

IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY
(An Action Research for the Eight Grade Students of
SMP Negeri 1 Pedongga)



A SKRIPSI

*Presented as a partial fulfillment of the requirements for the degree of Sarjana
Pendidikan at the Teacher Training and Tarbiyah Faculty
State Institute for Islamic Studies Palu*

By

MARIANI
NIM. 15.1.16.0021

ENGLISH DEPARTMENT
TEACHER TRAINING AND TARBIYAH FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
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Dengan penuh kesadaran, penyusun yang beranda tangan dibawah ini, menyatakan bahwa skripsi dengan judul “Improving Students Speaking Skill Through Role Play (An Action Research for the Eight Grade Students of SMP Negeri 1 Pedongga)” benar adalah hasil karya penyusun sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain secara keseluruhan, maka skripsi dan gelar yang diperoleh karenanya, batal demi hukum.

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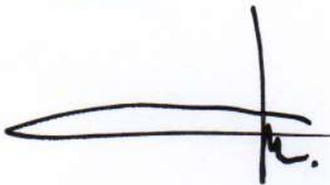
NIM: 15.1.16.0021

APPROVAL SHEET

A skripsi entitled "IMPROVING STUDENTS SPEAKING SKILL THROUGH ROLE PLAY (An Action Research for the Eight Grade Students of SMP Negeri 1 Pedongga)" by Mariani NIM 15.1.16.0021, the student of English Department of Teacher Training and Tarbiyah Faculty (IAIN) Palu. After carefully researching and correcting the skripsi, each advisor views that the skripsi meets scientific requirements and can be submitted for skripsi seminar.

Palu, 21 November 2019 M.
24 Rabi'ulAwwal 1441H.

Advisor I



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

Advisor II



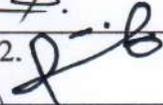
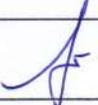
Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
NIP: 19830711 201101 1 006

PENGESAHAN SKRIPSI

Skripsi saudara (i) Mariani NIM 15.1.16.0021 dengan judul “Improving Students Speaking Skill Through Role Play (An Action Research for the Eight grade students of SMP Negeri 1 Pedongga)” yang telah diujikan dihadapan dewan penguji Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu pada tanggal 19 Agustus 2019 M. yang bertepatan dengan tanggal 18 Dzulhijjah 1440 H. Dipandang bahwa skripsi tersebut telah memenuhi kriteria penulisan karya ilmiah dan dapat diterima sebagai persyaratan guna memperoleh gelar Sarjana Pendidikan (S.Pd) Jurusan Tadris Bahasa Inggris dengan beberapa perbaikan.

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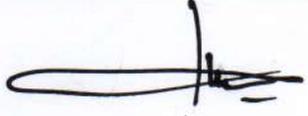
| Jabatan | Nama | Tanda tangan |
|-------------------|--------------------------------------|--|
| Ketua Tim Penguji | Hikmatur Rahmah, Lc.,M.Ed. | 1.  |
| Munaqisy I | Drs. Muhammad Ihsan, M.Ag. | 2.  |
| Munaqisy II | Khaeruddin Yusuf, S.Pd.I.,M.Phil. | 3.  |
| Pembimbing I | Dr. Hj. Nur Asmawati, S.Ag.,M.Hum. | 4.  |
| Pembimbing II | Dr. Abdul Gafur Marzuki, S.Pd.,M.Pd. | 5.  |

Mengetahui :

Dekan Fakultas
Tarbiyah dan Ilmu Keguruan


Dr. Mohamad Tihan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Ketua
Jurusan Tadris Bahasa Inggris


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

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The writer,

A handwritten signature in blue ink, appearing to be 'Mariani', with a long horizontal stroke extending to the right.

Mariani

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ABSTRACT

Mariani (15.1.16.0021): Improving Students' Speaking Skill Through Role Play (An Action Research for the Eight Grade Students of SMP Negeri 1 Pedongga). Skripsi English Tadris Department. Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies Palu, Under the supervisor of Dr. Hj. Nur Asmawati, S.Ag., M.Hum. and Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.

Speaking is the special moment when the student can be improve their speaking in daily life or their classroom. With speaking the students can practice their knowledge of English and they can get new vocabularies. The objective of the research is to improve speaking skill for the eight grade students of SMP Negeri 1 Pedongga in the academic year of 2019/2020 with the use of role play method. Based on the observation, there were some problems in the teaching and learning of speaking. To solve those problems, the researcher implemented role play as a speaking activity. The research implemented through action research that consisted of two cycles. Each cycle consisted of two meetings. The results of the research showed that there were some improvements in the students speaking skill. In cycle I, there were some unsuccessful actions. Meanwhile, in cycle II, the implementation of role play techniques was successful in improving the students' speaking skill. The conclusion of this research were the students low in speaking was caused by lack in vocabulary, self-confident, and they were confused how to pronounced the word. The success in teaching doesn't depend on the lesson program only, but more important is how to the teacher present the lesson and uses various method to manage the class.

Keywords: *Speaking skill, Role Play.*

CHAPTER I

INTRODUCTION

A. *Background*

As social human, people always interact and communicate one another. The first way to do the interaction and communication is by speaking. That is why speaking is very essential, moreover speaking English.¹ Indonesian students have to know English in their school as one of the target in learning. There are four skills of English. Speaking is one of the skills and the way how to say something with people around us.

In Indonesia, English is a foreign language. Actually, speaking is the special moment when the student can improve their speaking in daily life or their classroom. With speaking the students can practice their knowledge of English and they can get new vocabularies.

Students learning language is considered to be successful if they can communicate effectively in their second or foreign language. This lead to learners' lack of self-confidence and avoidance when communicating with native English speakers.²

SMP Negeri 1 Pedongga is one school which is located in West Sulawesi. The school uses curriculum 2013 or Kurtilas. The curriculum applied in seven and eight grade of students SMP Negeri 1 Pedongga. The

¹ Mukminatus Zuhriyah, *Storytelling to Improve Students Speaking Skill* (English Education: Jurnal Tadris Bahasa Inggris, 2017), 119.

²Thanyalak Oradee, *Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and Role-Playing)*, (Thailand: International Journal of Social Science and Humanity, 2012), 533.

school has English subject but some of the students there still lack knowledge about English especially in speaking. This is confirmed by the words of one of the English teachers there.

Based on the observation, they have low motivation to speak in the class, because they cannot speak English fluently. They still have some problems in mastering speaking skills, such as lacks of vocabulary and lacks of opportunity in the real speaking activities to support their pronunciation to speak English, and lack of self-confident. The researcher conducts action research to solve the problems of the students in learning English. The researcher carries out classroom action research since she identifies the crucial problem of speaking especially for the eight grade students of SMP Negeri 1 Pedongga.

Besides, the other factors causing the low speaking skill are they learn through students' worksheet (LKS) which contains many kinds of task, and list of vocabulary. During the speaking lesson, the teacher asks students to do the exercise in the worksheet (LKS). They just rely on the task in the worksheet. Sometimes they just cheat other students' answer and copy it. If there is a dialogue, the teacher asks them to complete it and read it in front of the class.

Considering the importance problem of speaking for the eight grade student of SMP Negeri 1 Pedongga, the researcher tries to find out the effective solution to improve their speaking by employing role play as an

activity in teaching speaking. Role play is believed to be effective to improve speaking skill because it provides different contexts which make it possible for them to act different roles at difference situation.

B. Problem Statement

Based on the statement written above the researcher formulates the problem statement in question form as a starting point of this research. Lack in vocabularies and self confident are the main problems of students SMP Negeri 1 Pedongga. Then, the research problem as follows:

How can the students' speaking skill be improved through role play ?

C. The Objective of Research

The Objective of this research is to know whether the students' speaking skill of the eight grade students SMP Negeri 1 Pedongga can be improved through role play.

D. The Scope of Research

This research is focused on the speaking components namely accuracy and pronunciation.

E. The Definition of Key Terms

1. Improving Speaking Skill

Improving is an act of enhancing or making better in terms of quality, value, or usefulness. Speaking is the action or expressing one thoughts and feelings in spoken language. And skill is the ability to do something well.

2. Role play

Role play is the activity of imitating someone from their character. Role play is refers to a variety of classroom activities. Role play is very important in teaching speaking because it gives the students a chance to practice their speaking in different way.

CHAPTER II

LITERATURE REVIEW

A. *Speaking Skill*

1. **Definition of Speaking**

Speaking is the way how to express something to someone or people around us. Nowadays, most college students are passive in oral English learning. They are tired of the traditional methods of teaching English and not interest in reading or just reciting the English texts. Therefore why the students have the low motivation of learning oral English and how to solve this problem become the key points of improving the researcher's English speaking teaching.¹

Conversation is one of the most frequent and fundamental means of communication, and its primary and overriding function is the maintenance and establishment of social relationships. No wonder that when learning a second language, one of the most frequent aims is being able to speak the language, and the acquisition of other skills such as reading or writing is often seen to be secondary to speaking. Thus understanding how one produces speech in an L2 is highly important in order to aid the teaching of this skill. By being familiar with the mental processes involved in producing L2 speech, teachers can understand the problems their learners have to face

¹ Xu Liu, *Arousing the College Students' Motivation in Speaking English through Role-Play* (Beijing: International Education Studies, 2010), 136 .

when learning to speak, course book writers can produce more efficient teaching materials, and language testers can develop instruments that can measure oral language competence in a more valid way.²

2. Basic Types of Speaking

Brown suggest five categories of basic speaking:

- 1) *Imitative*. At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic lexical, and grammatical properties of language maybe include in the criterion performance.
- 2) *Intensive*. A second type of speaking frequently employed in assessment context in the production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm juncture), the speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.
- 3) *Responsive*. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings, and small talk, simple request and comments, and the like. The stimulus is almost

² Judit Kormos, *Speech Production and Second Language Acquisition* (London: Lawrence Erlbaum Associate, 2006), xvii.

always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retors.

