: none"> • Has to make an effort for much of the time. Often as to search for desired meaning. Rather halting delivery and fragmentary range of expression often limited. 	3	15
	<ul style="list-style-type: none"> • Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression. 	2	10
	<ul style="list-style-type: none"> • Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives making the effort. Very limited range of expression. 	1	5
Comprehensibility	<ul style="list-style-type: none"> • Easy for the listener to understand the speaker's intention and general meaning. Very few interruption clarification or required. 	6	35

	<ul style="list-style-type: none"> • The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. 	5	29
	<ul style="list-style-type: none"> • Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. 	4	23
	<ul style="list-style-type: none"> • The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speakers more complex or longer sentences. 	3	17
	<ul style="list-style-type: none"> • Only small bits (usually short sentences or phrases) can be understood and then considerable effort by someone who is used to 	2	11

	<p>listen to the speaker.</p> <ul style="list-style-type: none"> • Hardly anything of what is said can be understood. Even when the listener makes a great effort of interrupts, the speaker is unable to clarity anything he seems to have said. 	1	5
--	--	---	---

E. Data Collection Technique

In this collection technique the research used several data. The technique were:

a. Pre-test

Pre-test was given to the students before the teacher giving the treatment. It can be a guidance for the resercher to know the students ability in speaking skills. This will be given at the first meeting. The writer gave a pre-test to find out the results of students' speaking skills.

b. Treatment

Treatment was conducted after giving pre-test to the students. The researcher provided speaking treatment for 10th class.

c. Post-test

The post-test was given after the treatment has already done. It has no other test that given in post-test, the test were the same with the test of pre-test.

d. Documentation

Documentation is a systematic activity or process in collecting, searching, investigating, using and providing documents to obtain information, information, knowledge and evidence and disseminate it to users. There is also a definition of documentation as an activity or process of providing documents using accurate evidence based on the recording of various sources of information.

Documentation is material which is included in the type, form and nature of any place where information is recorded, recordings are written or sculpted, which conveys information in the form of facts.⁷

Documentation is a kind of supervision and compilation of bibliography that uses tools such as indexes, essays and contents of bibliography, besides using traditional "classical and cataloging" methods, to make that information achievable. Provision or collection of evidence and information (such as pictures, quotations, newspaper clippings, and other reference materials).

⁷ Nurhadi Magetsari et al, *Kamus Istilah Perpustakaan Dan Dokumentasi* (Jakarta:1992),211

F. Technique of Data Analysis

To analyze the data, the researcher used the comparative technique, the researcher analyzed and compared the score of pre-experimental design, this technique is useful to prove statistically, in analyzing data from pre-test and post-test for class 10th, the researcher used statistical formulation⁸ bellow :

$$t_o = \frac{MD}{SE_{DM}}$$

t_o = test observation

MD = Mean of Difference, the average score from the differences gained scores between I variable and II variable, which are calculated with the formula :

$$MD = \sum \frac{D}{N}$$

$\sum D$ = Total score between I variable (X variable) and II variable (Y variable)

And D is gained with the formula:

$$D = X - Y$$

N = Number of cases

SD_D = The standar deviation from diffrences between score of X variable which is gained with the formula :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

⁸ Prof. Dr. Anas Sudijono, *Statistik Penelitian*, (Jakarta:2004),289

SE_{MD} = The standard error from mean of differences that is gained with the formula :

$$SD_D = \frac{SD_D}{\sqrt{N-1}}$$

df = Degree of freedom with formula N-1

CHAPTER IV

RESEARCH FINDINGS

A. The Description of the Research Results

In this section, the researcher would like to describe about the research results, in her research, the writer gave the students test consisted of pre-test and post-test. The pre-test was given in the first meeting and the post-test was given in last meeting. It will be described below:

1. The pre-test score

The data of the pre-test can be seen in the table below:

Table 4
Score of Pre-test

No	Initial Name	Score Components		Total Score
		Fluency	Comprehensibility	
1.	ZKH	18	19	37
2.	PTI	20	20	40
3.	AL	20	21	41
4.	DNO	19	19	38
5.	RF	18	20	38
6.	AF	19	22	41
7.	RSI	21	21	42
8.	PT	19	21	40
9.	AWL	27	24	51
10.	BSR	20	21	41
N=8	Total			409

	Mean	40.9
--	------	------

As the result in the table above, it shows that the total score of students is 409 and the mean score is 40.9. After she obtained the result of the pre-test, hence the writer calculated the post-test as follow:

Table 5
Score of Post-test

No	Initial Name	Score Components		Total Score
		Fluency	Comprehensibility	
1.	ZKH	24	26	50
2.	PTI	31	32	63
3.	AL	25	26	51
4.	DNO	22	24	46
5.	RF	29	27	56
6.	AF	28	24	52
7.	RSI	21	28	49
8.	PT	24	22	46
9.	AWL	32	33	65
10.	BSR	23	25	48
N=10	Total			526
	Mean			52.6

As mentioned in the table, it shows that the total score of students' post-test is 526 and the mean score is 52.6, it higher than their pre-test score.

Here in after, the researcher calculated the comparison results of pre-test and post-test as follows:

B. The comparison the test result

The comparison of the test can be seen in table below:

Table 6

The Comparison of the Test Result

No	Pre-test (X)	Post-test (Y)	D = (X-Y)	D ²
1	37	50	-13	169
2	40	63	-23	529
3	41	51	-11	121
4	38	46	-8	64
5	38	56	-18	324
6	41	52	-11	121
7	42	49	-7	49
8	40	46	-6	36
9	51	65	-14	196
10	41	48	-7	49
Total	$\sum x = 409$	$\sum y = 526$	$\sum D = -118$	$\sum D^2 = 1658$

