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# THE USE OF ROLE PLAY TO FOSTER THE EIGHTH GRADE STUDENTS' SPEAKING ACHIEVEMENT

**THESIS**

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**JEMBER UNIVERSITY**
**2017**

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# THE USE OF ROLE PLAY TO FOSTER THE EIGHTH GRADE STUDENTS' SPEAKING ACHIEVEMENT AT SMPN 2 MAYANG IN THE 2016/2017 ACADEMIC YEAR

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

Jember, July 2017
The Writer

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**DEDICATION**

This thesis is dedicated to;

*My dearest daddy & mommy Drs. Imam Asy'ari & Dra. Noer Khotibah*
*My lovely brothers Ain &Ahi.*

I truly appreciate the the pure love, support, prayers and sacrifice theyhave devoted to me.

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**MOTTO**

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

(Mahatma Gandhi)

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**CONSULTANTS' APPROVAL**

**THE USE OF ROLE PLAY TO FOSTER THE EIGHTH GRADE STUDENT'S SPEAKING ACHIEVEMENT**

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, July 2017

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## SUMMARY

**The Use Of Role Play To Foster The Eighth Grade Students' Speaking Achievement At SMPN 2 Mayang In The 2016/2017 Academic Year;** Nafiatun Ainia Asy'ari, 130210401066; 2017:28 pages; English Education Program, Language and Arts Departement, The Faculty of Teacher Training and Education, Jember University

The ability of speaking becomes a crucial part of second language teaching and learning. Unfortunately, despite its importance, the teaching and learning of speaking skill has been undervalued. Mostly, English teachers just teach the written aspects of language. The fact that, today's goal of teaching and learning speaking is improving students' communicative skills. For that reason, speaking is a skill that deserves attention in every part and cannot be undervalued (Bygate, 2009).

Another way to make the students speak is through Role Play. Role Play is putting oneself in the role of another person or playing and acting in a different way from the usual role you play in life (Sternberg, 2000: 8).Role Playing is a technique of teaching speaking that explores some issues involved in social situations. Ments (1999:19) says that the most obvious uses of role-play are in those areas which deal primarily with aspects of communication. Since Role Play is a communication based technique, we can see its effectiveness through various situations in getting the students to speak.

This study used classroom action research (CAR) as the research design that was primarily intended to find out whether the use of Role Play can improve speaking skill or not. The research was conducted collaboratively with the English teacher of VIIIA SMPN 2 Mayang by following the action research model suggested by Elliot (1991: 71). The action research model consisted of six steps. They were: (1) preliminary study; (2) planning the action; (3) implementing the

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action; (4) observing the action; (5) evaluating the action; and (6) reflecting the action.

The students' speaking test showed good results. 77% of the students in the class could achieve the passing grade that was 75. Although the research successful criteria had been achieved in Cycle 1, Cycle 2 was still conducted to check the consistency of the research result. Then, the result of the speaking test in Cycle 2 showed consistent results on the students' speaking scores. The percentage of the students who got at least 75 in the speaking test had increased from 77% in Cycle 1 to 85% in Cycle 2.

Based on the results of Cycle 1 and Cycle 2, it could be concluded that the use of Role Play could improve the students' speaking achievement in the teaching learning process of speaking. The students were motivated to have courages to speak in front of the class. They were also creative to create the plot of the Role Play for ther own group performance. In other words, it could be stated that; the use of Role Play could foster the VIII A grade students' speaking skill of SMPN 2 Mayang.

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# CHAPTER I
# INTRODUCTION

This chapter covers some aspects related to the topic of the research. It consists of four segments: Research background, research problem, research objective and research contribution.

## 1.1 Research Background

Speaking is one of the four language skills which takes the role as a means of communication in our daily life. Spoken language is more commonly used rather than written form as a means for interacting one and another. Speaking is the skill to communicate orally between two or more people that can be done through transferring messages using verbal or nonverbal language. Thus, in teaching and learning process, speaking takes the role as media of instruction. Speaking becomes the bridge between the teacher and the students (Kayi, 2006).

There are at least three major reasons to make students speak in the classroom. First, speaking activity provides chances to practice speaking in the classroom. Second, students can try to use any or all of the verbal or nonverbal language they have known. It is intended to see how well they are doing; on both how successful they are and what language problems they are experiencing. Third, students can have more opportunities to enable the various elements of language that they have stored in their brain. As a result, students will gradually become autonomous language users. It meansthat the students will be able to use words, phrases and sentences fluently including the nonverbal language without very much conscious of thought (Harmer, 2007).

To speak is just an easy action, but not for speaking in foreign languages. Speaking in foreign languages can be mastered depending on how often we practice. The issues discussing about students' difficulties in speaking foreign languages still happen continuously. The foreign language mostly taught in Indonesian schools is English. It has been taught as a compulsory subject.

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Nowadays, the teaching of English has started from the elementary level as a local content up to the Junior and Senior high School as a compulsory subject. This policy implies that a student, at least, has a six-year opportunity to learn English and to master it well. Unfortunately, it is still hard to find Indonesian senior high school graduates who have good English mastery especially those who can speak English fluently (Detiknews.com, 2017).

Based on the preliminary study, there are two reasons why speaking in English is difficult to master. First, the students were lack of motivation. This made the students less confident with their capability in learning English. Another reason wasthat, the methods used by the teacher in teaching speaking skill were inappropriate. The methods that had been used by the teacher in learning English were only pair and group work to do written exercises. The use of those methods did not show any improvement of in the teaching and learning process of English. Thornbury (2010) mentions that the teaching of English as a foreign language requires the use of effective learning techniques, language games, drills or activities that can promote speaking skill.

To overcome this situation there should be found an effective way to teach speaking for foreign language learners. Harmer (2007) states that good speaking activities can and should be extremely engaging for the students. If they are all participating fully and if the teacher has set up the activity properly, it can then give tremendous satisfactions from it. Hence, the researcher offered a way that could motivate students to learn English especially to encourage students to speak and to give them the chance to communicate even with limited language called Role Play. The researcher used Role Play to teach English speaking for the eighth grade students.

In addition, Role Play technique is one of the ways to teach speaking by putting students in a certain situation in pairs or groups. This means that the researcher put two or more students together as a group and gave them a handout sheet. It contains a situation, which they can read, discuss, look-up unknown words and share with their friends about the plot of the Role Play, the characters, the vocabularies and pronunciation. Furthermore, the researcher also gave the

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students a few more minutes for the discussion to get their practice of the Role Play and to get a feel for the role they will be playing. By this way, the students will get used to the words, sounds and the rhythm of the language (Anderson, 2006).

By using Role Play in the teaching of speaking, students could improve not only their knowledge in their speaking skill but also increase their motivation and confidence to speak. Role Play is used to develop students' creativity, because through performing Role Play students are given the opportunity to use their imagination, gestures and facial expressions. This statement implied that students could use their non verbal language freely without verymuch consious of thought.

Learning through Role Play let the students work in group and have some friends to talk that can decrease the students' nervousness. Thus, learning using Role Play let the students use their gestures and facial expressions that will help them transfer what they want to say in both verbal and non-verbal way more fluently. As a result, students will be more convenient to express their ideas or their feelings in English.

## 1.2 Research Problem

Based on the background of study above, the problem of the research can be formulated as;

- How could the use of Role Play foster the eighth grade students' speaking achievement?

## 1.3 Research Objective

The objective of the study was intended to answer and to find out whether or not the use of Role Play could foster the eighth grade students' speaking achievement.

## 1.4 Practical Research Contribution

The result of this research served a technique of teaching speaking that could be beneficial for the teachers. The teachers were expected to be able to use

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Role Play for teaching English due to some advantages of it for speaking skill. Teachers could make this research result as a guidance to create, to find and to give more suitable exercises related to the use of Role Play. The exercises must be matched with the subject being discussed in the classroom, so that the students would be easily reaching the objectives of the study and be more active during the teaching and learning process.

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# CHAPTER II
# RELATED LITERATURE REVIEW

This chapter covers some aspects related to the theoretical framework covering what speaking skill is, the elements of speaking skill, definition of Role Play, advantages and disadvantages of Role Play, types of Role Play, how to select and apply Role Play in teaching speaking, the research hypothesis and the previous research findings.

## 2.1 Definition of Speaking Skill

Speaking plays an essential role in our daily life since speaking is the process of transferring meaning by using verbal and non-verbal language. Speaking is an interactive process of building meaning that involves producing, receiving and processing information. A human being always needs communication to express his/her idea to do everything. Speaking also takes an important role in the teaching and learning process where speaking is the bridge of communicating between the teacher and the students (Chaney, 2006).

Additionally, the ability of speaking becomes a crucial part of second language teaching and learning. Unfortunately, despite its importance, the teaching and learning of speaking skill has been undervalued. Mostly, English teachers just teach the written aspects of language. The fact that, today's goal of teaching and learning speaking is improving students' communicative skills. For that reason, speaking is a skill that deserves attention in every part and cannot be undervalued (Bygate, 2009).

Furthermore, being able to communicate becomes the main or the core aspect of teaching and learning speaking. Clark (1991) says that speaking is fundamentally an instrument of action, which means that speaking becomes the base of interaction. On this account, the teaching and learning of speaking can be considered as successful if the language itself is functioned as a system for expressing and transferring meaning through either verbal or non verbal language.

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Nunan (1991) states that the success in teaching and learning speaking is measured through someone's ability to build a conversation and to transfer messages using the language.

Based on the statement above mentioned, the researcher concludes that speaking is the ability of expressing ideas using one's thought through verbal and non verbal languages. When someone is saying something about either their feel or thought to other people, there will be a relationship between the speaker and the listener. The relationship itself is called communication.

## 2.2 The Elements of Speaking

Speaking is a complex skill requiring the use of a number of different abilities simultaneously and has several elements. Commonly, either four or five speaking elements are generally known and used to analyze the speech processes (Heaton, 1990).

### 2.2.1 Pronunciation

Harmer (2007) states that students need to be able to pronounce words, phrases and sentences correctly and to use appropriate stresses and intonation patterns to speak fluently using English. The speaker must be able to articulate the words clearly and correctly to avoid misunderstanding of the messages being transferred. At the stage of pronouncing some vocabularies, often, the language learners have the problems in distinguishing the sounds which are strange or new for them to utter. Moreover, the sounds which do not exist in their mother tongue language will be hard to pronounce.

### 2.2.2 Grammar

Knowing a lot about how words, phrases, clauses and sentences are structured correctly can make the speaker more confident to speak, because they will be sure that what they want to say is transferred and accepted in the expected way (Fromkin& Rodman, 1998). Grammar deals with the sentence patterns or the

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rules of combining a word to any other words to create some understandable and meaningful sentences based on the context. By this consideration, grammar is very important in speaking, because grammar can make the conversation or the communication among people run facilely.