- 4) *Interactive*. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchange, which have the purpose of maintaining social relationship.
- 5) *Extensive (monologue)*. Extensive oral production tasks include speech, oral presentation, and storytelling during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech.

3. Criteria of Good Speaking Skill

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown³, those aspects are pronunciation, fluency, vocabulary, and accuracy.

³H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), 168.

1. Pronunciation

Based on Longman Dictionary, is the leading dictionary for learners of English of all ages and levels who want to learn more about English: definition, idiom, example, and more. Pronunciation is the way a certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

2. Fluency

As proposed by Harris and Hodges, A dictionary of reading and related terms fluency is an ability to speak quickly and automatically. It means that fluent speaker should be able to speak quickly and automatically.

3. Vocabulary

Based on Longman Dictionary, vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

4. Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar as stated in Longman Dictionary. The speakers need to follow the

rules of the language such as grammar and structure to be able to speak accurately.

4. Assessing Speaking

Brown⁴ suggests assessment tasks for interactive speaking (interpersonal and transactional):

1) Interview

When “oral production assessment” is mentioned, the first thing that comes to mind is an oral interview: a test administrator and a test-taker sit down in a direct face-to-face exchange and proceed through a protocol of questions and directives. Interview can vary in length from perhaps five to forty-five minutes, depending on their purpose and context.

2) Role Play

Role play is a popular pedagogical activity in communicative language teaching classes. In some version, role play allows some rehearsal time so that students can map out what they are going to say. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit.

3) Discussion and Conversation

As formal assessment devices, discussions and conversations with and among students are difficult to specify and even more difficult to score. But as *informal* techniques to assess learners, they offer a level of

⁴ H. Douglas Brown, *Language Assessment: Principal and Classroom Practice* (San Francisco: Blackwell, 2003), 167-176.

authenticity and spontaneity that others assessments techniques may not provide.

4) Games

Among informal assessment devices are a variety of games that directly involve language production.

B. Role Play

1. Definition of Role Play

According to Ladousse in Allan Maley role play is one of a whole gamut of communication techniques which develops fluency in language, which promotes interaction in the classroom, and which increases motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and students' responsibility for the learning process.⁵

Much current discussion of role-play has occurred within the context of a protracted debate over the use of deception in experimental social psychology. Inevitably therefore, the following account of role-playing as a research tool involves some detailed comment on the 'deception' versus 'honesty' controversy. Role-play is defined as participation in simulated social situations that are intended to throw light upon the role/rule contexts governing 'real life' social episodes.⁶

⁵ Gillian Porter Ladousse, *Role play: Resource Books for Teachers* (New York: Oxford University Press, 1987), 7.

⁶ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Education* (New York: Routledge, 2007), 448.

Role play is a popular pedagogical activity in communicative language teaching classes. Within contains set forth by the guidelines, frees students to be somewhat creative in their linguistic output. In some version, role play allows some rehearsal time to students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves. As an assessment device, role play opens some windows of opportunity for test takers to use discourse that might otherwise be difficult to elicit. With prompts such as “pretend that you’re a tourist asking me for direction” or “you’re buying a necklace from me in a flea market, and you want to get a lower price,” certain personal, strategic, and linguistic factors come into the foreground of the test-taker oral abilities. While role play can be controlled or “guided” by the interviewer, the technique take test-taker beyond simple intensive and responsive levels to a level of creativity and complexity that approaches real-world pragmatics. Scoring presents the usual issues in any task that elicits somewhat unpredictable response from the test-takers. The test administrator must determine the assessment objectives the role play, then devise a scoring technique that appropriately pinpoints the objectives.⁷

Based on the definition above, role play is a speaking activity where students as a participant or somebody else in specific topic or situation. It means that role play is the way how to express or imitate someone else. It he

⁷ H. Douglas Brown, *Language Assessment: Principal and Classroom Practice* (San Francisco:2003),172.

role play, students must be focus in speaking English. Role play is a method that can be improve students' ability in target language, it makes students to speak and have interaction with their friends or others, increase motivation and makes the teaching learning process more enjoyable.

2. The Uses of Role Play

The uses of role play are classified by Van Ments in Cohen as follows:

- 1) *Developing sensitivity and awareness:* The definitions of positions such as mother, teacher, police officer and priest, for example, explicitly or implicitly incorporate various role characteristics which often lead to the stereotyping of position occupants. Role-play provides a means of exploring such stereotypes and developing a deeper understanding of the point of view and feelings of someone who finds herself in a particular role.
- 2) *Experiencing the pressures which create roles:* Role-play provides study material for group members on the ways in which roles are created in, for example, a committee. It enables subjects to explore the interactions of formal structure and individual personalities in role-taking.
- 3) *Testing out for oneself possible modes of behavior:* In effect, this is the rehearsal syndrome: the trying out in one's mind in advance of some new situation that one has to face. Role-playing can be used for a wide variety of situations where the subject, for one reason or another, needs to learn to cope with the rituals and conventions of social intercourse and to practice them so that they can be repeated under stress.

- 4) *Simulating a situation for others (and possibly oneself) to learn from:* Here, the role-player provides materials for others to use and work upon. In the simplest situation, there is just one role-player acting out a specific role.⁸

3. The Advantages and The Disadvantages of Role Play

Role play in the classroom is a form of instruction in which you have students take the part of someone else so that they can understand a situation from a different perspective than they normally would. However, it is not a perfect form of instruction, as it has both advantages and disadvantages to its use.

The advantages of role play, based on Ladousse⁹ as follows:

- a. A very wide variety of experience can be brought into the classroom through role-play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in speaking skills in any situation.
- b. Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses. Many students believe

⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Education*, 452-453.

⁹ Gillian Porter Ladousse, *Role play: Resource Books for Teachers* (New York: Oxford University Press, 1987), 6-7.

that language is only to do with the transfer of specific information from one person to another. They have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.

- c. Some people are learning English to prepare for specific roles in their lives: people who are going work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will required in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
- d. Role play helps many shy students by providing them with mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.
- e. Perhaps the most important reason for using role play is that is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to be

agree that in the case of the vast majority of normal people this is surely so.

The disadvantages of Role Play as follows:

- 1) Embarrassment and discomfort. Role play situations might not flesh out quite like you hope because some students are embarrassed and thus tentative about acting out a part in a dramatic. This will cause a role play situation to be awkward and unproductive because one or more students will not be able to participate. When a student feels self-conscious, he will be more likely to be worried about what others will think of him, rather than how the situation can be solved. Children may also a problem with the activity if they cannot fathom how their character might think or behave.
- 2) Disorganization and inattention. In larger class, role play cannot be done effectively because not all of the students have the option to participate. Many role play scenarios use only two or three individuals in a situation, so the rest of the students just have to watch. This will cause them to become disinterested and stop paying attention. If you try to make the situation incorporate more students, the role play might become a chaotic mess with everyone talking at the same time. Children sometimes act silly when they feel uncomfortable, which can trigger other inappropriate behaviors such as teasing and snickering. Role plays work best when the teacher first explains the purpose and

outlines ground rules so children don't mistake the lesson for an acting exercise and get carried away.¹⁰

C. Teaching Speaking Through Role Play

Learning language should be enjoyable. Every moment for speaking in the classroom should be taken, it is by trying to communicate that students know their need for language and increase their speaking skill. One of the ways accomplish the goal is by using role play.

Teaching speaking is hard work. We need an effort to teach the students especially in Junior High School. The students often do not comfortable using English in the classroom, because they feel self-conscious doing so. Giving feedback is one of the most important responsibilities of the teacher. By giving feedback the teacher can help the students evaluate their success and progress. According to Gower forms of feedback are giving praise and encouragement; correcting; setting regular test; having discussion about how the group as whole is doing; giving individual tutorials.¹¹

When giving feedback on oral or written work, always be on the lookout for positive points to comment upon. For example:

- a. Successful communication – where students have expressed themselves clearly (and been understood by others)
- b. Use of new vocabulary, appropriate expressions

¹⁰ Jonathon Swift. <https://classroom.synonym.com/advantages-disadvantages-role-play-classroom-7959726.html>. June 25, 2018.

¹¹ Roger Gower, Diane Phillips, and Steve Walters, *Teaching Practice Handbook*, (Great Britain: The Bath press, 1995), 163.

c. Good pronunciation

Feedback shows the students' mistake and together with the teacher, the students evaluate their mistake. Feedback also gives students a chance to analyze their success and progress.

D. Teaching procedure of Role Play

The procedures given by Adrian Doff¹² is as follows:

- 1) First, the teacher guides the role play by writing these prompts:
(where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.
- 2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.
- 3) Call two students to the front: one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
- 4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

¹² Adrian Doff, *Teach English: A Training Course for Teachers trainer.s Handbooks*, (Cambridge: Cambridge University Press Inc. The British Council, 1988), 233 – 234.

Based on these procedures, the writer views that the ways of organizing this dialogue can be carried out into some groups of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their group before they act it out in front of the class.

CHAPTER III

RESEARCH METHOD

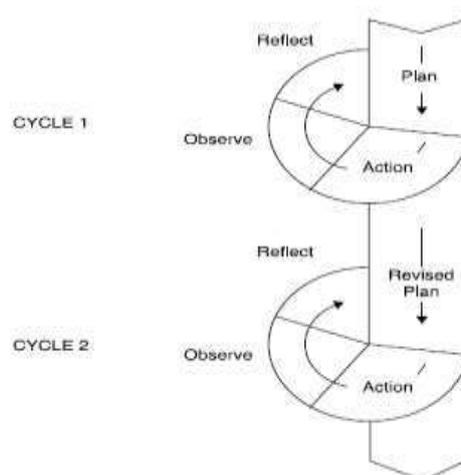
A. *Design of The Research*

This research entitled “Improving Students’ English Speaking Skill Through Role Play at the eight grade students of SMP Negeri 1 Pedongga in 2019/2020 academic year. The aim of the research was to improve the students’ speaking skill through role play. The researcher tried to improve the way of teaching speaking especially by using role play activity to the students.