C. The Analysis of the Data

In analyzing the data, the researcher tried to find out standard of differences (SD_D) by used the formula bellow:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{1658}{10} - \left[\frac{-118}{10}\right]^2}$$

$$SD_D = \sqrt{\frac{1658}{10} - [-11.8]^2}$$

$$SD_D = \sqrt{165.8} - 139.24$$

$$SD_D = \sqrt{26.56}$$

$$SD_D = 5.15$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula :

$$MD = \sum \frac{D}{N}$$

$$MD = \frac{-118}{10}$$

$$MD = -11.8$$

After obtain the result of SD_D = the researcher calculated the standard error from mean of differences (SE_{MD}) between variable X and Y :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{5.15}{\sqrt{10-1}}$$

$$SE_{MD} = \frac{5.15}{\sqrt{9}}$$

$$SE_{MD} = \frac{5.15}{3}$$

$$SE_{MD} = 1.71$$

The last calculation is determining the result of t-observation (t_o) of the test with formula :

$$t_o = \frac{MD}{SE_{MD}}$$

$$t_o = \frac{-11.8}{1.71}$$

$$t_o = 6.900$$

To complete the result of research, the researcher finds out the degree of freedom (df) with the formula :

$$df = N - 1$$

$$df = 10 - 1$$

$$df = 9$$

$df = 9$ used the level of significance 0.05 (5%) and 0.01 (1%)

$$0.05 = 2.262$$

$$0.01 = 3.250$$

The the result is $2.262 < 6.900 > 3.250$

D. Discussion

After analyzed the data of pre-test and post-test by using t-test formula, the result of coefficient is 6.900. It means that there is significant increase in teaching speaking by using role play.

Based on the result of calculation, it is gained the value of the t-observation (t_o) is 6.900 the degree of freedom (df) is 9 (obtained from $N-1 = 10-1=9$). The researcher used the level significance 0.05 (5%) and 0.01 (1%). If seen from the table of significance, df of 9 in 0.05 is 2.262 and 0.01 is 3.250 which is lower than the result of $t_o(6.900)$. If the result of t_o (t-observation) is higher than t_t (t-table) or $t_o > t_t$; the null hypothesis is rejected and the alternative hypothesis is accepted. While if the result of t_o is lower than t_t or $t_o < t_t$; the null hypothesis is accepted and the alternative hypothesis is rejected. Accordingly, based on the result of the data calculation it showed that t_o (t-observation) is higher than t_t (t-table) then the null hypothesis is rejected and the alternative hypothesis is accepted. It proven that there is a significant improvement in students speaking skills by using role play.

Build upon the result of the data analysis above, it proven that the students' score of speaking after taught by role play is increase. It implies that the use of role play in teaching english speaking is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research above, then the researcher concludes that:

1. In the early meeting, the students' speaking was still low. We can see that based on the result of their pre-test that has been calculated by the researcher in the previous chapter.
2. Since the treatment given, it showed that there was a significant improvement of in the students' speaking skill. It can be seen from the result of their post-test in the previous chapter.
3. Build upon the result of the data in the previous chapter, it shows that the use of role play can improve the students speaking skill. Where the the last result is 2.262 (0.05 level of significance) $< 6.900 (t_0) > 3.250$ (0.01 level of significance) or the result of t_0 is higher tha t-table.

B. Suggestion

In order to imcrease the English teaching quality, the researcher would like to give some suggestions as follows:

1. Students should learn more in using role play especially to improve their speaking skill.

2. Teacher should improve their method in teaching by using role play to improve students' speaking skill.
3. The next researcher who has the same research should use this research as the guidance to develop their research.

REFERENCES

- Aisyah Siti. *Perkembangan Peserta Didik dan Bimbingan Belajar* Yogyakarta: 2015.
- Arikunto, Suharsimi. *Prosedur Penelitian*. Edisi revisi. Cet. XIII; Jakarta: Rineka Cipta, 1993.
- Ariawan, Iwan. *Besardan Metode Samel pada Penelitian Kesehatan*. Jurusan Biostatistik dan Kependudukan FKM UI. Depok: 1998.
- Ary, et al. *Introduction to Research in Education*. Cengage Learning : Wadsworth: 2010.
- Brown, D.H. *Principles of language learning & teaching*. 4th ed. New York: 2000
- Bungin Burhan, *Metodologi Penelitian Kuantitatif: Komunikasi, Ekonomi dan Kebijakan Publik serta Ilmu-Ilmu Sosial Lainnya* Cet. 1; Jakarta: Kencana, 2005.
- David P. Harris, *Testing English as A Second Language*, New York: McGraw-Hill Book Company, 1969.
- Djamrah, Syaiful Bahri and Aswan Zain, *Strategi Belajar Mengajar* Rineka Cipta: Jakarta, 1997.
- Diane Larsen and Freeman, *Techniques and Principles in Language Teaching* Oxford: 2000.
- Dian Faqih, *The Use of Role Play in Speaking Activities for Eight Grade Students' of SMPN 1 Sleman* Yogyakarta: 2017.
- Heaton, J.B, *Writing English Language Test* London: 1998.
- Hinkel, *Handbook of Research in Second Language Teaching and Learning* (London : Seattle University : 2005
- Iwan Ariawan and Ralph R Frerichs, *C Survey A Cluster Sampling Utiliti Program For IBM Compatible Microcomputers* California: 1995.
- Joko Priyono, *The Using Role Play To Improve Students' Speaking Abiliti* Jakarta: 2014.
- Kemmis and Mc Taggart, R. *The Action Research Planner*. Third Edition Victoria, Australia 3217: Deakin University press: 1988.
- Ladousse Gillian Porter, *role play* Oxford University: 1987.
- Magetsari Nurhadi et al, *Kamus Istilah Perpustakaan Dan Dokumentasi* Jakarta: 1992

- Muijs Daniel, *Doing Quantitative Research in Education with SPSS*, London: SAGE Publications, Ltd., 2004
- Nunan David *Practical English Language Teaching*, New York: McGraw-HillCompanies:2003.
- Nugiyantoro Burhan, *penilaian pembelajaran bahasa*, Yogyakarta:BPFE, 2010..
- Swary Devi Novita *A Study of students' problems in learning speaking english at the second grade of smp negeri 1 talaga cirebon*:2014.
- Saefuddin Asis and Ika Berdiati, *Pembelajaran Efektif Remaja Rosdakarya Bandung* : 2014.
- Sanjaya, Wina. *Penelitian Pendidikan: Jenis, Metode dan Prosedurnya*. Cet.1; Jakarta: Kencana Pranda Media Group, 2013.
- Sugiono, *Metode Penulisan Pendidikan Pendekatan Kuantitatif, dan R& D* Cet. IX; Jakarta: Rineka Cipta, 1993.
- Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarta: PT. Bumi Aksara, 2013
- Triwiyati Atik,*Asiknya Bermain Peran solo*:2018.
- Wahab, Abdul Aziz. *Metode dan Model-Model Mengajar Ilmu Pengetahuan Sosial (IPS)*. Alfabata,Bandung: 2017
- Welty And Dorothy, *The Teacher Aids in the Interlocutor Team*, New York: Mc Grew Hill, 1976..
- Yamin, Maritnis, *Profesional Guru dan Implementasi KTSP*. Jakarta:2007.