### 2.2.3 Vocabulary

To be able to speak or communicate with the people around, we have to know a lot about the language vocabulary. As we know, vocabulary is a basic element of a language. It is clearly stated by Folse (2004) “by having limited vocabulary mastery, the conversation will get stuck”. Vocabulary is any kinds of single word, set phrases and idioms used in a certain language.

### 2.2.4 Fluency

Fluency is the ability to talk freely without too much stopping or hesitating (Riddel, 2001). Meanwhile, it is significant to make an appropriate placement of pauses to avoid misunderstanding between the speaker and the listener. People are categorized as fluent speakers if they do not need to spend a lot of time in searching language items needed to express the massage.

### 2.2.5 Content

Another element of speaking is content. Content, in this research, is the message or ideas which are expressed by the speaker. According to Brown and Yule (1983:13) “when the message is the reason for speaking, then the message must be understood. Meaningful speech is necessary to make the communication acceptable without any misunderstanding”.

## 2.3 Definition of Role Play

Another way to make the students speak is through Role Play. Role Play is putting oneself in the role of another person or playing and acting in a different way from the usual role you play in life (Sternberg, 2000: 8).

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Role Playing is a technique of teaching speaking that explores some issues involved in social situations. Ments (1999:19) says that the most obvious uses of Role Play are in those areas which deal primarily with aspects of communication. Since Role Play is a communication based technique, we can see its effectiveness through various situations in getting the students to speak.

Role Play is the practice or experience of being someone else. It is employed to enable a person to attempt to understand the situation of another person. Role Play gives students the opportunity to practice interacting with others in certain roles. Considering the purpose of Role Playing, Gavrey (1967) says that, in Role Play, the students' aim is to feel, react and behave as closely as possible to the role they will be playing.

Additionally, Ments (1999: 13) also mentions that Role Play is motivational and effective, because it involves activity that encourages and motivates the students to speak. Role Play is a very interesting way to get the students speaks in comparison with the regular teaching and learning process which is usually monotonous. The researcher had done observations to the English teacher of the targeted school for three times. During the observation, the researcher found that the English teacher applied the monotonous activities such as reading aloud the dialogues on the students' worksheet to get the students speak in the classroom. Through the use of Role Play, students seem to get a different experience related to their lives and other social situations, which help them be more creative.

**2.4 Advantages and Disadvantages of Role Play**

Role Play is one of some techniques of teaching speaking and a part of language teaching for many years. Many people have tried to apply Role Play in the teaching and learning process. Some of them say that there are several advantages of using Role Play, especially for making the students speak. Some of the advantages of using Role Play for speaking skill are described below:

a. Role Play provides important practices of spoken language for all language learners.

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b. Role Play allows students to be someone else to be part of the situation, and to abandon their inhibitions and fears.
c. Role Play can impress the students with the strong and long-lasting in the minds of them, because playing a Role Play becomes a pleasant experience that is hard to forget.
d. Role Play generates passion and optimism in students and fosters a sense of togetherness since Role Play is performed within group.
e. Role Play involves an element of play that provides an enjoyable activity because it is performed within groups.
f. Role Play is used to develop students' creativity, because through performing Role Play students are given the opportunity to use their imagination, gestures and facial expressions.
g. Role Play is aimed at encouraging students to speak and increasing their self-confidence.
h. Role Play is also essential for enriching the knowledge, attitudes and skills (Anderson, 2006 and Ments, 1999).

Role Play is a powerful instructional technique. Unfortunately, often it is misused by teachers. They use it without considering that it also may have drawbacks or disadvantages. Here are some disadvantages teachers should know about the use of Role Play;

a. Students might not be able to understand the message that is intended by the teacher in every situation of the Role Play.
b. Students' self emotional responses can make new conflicts of the Role Play.
c. Unprepared students may not be able to participate fully.
d. Time-consuming during class.

In accordance with some disadvantages of Role Play above, the researcher had applied some awesome solutions for each point.

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a. After the Role Play performance, the teacher gave clarification about the message that the teacher tended to give to the students in the Role Play.
b. The teacher had selected and prepared some Role Play situations that really suit the students' condition and match the students' need.
c. The teacher gave longer time for the discussion so that students will have themselves well prepared.
d. The teacher limited the material being taught to the students.

**2.5 Types of Role Play**

In terms of role playing activities, according to Donn (1986), Role Play can be classified into two forms, scripted and unscripted Role Play. Those two types are described below:

**2.5.1 Scripted Role Play**

This type of Role Play involves scripted dialogues both in some textbooks and reading texts in the form of speech. The main function of the text after all is to convey the meaning of the language in a memorable way.

For more details, Doff(1998) gives an example of scripted Role Play dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to my friend in Jakarta.
Clerk : Yes, how do you want to send the letter? by air or regular mail?
Angela : I think I'll send it by air mail. I want it to get there quickly. How much does it cost?
Clerk : To Jakarta? That would be 75 thousand rupiahs.
Angela : (giving to the officer 100 rupiahs) Here you are.
Clerk : Here's your stamp, and the change of the 25 thousand rupiahs.
Angela : Thank you.
Clerk : You are welcome.

*(Adapted from Doff, 1998)*

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### 2.5.2 Unscripted Role Play

In contrast to the scripted Role Play, the situations of unscripted Role Play do not depend on scripted dialogues. This is known as a free Role Play or improvised Role Play. The students themselves must decide what language to use and how the conversation should be developed. To carry out this activity, a good preparation of teachers and students is really needed.

An example of unscripted Role Play which is stated by Doff (1998) is as follow:

*There are two people in the police station*

*One person has lost a bag. He/she is at the police station.*

*The other person is the police officer, and asks for information.*

The above situation gives some clues to the students so that they can place themselves to be somebody else. Each of the characters has been described briefly. Using the unscripted Role Play will let the students be more creative. The students can make their own plot and build their own conversation using the vocabulary they are familiar with.

Hence, in this research, the researcher used the unscripted Role Play to foster the eighth grade students speaking skill. The reason was the researcher let the students use their own creativity to create the plot of the story. The students would be able to develop the situation given by the teacher to be performed based on their own creativity. The students could use the vocabulary they were familiar with and make their own dialogues representing the role they would be playing. This type of Role Play would make them easier to perform because their brain would not be stuck on the structured conversation like in the scripted Role Play.

## 2.6 The procedures of using Role Play

Role Play exercises may be hard work for the teacher, both in preparation and in execution. However, the work tends to get paid off by the students' motivation and accomplishment (Anderson, 2006). Before applying the Role Play, teachers should draw up scenarios as needed referring to the materials, the sequences of the lesson plan and the syllabus that have been prepared. This is

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necessary to do in order to get an interesting learning activity, to easily achieve goals. Steps that can be taken in applying the Role Play in the teaching and learning process are listed below:

a. When using a Role Play becomes a new technique of teaching, the teacher should firstly explain about what Role Play is and how it is applied.
b. The teacher will give the students a hand sheet containing the situations and problems that will be played by the student within group. Then, the teacher lets the students have some discussion about how their Role Play will run and lets the students get familiar with the sentences.
c. The teacher sets the scene of the class in a way that really can build a more interesting interaction among students.
d. The teacher will set a few minutes for comments. Students are given the opportunity to provide comments for the other group performances. The comments are intended as an evaluation for the groups and as media in order that the rest of the students pay attention to their friends' performance.
e. The teacher receives all input from students and provides appropriate conclusions to avoid misunderstanding among students.
f. The last stage of conducting Role Play is assessing the Role Play.

(Adapted from Aderson, 2006)

In this research, the researcher did not do exactly the same steps stated by Anderson. The researcher missed the fourth step (point d). The purpose of not using that step is avoiding students' mental killing. The researcher assumed that by ting some comments after their performance will affect the students' enthusiasm in performing Role Play.

**2.7 The action hypothesis**

In this research, the researcher attempted to give a tentative solution to the problems on students' speaking skill, the hypothesis of the research could be stated as; the use of Role Play could foster the eighth grade students' speaking skill.

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**2.8 Previous Research Finding**

Nur Anggraeny had conducted a research about the use of Role Play for teaching speaking. This research used the scripted Role Play and stated that the use of Role Play could improve the students' speaking skill, extended their motivation and confidence to speak and explored many things imaginatively. Then, Ari Purnawan also had done a research on Role Play especially on students' narrating skill. This research also uses the same type of Role Play but for different level of participants. The research result showed that the use of Role Play helped the students to get easier in narrating a story within groups. Additionally, Mohammad Fauzan's research on the use of Role Play was also resulting that there was a significant improvement on the students' speaking skill after the teaching-learning using Role Play. It stated that 89% of the students could speak very well while performing Role Play.

From those researches, the researcher decided to do a research on the use of Role Play but with different type and different level of participants. The researcher tended to use the unscripted form of Role Play for the eighth grade students. the researcher assumed that the use of unscripted role play would make the students be more creative. Unscripted Role Play let the students make their own story plot and dialogues, so that the students will not get stucked on the written script of their Role Play. The research design was classroom action research that has the purpose on fostering the students' speaking skill through the use of Role Play.

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# CHAPTER III
# THE STUDY

This chapter discusses about the research design, research participants, data collection methods, research procedures and data analysis.

## 3.1 Research Design

The study used classroom action research (CAR) as the research design. Burns (2010) states that a classroom action research is an action research which is applied in the teaching learning process. It can be in the classroom or out of classroom to foster teaching learning achievement in a certain lesson. This classroom action research was primarily intended to find out whether the use of Role Play could foster students' speaking skill or not. The research was conducted collaboratively with the English teacher of VIIIA SMPN 2 Mayang by following the action research model suggested by Elliot (1991: 71). The action research model consisted of six steps. They were: (1) preliminary study; (2) planning the action; (3) implementing the action; (4) observing the action; (5) evaluating the action; and (6) reflecting the action.

In this classroom action research, the teaching learning process was divided into two cycles. On account of this fact, the result of the post-test in Cycle 1 was used as valuable input and basis to accordingly revise the planning in Cycle 2. Therefore, Cycle 2 was conducted to ensure the research results.

## 3.2 Research Participants

The participants were the eighth grade students of SMPN 2 Mayang. They were the students of class VIII A in academic year 2016/2017, consisted of 40 students, 31 female and 9 male students. The researcher decided to select this class because the students were passive English users. In addition, based on the result of interview with the English teacher during the preliminary study, the

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selected class had low scores of daily speaking achievement. Therefore, Role Play was applied to foster their speaking skill.