The design of this research used a classroom action research. This research was conducted in some cycles to solve the problems discovered in the teaching and learning process based on the observation and interview. In accordance with McTaggart cited in Burns action research has four stages: planning, action, observing, and reflecting.

The scheme of action looks like this:

Figure 1 The Action Research Cycles



Adopted by Kemmis and Mc Taggart 1998 in Burns 2010: 9

B. Setting of The Research

This research was conducted in SMP Negeri 1 Pedongga. The school is located at Desa Malei, Pedongga subdistrict, Pasangkayu regency, West Sulawesi. This school is surrounded by field and settlements. The location of this school is near from the main street.

This school has good record of academic in the level of school achievements. Many students want to study in the school. The research was conducted in the second semester in the academic year 2019/2020. The eight grade students of SMP Negeri 1 Pedongga were chosen because their speaking skill was low of vocabulary. They also had difficulties in performing because they were low of self-confidence. They were afraid making mistakes and for that reason, they became very silent and shy.

C. Subject of The Research

The subject of the research were the eight grade students of SMP Negeri 1 Pedongga. The class had 28 students, consisting of 13 female, and 15 male students.

D. Procedure of The Research

1. Reconnaissance

It is the first step of conducting this research in which the researcher determined the thematic concern of the research. The researcher would do

the observations and interviews with the English teacher and the students about the existing problems in the teaching-learning process. Based on the result of the observation and interview, the researcher classified the existing problems.

2. Planning

In this step, the researcher identified problems or issues to choose the actions that were feasible to be implemented in the field, based on the results of the reconnaissance. After identifying and choosing the most feasible and urgent problems to be solved, the researcher made some plans to be implemented in the teaching learning process. The objective of the actions was to improve the students' speaking skills by implementing role play.

3. Implementation and Observing the Action

The actions were performed in two cycles. Each cycle was done in two meetings. While the action plans was being implemented, the researcher recorded the students' reactions during the activities. Based on the observation, and interviews, the researcher implemented the actions and analyzed the results. The result of the discussion was served as an evaluation to be used to carry out the next actions

4. Reflection

The researcher analyzed the data and make the reflection of the actions. If the result of the actions is not significant yet, the researcher did

the next cycle and gave some changes to the actions.¹ Reflection was conducted in every cycle. It was important to do to evaluate whether the actions were successful or not and to determine whether the objectives were achieved or not. If the actions were done well and reached the objectives, they would be continued. In contrast, if the actions were unsuccessful, they would be revised in the next cycle.

Burns makes some characteristics of action research taken from some experts' definition as follows:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
2. It is evaluating and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for changes.²

Based on definitions above, it can be concluded that action research is a systematic way by participators in a social situation (including education) which is improve of practices where those practices are carried out.

¹ Anne Burns, *Doing Action Research in English Language Teaching: A guide for Practitioners* (New York: Routledge, 2010), 8-9.

² Anne Burns, *Collaborative Action Research for English Language Teacher* (Cambridge: Cambridge University Press, 1999), 30.

E. Procedure of Data Collecting

The procedure of data collecting in this action research each step can be describe as follows:

1. Reconnaissance

In this step, the researcher identified the students problem. The problem which include the factor causing the lack of speaking skill for the students. The problem identified by using three technique, they are:

- a. Observation. The observation is to know the teacher and the students behavior during teaching learning process.
- b. Interview. The researcher interviews the teacher is to know the difficulties in teaching speaking and also to know the students difficulties in learning speaking.

2. Planning the action

In this step, the researcher prepared everything related to the action.

3. Observing

In this step, the researcher recorded the important occurrences in teaching learning process.

4. Reflecting

In this step, after carrying the teaching learning process through role play, the researcher recited the occurrences in the classroom as the reflection of the action.

F. Technique of Data Analysis

The data collected by the researcher are using qualitatively and quantitatively. The data in the form of qualitative method got from the field notes. The researcher make notes about the activities during the teaching learning process. Besides that, the observation is supported by taking photos and videos during the teaching learning process and the interviews after the teaching learning process.

The data in the form of quantitative method are got from the test. The test is in the form of speaking. In this research, the data in form of quantitative are got from each cycle.

G. Instrument of the Research

In collecting the data, the researcher used three instruments. They are observation guidelines and interview guideline.

1. Observation

Observation guidelines were used in the reconnaissance and action and observation steps. In reconnaissance step, the observation was used to find out the existing problems. Meanwhile, in the action and observation steps, the observation was used to see the implementation of the actions.

2. Interview

Interview were used in reconnaissance steps. In reconnaissance step, the interview guidelines were used to find the existing problems in the field. Interview was used to know the effectiveness of the actions. In this research,

the researcher interviewed the English teacher and the students about comprehensive information related to the teaching and learning speaking process.

3. Documentation

The documentation provides data in the form of photographs. The photographs were collected by using a camera as the instrument. They support the main data of this study.

H. Criteria of Success

The criteria of success in this action research as follows:

1. The average of the obtained scores is 75.00. This is the minimum standard of KKM (Kriteria Ketuntasan Minimal) at SMP Negeri 1 Pedongga.
2. When the students interest in learning speaking skill through role play. It means there were improvement of speaking class through role play. There data are obtained from the result of cycle.

CHAPTER IV

FINDINGS AND DISCUSSION

The research aimed to improving students' speaking skill through role play for the eight grade students of SMP Negeri 1 Pedongga in the academic year of 2019/2020. This chapter presents the research findings and discussion. The findings of the research are presented in two sections. The first section discusses the reconnaissance step. Then the second one presents the implementation of the action and discussion

A. Research Findings

The research findings present the description of reconnaissance and the implementation of the action in the teaching learning process. There were two cycles in teaching learning process, each cycle divided two meetings.

1. Reconnaissance

In this step, the researcher identified problems which occurred in the English teaching learning process at the eight grade students of SMP Negeri 1 Pedongga. The researcher identified problems related to the teaching of speaking. The field problems were collected through a classroom observation, an interview with the English teacher, some interviews with the students. To begin with, the researcher conducted a classroom observation on Tuesday, May 14th, 2019.

After doing the observation, interviewing the English teacher and some students, the researcher did conclusions about the problems occurred in the class. Based on the conclusions, the researcher identified some problems that were found in the field. First, the students lack of confidence to express their expression in English. Second, They were difficulties of making pronunciation and vocabulary mistakes when they were speaking. Lack in vocabulary make the students did not speak, the students had difficulties in spell English, and most of students were shy to speak English. Besides, the teacher taught the students by using students' worksheet (LKS) and followed by all of learning activities from it. Therefore, most of them shy of showing their speaking ability in front of the class.

After the field problems were identified, the researcher were focused on the teaching technique and the students. The problems were taken because it affected the students' speaking skill. Therefore, the problems needed to be solved soon. It was expected that solving the problems carried out improvements to their speaking skill.

The following table shows problem and action related to solved related to the fields problem.

Table 1: Action to solved the problem

| No | Problem | Action |
|----|---|---|
| 1. | Students were shy and passive to speak English because their lack in confident. | Implementing role play activity with different topic and different given situation in each language used. |
| 2. | The students had difficulties in pronunciation and vocabulary mistake. | The researcher gave some kinds test of pronunciation and vocabulary in teaching speaking |

2. The implementation of action

After knowing the situation of the students, the researcher implemented the action by teaching speaking skill through role play. The classroom action research covered two cycles. Each cycle consisted four steps which includes: 1. Planning the action, 2. Implementation the action, 3. Observing the action 4. Reflecting the observation result. Every cycle was held in two meetings, and every meeting spent about 45-60 minutes. Topics discussed in the first and second cycle were introduced yourself and what are you doing. It was undertaken from May 14th until July 10th 2019.

The more detail description of the implementation can be seen in the following section.

a. Cycle 1

1). Planning the action

The action plan for the first cycle was made based on the problem identified. The researcher conducted an action by using role play to improve student's speaking skill. Before the action was implemented, the researcher prepared the lesson plan and everything related to action research.

2). Implementation the action

In the first cycle, the researcher explained about introduce yourself, make an example and asked them to make a dialog based on the topic. The first cycle was conducted in two meetings. The action was divided in three terms, namely opening, main activity, and closing.

a. The first meeting

1. Opening

On Monday, 20th 2019, the lesson start at 09.00 am. I started by greeting the students, I said "Assalamu'alaikum, good morning students!" the students answered, "Walaikumussalaam, good morning, too mem". The chairman prepared the class there are say greeting and pray before study. Then, I checked their attendance list. After that, I make a short conversation with them like asking about their habits in the classroom.

Before I told them about what topic that we have to learn today, I introduce myself first. In this meeting, they were surprised

to me. After that, I explained to them and make a short example conversation about the topic.

2. Main activity

Firstly, I asked them about what is introduce yourself in bahasa. I said, "What is the meaning of introduce yourself in bahasa?" they answered, "artinya memperkenalkan diri, kak". I asked one of students, Amanda about how to introducing yourself. Then, I asked Nassaruddin with the same question. Finally, I asked them one by one. Some of them have a good pronunciation, but some of the also confused what should they said to introduce their self.