A P P E N D I X E S

Appendix 1

The Distribution of T-Table

dk	α untuk Uji Satu Pihak (<i>one tail test</i>)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (<i>two tail test</i>)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 2

The students pre-test and post-test

The students' must answer all of the question that the researcher ask!

Food:

- What is your favorite dish?
- why do you like it?
- when do you eat it?
- how often do you cook it?

Hobby:

- what is your hobby?
- why do you like it?
- when did you start it?

Holidays:

- What is your favorite holiday?
- Why do you like it?
- What did you eat and drink on this day?
- Where do you spend it?

Movies:

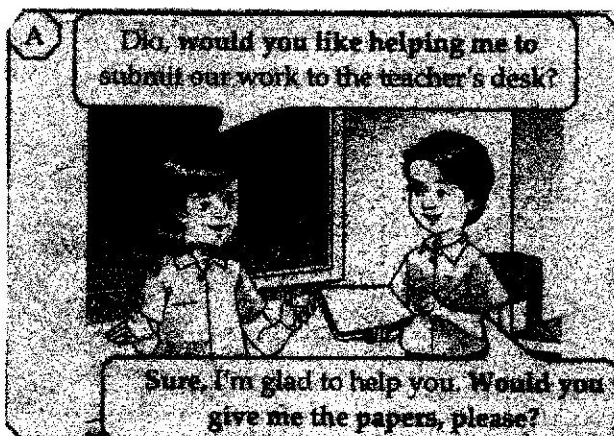
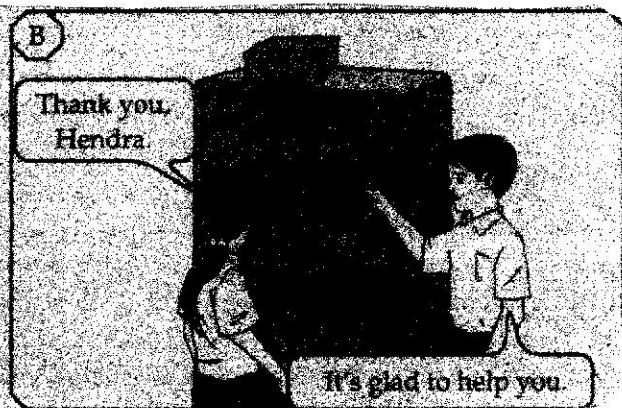
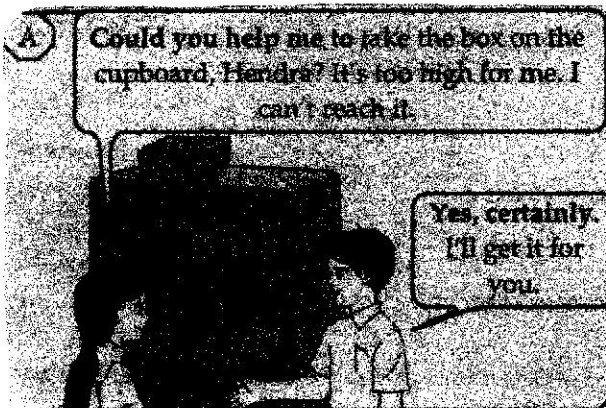
- What is your favorite movies?
- Why do you like it?
- When did you see it?
- Who are the actors there?

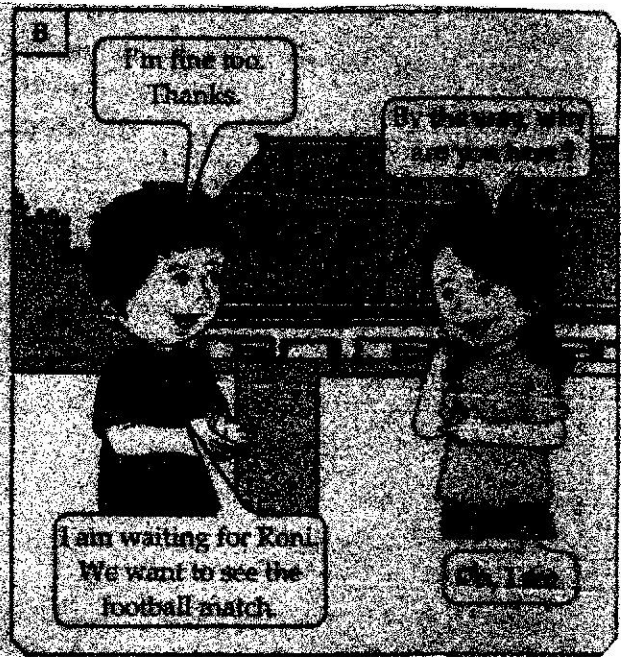
School:

- What is your favorite subject?
- Why do you like it?
- How often do you study?

Appendix 3

Treatment (Role play meeting 1)





Appendix 4

Role Play Meeting 2

Asking and Giving Suggestion and Advice

Dialogue 1

- A : Are you okey? You look a bit dizzy today?
B : I was caught in heavy rain yesterday. I'm afraid, I'll get sick
A : You should take a rest and eat healthy food

Dialogue 2

- A : I'm going to do my office assignment.
B : But, it's a lovely day, dear! Why don't we go for a walk?
A : Can you wait for a few minutes? I have to finish this letter.
B : Don't take too long!