### 3.3 Data Collection Methods

There were three kinds of data collection methods used in this research;

#### 3.3.1 Speaking Test

Speaking test was used to get the main data of VIII A students' speaking achievement by using Role Play. The tests were attached in Appendices G and J. The test was conducted in the end of each cycle using double scorer. Dealing with the scoring system, the researcher had prepared a scoring rubric covering all speaking components and Role Play assessment. The scoring rubric was attached in Appendix C. The students were asked to perform Role Play within groups. Then, the students' performances were recorded using camera.

#### 3.3.2 Interview

Interview in this research was done in the preliminary study. It was conducted on March 20$^{th}$, 2017 with the English teacher of VIII A of SMPN 2 Mayang as the interviewee. The data collected were used to support the background of the research. They were about the methods that had been applied by the English teacher, the students' problem in learning speaking English and other supporting data about the research participants. The type of interview was guided interview. It means that the researcher prepared a list of the questions and asked based on the prepared questions to get the information needed.

#### 3.3.3 Documentation

Documentation was used in the preliminary study. It had a purpose to collect the supporting data in this classroom action research. The supporting data were the list of the students' names in VIII A and the previous speaking scores from the English teacher.

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### 3.4 Research Procedures

This classroom action research was implemented in the form of cycles in which each cycle consisted of six steps. They were: (1) preliminary study; (2) planning the action; (3) implementing the action; (4) observing the action; (5) evaluating the action and (6) reflecting the action.

#### 3.4.1 Preliminary Study

Preliminary study was conducted to find the problem faced by the students in learning speaking. It was also to determine whether the action conducted was really needed by the class to make improvement in the speaking achievement. It had been conducted by doing interview and collecting some documents.

#### 3.4.2 Planning the action

Planning the action was used to make the implementation of the action research run properly. It referred to some preparations needed in all steps to implement the action of the research. They were as follows;

1. Constructing the Lesson Plans for Meeting I and Meeting II in Cycle 1 based on the curriculum used for the eighth grade.
2. Preparing the scoring rubric to score the students' speaking test.
3. Constructing speaking test as the posttest given in the end of each cycle.

#### 3.4.3 Implementing the Action

The action was implemented after finishing planning the action. The researcher conducted the action in the classroom using Role Play to foster the students' speaking achievement. The implementation of the action in Cycle 1 was done based on Lesson Plan I and Lesson Plan II. Those were attached in Appendices E and F. The action in Cycle 2 was done with revised planning. The researcher made some changes on the Lesson Plan III and IV based on the weaknesses of Cycle 1. The implementation of the action in Cycle 2 was done

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based on Lesson Plan III and Lesson Plan IV. Those were attached in Appendix H and I. The actions in both cycles were done collaboratively with the English teacher during the school hours according to the schedule of the class.

### 3.4.4 Observing the Action

In this classroom action research, the observation was done in each meeting both in cycles. The observation in Cycle 1 had a purpose to know the students responses to the use of Role Play and to get some data to make some revision for Cycle 2. The observation in Cycle 2 was used to know whether the revised planning had worked or not. This observation was done collaboratively with the English teacher.

### 3.4.5 Evaluating the Action

In this research, evaluation was carried out to know the improvement of the students' speaking achievement after giving the actions in Cycle 1. The evaluation used was product evaluation. The product evaluation was done by administering speaking test at the end of the cycle. The action was considered successful, if the action reached the criteria of the success in this classroom action research. At least 75% of the students in the speaking class could achieve the passing grade that was 75 in the speaking test.

#### 3.4.5.1 Data Analysis

The obtained data from each Cycle were analyzed based on the scoring rubric of speaking assessment. To find the percentage of the students who got score ≥ 75 in the speaking test, their speaking scores were analyzed by using the following formula:

$$E = \frac{n}{N} x\ 100\%$$

Notes:
E = The percentage of the students who got 75 or more in the speaking test.
n = The number of the students who got 75 or more in the speaking test.
N = The total number of the students in the class

(Adopted from Ali, 1993: 186)

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The procedures of analyzing the students' speaking scores were described as follows:

a. Paying attention and scoring the students' performance during the test.
b. Listening to recorded speaking test results to ensure the assessing process.
c. Assessing each indicator of speaking based on the scoring rubric prepared.
d. Calculating the scores based on the scoring table.
e. Making a conclusion.

### 3.4.6 Reflecting the Action

In this research, reflection of the action was done by the researcher and the English teacher. The reflection was done after doing the data analysis. The reflection was conducted to know whether or not the action given could successfully foster the students' speaking achievement. The result of the reflection was used to decide whether the action was stopped or not.

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# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter presents the conclusion dealing with the research findings and delivers suggestions to people who might deal with this research in the present time or in the future.

## 5.1 Conclusion

This research was intended to foster the VIII A students' speaking achievement through the use of Role Play. This research used Classroom Action Research as the research design. The students' speaking test showed good results. 77.5% students, with the mean score 75.5, could achieve the passing grade that was 75. There were only 9 students who achieved scores below 75 in Cycle 1. Although, the research successful criteria had been achieved in Cycle 1, Cycle 2 was still conducted to ensure the research result. Thus, the result of the speaking test in Cycle 2 showed a great improvement on the students' speaking scores. The percentage of the students who got at least 75 in the speaking test had increased from 77.5% in Cycle 1 to 85% in Cycle 2 with the mean score 85.5 and only 6 students got the score below 75.

Based on the results of Cycle 1 and Cycle 2, it could be concluded that the use of Role Play could foster the students' speaking achievement in the teaching learning process of speaking. The students were motivated to have the courage to speak in front of the class. They were also creative to create the plot of the Role Play for their own group performance. In other words, it could be stated that; the use of Role Play could foster the VIII A grade students' speaking skill of SMPN 2 Mayang.

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**5.2 Suggestions**

This research results show that the use of Role Play could foster the students' speaking achievement. Thus, the researcher would like to give suggestions to the following people;

1. The English Teachers

   The result of this research serves as a technique of teaching speaking that can be beneficial for the teachers. English teachers are expected to be able to use Role Play for teaching English due to some advantages of Role Play for speaking skill. This research result might be used a guidance for the English teachers to create, to find and to give more suitable exercises related to the use of Role Play to improve the students' speaking skill. The exercises must be matched with the subject being discussed in the classroom, so that the students will be easily reaching the objectives of the study and be more active during the teaching and learning process.

2. The Future Researchers

   The future researchers who find a similar problem are suggested to use this research result as a reference to do further research dealing with the use of Role Play to improve the students' speaking achievement. The next research can be done with different research design or different level of the research participants. The weakness of this research is on the observation process during the Cycles. The researcher did not prepare any observation checklist (observation sheet) as the reference to measure how far the students could get enjoy in practicing speaking through Role Play.

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**APPENDIX A**

**RESEARCH MATRIX**

| **Tittle** | **Problems** | **Variables** | **Indicators** | **Research Method** | | | **Hypothesis** |
|---|---|---|---|---|---|---|---|
| | | | | **Design** | **Resources** | **Method** | |
| The Use of Role Play to Foster the Eighth Grade Students' Speaking Achievement. | How can the use of Role Play foster the eighth grade students' speaking achievement? | 1. The use of Role Play in learning speaking.<br><br>2. The eighth grade students' speaking scores. | The students' speaking achievement evaluated from the elements of speaking:<br>1. Content<br>2. Accuracy<br>3. Fluency<br>4. Pronunciation<br>5. Overall Performance<br><br>(Adopted from Pilmapres oral presentation rubrics for S1 degree, 2017). | 1. Research Participants: VIII A students at SMPN 2 Mayang<br><br>2. Collaborator: The English teacher of VIII A at SMPN 2 Mayang | 1.School Documents:<br>- The students' english speaking scores<br>- English lesson syllabus of the eighth grade | Classroom action research with II cycle models.<br><br>**1. Area Determination Method**<br>Purposive Method<br><br>**2. Research Participation Determination Method:**<br>Purposive Method<br><br>**3. Data collection Method**<br>- Observation<br>- Post test<br>- Interview<br>- Documentation<br>**4. Data Analysis Method**<br>The data was analyzed based on the result of the post test using the following formula:<br>E = n/N x 100%<br>Notes:<br>E = The percentage of | The eighth grade students' speaking achievement can be fostered through the use of Role Play technique. |

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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | the students who got score 75 or more in the speaking test.<br>n = The number of the students who get score 75 or more in the speaking test.<br>N = The total number of the students in the class<br><br>(Ali, 1993: 186) | |

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**APPENDIX B**

**Teacher's Interview Result**

Goal : To know what methods are usually used by the English teacher and the progress of the students in learning English.

Teacher's Name : Mrs. EW.

| No | Questions | Answers |
|---|---|---|
| 1 | What curriculum does this school use? | This school uses 2006 curriculum for the eighth and ninth grade and 2013 curriculum for the seventh grade. |
| 2 | How many times do you teach English in a week? | 8 times a week. |
| 3 | Are there any books or references that you usually use for teaching English? | I usually use students' worksheet (LKS) and an English book published by the government for the eighth grade students. |
| 4 | In what classes do you usually teach? | VIII A to VIII E |
| 5 | Which class has the lowest mean score in learning speaking English? | The lowest score belongs to VIII A |
| 6 | Why does the class get the lowest mean score for speaking test among other classes? | They are not confident to speak because they do not know what to say. |
| 7 | What methods or techniques do you usually apply to teach speaking? | Pair and group work. |
| 8 | Have you ever taught your students using Role Play? | No, never. |
| 9 | What is the minimum requirement standard score of the English subject in this school? | The minimum standard is 75 for English subject in all classes. |

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## APPENDIX C

| ORAL PRESENTATION RUBRICS | | |
|---|---|---|
| **Field** | **Score** | **Criteria** |
| **CONTENT** | 25-22 | **EXCELLENT TO VERY GOOD :** Demonstration of excellent mastery of the topic and comprehensive elaboration. |
| | 21-18 | **GOOD TO AVERAGE :** Demonstration of good mastery of the topic and give most supportive details. |
| | 17-11 | **FAIR TO POOR :** Demonstration of fair mastery of the topic with some missing supportive details. |
| | 10-5 | **VERY POOR :** Demonstration of inadequate mastery of the topic with only few important details given. |
| **ACCURACY** | `25-22 | **EXCELLENT TO VERY GOOD:** Excellent mastery of grammar and vocabulary with all appropriate choice of expressions/register |
| | 21-18 | **GOOD TO AVERAGE :** Good mastery of grammar and vocabulary with mostly appropriate choice of expressions/register |
| | 17-11 | **GOOD TO POOR :** Fair master of grammar and vocabulary, with occasional inappropriate choice of expressions/register |
| | 10-5 | **VERY POOR :** Inadequate mastery of grammar and vocabulary, with frequent inappropriate choice of expressions/register |
| **FLUENCY** | 20-16 | **EXCELLENT TO VERY GOOD :** Speech is very fluent, no unnatural pauses; all comprehensible |
| | 15-11 | **GOOD TO AVERAGE :** Speech is mostly fluent; a few unnatural pauses; fairly comprehensible |
| | 10-8 | **FAIR TO POOR :** Speech is frequently halted; frequent unnatural pauses; fairly comprehensible |
| | 7-5 | **VERY POOR :** Speech is jerky; hardly comprehensible |
| **PRONUNCIATION** | 20-16 | **EXCELLENT TO VERY GOOD :** Pronunciation is always intelligible and clear with excellent rhythm and stress pattern |
| | 15-11 | **GOOD TO AVERAGE :** Pronunciation is mostly intelligible and clear; with good rhythm and stress pattern |
| | 10-8 | **FAIR TO POOR :** Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern |
| | 7-5 | **VERY POOR :** Pronunciation is poor and unclear with mostly incorrect rhythm and stress pattern |
| **OVERAL PERFORMANCE** | 10-9 | **EXCELLENT TO VERY GOOD :** Posture, gesture, facial expressions, eye contact , and volume demonstrate excellent performance |
| | 8-7 | **GOOD TO AVERAGE :** Posture, gesture, facial expressions, eye contact , and volume demonstrate good performance |
| | 6-5 | **FAIR TO POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate fair performance |
| | 4-3 | **VERY POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate poor performance |