3. Closing

Before I closed the class, I told them to find out how to introduce yourself in front of your friends and we were going to learn it next meeting. I said to them, "Next meeting kakak mau bagi kelompok, dek" they answered, " Iya kak". The chairman prepared the class to pray before they were go home.

b. The second meeting

1. Opening

On Tuesday, May 21st 2019, I start the lesson at 08.45 am and I opened the lesson after all the students came to the class. The

chairman directly prepared the class like giving greetings and pray before they were studied. After that, I checked attendance list and make a short conversation with them.

2. Main activity

Firstly, I asked them about what lesson that we have been learn yesterday. I said, “ Ada yang masih ingat materi kemarin?” they answered, “Masih kak, tentang perkenalan diri”. I said, “Oke, thank you dek. Contohnya bagaimana e?” then, Dwi said “Seperti my name is Dwi, I live in Merambeau”. “Good student, thank you so much, Dwi”.

I divided into 2 groups. Each group must made a conversation about introduce yourself. Ade Asti asked me, “Apa semua yang mau diperkenalkan kak?” “Perkenalkan namamu, alamatmu, umur, pokoknya kalau bisa lengkap, kasi lengkap dek”. The class was very noisy. The students practice their conversation with their friends loudly. Some of them still confused what should they asked for their friends. During they were made a conversation, I told them to pay attention first. I told them that I assess their pronunciation and accuracy. ”attention please, saya akan nilai accuracy dengan pronunciation nya kamu dek. Jadi pronunciation itu adalah pengucapan kata dan accuracy ini adalah ketepatan dek. Nah, ketepatan yang di maksud adalah kemampuannya kamu

dalam menggunakan tanda baca, misalnya. Contohnya, kalo dapat tanda baca titik (.) berarti harus berhenti, kalo dapat tanda question mark atau tanda tanya (?) berarti harus?" Dwi said, "Harus bertanya kak". "Nah, thank you Dwi". They were surprised. Alya asked me, "kalo salah ucap bagaimana kak?" "Tidak kenapa, nanti di ajarkan dek". I answered. Then, they were present their group in front of the class.

3. Closing

I closed the class before the bell rang. I asked them about what subject that we have been learn today. Dwi said, "Introduce yourself, kak" I said, "ok, thank you Dwi. What else?" The situation were silent. "Ada lagi?" Nassar said, "Itu kak tentang pengucapannya dalam bahasa Inggris juga" "Ok, thank you so much, Nassar". After that, the chairman prepared the class for greeting and say thanks to the teacher.

3). Observing the action

Observing was very important to do, because it was done to know the students improvement. The researcher observed the whole speaking activities by each group. There were the students did their task careless and not did their task. They started talking or asking their

friends, but the students still lack in vocabulary and low ability in speaking test.

Besides, the students still had problems in speaking. The problem were:

1. Pronunciation

The students had the difficulties in pronouncing word correctly, for example in pronounce the word “color”, “can”, “street”, “father”, “mother”, and etc.

4). Reflection the action result

From the observation above, it showed that the result of cycle 1 needed to improvement. There were any problem that needed to be solved in the next cycle. Some of the students had difficulties in making conversation with their friends because they don't know how to pronounced the word. Besides there were some students who did not make a conversation with their friends because they were lack in confident and vocabulary.

5). Field Notes

Researcher : Mariani

Skill : Speaking

Day : Tuesday, May 21st 2019

Time Observation : 08.45

Method : Role-Play

a. Pre-teaching

- 1) The researcher came to the class at 08.30.
- 2) The researcher greeted the students by saying "assalamualaikum "
- 3) The researcher checked the attendance of students.
- 4) The researcher gave some explanation about the material that would be studied.
- 5) The researcher used two languages, English and Indonesian in explaining the lesson, but Indonesian was used more than English when the researcher was teaching.

b. While-teaching

- 1) The researcher asked the students to make a conversation about the topic.
- 2) Several representative of the students in pairs were asked to practice the conversation.
- 3) After that, the researcher asked the students to make a group.
- 4) After that, the students in groups practiced the conversation.
- 5) The researcher took the score of the students one by one from their performance.

c. Post-Teaching

1) The researcher tried to review the subject and asked the students to study again the subject given that day at home.

2) The teacher closed the class by saying “wassalamualaikum and see you next meeting”

Based on the problem that identified in the first cycle, tried to makes a discussion with an expert and the English teacher about what step that the researcher do in the next cycle. The result of the discussion were the researcher have to change the management class and try a new topic for them. An expert asked me, “So, if your students have a problem like that, what should you do?” I answered, “I will give them motivation to study more and make the class enjoyable and I teach them how to pronounced the word”. Finally, our discussion were finished.

b. Cycle 2

1). Planning the action

The action plan for the second cycle was held based on the problem occurred in the first cycle. The problem were (1) the students still lack in vocabulary (2) the students still confused how to pronounce the word, they made a lot of mistake in pronunciation (3) the students lack in confident.

Before doing the cycle 2, I should create different task. I changed 2 groups become 5 groups. The technique was chosen to solved the problem from the noisy class. The technique made the student more focus with their group.

2). Implementing the action

The action was implemented by the researcher. The topic presented in the cycle 2 was what are you doing. The implementation of the action in the cycle 2 consisted of two meeting. Each meetings was divided into three terms, namely opening, main activity, and closing.

a. The first meeting

1. Opening

On Monday, June 17th 2019, I started the class at 09.00, as usual I greeted the students. The chairman prepared the class before they were going to study, I checked attendance list. I told them the subject about what are you doing.

2. Main activity

Firstly, I explained with them about the meaning of what are doing. I said," What are you doing adalah apa yang kamu lakukan. So, what are you doing dipakai untuk menanyakan sebuah aktivitas atau kegiatan yang di lakukan

oleh seseorang. Have you ever hear about what are doing? Sudah pernah dengar kalimat what are doing, dek?” they answered, “Sudah kak.” “Yang bagaimana itu dek? Can you give me an example?” I asked them. Alya said, “Bisa begini kalimatnya kak, what are you doing yesterday?” “Yes, good student. Thank you Alya. Ada contoh lain?” I asked them. “What are you doing, what are you doing apa e? bingung saya mau tanya apa kak” Iffa answered, and everybody laugh.

Secondly, I gave them example in daily life. I said, “Kalau bahasa sekarang bilang, bikin apa kau?. Kalau di Palu kakak biasa bilang sama temannya kakak, b apa kau? Kalau orang di Inggris bilang what are you doing. Any questions? Ada pertanyaan,dek?”. They said, “Tidak ada kak”. After that, I divided them into the group. There were 5 groups. Each group consist of 4-5 students. I asked them, “Kamu pilih sendiri teman kelompoknya atau kakak yang pilihkan?” Nassar answered, “Kakak saja yang pilih, karena disini biasa baku geng kakak, nanti itu terus saja temannya”. Then, I gave them a short conversation in a paper and they were read it in front of the class with their group. Before they were practical, I told them the pronounce and accuracy in speaking.

3. Closing

Before I closed the lesson, I told them about their homework. Their homework were to find out a short conversation about everything, like family, friendship, school, etc. I told them to practice the conversation in front of the class. As usual, the chairman lead the class before the bell rang.

b. The second meeting

1. Opening

On Tuesday, June 18th 2019, I start the class as usual. I greeted the students, pray before study, and checked attendance list. I told them that the subject same with last meeting.

2. Main activity

Firstly, I asked them about the material in last meeting. “Who’s still remember the subject yesterday? Ada yang masih ingat materi kemarin?” I asked them. “Masih kak, tentang doing. What are you doing kalo tidak salah”. Dwi answered. “Yang bertanya tentang kegiatan yang dilakukan oleh seorang teman kakak toh?” Ade Asti asked me. “Yes, betul dek”. After that, I asked them about their homework that I gave yesterday. I do appreciated their homework, although some of them still lack in confident.

Secondly, before they were going to practice their conversation in front of the class. I told them that I assess their

pronunciation and accuracy. Nassar said, “Saya takut salah ucap kak” “It’s okay, dek. Jangan takut salah. Kakak belum pernah makan orang”. Everybody laugh. Amanda said, “Kakak saya malu sebenarnya ini, diketawakan teman-temanku nanti”, I answered, “Tidak usah malu dek, kakak juga dulu sama seperti begini. Tapi kalo di coba terus lama-lama hilang malu sudah”. I told them that the other group still wait their turn out of the class while the other group practice their conversation in the classroom.

The students agree with me. This is the way how to manage the class not noisy than before. Then, I chosen the group who already to practice in the classroom. During they were practice, I record them used my handphone. After they were finished their practice, I told them to came in the classroom. I correctly their pronunciation and accuracy group by group.

3. Closing

Before the bell rang, I reviewed again about the lesson. They were pay attention carefully about what we were learning and asked them to collect their task. I told them that this is last meeting I teach them and I also told them to always study in home. Then, the chairman lead to pray before went home.

3). Observing the action

The researcher observed the activity of the students from cycle 2. In the first meeting, the researcher presented an example of conversation and shared it with them. Some of them not actively in the classroom, only the confident students that made the class alive.

4). Reflecting the action

Based on the observation research, the researcher reflected the reflection of the cycle 2 as follows: (1) the students can be participate in the situation they wish (2) the students who lack in confident can take part in role play.

The researcher use role play in teaching speaking to improve students' speaking skill and classroom situation become alive. Role play developed the students active in the classroom, even though the situation was noisy.

5). Field Notes

Researcher : Mariani
 Skill : Speaking
 Day : Tuesday, June 18th 2019
 Time Observation : 08.45
 Method : Role-Play
 a. Pre-teaching

- 1) The researcher came to the class at 08.30.
- 2) The researcher greeted the students by saying " assalamualaikum and good morning student "
- 3) The students pray before study then the researcher checked the attendance of students.
- 4) The researcher gave some explanation about the material that would be studied.
- 5) As usual the researcher used two languages, English and Indonesian in explaining the lesson, but Indonesian was used more than English when the researcher was teaching.

b. While-teaching

- 1) The researcher asked the students to make a conversation about the topic.
- 2) Several representative of the students in pairs were asked to practice the conversation.
- 3) After that, the researcher asked the students to make a group.
- 4) After that, the students in groups practiced the conversation.
- 5) The researcher took the score of the students one by one from their performance.

c. Post-Teaching

1) The researcher tried to review the subject and asked the students to study again the subject given that day at home.