Dialogue 3

- A : Have you started the assignment yet?
B : Yes, but I haven't finished it.
A : Why don't we work on it together?
B : Ok, let's go to the library.

Dialogue 4

- A : Hey, you look concerned. What's on your mind?
B : The final exam. I'm not fully prepared yet.
A : Well, don't worry too much. You still have three days
B : Yea but three days will fly past in a wink.
A : Well, you still have time to cram things into your brain anyway.

Dialogue 5

- A : I give up! I'll stop learning French
B : Why do you say that? You are making a lot of progress.
A : No, I'm not. I've tried hard but still, I cannot speak it well
B : How come? You can Arabic, Hindi, Japanese, and even Rusian well, can't you?

Appendix 5

Role Play Meeting 3

Dialogue of Disappointment 1

A : I got a bad result in my test.
B : What! You failed again?
B : Sorry, I've disappointed you

Dialogue Expressing Sorry 2

A : I really made a mistake.
B : What about?
A : I have broken your pen.
B : That pen? Oh, no!
A : I'm very sorry.

Dialogue Expressing Intention 3

A : Hi, Guy! Where will you go?
B : I will go to a bookstore
A : What are you going to buy?
B : An English grammar book written Betty Simon
A : Oh I see, By the way, I heard there are magazines, novel, comics, a science books on sale in the book store

Dialogue Past Events 4

A : What's the matter with you?
B : I can't do this test. It is very difficult.
A : I'm sure you didn't drill last night. What did you do?
B : I watched an interesting movie until late last night.

Dialogue Permission 5

A : May I taste the caramel pudding you just made?
B : Of course you may. How does it taste?
A : It's very delicious. I really enjoy the taste.

Appendix 6

Role Play Meeting 4

Card 1

Student A

- Meet your friend at the canteen and you greet him
- asked what he would to buy
- Ask him/her back to class because you are in the same class

Card 1

Student B

- Responds the greeting
- Answer you will buy noodles because you lazy to eat rice
- You responds your friend who use you to go back home together

Card 2

Student A

- Meet friend in a restaurant and you greet him
- You ask your friends opinion about the food

Card 2

Student B

- Respond to your friend's greeting
- Tell your partner that the food is delicious

Card 3

Student A

- Meet friend and asks what she/him do usually do after back to school?
-

Card 3

Student B

- Tell to your friends and you ask him/her "how about you"?
-

Card 4

Student A

- You asks with your friend "where do you live and how do you go to school?"
-

Card 4

Student B

- You answer it
-

Card 5

Student A

- Meet friend in the market and you greet him/her. Ask what he/she is doing in the market?
- You tell him/her that he/she should buy the red one. Because it is appropriate to him/her

Card 5

Student B

- Respond the greeting. Tell him/her that you are find difficulty to decide which bag that should you buy
- You respond to his/her expression

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X/ Ganjil
 Materi Pokok : Role Play
 Alokasi Waktu : 2 x 45 menit (pertemuan ke-1)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan role play.
2. Mengidentifikasi makna dan definisi dari role play.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan role play.
4. Memahami informasi yang terdapat dalam role play.
5. Mampu menyampaikan kembali informasi dari role play.

B. Media/alat, Bahan, dan Sumber Belajar

Media : students' practice and white board

Bahan : spidol, papan tulis, dan materi dari guru berupa teks role play.

Sumber belajar : kamus bahasa inggris, internet, dan materi dari guru.

C. Langkah – Langkah Pembelajaran

Kegiatan pendahuluan (5 menit)	
Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait role play .	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan inti (35 menit)	
Kegiatan literasi	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
Critical thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
Collaboration	Siswa dibentuk menjadi berpasang- pasangan untuk praktek role play.
Communication	Siswa diberi kesempatan untuk praktek role play yang telah diberikan oleh guru
Creativity	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Kegiatan penutup (5 menit)	
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian affektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 26 Agustus, 2020.

Mengetahui

Kepala Madrasah

Guru mapel

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Materi Pokok : Role Play
Alokasi Waktu : 2 x 45 menit (pertemuan ke-2)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

B. Media/alat, Bahan, dan Sumber Belajar

Media : students' work sheet and white board

Bahan : spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

Sumber belajar : kamus bahasa inggris, internet, dan materi dari guru.

C. Langkah – Langkah Pembelajaran

Kegiatan pendahuluan (5 menit)	
Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menanyakan kepada siswa tentang materi yang telah dipelajari sebelumnya dan materi yang akan dipelajari pada pertemuan berlangsung.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan inti (35 menit)	
Kegiatan literasi	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
Critical thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
Collaboration	Siswa mencari pasangan untuk role play.
Communication	Siswa diberi kesempatan untuk melakukan praktek role play
Creativity	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Kegiatan penutup (5 menit)	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian afektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 9 September, 2020.

Mengetahui

Kepala Madrasah

Guru mapel

Mudmain Enga,S.Ag.MM
NIP.197406142002121002

Sely Olvita Sari
NIM.161160051

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/ Ganjil
Materi Pokok : Role Play
Alokasi Waktu : 2 x 45 menit (pertemuan ke-3)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan role play.
2. Mengidentifikasi makna dan definisi dari role play.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan role play.
4. Memahami informasi yang terdapat dalam role play.
5. Mampu menyampaikan kembali informasi dari role play.

B. Media/alat, Bahan, dan Sumber Belajar

Media : students' practice and white board

Bahan : spidol, papan tulis, dan materi dari guru berupa teks role play.

Sumber belajar : kamus bahasa inggris, internet, dan materi dari guru.

C. Langkah – Langkah Pembelajaran

Kegiatan pendahuluan (5 menit)	
Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menjelaskan atau mengenalkan tentang materi yang akan dilaksanakan pada pertemuan berlangsung serta memberi gambaran terkait materi tersebut.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait role play .	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan inti (35 menit)	
Kegiatan literasi	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
Critical thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
Collaboration	Siswa dibentuk menjadi berpasang- pasangan untuk praktek role play.
Communication	Siswa diberi kesempatan untuk praktek role play yang telah diberikan oleh guru
Creativity	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Kegiatan penutup (5 menit)	
Guru memberi tugas kepada siswa terkait dengan materi yang dipelajari pada pertemuan berlangsung	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian affektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 23 September, 2020.