*(Adopted from; Pilmapres Oral Presentation Rubric for S1 Degree, 2017)*

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**APPENDIX D**

**STUDENTS' NAME LIST AND THE PREVIOUS SPEAKING SCORE**

| NO | STUDENTS' INITIAL NAME | STUDENTS' SCORE |
|---|---|---|
| 1 | ARAP | 60 |
| 2 | AL | 65 |
| 3 | AJA | 65 |
| 4 | AH | 65 |
| 5 | DHN | 60 |
| 6 | DAPS | 60 |
| 7 | FAAN | 60 |
| 8 | FM | 60 |
| 9 | HF | 60 |
| 10 | IAU | 60 |
| 11 | IYI | 60 |
| 12 | JS | 65 |
| 13 | LF | 65 |
| 14 | LAY | 65 |
| 15 | MKN | 65 |
| 16 | MVA | 65 |
| 17 | MH | 60 |
| 18 | MMD | 60 |
| 19 | MAB | 60 |
| 20 | MAF | 60 |
| 21 | MZA | 60 |
| 22 | NH | 60 |
| 23 | NHN | 60 |
| 24 | NA | 65 |
| 25 | RJ | 60 |
| 26 | RYP | 60 |
| 27 | SAC | 60 |
| 28 | SFR | 60 |
| 29 | SDL | 60 |
| 30 | SA | 60 |
| 31 | SH | 65 |
| 32 | SHN | 65 |
| 33 | SAT | 65 |
| 34 | TW | 65 |
| 35 | UH | 65 |
| 36 | UR | 70 |
| 37 | VSN | 65 |
| 38 | WAT | 65 |
| 39 | IYA | 65 |
| 40 | YT | 65 |

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**APPENDIX E**

**Lesson Plan I**
**(Meeting 1 in Cycle I)**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

**I. Standard Competence**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindaktutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, member dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**III. Indicators**

Cognitive Product

1. Performing Role Play in front of the class based on the situation given.

Cognitive process

1. Developing the situation given by the teacher to be a Role Play.
2. Composing the draft of the Role Play based on the situation.
3. Practicing their dialogues within group before coming forward.

Psychomotor

1. Using the appropriate gestures.

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**VI. Learning Objectives**

Cognitive Product

1. Students are able to perform Role Play in front of the class based on the situation given.

Cognitive process

1. Students are able to develop the situation given by the teacher to be a Role Play.
2. Students are able to compose the draft of the Role Play based on the situation.
3. Students are able to practice their dialogues with the group members before coming forward.

Psychomotor

1. Students are able to use appropriate gestures.

**V. Materials**

*(Enclosed)*

**VI. Approach, Method, and Technique**

1. Approach : Communicative Language Teaching
2. Method : Small Group Discussion
3. Technique : Role Play

**VII. Teaching and Learning Activities**

| **Sequence** | **Teacher's Activities** | **Students' Activities** | **Time Allocation** |
|---|---|---|---|
| Set Induction | 1. Greeting the students | 1. Replying the teachers' greeting | 1 minute |
| | 2. Inviting the students to pray | 2. Praying with the teacher | 1 minute |
| | 3. Checking the students' attendance | 3. Responding to the teacher | 2 minutes |
| | 4. Giving some leading questions | 4. Answering the teacher's questions | 4 minutes |
| | 5. Stating the objective of learning | 5. Paying attention to the teacher | 2 minutes |
| Main Activities | 1. Explaining what Role Play is and how Role Play is applied in the classroom. | 1. Paying attention to the explanation | 10 minutes |
| | 2. Dividing the students into | 2. Taking the lottery and | 5 minutes |

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| | | | |
|---|---|---|---|
| | small groupsby way od lottery. Each group consists of five students.<br>3. Setting the class to be more comfortable for the students both for their discussion and performance.<br>4. Showing an unscripted Role Play about one of social conflicts entitled "old fashioned hair style"<br>5. Developing the unscripted Role Play to find the plot of the Role Play.<br>6. Asking the students to compose a draft for their role play performance based on the developed situation.<br>7. Leading the students to get their speaking practice of the Role Play within group.<br>8. Asking some of the groups to come forward to play the Role Play in front of the class.<br>9. Appreciating the volunteer group. | making groups consist of five students inside<br>3. Along with the teacher setting the class.<br>4. Paying attention to the "old fashioned hair style" Role Play.<br>5. With the teacher's guidance, developing the Role Play to make the plot of the story.<br>6. With the teacher guidance composing a draft for the role play performance based on the developed situation.<br>7. Practicing speaking English through Role Play within group.<br>8. Coming forward to perform their well prepared Role Play.<br>9. Appreciating the volunteer group. | 5 minutes<br>5 minutes<br>5 minutes<br>5 minutes<br>10 minutes<br>10 minutes<br>10 minutes |
| Closure | 1. Guiding the students to make conclusion<br>2. Parting the students | 1. Making conclusion with the teacher's guidance<br>2. Saying good bye to friends and the teacher | 4 minutes<br>1 minutes |

**VIII. Media and Sources**

**Media :**

a. Whiteboard
b. Board marker
c. Camera
d. Group Work Exercises
e. Laptop
f. LCD and Projector

**Sources :**

a. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

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b. Silabuskelas VIII, Kurikulum Tingkat SatuanPendidikan th.2006

**IX. Assessment**

a. Product Assessment

The product assessment will be conducted by administering a speaking test through the use of ole play based on the scoring rubric of speaking.

| No | Name | Content | Accuracy | Fluency | Pronunciation | Overall Performance | Total |
|---|---|---|---|---|---|---|---|
| | | 5 – 25 | 5 – 25 | 5 – 20 | 5 – 20 | 3 – 10 | |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| .. | | | | | | | |
| .. | | | | | | | |
| .. | | | | | | | |
| 40 | | | | | | | |

Jember, May, 8 2017

**NAFIATUN AINIA ASY'ARI**

**NIM 130210401066**

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| ORAL PRESENTATION RUBRICS | | |
|---|---|---|
| **Field** | **Score** | **Criteria** |
| **CONTENT** | 25-22 | **EXCELLENT TO VERY GOOD :** Demonstration of excellent mastery of the topic and comprehensive elaboration. |
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| | 6-5 | **FAIR TO POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate fair performance |
| | 4-3 | **VERY POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate poor performance |

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## MAIN MATERIAL

**Leading questions;**

Do you ever see your friend's hair style?

How does it look like?

Do you have a friend with the old fashioned hair style?

How do you think about your the old fashioned hair style?

## THE EXAMPLE OF ROLE PLAY SITUATION

## "The Old Fashioned Hair Style"

There are five people in the garden. They are Rina and Rini. They are talking about their friend's hair style whose name is Novi. They assume that her hair style is old fashioned. Suddenly, there were Novi's best friends whose names are Nila and Dila pass in front of them and hear all their conversation. Nila decides to tell Novi about what she has heard. Actually Dila has forbidden her, but Nila still keep telling. Knowing that, Novi was extremely angry. Novi comes to see Rina and Rini. Novi, Nila, Rina and Rini quarrel. Dila tries to stop them and make them realize that they are friend, so they must not fight one and another.

Use your imagination to develop the situation become a Role Play! Perform the Role Play within group!

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**APPENDIX F**

**Lesson Plan II**
**(Meeting 1 in Cycle I)**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

**I. Standard Competence**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindaktutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, member dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**III. Indicators**

Cognitive Product

1. Performing Role Play in front of the class based on the situation given.

Cognitive process

1. Developing the situation given by the teacher to be a Role Play.
2. Composing the draft of the Role Play based on the situation.
3. Practicing their dialogues within group before coming forward.

Psychomotor

1. Using the appropriate gestures.

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**VI. Learning Objectives**

Cognitive Product

1. Students are able to perform Role Play in front of the class based on the situation given.

Cognitive process

1. Students are able to develop the situation given by the teacher to be a Role Play.
2. Students are able to compose the draft of the Role Play based on the situation.
3. Students are able to practice their dialogues with the group members before coming forward.