2) The teacher closed the class by saying “wassalamualaikum and see you next time students”

B. Research Discussion

The sub-chapter presents the general finding of the actions applied in Cycle 1 and Cycle 2 in the research. In connection with the aim of the research that was improving speaking skill of the eight grade students at SMP Negeri 1 Pedongga through role play, the actions applied were done to attain the goal.

Table 2: The score of cycle 1

| No | Name | Pronunciation | Accuracy | Score |
|-----------|-----------------------|----------------------|-----------------|--------------|
| 1 | Dwi Febrianti | 80 | 75 | 77 |
| 2 | Iffa Inayah | 75 | 70 | 72 |
| 3 | Usran | 60 | 55 | 57 |
| 4 | Andika | 60 | 55 | 57 |
| 5 | Bagus | 60 | 55 | 57 |
| 6 | Ni Made Resti | 75 | 70 | 72 |
| 7 | Musdalifah | 80 | 75 | 77 |
| 8 | Marina | 80 | 75 | 77 |
| 9 | Citra | 75 | 70 | 72 |
| 10 | Amanda | 80 | 75 | 77 |
| 11 | Alya wulandari | 80 | 75 | 77 |
| 12 | Ade Asti | 80 | 75 | 77 |

| | | | | |
|----|-------------|----|----|----|
| 13 | Aril Gibran | 75 | 60 | 67 |
| 14 | Adi | 70 | 60 | 65 |
| 15 | Nurul | 70 | 65 | 65 |
| 16 | Salena | 75 | 65 | 70 |
| 17 | Firman | 75 | 70 | 72 |
| 18 | Yeka | 70 | 60 | 65 |
| 19 | Yusuf | 70 | 60 | 65 |
| 20 | Nassaruddin | 80 | 75 | 77 |
| 21 | Arya | 75 | 70 | 72 |
| 22 | Yodi | 75 | 70 | 72 |
| 23 | Sandi | 73 | 65 | 69 |
| 24 | Niko | 75 | 65 | 70 |
| 25 | Maria Retsa | 80 | 70 | 75 |
| 26 | Tantriyani | 79 | 70 | 74 |
| 27 | Tasya | 75 | 70 | 72 |

$$\begin{aligned}
 \text{Average} &= \frac{\text{Total student's score}}{\text{Students' number}} \\
 &= \frac{1.901}{27} \\
 &= 70
 \end{aligned}$$

Table 3: The score of cycle 2

| No | Name | Pronunciation | Accuracy | Score |
|----|---------------|---------------|----------|-------|
| 1 | Dwi Febrianti | 88 | 77 | 82 |
| 2 | Iffa Inayah | 79 | 71 | 75 |
| 3 | Usran | 70 | 60 | 65 |
| 4 | Andika | 65 | 60 | 62 |
| 5 | Bagus | 70 | 60 | 65 |

| | | | | |
|-----------|-----------------------|-----------|-----------|-----------|
| 6 | Ni Made Resti | 78 | 75 | 76 |
| 7 | Musdalifah | 80 | 80 | 80 |
| 8 | Marina | 80 | 80 | 80 |
| 9 | Citra | 78 | 75 | 76 |
| 10 | Amanda | 80 | 80 | 80 |
| 11 | Alya wulandari | 80 | 77 | 78 |
| 12 | Ade Asti | 80 | 76 | 78 |
| 13 | Aril Gibran | 78 | 70 | 74 |
| 14 | Adi | 75 | 70 | 72 |
| 15 | Nurul | 75 | 70 | 72 |
| 16 | Salena | 78 | 75 | 76 |
| 17 | Firman | 75 | 72 | 73 |
| 18 | Yeka | 78 | 65 | 71 |
| 19 | Yusuf | 77 | 65 | 71 |
| 20 | Nassaruddin | 85 | 76 | 80 |
| 21 | Arya | 78 | 72 | 75 |
| 22 | Yodi | 78 | 72 | 75 |
| 23 | Sandi | 77 | 69 | 73 |
| 24 | Niko | 77 | 69 | 73 |
| 25 | Maria Retsa | 80 | 75 | 77 |
| 26 | Tantriyani | 85 | 75 | 77 |
| 27 | Tasya | 85 | 75 | 77 |

$$\begin{aligned}
 \text{Average} &= \frac{\text{Total student's score}}{\text{Students' number}} \\
 &= \frac{2.013}{27} \\
 &= 75
 \end{aligned}$$

After analyzing the data in the classroom with score of cycle 1 and cycle 2 of the students, the researcher findings some the improvement of speaking skill through role play.

1. The first findings is role play give students chance to speak with their own way. As stated by Harmer that one of communication activities in English language teaching (ELT) is role-play, because it can be used to encourage general oral fluency or to train the students for specific

situations¹. It developed their speaking skill even though they were lack in confident. The implementation of group work in the classroom helps them to communicate each other or share their knowledge with his/her friends in limited time.

2. The second findings is the students shows a good response. It can be seen from their participation. The improvement could be seen in their behavior. The students were ready in the class when the teacher entered and they were ask question when found difficulties about the subject.
3. The third findings is the improvement the students speaking skill was shown in the result of cycle 1 and cycle 2. Meanwhile, the problem still exist. The problem were pronunciation, low in vocabulary, and lack in confident. Besides, the students also were active consulting to dictionary when they had difficulties to finding words or by asking their friends.

¹. Jeremy Harmer. *How to teach English: An Introduction to the Practice of English Language Teaching* (Assex: Longman, 2001), 325.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is to improve the speaking skill of the eight grade students of SMP Negeri 1 Pedongga in academic year of 2019/2020 by implementing the role play. After carrying out all the process of this research, there are some conclusions that can be drawn. They are presented as follows:

1. The low speaking skill of the eight grade students of SMP Negeri 1 Pedongga was caused by the lack of vocabularies, lack in confident, and they were confused how to pronounced the word. Teacher rarely gave them the opportunity to practice the speaking activity.
2. The implementation of role play could improve the students' speaking skill. It was fun activities because the students got new activities in the classroom.
3. The use of role play in the classroom, it makes the class alive because the students as a participate and they can become anyone or in any situation they wish.

B. Suggestion

The success in teaching doesn't depend on the lesson program only, but more important is how the teacher present the lesson and uses various technique to manage the class more lively and enjoyable. After concluding the

result of research, the researcher would like to propose some suggestion to the following:

1. English teacher

The teacher can divide the students into group to make them more communicative and active in joining the class. The important is the teacher not as teaching them, but also their facilitating in the class. The English teacher should present the language in an enjoyable, relaxed, and understandable way.

2. The students

The implementation of role play as a speaking activity are useful and important to improve the students' speaking skill. The students should be more active in a group. The students should take part much in acting out role play.

3. The other researcher

Since the researcher conducted the research in junior high school, the other researcher may conduct this research in other levels such as senior high school which have different characteristic than junior high school.

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OBSERVATION CHECKLIST

Teacher : Hendra Saputra, S.Pd.

Researcher : Mariani

Date observation : Tuesday, May 14th 2019

Time observation : 09.45 Am

| No. | Activities | Yes | No |
|-----|---|-----|----|
| 1. | The teacher introduce the topic before start teaching | | √ |
| 2. | The teacher always uses English in teaching speaking | | √ |
| 3. | The teacher uses Indonesian language and English to explain the subject | √ | |
| 4. | The teacher makes a group of students in speaking activities | √ | |
| 5. | The teacher gives an explanation the material until finish | √ | |

INTERVIEW GUIDELINES

A. To the English Teacher

1. Menurut Bapak, hambatan atau kesulitan apa saja saat mengajarkan *speaking* untuk siswa kelas VIII ini?
2. Bagaimana solusi yang Bapak gunakan untuk keluar dari permasalahan tersebut?
3. Apakah Bapak tahu aktivitas *speaking through role play*? Jika iya, apakah pendapat Bapak tentang metode ini, dan apakah Bapak pernah menggunakannya sebelumnya?

B. To the Students

1. Bagaimana pendapat kamu tentang pembelajaran Bahasa Inggris yang pernah kamu ikuti selama menjadi siswa kelas VIII disini?
2. Apakah kamu punya kesulitan dalam belajar bahasa inggris?
3. Apa yang kamu ketahui tentang *speaking*?

**RENCANA PELAKSANAAN PEMBELAJARAN
LESSON PLAN 2013**

Sekolah : SMP Negeri 1 Pedongga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2 (Genap)
Materi Pokok : Introduce: my self and others
Alokasi Waktu : 1x60 menit (2 Pertemuan)

A. Kompetensi Inti:

- KI.1. Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator:

| No | Kompetensi Dasar | Indikator |
|----|--|---|
| | 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | 1.1.1. Menunjukkan semangat dalam belajar Bahasa Inggris. |
| | 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | 2.1.1. Menghargai dan menghormati guru dan teman ketika melakukan percakapan baik individual atau kelompok. 2.2.1 Menyelesaikan tugas dengan tepat waktu. 2.2.2. Melaksanakan tugas yang diberikan dengan tuntas baik secara individu maupun kelompok. 2.3.1. Menyelesaikan tugas yang diberikan baik individu maupun kelompok dengan tepat waktu. |
| | 3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya. | 3.2.1. Memperkenalkan diri dan orang lain dengan menggunakan ungkapan percakapan yang telah dipelajari. |
| | 4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | 4.2.1. Meminta perhatian dan mencatat adanya respon yang diberikan oleh temannya. 4.2.2. Menanyakan ungkapan meminta perhatian yang benar. 4.2.3. Menyatakan ungkapan meminta perhatian secara tertulis yang telah dipelajari dengan menggunakan ungkapan yang benar |

C. Tujuan pembelajaran

- 1. Menunjukkan kesungguhan dalam belajar bahasa Inggris tentang perkenalan diri.
- 2. Menunjukkan perilaku yang santun dan percaya diri dalam berkomunikasi tentang perkenalan diri.
- 3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks perkenalan diri.
- 4. Menyusun teks lisan dan tulis sederhana tentang perkenalan diri.