Mengetahui

Kepala Madrasah

Guru mapel

Mudmain Enga,S.Ag.MM
NIP.197406142002121002

Sely Olvita Sari
NIM.161160051

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) kelas eksperimen

Nama Sekolah : MAS Nida'ul Khairaat Pombewe
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / Ganjil
Materi Pokok : Role Play
Alokasi Waktu : 2 x 45 menit (pertemuan ke-4)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengidentifikasi khusus terkait dengan jenis teks eksposisi analitis.
2. Mengidentifikasi makna dan definisi dari teks eksposisi analitis.
3. Memahami perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis.
4. Memahami informasi yang terdapat dalam teks eksposisi analitis.
5. Mampu menyampaikan kembali informasi yang terdapat dalam teks eksposisi analitis.

B. Media/alat, Bahan, dan Sumber Belajar

Media : students' work sheet and white board

Bahan : spidol, papan tulis, dan materi dari guru berupa teks eksposisi analitis.

Sumber belajar : kamus bahasa inggris, internet, dan materi dari guru.

C. Langkah – Langkah Pembelajaran

Kegiatan pendahuluan (5 menit)	
Melakukan pembukaan dengan mengucapkan salam terlebih dahulu, menanyakan keadaan siswa, meminta ketua kelas untuk memimpin doa, dan mengecek kehadiran siswa.	
Menanyakan kepada siswa tentang materi yang telah dipelajari sebelumnya dan materi yang akan dipelajari pada pertemuan berlangsung.	
Menyampaikan informasi tentang apa yang dapat diperoleh (tujuan dan manfaat) setelah mempelajari materi yang akan dipelajari terkait.	
Menjelaskan hal hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan inti (35 menit)	
Kegiatan literasi	Siswa diberi motivasi dan panduan untuk melihat, mengamati, memahami, membaca, dan menjelaskan kembali tentang materi yang dipelajari.
Critical thinking	Guru memberi kesempatan untuk mengidentifikasi sebanyak mungkin tentang apa yang belum difahami oleh siswa terkait tentang materi yang dipelajari.
Collaboration	Siswa mencari pasangan untuk role play.
Communication	Siswa diberi kesempatan untuk melakukan praktek role play
Creativity	Guru dan siswa bersama sama untuk membuat kesimpulan terkait materi yang dipelajari dan kemudian guru mempersilahkan siswa untuk menanyakan kembali materi yang belum difahami.
Kegiatan penutup (5 menit)	
Guru memberi motivasi serta penguatan kepada siswa dan menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.	
Guru menunjuk ketua kelas untuk memimpin doa	
Guru mengucapkan salam penutup	

D. Penilaian Hasil Pembelajaran

Penilaian kognitif = berupa pengetahuan siswa saat memaparkan materi yang dipresentasikan.

Penilaian afektif = berupa sikap dan keaktifan siswa didalam kelas.

Pombewe, 7 Oktober, 2020.

Mengetahui

Kepala Madrasah

Guru mapel

Mudmain Enga,S.Ag.MM
NIP.197406142002121002

Sely Olvita Sari
NIM.161160051

Appendix 8

Documentations

Explaining role play



Role Play practice to improve students' speaking skill





Students discuss about the role play practice preparation



Role Play practice







PENGAJUAN JUDUL SKRIPSI

Nama : SELY OLVITA SARI
TTL : SAUSU, 21-04-1995
Jurusan : Tadris Bahasa Inggris (S1)
Alamat : PALU
Judul :
NIM : 161160051
Jenis Kelamin : Perempuan
Semester : VI
HP : 082394146402

Judul I

The Effectiveness of Theater Game to Increase English Vocabulary to the Eight Grade Student of SMP Negeri 6 Palu

Judul II

The Correlation Between English Vocabulary and Theater Game to the Eight Grade Student of SMP Negeri 6 Palu

Judul III

Improving English Vocabulary Through Theater Game to the Eight Grade Student of SMP Negeri 6 Palu

Palu, 12..... Juli.....2019

Mahasiswa,

SELY OLVITA SARI
NIM. 161160051

Telah disetujui penyusunan skripsi dengan catatan :

- Find more references
- Theory of research : Elaborate

Pembimbing I : *Drs. Muhamad Ihsan, M.Ag*

Pembimbing II : *Yani Amelia, S.Pd, M.Pd*

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum
NIP. 197407262000032002

P KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 326 TAHUN 2019

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

- KESATU : Menetapkan saudara :
1. Drs. Muhamad Ihsan, M. Ag
 2. Yuni Amelia, S.Pd, M.Pd
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Sely Olvita Sari
NIM : 16.1.16.0051
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF THEATER TO INCREASE ENGLISH VOCABULARY TO THE EIGHT GRADE STUDENT OF SMP NEGERI 6 PALU

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 23 Juli 2019
Dekan,

Dr. Muhamad Ihsan, S.Ag., M.Ag.
NIP. 197201262000031001

- Tembusan :
1. Rektor IAIN Palu;
 2. Kepala Biro AUAK IAIN Palu.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو
 STATE INSTITUTE FOR ISLAMIC STUDIES PALU
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Diponegoro No. 23 Palu Telp. 0461-460798 Fax. 0461-460185
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN
 UJIAN PROPOSAL SKRIPSI

Nama : Sely Olivita Sari
 NIM : 161160051
 SMT/Prodi/Kelas : Tadris Bahasa Inggris (TBI) 2
 Alamat : Jl. Elang
 No. Tlp / HP : 082394146402
 Pembimbing :
 I. Drs. Mohammad Ihsan, M. Ag
 II. Yuni Amelia, M. Pd
 Judul : The Effectiveness of Role Play to Improve English Speaking Skills to the Eight Grade Student of SMPN 6 Palu