Psychomotor

1. Students are able to use appropriate gestures.

**V. Materials**

*(Enclosed)*

**VI. Approach, Method, and Technique**

1. Approach : Communicative Language Teaching
2. Method : Small Group Discussion
3. Technique : Role Play

**VII. Teaching and Learning Activities**

| **Sequence** | **Teacher's Activities** | **Students' Activities** | **Time Allocation** |
|---|---|---|---|
| Set Induction | 1. Greeting the students<br>2. Inviting the students to pray<br>3. Checking the students' attendance<br>4. Giving some leading questions<br>5. Stating the objective of learning | 1. Replying the teachers' greeting<br>2. Praying with the teacher<br>3. Responding to the teacher<br>4. Answering the teacher's questions<br>5. Paying attention to the teacher | 1 minute<br>1 minute<br>2 minutes<br>4 minutes<br>2 minutes |
| Main Activities | 1. Dividing the students into small groups by way of lottery. Each group consists of five students.<br>2. Setting the class to be more comfortable for the students | 1. Taking the lottery and making groups consist of five students inside<br>2. Along with the teacher setting the class. | 5 minutes<br>5 minutes |

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| | | | |
|---|---|---|---|
| | both for their discussion and performance.<br>3. Showing an unscripted Role Play about one of social conflicts entitled "Let's Finish Our Homework"<br>4. Developing the unscripted Role Play to find the plot of the Role Play.<br>5. Leading the students to get their speaking practice of the Role Play within group.<br>6. Asking the students to compose a draft for their role play performance based on the developed situation.<br>7. Asking the rest of the groups who had not come forward yet to perform the Role Play in front of the class.<br>8. Appreciating the volunteer group. | 3. Paying attention to the "let's finish our homework" Role Play.<br>4. With the teacher's guidance, developing the Role Play to make the plot of the story.<br>5. Practicing speaking English through Role Play within group.<br>6. Together with the teacher's guidance composing a draft for their role play performance based on the developed situation.<br>7. Coming forward to perform their well prepared Role Play.<br>8. Appreciating the volunteer group. | 5 minutes<br>10 minutes<br>15 minutes<br>5 minutes<br>10 minutes<br>10 minutes |
| Closure | 1. Guiding the students to make conclusion<br>2. Parting the students | 1. Making conclusion with the teacher's guidance<br>2. Saying good bye to friends and the teacher | 3 minutes<br>2 minutes |

**VIII. Media and Sources**

**Media :**

a. Whiteboard
b. Board marker
c. Camera
d. Group Work Exercises
e. Laptop
f. LCD and Projector

**Sources :**

a. Pedoman Pilmapres Oral Presentation Rubrics For S1 Degree, 2017
b. Silabus Kelas VIII, Kurikulum Tingkat SatuanPendidikan th.2006

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**IX. Assessment**

a. Product Assessment

The product assessment will be conducted by administering a speaking test through the use of ole play based on the scoring rubric of speaking.

| No | Name | Content | Accuracy | Fluency | Pronunciation | Overall Performance | Total |
|---|---|---|---|---|---|---|---|
| | | 5 – 25 | 5 – 25 | 5 – 20 | 5 – 20 | 3 – 10 | |
| 1 | | | | | | | |
| 2 | | | | | | | |
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| 40 | | | | | | | |

Jember, May 10, 2017

**NAFIATUN AINIA ASY'ARI**

**NIM 130210401066**

Digital Repository Universitas Jember


| ORAL PRESENTATION RUBRICS | | |
|---|---|---|
| **Field** | **Score** | **Criteria** |
| **CONTENT** | 25-22 | **EXCELLENT TO VERY GOOD :** Demonstration of excellent mastery of the topic and comprehensive elaboration. |
| | 21-18 | **GOOD TO AVERAGE :** Demonstration of good mastery of the topic and give most supportive details. |
| | 17-11 | **FAIR TO POOR :** Demonstration of fair mastery of the topic with some missing supportive details. |
| | 10-5 | **VERY POOR :** Demonstration of inadequate mastery of the topic with only few important details given. |
| **ACCURACY** | `25-22 | **EXCELLENT TO VERY GOOD:** Excellent mastery of grammar and vocabulary with all appropriate choice of expressions/register |
| | 21-18 | **GOOD TO AVERAGE :** Good mastery of grammar and vocabulary with mostly appropriate choice of expressions/register |
| | 17-11 | **GOOD TO POOR :** Fair master of grammar and vocabulary, with occasional inappropriate choice of expressions/register |
| | 10-5 | **VERY POOR :** Inadequate mastery of grammar and vocabulary, with frequent inappropriate choice of expressions/register |
| **FLUENCY** | 20-16 | **EXCELLENT TO VERY GOOD :** Speech is very fluent, no unnatural pauses; all comprehensible |
| | 15-11 | **GOOD TO AVERAGE :** Speech is mostly fluent; a few unnatural pauses; fairly comprehensible |
| | 10-8 | **FAIR TO POOR :** Speech is frequently halted; frequent unnatural pauses; fairly comprehensible |
| | 7-5 | **VERY POOR :** Speech is jerky; hardly comprehensible |
| **PRONUNCIATION** | 20-16 | **EXCELLENT TO VERY GOOD :** Pronunciation is always intelligible and clear with excellent rhythm and stress pattern |
| | 15-11 | **GOOD TO AVERAGE :** Pronunciation is mostly intelligible and clear; with good rhythm and stress pattern |
| | 10-8 | **FAIR TO POOR :** Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern |
| | 7-5 | **VERY POOR :** Pronunciation is poor and unclear with mostly incorrect rhythm and stress pattern |
| **OVERAL PERFORMANCE** | 10-9 | **EXCELLENT TO VERY GOOD :** Posture, gesture, facial expressions, eye contact , and volume demonstrate excellent performance |
| | 8-7 | **GOOD TO AVERAGE :** Posture, gesture, facial expressions, eye contact , and volume demonstrate good performance |
| | 6-5 | **FAIR TO POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate fair performance |
| | 4-3 | **VERY POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate poor performance |

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**Main material**

Leading questions;

Do you ever have group homeworks?

Where will you usually do it?

When will you usually do it?

How will you finish the homework?

Do you have some friends that sometimes do not want to do the group work?

How will you feel?

**The example of Role Play situation**

**"Let's Finish Our Homework"**

There are five people at Rina's home. Their purpose to get gather is, first, doing their English task. Unfortunately, all of them are busy with their own business. Dio is busy with playing game in his laptop. Rina is busy with her mobile phone. Riri and Rara are telling story about their favorite movies. Nita is doing the task herself. Nita ask them not to be busy themselves. Unfortunately, they ignore her. Nita becomes angry and decides to go home. A few minutes after, her friends realize that Nita is gone. They try to ask apology to Nita.

Use your imagination to develop the situation become a Role Play! Perform the Role Play within group!

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**APPENDIX G**

**SPEAKING TEST CYCLE 1**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

1. **Make a group of five, develop the situation to be a Role Play in 20 minutes. Then, perform the role play with your group in front of the class in 2 – 5 minutes!**

| | |
|---|---|
| 1. | There are five people in the garden.<br><br>Rina and Rinda are best friends; they are talking about Tina's and Tini's hair styles. They say that Tina's is the old fashioned hair style, but Tini's is the new hair style. It is bad. Tina suddenly passes in front of them and unintentionally hears their conversation. They fight and make noise until Tini comes to them to see what is happening. Tini is an arrogant girl, she makes the situation become worse. She is not trying to stop them debating, she joined to quarrel. Angel passes by and sees them debating one another, Angel approaches them and asks what happens. Then, Angel can calm them all down. Then, everything runs very well.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 2. | In a bus..<br>There are a mother and her daughter going to Probolinggo. There are two beggars trying to ask the mother's money. They force the mother to give money. Her daughter begins to cry. Fortunately, the bus conductor comes and tries to help the mother.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 3. | At Dodit's home, there are three people doing their English tasks. They feel the English task is too difficult. They decide to ask Dodit's father to help them finish their tasks. Dodit's father is an English teacher. Dodit's father was surprised knowing that the tasks are too difficult for them to finish. Dodit's father phoned Dodit's English teacher and became angry |

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| | |
|---|---|
| | with the English teacher. Then, the English teacher asks apology and cancel the submission of the tasks.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 4. | There are five people in a police office. A husband and wife are looking for their daughter. Their daughter is gone from home since yesterday. They are really worried because their daughter told them that she is going to meet her facebook friend. Suddenly, at the same time, there is a policeman comes in with a pitiful girl. He said that he found the girl getting lost in an area which is far from the police office. Surprisingly, the girl is the daughter that is being wanted.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 5. | There are five people at school.<br>There are husband and wife being angry with their son because the way their son dressed. The son likes wearing a dress such a rocker even for going to school. Until his headmaster is angry with him and calls his parents. The headmaster punish him to stand up in the yard. The headmaster asks the security to keep him during the punishment.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 6. | There are five people at Rudy's home.<br><br>Dodi and Didit are twin. They are studying English. Their mom and dad have just come home by bringing some foods. Mom asks the servant to prepare the foods on plates. While the servant was serving the food, she suddenly finds a disgusting animal in the food.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 7. | There are five people in the zoo.<br><br>Three girls are walking around to see the beautiful animals.<br>One girl is busy with herself taking many photos until she gets lost. She is left by her three friends. She goes to the information center to get a help.<br><br>Use your imagination to create a role play based on the situation above! |

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| | |
|---|---|
| | Perform it within group! |
| 8. | There are five people in the hospital.<br><br>Nilna is sick. Three of her friends come to see her. Ifan comes to see Nilna bringing flowers. Wildan comes to see Nilna bringing chocolates. Dodit comes to see Nilna bringing fruits. They have a fight about which gift is the best for Nilna. They get the serious talks about which gift is the best for Nilna. Nilna feels inconvenient and Nilna's mother tries to stop them.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 9. | There are five people in the mall. Three girls are trying to find a birthday gift for their friend. Suddenly, they meet their favorite actress. They really want to take picture with her. They follow where the actress is going. Finally, they can get one picture with her. Because they are too happy, they forget to buy the gift for their friend. They meet their birthday friend with empty hand. Their friends become so sad and begin to cry. They feel really sorry to her.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |
| 10. | There are five people in a boarding house.<br>Nita suddenly lost her wedges, she asks her three friends about where her wedges are. No one knows where it is. Nita and her three friends are gossiping about a girl next to Nita's room. They assume that girl is hiding Nita's wedges. While they were talking nicely, the owner of the boarding house passes by. They tell him that Nita lost her wedges. He suggests Nita and friends to be more careful, because crime can happen everywhere and every time.<br><br>Use your imagination to create a role play based on the situation above! Perform it within group! |

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**APPENDIX H**

**Lesson Plan III**
**(Meeting 1 in Cycle 2)**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

**I. Standard Competence**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindaktutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, member dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**III. Indicators**

Cognitive Product

1. Performing Role Play in front of the class based on the situation given.

Cognitive process

1. Developing the situation given by the teacher to be a Role Play.
2. Composing the draft of the Role Play based on the situation.
3. Practicing their dialogues within group before coming forward.

Psychomotor

1. Using the appropriate gestures.

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**VI. Learning Objectives**

Cognitive Product

1. Students are able to perform Role Play in front of the class based on the situation given.

Cognitive process

1. Students are able to develop the situation given by the teacher to be a Role Play.
2. Students are able to compose the draft of the Role Play based on the situation.
3. Students are able to practice their dialogues with the group members before coming forward.