D. Materi Pembelajaran

Fungsi social

- 1. Menjaga hubungan interpersonal dengan guru dan teman.

Unsur kebahasaan

- 1. Kosakata: kata sifat sederhana.
- 2. Tata bahasa: kata rujukan *I, you, my, your and to be.*

3. Penggunaan nominal *singular* dan *plural* secara tepat, dengan atau tanpa *a, an, the*, dsb secara tepat dalam frase nominal.
4. Ucapan, tekanan kata, intonasi.
5. Ejaan dan tanda baca.
6. Tulisan tangan

Struktur teks

1. (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) *What is your name?, My name is...*, dan semacamnya

E. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific approach
 Metode : Role Play

F. Media/Alat dan Sumber Pembelajaran

- 1) Media/Alat : Real Object (interaksi antar siswa melalui situasi langsung di dalam kelas)
- 2) Sumber Pembelajaran : Handbook "When English Rings a Bell"

G. Langkah-langkah Pembelajaran:

Pre-activity (kegiatan awal)

1. Guru menyapa siswa;
2. Guru mengatur kelas (posisi duduk siswa, kebersihan kerapian dan kesiapan menerima pembelajaran) (menggunakan ungkapan untuk menarik perhatian);
3. Guru mengecek jumlah siswa yang hadir dan yang tidak hadir;
4. Guru menunjuk salah satu siswa yang memimpin doa sebelum memulai pelajaran;
5. Guru memberi motivasi untuk membangkitkan semangat dan kesiapan siswa untuk belajar;
6. Guru menyampaikan tujuan belajar (Dengan didahului mengingatkan tentang ungkapan yang telah diekspresikan di sesi classroom management./Asking: what is your name?/Menampilkan tujuan pembelajaran).

While-activity (kegiatan inti)

1. Mengamati
 - a. Meminta peserta didik untuk membaca dan memahami ungkapan-ungkapan dalam memperkenalkan diri melalui gambar (Diberikan slide tentang ungkapan perkenalan diri untuk menarik perhatian, Tanya siswa "do you know who is his/her name?").
 - b. Guru memberikan contoh bagaimana cara membaca ungkapan perkenalan diri tersebut dengan intonasi dan tekanan kata yang baik dan benar.
2. Menanyakan
 - a. Siswa diberi kesempatan bertanya tentang hal-hal atau, kosakata yang berhubungan dengan topik pembelajaran yang belum mereka mengerti dan ketahui.
 - b. Siswa diberi konfirmasi dan penjelasan tentang hal-hal, kosakata yang berhubungan dengan topik pembelajaran.
3. Mengumpulkan Informasi
 - a. Siswa diberi kesempatan untuk memperkenalkan diri.
 - b. Guru membagikan siswa lembar kerja.
 - c. Siswa diminta untuk mengisi atau melengkapi biografi yang berikan.
4. Mengasosiasi
 - a. Siswa diminta memperhatikan slide tentang ungkapan-ungkapan dalam memperkenalkan diri.
 - b. Siswa diminta untuk mendengarkan guru membacakan slide tersebut.
5. Mengkomunikasikan
 - a. Siswa diminta untuk mempraktikkan materi yang diajarkan.
 - b. Guru melakukan penilaian.

Post-activity

1. Guru meminta siswa menyimpulkan materi yang telah dipelajari dengan meminta menyebutkan kembali kata-kata atau ungkapan yang digunakan dalam memperkenalkan diri.
2. Guru menutup pembelajaran.

H. Penilaian Pembelajaran

1. Teknik Penilaian : Observasi (sikap), tes tertulis (pengetahuan), dan unjuk kerja (keterampilan)
2. Instrumen penilaian
 - a. Penilaian Sikap (Spiritual dan peduli,)

| No. | Aspek yang dinilai | Kriteria |
|-----|--------------------|--|
| 1 | Spiritual | Memberi salam ketika masuk/ keluar kelas saat bertemu dan pamit pada guru |
| | | Berdoa dengan khusyuk/ bersungguh-sungguh sebelum belajar |
| | | Bersyukur dalam setiap keberhasilan atau selesai mengerjakan sesuatu |
| 2 | Peduli | Mengajak teman yang lain untuk masuk didalam kelas |
| | | Membantu teman yang lain jika dalam kesulitan |
| | | Mengajak teman yang lain untuk memperhatikan pembelajaran yang diberikan oleh guru |

- Skor : 1 : Hampir tidak melakukan
2 : Kadang-kadang melakukan
3 : Sering melakukan
4 : Selalu melakukan

b. Penilaian Pengetahuan.

c.1. Keterampilan (lisan)

| No | Aspek yang dinilai | Kriteria | Score |
|----|-------------------------------|--|-------|
| 1. | Accuracy (Ketepatan) | Nyaris tidak ada kesalahan | 4 |
| | | Ada beberapa kesalahan tetapi tidak mengganggu makna | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | 2 |
| | | Ada banyak kesalahan sehingga sulit dipahami | 1 |
| 2. | Pronunciation (Pengucapan) | Nyaris tidak ada kesalahan | 4 |
| | | Ada beberapa kesalahan tetapi tidak mengganggu makna | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | 2 |
| | | Ada banyak kesalahan sehingga sulit dipahami | 1 |

Pedanda, Mei 2019
Mahasiswa



Mariani
NIM: 15.1.16.0021

RENCANA PELAKSANAAN PEMBELAJARAN LESSON PLAN 2013

Sekolah : SMP Negeri 1 Pedongga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Materi Pokok : What Are You Doing ?
Alokasi waktu : 2x60 menit (2 pertemuan)

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian yang tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat), dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang keharusan dan himbauan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.
- 4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keharusan dan himbauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. Indikator Pencapaian Kompetensi

- 1.1.1. Mengawali kegiatan belajar di kelas dengan berdoa menurut agama dan keyakinan masing-masing.
- 2.2.1. Menunjukkan perilaku peduli dalam melaksanakan komunikasi fungsional
- 3.3.1. Memahami dan menerapkan struktur teks tentang aktivitas yang dilakukan dalam suatu tindakan yang sesuai dengan situasinya.

D. Tujuan Pembelajaran

Peserta didik dapat menggunakan ungkapan-ungkapan untuk menunjukkan; aktivitas siswa dan responnya dengan bahasa Inggris yang baik dan sesuai dengan konteks.

E. Materi Pembelajaran

Fungsi social

1. Menjaga hubungan interpersonal dengan guru dan teman.

Struktur teks

Dalam bab ini peserta didik belajar untuk mengungkapkan pertanyaan tentang aktivitas dengan beberapa ungkapan seperti *What are you doing, what are they doing, etc.*

Unsur kebahasaan

- (1) Ucapan, tekanan kata, intonasi,
- (2) Ejaan dan tanda baca
- (3) Tulisan tangan.

F. Pendekatan dan Metode Pembelajaran

Pendekatan : Scientific approach (mengamati, menanya, mengumpulkan informasi, menalar, dan mengkomunikasikan)

Metode : Role play

G. Kegiatan Pembelajaran

| Kegiatan | Deskripsi | | Waktu |
|-------------|--|--|----------|
| Pendahuluan | <ul style="list-style-type: none">✚ menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;✚ mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari;✚ mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;✚ menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. | | 10 menit |
| Inti | Guru | Peserta Didik | 45 menit |
| | Mengamati <ul style="list-style-type: none">• Membacakan percakapan yang di dalamnya mengandung ungkapan menyatakan persetujuan dalam bahasa inggris• Membacakan percakapan yang di dalamnya mengandung ungkapan menyatakan persetujuan dalam bahasa inggris dengan intonasi dan pelafalan yang benar dan bermakna. | <ul style="list-style-type: none">• Mendengarkan guru membacakan percakapan yang mengandung ungkapan persetujuan dalam bahasa inggris.• Menirukan percakapan yang diperdengarkan oleh guru. | |

| | | | |
|----------------|--|---|--------------------|
| | <p>Menanya</p> <ul style="list-style-type: none"> • Membimbing siswa untuk menanyakan segala hal yang berhubungan dengan materi pembelajaran. <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Mengarahkan siswa untuk mempraktekkan dialog yang sudah diberikan kepada mereka atau yang mereka temukan sendiri dari buku atau pun sumber belajar yang lain. • Meminta siswa menirukan contoh-contoh yang sudah diberikan kepada mereka. • Meminta siswa untuk mengidentifikasi ciri-ciri kebahasaan dan struktur teks ungkapan yang menyatakan persetujuan. • Meminta siswa mempraktekkan ungkapan-ungkapan persetujuan dalam sebuah dialog yang bermakna. | <ul style="list-style-type: none"> • Siswa menanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan persetujuan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan persetujuan dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan persetujuan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan persetujuan. • Secara kolaboratif, menggunakan bahasa Inggris untuk menyatakan dan menanyakan persetujuan dalam konteks pembelajaran, <i>role-play</i>, dan kegiatan lain yang terstruktur. | |
| <p>Penutup</p> | <ul style="list-style-type: none"> ✚ Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran, ✚ Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram, ✚ Memberikan umpan balik terhadap proses dan hasil pembelajaran, ✚ Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik, | | <p>5 menit</p> |

| | | |
|--|--|--|
| | ✚ Menyampaikan rencana pembelajaran pada pertemuan berikutnya. | |
|--|--|--|