No.	Persyaratan	Cheklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
 (... Yuni Amelia, M. Pd.) NIP. 199006292018012001 <u>Catatan Dosen Pembimbing I/II:</u>	 (... Ana. F. Hutahaena, S. Pd., M. Pd.) NIP. 198202142005012004 <u>Catatan Dosen Penasihat Akademik:</u>	 (... Sely Olivita Sari) NIM. 161160051

Penguji : <u>Dr. Darwis Jaubari Bandu SS. M. Pd</u>	Persetujuan Ketua Prodi (... Dr. Hj. Nur Asnawati, S. Ag., M. Hum.) NIP. 197407262000032002
Hari/Tgl : <u>Rabu / 09-08 WITA 22 - Juli 2020</u>	
Waktu : <u>08:00 WITA</u>	
Tempat : <u>Gedung Prib Lt. 2 Puan Ibu sira</u>	



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU
الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 87/In.13/F.I/PP.00.9/07/2020 Palu 17 Juli 2020
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Drs. Muhammad Ihsan, M.Ag. (Pembimbing I)
2. Yuni Amelia, S.Pd., M.Pd (Pembimbing II)
3. Dr. Darwis Jauhari Bandu, S.S., M.Pd (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Sely Olvita Sari
NIM : 16.1.16.0051
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills to the Eight Grade Student of SMPN 6 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu 22 Juli 2020
Waktu : 09.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris



Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
 FAKULTAS TARIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
 TAHUN AKADEMIK 2019/ 2020

Pada hari ini, Senin, tanggal 22 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :
 Nama : Sely Olivita Sari
 NIM : 16.1.160051
 Prodi : **Tadris Bahasa Inggris (TBI - ...?....)**
 Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills To The Eight Grade Student of SMPN 6 Palu
 Pembimbing : I. Drs. Muhammad Ihsan , M.Ag.
 II. Yuni Amelia, S.Pd.,M.Pd
 Penguji : Dr. Darwis Jauhari Bandu, S.S.,.M.Pd

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	HIKMA	16.1.01.0112	VIII / PAI 4		
2.	Ruma Rataa Dila	16.1.16.0106	VII / TBI 4		
3.	Pegita Riana Serna Ningsih	16.1.16.0042	VII / TBI 2		
4.	Ulma Nadilah	16.1.16.0096	VIII / TBI		
5.	Muhammad Nabil	16.1.16.0043	VIII / TBI-2		
6.	Andi Aldi	16.1.16.0040	VIII / TBI 2		
7.	Hasriani	16.1.16.0091	VII / TBI 4		
8.	Nadha Bachmid	16.1.16.0022	X / TBI 4		
9.	Arfin Syarif	16.1.16.0009	VIII / TBI		
10.	AYU LESTARI PAKKE	16.1.16.0038	VIII / TBI		
11.	Elvita Sari	16.1.16.0014	VIII / TBI		
12.	Tarikh Alghifari	16.1.16.0012	VIII / TBI		

Palu, 22 Juli 2020

Pembimbing I,

Muhammad Ihsan

NIP. 19650530 199203 1006

Pembimbing II,

Yuni Amelia, M.Pd

NIP. 199066 201801 2 001

Mengetahui
 a.n. Dekan
 Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
 NIP. 19740726 200003 2 002

Penguji,

Dr. Darwis Jauhari Bandu, S.S., M.Pd
 NIP. 197306 19 2003 1 210

Range Penilaian

85 - 100	A
80 - 84	A-
75 - 79	B+
70 - 74	B



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI


Pada hari ini, Senin, tanggal 22 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :
Nama : Sely Olvita Sari
NIM : 16.1.160051
Prodi : Tadrīs Bahasa Inggris (TBI -)
Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills To The Eight Grade Student of SMPN 6 Palu
Pembimbing : I. Drs. Muhammad Ihsan , M.Ag.
II. Yuni Amelia, S.Pd.,M.Pd
Penguji : Dr. Darwis Jauhari Bandu, S.S.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

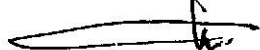
NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	Good Enough
2.	BAHASA & TEKNIS PENULISAN	70	- Banyak Incomplete sentence - Ungrammatical sentence - Long sentence in one paragraph - Repetition of similar words/sentences
3.	METODOLOGI	70	- Jelasakan lebih detail. - Lambah, ghaib, pepelihan dan Analisa Datanya
4.	PENGUASAAN	65	Kurang maksimal in mastery
5.	JUMLAH	290	
6.	NILAI RATA-RATA	72.5	

Palu, 22 JULI 2020

Penguji,


Dr. Darwis J. Bandu, M.
NIP. 19730619200312100

Mengetahui
a.n. Dekan
Ketua Prodi TBI,



Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A-
75 - 79	B+
70 - 74	B
65 - 69	B-



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460185
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI


Pada hari ini, Senin, tanggal 22 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :
Nama : Sely Olvita Sari
NIM : 16.1.160051
Prodi : **Tadris Bahasa Inggris (TBI - ...?....)**
Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills To The Eight Grade Student of SMPN 6 Palu
Pembimbing : I. Drs. Muhammad Ihsan , M.Ag.
II. Yuni Amelia, S.Pd.,M.Pd
Penguji : Dr. Darwis Jauhari Bandu, S.S.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	84	lihat catatan pd naskah.
2.	BAHASA & TEKNIS PENULISAN	84	lihat catatan pd naskah
3.	METODOLOGI	85	perlu diperbaiki design penelitian
4.	PENGUASAAN	87	Baik
5.	JUMLAH	384/04	
6.	NILAI RATA-RATA	85	

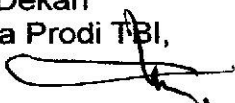
Palu, 22 Juli 2020

Pembimbing I,


Muhammad Ihsan

NIP. 19850530199201001

Mengetahui
a.n. Dekan
Ketua Prodi TBI,



Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A'
75 - 79	B'
70 - 74	B
65 - 69	B'