Psychomotor

1. Students are able to use appropriate gestures.

**V. Materials**

*(Enclosed)*

**VI. Approach, Method, and Technique**

1. Approach : Communicative Language Teaching
2. Method : Small Group Discussion
3. Technique : Role Play

**VII. Teaching and Learning Activities**

| **Sequence** | **Teacher's Activities** | **Students' Activities** | **Time Allocation** |
|---|---|---|---|
| Set Induction | 1. Greeting the students<br>2. Inviting the students to pray<br>3. Checking the students' attendance<br>4. Giving some leading questions<br>5. Stating the objective of learning | 1. Replying the teachers' greeting<br>2. Praying with the teacher<br>3. Responding to the teacher<br>4. Answering the teacher's questions<br>5. Paying attention to the teacher | 1 minute<br>1 minute<br>2 minutes<br>4 minutes<br>2 minutes |
| Main Activities | 1. Dividing the students into small groups by way of lottery. Each group consists of five | 1. Taking the lottery and making groups consist of five students inside. | 5 minutes |

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| | | | |
|---|---|---|---|
| | students.<br>2. Setting the class to be more comfortable for the students both for their discussion and performance.<br>3. Showing a video entitle "Let's Study Harder"<br>4. Asking the students' opinion about the video.<br>5. Showing a situation of unscripted Role Play about one of social conflicts entitled "I Lost My Hand Phone"<br>6. Developing the unscripted Role Play situation to find the plot of the Role Play.<br>7. Asking the students to compose the draft for their role play.<br>8. Leading the students to get their speaking practice of the Role Play within group.<br>9. Asking some of the groups to come forward to play the Role Play in front of the class.<br>10. Appreciating the volunteer group. | 2. Along with the teacher's guidance setting the class.<br>3. Paying attention to the video<br>4. Answering the teachers' questions related to the video.<br>5. Paying attention to the "I Lost My Hand Phone" Role Play situation.<br>6. With the teacher's guidance, developing the Role Play to make the plot of the story.<br>7. Composing a role play draft based on the developed situation.<br>8. Practicing speaking English through Role Play within group.<br>9. Coming forward to perform their well prepared Role Play.<br>10. Appreciating the volunteer group. | 5 minutes<br>10 minutes<br>5 minutes<br>5 minutes<br>5 minutes<br>10 minutes<br>10 minutes<br>5 minutes |
| Closure | 1. Guiding the students to make conclusion<br>2. Parting the students | 1. Making conclusion with the teacher's guidance<br>2. Saying good bye to friends and the teacher | 4 minutes<br>1 minutes |

**VIII. Media and Sources**

**Media :**

a. Whiteboard

b. Board marker

c. Camera

d. Group Work Exercises

e. Laptop

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f. LCD and Projector

**Sources :**

a. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

b. Silabus kelas VIII, Kurikulum Tingkat SatuanPendidikan th.2006

**IX. Assessment**

a. Product Assessment

The product assessment will be conducted by administering a speaking test through the use of ole play based on the scoring rubric of speaking.

| No | Name | Content | Accuracy | Fluency | Pronunciation | Overall Performance | Total |
|---|---|---|---|---|---|---|---|
| | | 5 – 25 | 5 – 25 | 5 – 20 | 5 – 20 | 3 – 10 | |
| 1 | | | | | | | |
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| 40 | | | | | | | |

Jember, May 15, 2017

**NAFIATUN AINIA ASY'ARI**

**NIM 130210401066**

Digital Repository Universitas Jember


| ORAL PRESENTATION RUBRICS | | |
|---|---|---|
| **Field** | **Score** | **Criteria** |
| **CONTENT** | 25-22 | **EXCELLENT TO VERY GOOD :** Demonstration of excellent mastery of the topic and comprehensive elaboration. |
| | 21-18 | **GOOD TO AVERAGE :** Demonstration of good mastery of the topic and give most supportive details. |
| | 17-11 | **FAIR TO POOR :** Demonstration of fair mastery of the topic with some missing supportive details. |
| | 10-5 | **VERY POOR :** Demonstration of inadequate mastery of the topic with only few important details given. |
| **ACCURACY** | `25-22 | **EXCELLENT TO VERY GOOD:** Excellent mastery of grammar and vocabulary with all appropriate choice of expressions/register |
| | 21-18 | **GOOD TO AVERAGE :** Good mastery of grammar and vocabulary with mostly appropriate choice of expressions/register |
| | 17-11 | **GOOD TO POOR :** Fair master of grammar and vocabulary, with occasional inappropriate choice of expressions/register |
| | 10-5 | **VERY POOR :** Inadequate mastery of grammar and vocabulary, with frequent inappropriate choice of expressions/register |
| **FLUENCY** | 20-16 | **EXCELLENT TO VERY GOOD :** Speech is very fluent, no unnatural pauses; all comprehensible |
| | 15-11 | **GOOD TO AVERAGE :** Speech is mostly fluent; a few unnatural pauses; fairly comprehensible |
| | 10-8 | **FAIR TO POOR :** Speech is frequently halted; frequent unnatural pauses; fairly comprehensible |
| | 7-5 | **VERY POOR :** Speech is jerky; hardly comprehensible |
| **PRONUNCIATION** | 20-16 | **EXCELLENT TO VERY GOOD :** Pronunciation is always intelligible and clear with excellent rhythm and stress pattern |
| | 15-11 | **GOOD TO AVERAGE :** Pronunciation is mostly intelligible and clear; with good rhythm and stress pattern |
| | 10-8 | **FAIR TO POOR :** Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern |
| | 7-5 | **VERY POOR :** Pronunciation is poor and unclear with mostly incorrect rhythm and stress pattern |
| **OVERAL PERFORMANCE** | 10-9 | **EXCELLENT TO VERY GOOD :** Posture, gesture, facial expressions, eye contact , and volume demonstrate excellent performance |
| | 8-7 | **GOOD TO AVERAGE :** Posture, gesture, facial expressions, eye contact , and volume demonstrate good performance |
| | 6-5 | **FAIR TO POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate fair performance |
| | 4-3 | **VERY POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate poor performance |

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## MAIN MATERIAL

**Leading questions;**

Do you have a hand phone?

What type of hand phone is yours?

Do you keep your hand phone well?

What will you do if you lost your hand phone?

### THE EXAMPLE OF ROLE PLAY SITUATION

### "I Lost My Hand Phone"

There are five people in the garden…

Raras and Rani are walking around in the garden, Raras showed Rani that she has a new hand phone arrogantly. Rani tells Raras that she should be careful in keeping her new hand phone but Raras ignores Rani's advice. There are two thieves following them and steal Raras's new hand phone. Raras's hand phone is stolen. She reports to security by crying. The security tries to help her find her hand phone. He finally meets two boys are taking photos using the wanted hand phone. He directly caughtes them and gives Raras's hand phone back.

Use your imagination to develop the situation become a Role Play! Perform the Role Play within group!

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**APPENDIX I**

**Lesson Plan IV**
**(Meeting 1 in Cycle 2)**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

**I. Standard Competence**

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

**II. Basic Competence**

9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindaktutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, member dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**III. Indicators**

Cognitive Product

1. Performing Role Play in front of the class based on the situation given.

Cognitive process

1. Developing the situation given by the teacher to be a Role Play.
2. Composing the draft of the Role Play based on the situation.
3. Practicing their dialogues within group before coming forward.

Psychomotor

1. Using the appropriate gestures.

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**VI. Learning Objectives**

Cognitive Product

1. Students are able to perform Role Play in front of the class based on the situation given.

Cognitive process

1. Students are able to develop the situation given by the teacher to be a Role Play.
2. Students are able to compose the draft of the Role Play based on the situation.
3. Students are able to practice their dialogues with the group members before coming forward.

Psychomotor

1. Students are able to use appropriate gestures.

**V. Materials**

*(Enclosed)*

**VI. Approach, Method, and Technique**

1. Approach : Communicative Language Teaching
2. Method : Small Group Discussion
3. Technique : Role Play

**VII. Teaching and Learning Activities**

| **Sequence** | **Teacher's Activities** | **Students' Activities** | **Time Allocation** |
|---|---|---|---|
| Set Induction | 1. Greeting the students<br>2. Inviting the students to pray<br>3. Checking the students' attendance<br>4. Giving some leading questions<br>5. Stating the objective of learning | 1. Replying the teachers' greeting<br>2. Praying with the teacher<br>3. Responding to the teacher<br>4. Answering the teacher's questions<br>5. Paying attention to the teacher | 1 minute<br>1 minute<br>2 minutes<br>4 minutes<br>2 minutes |
| Main Activities | 1. Dividing the students into small groups by way of | 1. Taking the lottery and making groups | 5 minutes |

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| | | | |
|---|---|---|---|
| | lottery. Each group consists of five students.<br>2. Setting the class to be more comfortable for the students both for their discussion and performance.<br>3. Showing a video entitle "My New Gadget"<br>4. Asking the students' opinion about the video.<br>5. Showing a situation of unscripted Role Play about one of social conflicts entitled "I Don't Pass My Exam"<br>6. Developing the unscripted Role Play situation to find the plot of the Role Play.<br>7. Asking the students to compose a draft for their role play based on the developed situation<br>8. Leading the students to get their speaking practice of the Role Play within group.<br>9. Asking the rest of the groups who had not come forward yet in the previous meeting to perform the Role Play in front of the class.<br>10. Appreciating the volunteer group. | consist of five students inside.<br>2. Along with the teacher setting the class.<br>3. Paying attention to the video<br>4. Answering the teachers' questions related to the video.<br>5. Paying attention to the "I Don't Pass My Exam" Role Play situation.<br>6. With the teacher's guidance, developing the Role Play to make the plot of the story.<br>7. With the teacher's guidance, composing a draft based on the developed situation.<br>8. Practicing speaking English through Role Play within group.<br>9. Coming forward to perform their well prepared Role Play.<br>10. Appreciating the volunteer group. | 5 minutes<br>10 minutes<br>5 minutes<br>5 minutes<br>5 minutes<br>5 minutes<br>10 minutes<br>10 minutes<br>5 minutes |
| Closure | 1. Guiding the students to make conclusion<br>2. Parting the students | 1. Making conclusion with the teacher's guidance<br>2. Saying good bye to friends and the teacher | 4 minutes<br>1 minutes |

**VIII. Media and Sources**

**Media :**

a. Whiteboard

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b. Board marker
c. Camera
d. Group Work Exercises
e. Laptop
f. LCD and Projector

**Sources :**

a. Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
b. Silabuskelas VIII, Kurikulum Tingkat Satuan Pendidikan th.2006

**IX. Assessment**

a. Product Assessment

The product assessment will be conducted by administering a speaking test through the use of ole play based on the scoring rubric of speaking.

| No | Name | Content | Accuracy | Fluency | Pronunciation | Overall Performance | Total |
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| | | 5 – 25 | 5 – 25 | 5 – 20 | 5 – 20 | 3 – 10 | |
| 1 | | | | | | | |
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| 40 | | | | | | | |