H. Penilaian

1. Teknik Penilaian : Observasi (sikap), tes tertulis (pengetahuan), dan unjuk kerja (keterampilan)
2. Instrumen penilaian
 - a. Penilaian Sikap (Spiritual dan peduli,)

| No. | Aspek yang dinilai | Kriteria |
|-----|--------------------|--|
| 1 | Spiritual | Memberi salam ketika masuk/ keluar kelas saat bertemu dan pamit pada guru |
| | | Berdoa dengan khusyuk/ bersungguh-sungguh sebelum belajar |
| | | Bersyukur dalam setiap keberhasilan atau selesai mengerjakan sesuatu |
| | | |
| 2 | Peduli | Mengajak teman yang lain untuk masuk didalam kelas |
| | | Membantu teman yang lain jika dalam kesulitan |
| | | Mengajak teman yang lain untuk memperhatikan pembelajaran yang diberikan oleh guru |
| | | |

- Skor : 1 : Hampir tidak melakukan
 2 : Kadang-kadang melakukan
 3 : Sering melakukan
 4 : Selalu melakukan

b. Penilaian Pengetahuan.

c.1. Keterampilan (lisan)

| No | Aspek yang dinilai | Kriteria | Score |
|----|-------------------------------|--|-------|
| 1. | Accuracy (Ketepatan) | Nyaris tidak ada kesalahan | 4 |
| | | Ada beberapa kesalahan tetapi tidak mengganggu makna | 3 |
| | | Ada beberapa kesalahan dan mengganggu makna | 2 |
| | | Ada banyak kesalahan sehingga sulit dipahami | 1 |
| 2. | Pronunciation (Pengucapan) | Nyaris tidak ada kesalahan | 4 |
| | | Ada beberapa kesalahan tetapi tidak mengganggu makna | 3 |

| | | |
|--|--|---|
| | Ada beberapa kesalahan dan mengganggu makna | 2 |
| | Ada banyak kesalahan sehingga sulit dipahami | 1 |

c.2. Keterampilan (tulisan)
soal:

1. Media/alat, Bahan, dan Sumber Belajar

1. Media

Whiteboard, boardmarker, etc.

2. Sumber Belajar:

Buku Paket Bahasa Inggris kelas VIII "When English Rings a Bell"

Pedanda, Juni 2019
Mahasiswa



Mariani

NIM : 15.1.16.0021

DOCUMENTATION

1. The Name of School



2. Class B, the eight grade students



3. Teaching and learning process



4. The female students of the eight grade students



5. Interview with the student



6. The students practice role play



7. Hendra Saputra, S.Pd. as the English teacher in SMP Negeri 1 Pedongga



8. Muzna Lamade, S.Pd., M.Pd. as the researcher's expert







KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PALU
FAKULTAS TARBIYAH & ILMU KEGURUAN
Jl. Diponegoro No. 23 Telp. 0451-460798 Fax. 0451-460165 Palu 94221
email: humas@iainpalu.ac.id - website: www.iainpalu.ac.id

PENGAJUAN JUDUL SKRIPSI

| | | | |
|---------|------------------------------|---------------|----------------|
| Nama | : MARIANI | NIM | : 151160021 |
| TTL | : PEDANDA, 10-05-1997 | Jenis Kelamin | : Perempuan |
| Jurusan | : Tadris Bahasa Inggris (S1) | Semester | : |
| Alamat | : Jl. Samudra II | HP | : 085399330467 |
| Judul | : | | |

Judul I

Improving student speaking skill through dialogue of the second grade at SMP Negeri 9 Pasangkayu

Judul II

Improving student ability in writing simple cause and effect sentence of the second grade at SMP Negeri 9 Pasangkayu

Judul III

Improving student speaking skill through role play of the second grade at SMP Negeri 9 Pasangkayu

Palu, 17 Juli2018

Mahasiswa,

MARIANI
NIM. 151160021

Telah disetujui penyusunan skripsi dengan catatan :

1. do presurvey on field of a skills teaching in field.
2. Search more references on the title.

Pembimbing I: Dr. Hj. Nur Asmawati, M.Hum

Pembimbing II: Dr. Abdul Gafur Marzuki, 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

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU
NOMOR : 528 TAHUN 2018**

**TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang** :
- a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (SI) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
 - b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
 - c. bahwa berdasarkan point a dan b perlu ditetapkan 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 14 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
 6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
 7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
 8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
 9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
 11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama** :
- Menunjuk Saudara (i)
1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
 2. Dr. Abdul Gafur Marzuki, M.Pd
- Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
- Nama : Mariani
Nomor Induk : 15.1.16.0021
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : " IMPROVING STUDENT SPEAKING SKILL THROUGH ROLE PLAY OF THE SECOND GRADE AT SMP NEGERI 9 PASANGKAYU."
- 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 akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat** : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu

tanggal : Desember 2018



Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH 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 : 184/In.13/F.I/PP.00.9/02/2019 Palu 12 Februari 2019
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum. (Pembimbing I)
2. Dr. Abdul Gafur Marzuki, M.Pd. (Pembimbing II)
3. Drs. Muhammad Ihsan, M.Ag. (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 :

Nana : Mariani
NIM : 15.1.16.0021
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : IMPROVING STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY (A CLASSROOM ACTION RESEARCH FOR THE EIGHT GRADE STUDENTS OF SMP NEGERI 9 PASANGKAYU)

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

Hari/Tanggal : Rabu 13 Februari 2019
Waktu : 10.00 Wita - Selesai
Tempat : Ruang Munaqasyah Lt.2 Gedung F

Wassalam.

a.n. Dekan

Ketua Jurusan Tadris Bahasa Inggris

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

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.



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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
SEMINAR PROPOSAL SKRIPSI**

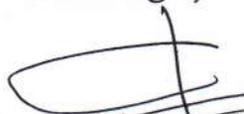
Pada hari ini Rabu, tanggal 13..... bulan Februari..... tahun 2019, telah dilaksanakan Seminar Proposal Skripsi :
Nama : Mariani
NIM : 15.1.16.0021
Jurusan : Tadris Bahasa Inggris (TBI -)
Judul Skripsi : Improving Students' speaking skill through role play
(A classroom Action research for the Eight Grade students
of SMP negeri 9 Pasangkayu)
Pembimbing : I. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
II. Dr. Abdul Gafur Marzuki, M.pd.
Penguji : Drs. Muhammad Ihsan, M.Ag.

SARAN-SARAN PENGUJI/PEMBIMBING

| NO. | YANG DINILAI | PERBAIKAN |
|-----|---------------------------|--|
| 1. | ISI | <u>1. you had better to limitate your scope on accuracy and pronunciation</u> |
| 2. | BAHASA & TEKNIS PENULISAN | <u>1. The researcher needs to write whatever she has cited in the footnote</u> |
| 3. | METODOLOGI | <u>good enough</u> |
| 4. | PENGUASAAN | <u>very good</u> |

Palu, 13 - 02 2019
Penguji,

Pembimbing I,


Dr. Nur Asmawati S.Ag., M.Hum.
NIP. 19740726 2000032002

Pembimbing II,


Dr. Abdul Gafur Marzuki S.pd., M.pd.
NIP.


Drs. Muhammad Ihsan, M.Ag.
NIP.

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,


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



**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 20 / 20**

Nama : Mariani
NIM : 15.1.16.0021
Jurusan : Tadris Bahasa Inggris (TBI - 1.....)
Judul Skripsi : Improving students' speaking skill Through Role play
(A Classroom Action Research for the Eight Grade
students of SMP Negeri 9 Palangkaya)
Tgl / Waktu Seminar : 13 Februari 2019, 10.00

| NO. | NAMA | NIM | SEM. / JUR. | TTD | KET. |
|-----|---------------------|--------------|-------------|---------------------|------|
| 1. | SUSY | 13.1.01.0069 | PAI | Susy | |
| 2. | MELTI | 13.1.01.0096 | PAI | Melty | |
| 3. | MOH: Syarif | 15.1.16.0017 | TBI | Moh Syarif | |
| 4. | AGUS LAHYA | 15.1.16.0040 | TBI | Agus | |
| 5. | Jusriani | 15.1.16.0026 | TBI | Jusriani | |
| 6. | Muhtahaturrahmah | 16.1.16.0069 | TBI | Muhtahaturrahmah | |
| 7. | FAOLIA M. SAID | 16.1.16.0074 | TBI | Faolia M. Said | |
| 8. | MAR'ATUN SHAHIHA | 15.1.16.0033 | TBI | Mar'atun Shahiha | |
| 9. | ARIKA Nurul Iftitah | 15.1.16.0018 | TBI | Arika Nurul Iftitah | |
| 10. | IRMAWATI | 15.1.16.0027 | TBI | Irmawati | |
| 11. | YULFIANTI S.R | 15.1.16.0016 | TBI | Yulfianti S.R | |
| 12. | Nur intan | 15.1.16.0018 | TBI | Nur intan | |
| 13. | Nadia Bachmid | 15.1.16.0022 | TBI | Nadia Bachmid | |
| 14. | Hidayati | 15.1.16.0035 | TBI | Hidayati | |
| 15. | Ulul Azmi | 15.1.16.0029 | TBI | Ulul Azmi | |

Pembimbing I,

Dr. Nur Aswanthi, S.Ag, M.H
NIP. 197407262000152002.

Pembimbing II,

Dr. Abdul Hafid Harzuli, S.Pd, M.Pd
NIP.

Palu,

13

20

Penguji,

Dr. Muhammad Husari, M.A
NIP.