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini, Senin, tanggal 22 bulan Juli tahun 2020, telah dilaksanakan Ujian Proposal Skripsi :
Nama : Sely Olivita Sari
NIM : 16.1.160051
Prodi : **Tadris Bahasa Inggris (TBI -)**
Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills To The Eight Grade Student of SMPN 6 Palu
Pembimbing : I. Drs. Muhammad Ihsan , M.Ag.
II. Yuni Amelia, S.Pd.,M.Pd
Penguji : Dr. Darwis Jauhari Bandu, S.S.,M.Pd

SARAN-SARAN PENGUJI/PEMBIMBING

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	80	Elaborate your background and Research Methodology.
2.	BAHASA & TEKNIS PENULISAN	70	- Watch the grammatical mistakes - Re-read your sentences before writing
3.	METODOLOGI	69	- Complete the data collection & data analysis
4.	PENGUASAAN	69	Please, Master the proposal!
5.	JUMLAH	288	
6.	NILAI RATA-RATA	72	

Palu, 22 Juli 2020

Pembimbing II ,

Mengetahui
a.n. Dekan
Ketua Prodi TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Range Penilaian

85 - 100	A
80 - 84	A ⁻
75 - 79	B ⁺
70 - 74	B
65 - 69	B ⁻

Yuni Amelia, M.pd
NIP. 19900629 201801 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية نالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Lamp : 1 (satu) berkas
Hal : **Permohonan Pembuatan Surat Izin Penelitian**

Kepada Yth.

Subbag. AKMAH FTIK

Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP : 19740726 200003 2 002
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Menerangkan :

Nama : Sely Olvita Sari
NIM : 16 1 16 0051
Jurusan / Kelas : Tadris Bahasa Inggris (TBI)
Semester : VIII
No. HP : 082 394146402
Judul Skripsi : The Effectiveness of Role Playing to Improve English Speaking Skill To The Eight Grade Students of SMPN 6 Palu.

Pembimbing : 1. Drs. Muhammad Ihsan,,M.Ag
2. Yuni Amelia, M.Pd

Penguji : Dr. Darwis Jauhari Bandu,S.S.,M.Pd

Bahwa mahasiswa/(i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 03 Agustus 2020
Ketua Prodi
Tadris Bahasa Inggris,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726 200003 2 002

Catatan :

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



**YAYASAN NIDA'UL KHAIRAAT
MADRASAH ALIYAH NIDA'UL KHAIRAAT POMBEWE
KECAMATAN SIGIBIROMARU KABUPATEN SIGI
NPSN: 69788043/NSM: 131272100146**

Alamat : Jl. KH.Maifud Godal Dusun III Desa Pombewe Email: MA.nidaulkhairaatpbw@gmail.com

SURAT KETERANGAN

Nomor :011/YNDK.MA/VIII/2020

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah Nida'ul Khairaat Pombewe Kecamatan Sigi Biromaru Kabupaten Sigi,menerangkan bahwa :

N a m a : Sely Olvita Sari
Tempat,Tanggal Lahir : Sausu 21 April 1995
NIM : 161160051
Fakultas : Tarbiyah dan Ilmu Keguruan
Prog.Study : Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian (research) di Madrasah Aliyah Nida'ul Khairaat Pombewe Kecamatan Sigi Biromaru terhitung dari tanggals.d 2020 guna penyusunan Skripsi dengan judul : *The Effecttiveness of Role Playing to improve English Speaking Skills to the Tenth Grade Students of Madrasah Aliyah Nida'ul Khairaat Pombewe*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

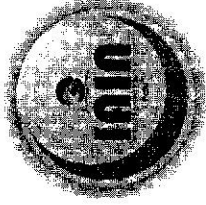
Sigi, 25 Agustus 2020

Kepala Madrasah



M. Nuraini Sanga, S.Ag. MM

NIP. 197406142002121002



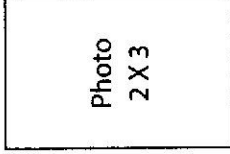
BUKU KONSULTASI

Pembimbingan Skripsi

Nama : SELY OLIVITA SARI
NIM : 161160051
Jurusan/Prodi : T.B.I - 2
Judul Skripsi : The Effectiveness of Role Play to
Improve English Speaking Skills to
the Tenth Grade Students' of MA
Nida'ul Kha'iroat Pembawe

FAKULTAS TARBIAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) PALU

**BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**



NAMA : Sely Oktia Sari
NIM: 161160051

JURUSAN : TBI

PEMBIMBING : I. Drs. Muhammad Ihsan, M.Ag
II. Yuni Amelia, M.Pd

ALAMAT :

NO. HP :

JUDUL SKRIPSI

The Effectiveness of Role Play to Improve
English Speaking Skills to the Tenth Grade
Students of MA Al-Iqbal Khairaat Pombene.






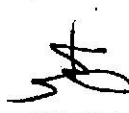

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen pengujian munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen pengujian.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim pengujian dan di tambah 4 orang pengujian.
8. Ketua tim pengujian mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim pengujian menyerahkan hasil penilaian kepada ketua tim pengujian, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Sely Olivita Sari
 NIM: 161160051
 Jurusan/Prodi : Tadris Bahasa Inggris (TBI-2)
 Judul Skripsi : The Effectiveness of Role Play to Improve English Speaking Skills to the Tenth Grade Students of MA Nida'ul Khairaat Sambene.
 Pembimbing I : Drs. Muhammad Ihsan, M. Ag
 Pembimbing II : Yuni Amelia, M. Pd