Jember May 17, 2017

**NAFIATUN AINIA ASY'ARI**

**NIM 130210401066**

Digital Repository Universitas Jember


| ORAL PRESENTATION RUBRICS | | |
|---|---|---|
| **Field** | **Score** | **Criteria** |
| **CONTENT** | 25-22 | **EXCELLENT TO VERY GOOD :** Demonstration of excellent mastery of the topic and comprehensive elaboration. |
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| | 17-11 | **FAIR TO POOR :** Demonstration of fair mastery of the topic with some missing supportive details. |
| | 10-5 | **VERY POOR :** Demonstration of inadequate mastery of the topic with only few important details given. |
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| | 21-18 | **GOOD TO AVERAGE :** Good mastery of grammar and vocabulary with mostly appropriate choice of expressions/register |
| | 17-11 | **GOOD TO POOR :** Fair master of grammar and vocabulary, with occasional inappropriate choice of expressions/register |
| | 10-5 | **VERY POOR :** Inadequate mastery of grammar and vocabulary, with frequent inappropriate choice of expressions/register |
| **FLUENCY** | 20-16 | **EXCELLENT TO VERY GOOD :** Speech is very fluent, no unnatural pauses; all comprehensible |
| | 15-11 | **GOOD TO AVERAGE :** Speech is mostly fluent; a few unnatural pauses; fairly comprehensible |
| | 10-8 | **FAIR TO POOR :** Speech is frequently halted; frequent unnatural pauses; fairly comprehensible |
| | 7-5 | **VERY POOR :** Speech is jerky; hardly comprehensible |
| **PRONUNCIATION** | 20-16 | **EXCELLENT TO VERY GOOD :** Pronunciation is always intelligible and clear with excellent rhythm and stress pattern |
| | 15-11 | **GOOD TO AVERAGE :** Pronunciation is mostly intelligible and clear; with good rhythm and stress pattern |
| | 10-8 | **FAIR TO POOR :** Pronunciation is fairly intelligible and clear with some incorrect rhythm and stress pattern |
| | 7-5 | **VERY POOR :** Pronunciation is poor and unclear with mostly incorrect rhythm and stress pattern |
| **OVERAL PERFORMANCE** | 10-9 | **EXCELLENT TO VERY GOOD :** Posture, gesture, facial expressions, eye contact , and volume demonstrate excellent performance |
| | 8-7 | **GOOD TO AVERAGE :** Posture, gesture, facial expressions, eye contact , and volume demonstrate good performance |
| | 6-5 | **FAIR TO POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate fair performance |
| | 4-3 | **VERY POOR :** Posture, gesture, facial expressions, eye contact , and volume demonstrate poor performance |

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## MAIN MATERIAL

**Leading questions;**

Do you always study every night?

Do you always study when you get exam?

Do you always pass your exam?

What score do you usually get?

How will you feel when you don't pass your exam?

### THE EXAMPLE OF ROLE PLAY SITUATION

### "I Didn't Pass My Exam"

There are five people at school, they are head master, teacher and three students.The teacher gave an examination to the students in the previous week and today is the time for the announcement. The teacher called the students' name one by one. One of the students does not pass the exam because he never studies. Therefore, he always gets a very bad score. The teacher invites him to meet the headmaster. The head master punishes him by ordering him to memorize the irregular verbs after the school. His two friends advice him to study harder.

Use your imagination to develop the situation become a Role Play! Perform the Role Play within group!

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**APPENDIX J**

**SPEAKING TEST CYCLE 2**

Subject : English
Level/Semester : VIII/2
Language skill : Speaking
Topic : Social Conflicts
Time allocation : 2 x 40 minutes

1. **Make a group of five; develop the situation to be a Role Play in 30 minutes. Thus, perform the role play with your group in front of the class in 3 – 5 minutes!**

| | |
|---|---|
| 1 | There were five people in the hospital.<br><br>There were a father and mother came to the hospital. They were in a rush. Their son was sick. They asked for the doctor to check their son condition. But the doctor said they must pay the administration first. They did not enough money. Finally, the doctor called security to eject them from the hospital.<br><br>Doctor : Arrogant and money mad.<br><br>Rudy : He is sick. He is suffering from typhus.<br><br>Rudy's father : A poor man, he is a farmer.<br><br>Rudy's mother : A poor woman, she is only a servant.<br><br>Security : A strong man with frightening face. |
| 2 | There were five people in the park.<br><br>Rita and Rina were best friend since they were elementary school. One day, it was Riko's birthday. Actually, Rina loved riko but she was shy to say it to riko. Rina ordered Rita to give a price to riko. Rita gave the price to riko, but she said the price was from her. Rina's two friends knew and told rina about it. Rina was so sad. She felt that Rita lied to her. Rina was angry with Rita. |

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| | |
|---|---|
| | Rina : a beautiful and shy girl<br><br>Rita : a confident and fuzzy girl<br><br>Riko : a handsome and cool boy<br><br>Two Rina's friends : fuzzy girls. |
| 3 | There were five people in the bus station<br><br>A mother and a father had one son, he was still 7 years old. The mother and the father were eating and they had a very nice conversation until they forget about their son. The son was naughty, he walked around the bus station and did not know how to come back. Finally, the son meets a taxi driver. He told the taxi driver that he is lost. The taxi driver brought him to the information center.<br><br>A taxi driver : a very kind man. He is helpful<br><br>A kid : a naughty and selfish boy.<br><br>A mother : angry with her husband because the son is lost.<br><br>A father : confused to find his son.<br><br>A receptionist : giving the announcement. |
| 4 | There were five people in the school.<br><br>While the English lesson was still running, there were tow students did not pay attention to their teacher explanation. They were busy with their mobile phone. Suddenly, the English teacher stayed in front of them and surprised them. They were afraid. But the English teacher was angry and brings them to the head master. The head master punished them. They have to stand up in the yard facing the flag. The headmaster asked for the security to keep them.<br><br>Two students were bringing mobile phone, they were busy to open face book.<br><br>An English teacher : actually she is a patient woman, but she doesn't like if the students do not pay attention to her explanation. |

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| | |
|---|---|
| | A headmaster : he is always angry to the students who disobeyed the regulation<br><br>A security : a discipline boy. |
| 8 | There were five people in the school.<br><br>While the English lesson was still running, there were tow students did not pay attention to their teacher explanation. They were busy with their mobile phone. Suddenly, the English teacher stayed in front of them and surprised them. They were afraid. But the English teacher was angry and brings them to the head master. The head master punished them. They have to stand up in the yard facing the flag. The headmaster asked for the security to keep them.<br><br>Two students were bringing mobile phone, they were busy to open face book.<br><br>An English teacher : actually she is a patient woman, but she doesn't like if the students do not pay attention to her explanation.<br><br>A headmaster : he is always angry to the students who disobeyed the regulation<br><br>A security : a discipline boy. |

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**APPENDIX K**

**THE RESULT OF STUDENTS' SPEAKING TEST IN CYCLE 1 BY SCORER 1**

| No. | Students' Initial Name | The Students' Speaking Test Scores Based On The Oral Presentation Rubric | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | Content | Accuracy | Fluency | Pronunciation | Overall Performance | |
| 1 | ARAP | 23 | 20 | 16 | 11 | 7 | 77 |
| 2 | AL | 23 | 20 | 16 | 8 | 7 | 74 |
| 3 | AJA | 23 | 19 | 17 | 12 | 7 | 78 |
| 4 | AH | 23 | 19 | 17 | 12 | 7 | 78 |
| 5 | DHN | 22 | 21 | 16 | 8 | 7 | 74 |
| 6 | DAPS | 22 | 21 | 16 | 9 | 7 | 75 |
| 7 | FAAN | 22 | 21 | 16 | 9 | 7 | 75 |
| 8 | FM | 23 | 20 | 16 | 8 | 7 | 74 |
| 9 | HF | 22 | 21 | 18 | 8 | 7 | 76 |
| 10 | IAU | 22 | 20 | 18 | 9 | 7 | 76 |
| 11 | IYI | 23 | 20 | 16 | 9 | 7 | 75 |
| 12 | JS | 23 | 20 | 16 | 7 | 7 | 73 |
| 13 | LF | 23 | 20 | 18 | 8 | 7 | 76 |
| 14 | LAY | 24 | 20 | 16 | 8 | 6 | 74 |
| 15 | MKN | 23 | 20 | 16 | 11 | 7 | 77 |
| 16 | MVA | 23 | 20 | 16 | 9 | 7 | 75 |
| 17 | MH | 24 | 20 | 18 | 9 | 6 | 77 |
| 18 | MMD | 24 | 20 | 15 | 9 | 6 | 74 |
| 19 | MAB | 24 | 20 | 17 | 9 | 6 | 76 |
| 20 | MAF | 24 | 20 | 15 | 10 | 6 | 75 |
| 21 | MZA | 22 | 20 | 17 | 10 | 6 | 75 |
| 22 | NH | 22 | 22 | 15 | 10 | 6 | 75 |
| 23 | NHN | 22 | 21 | 15 | 10 | 6 | 74 |
| 24 | NA | 22 | 21 | 18 | 9 | 6 | 76 |
| 25 | RJ | 22 | 21 | 19 | 11 | 6 | 79 |
| 26 | RYP | 23 | 21 | 15 | 12 | 7 | 78 |
| 27 | SAC | 23 | 21 | 15 | 10 | 7 | 76 |
| 28 | SFR | 23 | 21 | 15 | 8 | 7 | 74 |
| 29 | SDL | 23 | 22 | 15 | 11 | 7 | 78 |
| 30 | SA | 23 | 21 | 16 | 9 | 7 | 76 |
| 31 | SH | 21 | 23 | 16 | 9 | 6 | 75 |
| 32 | SHN | 21 | 23 | 17 | 9 | 6 | 76 |
| 33 | SAT | 21 | 23 | 18 | 8 | 6 | 76 |
| 34 | TW | 21 | 21 | 16 | 10 | 6 | 74 |
| 35 | UH | 21 | 21 | 19 | 10 | 7 | 78 |
| 36 | UR | 22 | 21 | 19 | 12 | 6 | 80 |
| 37 | VSN | 22 | 21 | 18 | 9 | 6 | 76 |
| 38 | WAT | 22 | 21 | 14 | 11 | 7 | 75 |
| 39 | IYA | 22 | 21 | 16 | 9 | 7 | 75 |
| 40 | YT | 22 | 21 | 17 | 8 | 7 | 75 |