Mengetahui
a.n. Dekan
Ketua Jurusan TBI,



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH 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 : 665 /In.13/F.I/PP.00.9/05/2019
Lampiran : -
Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Palu, 13 Mei 2019

Yth, Kepala Sekolah SMP Negeri I Pedongga

Palu

Assalamualaikum w.w

Dengan hormat, dalam rangka menyusun Skripsi Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Mariani
NIM : 15.1.16.0021
Tempat Tanggal Lahir : Pedanda, 10 Mei 1997
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Samudra II
Judul Skripsi : "IMPROVING STUDENTS SPEAKING SKILL THROUGH
ROLE PLAY (A CLASSROOM ACTION RESEARCH FOR THE
EIGHT GRADE STUDENTS OF SMP NEGERI 9
PASANGKAYU)".

Dosen Pembimbing :

1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
2. Dr. Abdul Gafur Marzuki, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di SMP Negeri I Pedongga Palu

Demikian, atas perkenannya diucapkan terima kasih



Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



PEMERINTAH KABUPATEN PASANGKAYU
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMP NEGERI 1 PEDONGGA



Alamat : Jl. Trans Pedanda Desa Malei Kec. Pedongga, Kab. Mamuju Utara

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 411/069/SMPN 1 PDG/ IV/2019

Yang bertanda tangan di bawah ini :

Nama : **MAKKULAHU, S.Pd, M.Pd**
Jabatan : **Kepala Sekolah**

Dengan ini menerangkan bahwa :

Nama : **MARIANI**
Nim : **15.1.16.0021**
Jurusan : **Tadris Bahasa Inggris**
Program Studi : **Strata Satu (S1)**

Adalah Mahasiswi Institut Agama Islam Negeri (IAIN) Palu yang telah melaksanakan Observasi dan Penelitian dalam rangka penyelesaian tugas akhir (Skripsi) dengan judul **Improving Students Speaking Skill Through Role Play (A Classroom Action Research For The Eight Grade Students at SMPN 1 Pedongga)**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana Mestinya.

Pedongga, 15 Juli 2019

Kepala Sekolah



MAKKULAHU, S.Pd.M.Pd

052005021008



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

| | |
|---------|-------------------------|
| NAMA | : Mariana |
| NIM. | : 15.1.16.0021 |
| JURUSAN | : Tadris Bahasa Inggris |

| NO. | HARI/TANGGAL | NAMA | JUDUL SKRIPSI | DOSEN PEMBIMBING | TANDA TANGAN D. PEMBIMBING |
|-----|------------------------|-------------------|---|--|----------------------------|
| 1 | 19 Juli 2018 Selasa | Moh. Sahwul Iksan | efektifitas metode bernyanyi dalam meningkatkan kemampuan istiqwal peserta didik di Mts Timoroka | 1. Dr. H. Mulu Jibir, M.Pd 2. Tika Pratiwi, S.Pd, M.Pd | |
| 2 | Kamis 19-07-2018 | Moh. Nanang | Pengaruh pendidkian Agama Islam dalam menegakkan propagasi radikalisme Islam pada peserta didik di smp Muhammadiyah Palu | 1. Prof. Dr. H. Saqof S. Pethaloga M.Pd 2. Ruslan, S.Ag, M.Pd | |
| 3 | Senin 20-07-2018 | Sukrianto | Nilai Pendidikan Luas Air di lingkungan perumahan belayar peserta didik (Cibinong) pada waktu pelajaran PAU di SMP 3 Palu | 1. Yr. Syarif, W.A 2. Dr. Guswani, W.Pd. | |
| 4 | Senin 20-07-2018 | Puti Payama | Penerapan metode think pair square untuk meningkatkan hasil belajar peserta didik pada waktu pelajaran PAU di SMP 4 Palu | 1. Dr. Ruzma - S. Ag, W.Pd 2. Salehudin - S. Ag, W. Ag | |
| 5 | Senin 20-07-2018 | Siti Rahmawati | Analisis terhadap kemampuan baca surah pada peserta didik di MA Al-Hidayat Donggala kec. Kasimbar | 1. Drs. H. Mo Hassan W.Pd 2. Kasimiah S. Ag, M.Pd | |
| 6 | Kamis 20/07/2018 | Moh. Rizal | Pengaruh penerapan ariak 95 Ferus berprestasi pada waktu pelajaran PAU dan belajar di desa keluk Harka kec. Bumbura kab. Matra | 1. Dr. Reber, W.A 2. Ruslan - S. Ag, W.Pd | |
| 7 | Senin 23/07/2018 | Falini I. Laksana | Penerapan CTL dalam pembelajaran tematik SDN 2 Pang | 1. Dr. Ruslan W.Pd 2. Anwarah S.Pd, M.Pd | |
| 8 | Selasa 24/07/2018 | Hermanus Puspita | Peran supervisor kepala sekolah dalam meningkatkan kinerja guru di sekolah menengah kejuruan (Cantik) Negeri 1 Bannawa | 1. Dr. H. Hatri Malsin, M.Pd 2. Wini Mitrani S.Pd, M.Pd. | |
| 9 | Selasa 24/07/2018 | Mu. Hartal Gilman | Peranan Pembinaan reuad dalam meningkatkan motivasi belajar siswa pada waktu pelaksanaan pendidikan Agama Islam di smp Al-Amin ulani di Kabupaten Manajeneh W. Uluh Al-Jum'ah | 1. Salehudin S. Ag, W. Ag. 2. | |
| 10 | Selasa 24/07/2018 | Asyraf Tauyans | Efektifitas managemen Mu'ab Al-Jum'ah di Rannawa IAIN Palu. | 1. Dr. Muhammad Iksan S. Ag, M. Ag 2. Elva S. Ag, W. Ag. | |

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



BUKU KONSULTASI

Pembimbingan Skripsi

Nama

Mariani

NIM

15.1.16.0021

Jurusan/Prodi

Tadris Bahasa Inggris

Judul Skripsi

Improving student speaking skill for the
eight grade students of SMP Wegeri 9
Pasangkayu through role play.

**BUKU KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**



NAMA : Mariani
NIM : 15-1-16-0021
JURUSAN : Tadris Bahasa Inggris
PEMBIMBING : I. Dr. Hji. Nur Aswanti, S.Pd, M.Hum.
II. Dr. Abdul Gafur M. W-pd.
ALAMAT : Jl. Samudra II
NO. HP : 0822 9330 4238

JUDUL SKRIPSI

Improving Student's speaking skill for the eight grade
students of SMP Negeri 3 Pasirjaya Purwokerto
the play

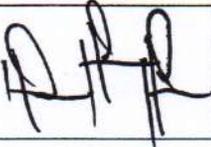
**JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : Mariani
 NIM : 15-1-16-0021
 Jurusan/Prodi : Tadris Bahasa Inggris
 Judul Skripsi :

Pembimbing I : Dr. Hj. Nur Asmawati, S.Ag., M.Hum
 Pembimbing II : Dr. Abdul Gafur M, M.Pd

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munagasyah 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 penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipimpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munagasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim *penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|--------------|-----|--------------------------|--------------|
| 1. | 22-01-2019 | I | Revisi sesuai konsultasi | |
| 2. | 24-01-2019 | II | " " | |
| 3. | 01-02-2019 | III | " " | |
| 4. | 08-02-2019 | III | " " | |

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|--------------|----------------------|------------------|---|
| 5 | 8/2/19 | I II III IV | |  |

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|--------------|-----|-----------------------|---|
| 5 | 17/06/2019 | I | Revisi sesuai koreksi |  |
| 6 | 24/06/2019 | II | — |  |
| 7 | 01/07/2019 | III | — |  |
| 8 | 08/07/2019 | IV | — |  |
| 9 | 15/07/2019 | V | — |  |

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|---------------------|-----|---|---|
| | Selasa/23 Juli 2015 | IV | - participant observed - the existence of expert theory for Assessment |  |

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|--------------|-----|------------------|--------------|
| | | | | |

| No. | Hari/Tanggal | Bab | Saran Pembimbing | Tanda Tangan |
|-----|--------------|-----|------------------|--------------|
| | | | | |

Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:

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

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Hj. Nur Astuwawati, S.Ag., M.Hum.
 NIP : 19740726 200003 2 002
 Pangkat/Golongan :
 Jabatan Akademik :
 Sebagai : Pembimbing I

2. Nama : Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
 NIP : 19830711 20101 1 006
 Pangkat/Golongan :
 Jabatan Akademik :
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Marcus
 NIM : 15.1.16.0021
 Jurusan : Tabris Bahwas Inggris
 Judul : Impacting Student's Speaking Skill Through role play

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

Pembimbing I
 Palu, 21 November 2019
 Pembimbing II

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

Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
 NIP. 19830711 20101 1 006

CURRICULUM VITAE



A. Researcher Identity

Name : Mariani
Date of birth : Pedanda, May 10 1997
Gender : Female
Religion : Islam
Department : English Department
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 15.1.16.0021
Phone Number : 0822-9330-4238
Address : Samudra II street, 3 path, Lere village, Palu Barat district, Palu, Central Sulawesi.

B. Parents Identity

1. Father
Name : Jumardi Yusuf
Religion : Islam
Education : Elementary School
Work : Farmer
Address : Trans Sulawesi street, Pedongga district, Pasangkayu regency, West Sulawesi.
2. Mother
Name : Masneni
Religion : Islam
Education : Elementary School
Work : House Wife
Address : Trans Sulawesi street, Pedongga district, Pasangkayu regency, West Sulawesi.

C. Educational Background

1. SD Inpres Malei graduation 2009
2. SMP Negeri 9 Pasangkayu graduation 2012
3. SMA Negeri 1 Pasangkayu graduation 2015
4. Continued study in Institute of Islamic Studies (IAIN) Palu S1 English Department (TBI), Teacher Training and Tarbiyah Faculty 2015 until now.