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1)	Selasa, 3 Dec 2020	I	Make clear the background Make clear the previous research Perbaiki tulisan judul.	Y.A.
2)	Senin, 13 Jan 2020.	ii	Perbaiki instrument penelitian	Y.A.
3)	Selasa, 14 Jan 2020.	iii	Perbaiki Background. Perbaiki keordosan antara paragraf-paragraf of laws & bars.	Y.A.
4)	Senin, 22 Juni 2020	I	Kab I, II, III, IV	Y.A.
5)	Senin, 14 Juli 2020	I, II, III	menyempatkan problem statement - him of study - reference	Y.A.
6.	Selasa, 14 Juli 2020	I		Y.A.
7.	Kabu, 15 Juli 2020	I, II, III	Bab I - III. Selesai	Y.A.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
8	05-08-2020		Perbaiki bhs. abstrak	
9	15-09-2020		Pastikan judul skripsi apakah role play atau role playing	
10	20-11-2020		perbaiki penggunaan kata-kata bahasa dlm kesempatan dan saran-saran	
11	02-11-2020		Revisi abstrak, rumusan masalah di chapter I	
12	04-11-2020		Memperbaiki penulisan di pengantar	
13	17-11-2020		Revisi kata & frasa, test juga hasil analisis data	
14	18-11-2020		Check Referensi!	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

Yth. Ketua Jurusan
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
 IAIN Palu

Yang bertanda tangan di bawah ini:

1. Nama : Drs. Muhammad Ihsan, M.Ag
 NIP : 196505301992031006
 Pangkat/Golongan : Pembina (K.I) (Iv/b)
 Jabatan Akademik : Lektor Kepala
 Sebagai : Pembimbing I

2. Nama : Yuni Amelia, M.Pd
 NIP : 199006292018012007
 Pangkat/Golongan : Pemb. Ke I / III b.
 Jabatan Akademik : Asisten Ahli
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

- Nama : Sely Olivia Sari
 NIM : 161160051
 Jurusan : Tadris Bahasa Inggris (TBI-2)
 Judul : The Effectiveness of Role Play to Improve English Speaking Skills

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I: 

Dr. Muhammad Ihsan, M.Ag

NIP. 196505301992031006

Palu, 19. November 2020
 Pembimbing II



NIP. 199006292018012007

TATA TERTIB SEMINAR

A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 ekslamar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya dipapan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

I. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang pembeding umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan

KARTU SEMINAR

PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAAN

NAMA : SELY DIVITA SARI.....
T.T.L : SAUSU, 21 APRIL 1995.....
NIM. : 161160051.....
JURUSAN : Tadris Bahasa Inggris.....
ALAMAT : Jl. ELANG.....



INSTITUT AGAMA ISLAM NEGERI (IAIN) P/

**KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA : SELY OLIVITA SARI
NIM. : 161160051
JURUSAN : TADRIS BAHASA INGGRIS

OTO3 X 4

HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
Jumat 05/04/2019	NUR SETIA RINI	Deskripsi kesulitan belajar peserta didik dalam memahami mata pelajaran IPA di kelas V SDN Petapa Kecamatan Parigi Tengah Kabupaten Parigi Moutong	1. Drs. Thalib, M.Pd. 2. Kasmawati, S.Pd., M.Pd.	
Senin 27/05/2019	Ulul Azni	Comparative Analysis on the use of code-mixing for Islamic Banking and Islamic economic students in IAIN Palu	1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. 2. Ana Kuliakana, S.Pd., M.Pd.	
Senin 27/05/2019	Mohamad Fikran	Meningkatkan hasil belajar Al-Qur'an Hadist melalui program menghafal surat-surat pendek pada peserta didik kelas X MAN 2 Kota Palu	1. Muhammadiyah Uhan S.Ag. M.Hum. 2. Dr. Jihan, S.Ag. M.Ag.	
Selasa 19/08/2019	Sandi Adhar	Pembentukan sikap Toleransi Peserta Didik melalui Pendidikan Multikultural Di SMP Karuna Dipa Palu	1. Drs. Saqir Muhammad Amin, M.Pd.1 2. Jumli H. Tahang, S.Ag., M.Ag.	
Senin 28/10/2019	Puput Nuryanti	Planning speaking through fishbowl strategy to the eleventh grade students of MAN 1 Palu	1. Drs. Muhammad Hasan, M. Ag 2. Ana Kuliakana S.Pd., M.Pd.	
Senin 28/10/2019	MUSYAHIDA	Penerapan media bahan alam untuk meningkatkan keterampilan menggambar pada anak PA DWP Dabokaroma Palu	1. Dra. Febolia, M.Pd.1 2. Kasmiahi, S.Ag., M.Pd.	
Senin 28/10/2019	Istiqomah	Improving students vocabulary through Miming Games at the fourth of SD Itaina anak bangsa	1. Dr. Hj. Nur Asmawati, S. Ag. M.Hum 2. Hikmahat Rahmah, L.M. Ed.	
Rabu 11/12/2019	Muh. Nur Afwan	تطوير استقلالية التدريس في تربية جودة المتخرجين معالجة مشكلة التدريس في تربية جودة المتخرجين	1. Dr. Mohamad Khan, S.Ag. M.Ag. 2. Dr. H. Ahmad Selmi Bin Punawan, L.M.H.	
Rabu 11/12/2019	Muhammad Ridwan	Implementasi Manajemen Data with Formed Tabligh dalam Meningkatkan Kemampuan Beragama Mahasiswa SIKOP Palu	1. Drs. Thalib, M.Pd. 2. Dr. Jihan, S. Ag., M.Pd.	
Jumat 20/12/2019	Hastiani	The Effect of Anxiety Toward Students' Learning Motivation of the Eleventh Grade at SMAN 4 Palu	1. Dr. Abdul Hafur Marzuki S.Pd., M.Pd. 2. Yuni Amelia S.Pd., M.Pd.	

atan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

CURRICULUM VITAE

Researcher Identity

Name : Sely Olvita Sari

NIM : 16.1.160051

Date of Birth : Sausu 21 April 1995

Gender : Female

Faculty/Prodi : Tarbiyah/Tadris Bahasa Inggris

Univesitas : IAIN Datokarama Palu

Adress Universitas : Jl.Diponogoro No.23,Lere,Palu Barat Kota
Palu,Sulawesi Tengah

Religion : Islam

Nationality : WNI

Email : Selyolvitha@gmail.com



Education

1. (2007) Lulus SDN Impres II Sausu
2. (2010) Lulus Tsanawiyah AL-Istiqamah Palu
3. (2013) Lulus Aliyah AL-Istiqamah Palu
4. (2014) Lulus Universitas Edutama College Palu