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**THE RESULT OF STUDENTS' SPEAKING TEST IN CYCLE 1**
**BY SCORER 2**

| No. | Students' Initial Name | The Students' Speaking Test Scores Based On The Oral Presentation Rubric | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | Content | Accuracy | Fluency | Pronunciation | Overall Performance | |
| 1 | ARAP | 22 | 20 | 16 | 10 | 7 | 75 |
| 2 | AL | 20 | 18 | 16 | 12 | 7 | 73 |
| 3 | AJA | 22 | 19 | 15 | 12 | 7 | 75 |
| 4 | AH | 22 | 21 | 15 | 11 | 7 | 76 |
| 5 | DHN | 22 | 21 | 15 | 9 | 7 | 74 |
| 6 | DAPS | 22 | 20 | 15 | 12 | 7 | 76 |
| 7 | FAAN | 22 | 19 | 15 | 12 | 7 | 75 |
| 8 | FM | 22 | 22 | 15 | 8 | 7 | 74 |
| 9 | HF | 22 | 21 | 15 | 12 | 7 | 77 |
| 10 | IAU | 22 | 21 | 15 | 12 | 7 | 77 |
| 11 | IYI | 20 | 20 | 16 | 12 | 7 | 75 |
| 12 | JS | 20 | 19 | 16 | 12 | 7 | 74 |
| 13 | LF | 22 | 21 | 15 | 11 | 7 | 76 |
| 14 | LAY | 20 | 19 | 16 | 12 | 7 | 74 |
| 15 | MKN | 21 | 20 | 17 | 12 | 7 | 77 |
| 16 | MVA | 21 | 20 | 17 | 12 | 7 | 77 |
| 17 | MH | 21 | 19 | 17 | 12 | 7 | 76 |
| 18 | MMD | 21 | 20 | 17 | 9 | 7 | 74 |
| 19 | MAB | 21 | 20 | 17 | 11 | 7 | 76 |
| 20 | MAF | 21 | 20 | 17 | 11 | 7 | 76 |
| 21 | MZA | 21 | 20 | 17 | 11 | 7 | 76 |
| 22 | NH | 21 | 20 | 16 | 11 | 7 | 75 |
| 23 | NHN | 21 | 20 | 16 | 11 | 7 | 75 |
| 24 | NA | 21 | 21 | 16 | 11 | 7 | 76 |
| 25 | RJ | 21 | 21 | 16 | 11 | 7 | 76 |
| 26 | RYP | 20 | 21 | 16 | 11 | 7 | 75 |
| 27 | SAC | 20 | 21 | 15 | 11 | 8 | 75 |
| 28 | SFR | 20 | 21 | 16 | 10 | 7 | 74 |
| 29 | SDL | 20 | 21 | 15 | 13 | 7 | 76 |
| 30 | SA | 20 | 21 | 17 | 10 | 7 | 75 |
| 31 | SH | 20 | 21 | 17 | 10 | 7 | 75 |
| 32 | SHN | 20 | 22 | 15 | 10 | 7 | 75 |
| 33 | SAT | 20 | 21 | 16 | 10 | 8 | 75 |
| 34 | TW | 20 | 20 | 15 | 11 | 7 | 73 |
| 35 | UH | 20 | 20 | 18 | 10 | 7 | 75 |
| 36 | UR | 22 | 19 | 18 | 13 | 8 | 80 |
| 37 | VSN | 22 | 21 | 17 | 10 | 7 | 77 |
| 38 | WAT | 22 | 20 | 16 | 10 | 7 | 75 |
| 39 | IYA | 22 | 21 | 17 | 10 | 7 | 77 |
| 40 | YT | 22 | 21 | 15 | 10 | 7 | 75 |

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**THE AVERAGE OF STUDENTS' SPEAKING SCORE IN CYCLE 1.**

| No. | Students' Initial Name | SCORER 1 | SCORER 2 | AVERAGE | ACHIEVED | NOT ACHIEVED |
|---|---|---|---|---|---|---|
| 1 | ARAP | 77 | 75 | 76 | V | |
| 2 | AL | 74 | 73 | 73.5 | | V |
| 3 | AJA | 78 | 75 | 76.5 | V | |
| 4 | AH | 78 | 76 | 77 | V | |
| 5 | DHN | 74 | 74 | 74 | | V |
| 6 | DAPS | 75 | 76 | 75.5 | V | |
| 7 | FAAN | 75 | 75 | 75 | V | |
| 8 | FM | 74 | 74 | 74 | | V |
| 9 | HF | 76 | 77 | 76.5 | V | |
| 10 | IAU | 76 | 77 | 76.5 | V | |
| 11 | IYI | 75 | 75 | 75 | V | |
| 12 | JS | 73 | 74 | 73.5 | | V |
| 13 | LF | 76 | 76 | 76 | V | |
| 14 | LAY | 74 | 74 | 74 | | V |
| 15 | MKN | 77 | 77 | 77 | V | |
| 16 | MVA | 75 | 77 | 76 | V | |
| 17 | MH | 77 | 76 | 76.5 | V | |
| 18 | MMD | 74 | 74 | 74 | | V |
| 19 | MAB | 76 | 76 | 76 | V | |
| 20 | MAF | 75 | 76 | 75.5 | V | |
| 21 | MZA | 75 | 76 | 75.5 | V | |
| 22 | NH | 75 | 75 | 75 | V | |
| 23 | NHN | 74 | 75 | 74.5 | | V |
| 24 | NA | 76 | 76 | 76 | V | |
| 25 | RJ | 79 | 76 | 77.5 | V | |
| 26 | RYP | 78 | 75 | 76.5 | V | |
| 27 | SAC | 76 | 75 | 75.5 | V | |
| 28 | SFR | 74 | 74 | 74 | | V |
| 29 | SDL | 78 | 76 | 77 | V | |
| 30 | SA | 76 | 75 | 75.5 | V | |
| 31 | SH | 75 | 75 | 75 | V | |
| 32 | SHN | 76 | 75 | 75.5 | V | |
| 33 | SAT | 76 | 75 | 75.5 | V | |
| 34 | TW | 74 | 73 | 73.5 | | V |
| 35 | UH | 78 | 75 | 76.5 | V | |
| 36 | UR | 80 | 80 | 80 | V | |
| 37 | VSN | 76 | 77 | 76.5 | V | |
| 38 | WAT | 75 | 75 | 75 | V | |
| 39 | IYA | 75 | 77 | 76 | V | |
| 40 | YT | 75 | 75 | 75 | V | |

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The percentage of the students who got at least 75 in the speaking test (the passing grade of English) was as follows.

$$\frac{31}{40} \text{x } 100\% = 77{,}5\%$$

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**APPENDIX L**

**THE RESULT OF STUDENTS' SPEAKING TEST IN CYCLE 2**

**BY SCORER 1**

| No. | Students' Initial Name | The Students' Speaking Test Scores Based On The Oral Presentation Rubric | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | Content | Accuracy | Fluency | Pronunciation | Overall Performance | |
| 1 | ARAP | 23 | 21 | 13 | 13 | 8 | 78 |
| 2 | AL | 23 | 21 | 12 | 12 | 9 | 77 |
| 3 | AJA | 23 | 20 | 12 | 12 | 9 | 76 |
| 4 | AH | 21 | 22 | 12 | 12 | 9 | 76 |
| 5 | DHN | 23 | 20 | 12 | 10 | 9 | 74 |
| 6 | DAPS | 23 | 19 | 15 | 15 | 9 | 81 |
| 7 | FAAN | 22 | 21 | 15 | 11 | 9 | 78 |
| 8 | FM | 23 | 19 | 12 | 12 | 8 | 74 |
| 9 | HF | 23 | 20 | 16 | 16 | 8 | 83 |
| 10 | IAU | 23 | 20 | 16 | 16 | 8 | 83 |
| 11 | IYI | 22 | 21 | 15 | 11 | 8 | 77 |
| 12 | JS | 23 | 19 | 12 | 11 | 9 | 74 |
| 13 | LF | 22 | 21 | 16 | 16 | 9 | 84 |
| 14 | LAY | 20 | 20 | 15 | 10 | 10 | 75 |
| 15 | MKN | 22 | 21 | 17 | 17 | 9 | 86 |
| 16 | MVA | 23 | 19 | 16 | 16 | 9 | 83 |
| 17 | MH | 23 | 18 | 18 | 18 | 8 | 85 |
| 18 | MMD | 23 | 19 | 15 | 15 | 8 | 80 |
| 19 | MAB | 23 | 18 | 13 | 13 | 8 | 75 |
| 20 | MAF | 23 | 19 | 18 | 18 | 8 | 86 |
| 21 | MZA | 22 | 19 | 16 | 16 | 9 | 82 |
| 22 | NH | 22 | 18 | 15 | 15 | 8 | 78 |
| 23 | NHN | 22 | 19 | 12 | 13 | 8 | 74 |
| 24 | NA | 22 | 20 | 18 | 18 | 8 | 86 |
| 25 | RJ | 22 | 20 | 13 | 13 | 8 | 76 |
| 26 | RYP | 24 | 19 | 12 | 12 | 9 | 76 |
| 27 | SAC | 24 | 19 | 14 | 14 | 9 | 80 |
| 28 | SFR | 24 | 19 | 15 | 15 | 9 | 82 |
| 29 | SDL | 24 | 19 | 16 | 16 | 8 | 83 |
| 30 | SA | 24 | 19 | 17 | 17 | 8 | 85 |
| 31 | SH | 21 | 19 | 18 | 18 | 8 | 84 |
| 32 | SHN | 21 | 19 | 17 | 17 | 9 | 83 |
| 33 | SAT | 21 | 20 | 16 | 16 | 9 | 82 |
| 34 | TW | 21 | 22 | 11 | 12 | 8 | 74 |
| 35 | UH | 21 | 22 | 15 | 15 | 8 | 81 |
| 36 | UR | 24 | 22 | 17 | 17 | 8 | 88 |
| 37 | VSN | 24 | 21 | 16 | 16 | 9 | 86 |
| 38 | WAT | 24 | 21 | 14 | 14 | 8 | 81 |
| 39 | IYA | 24 | 21 | 14 | 14 | 8 | 81 |
| 40 | YT | 24 | 21 | 16 | 16 | 9 | 86 |

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**THE RESULT OF STUDENTS' SPEAKING TEST IN CYCLE 2**

**BY SCORER 2**

| No. | Students' Initial Name | The Students' Speaking Test Scores Based On The Oral Presentation Rubric | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | Content | Accuracy | Fluency | Pronunciation | Overall Performance | |
| 1 | ARAP | 23 | 21 | 18 | 15 | 9 | 86 |
| 2 | AL | 23 | 21 | 17 | 17 | 9 | 87 |
| 3 | AJA | 23 | 21 | 18 | 15 | 9 | 86 |
| 4 | AH | 23 | 21 | 17 | 13 | 9 | 83 |
| 5 | DHN | 23 | 19 | 15 | 9 | 8 | 74 |
| 6 | DAPS | 23 | 23 | 16 | 12 | 9 | 83 |
| 7 | FAAN | 23 | 21 | 16 | 12 | 9 | 81 |
| 8 | FM | 23 | 19 | 16 | 8 | 8 | 74 |
| 9 | HF | 23 | 21 | 17 | 11 | 9 | 81 |
| 10 | IAU | 23 | 21 | 18 | 10 | 9 | 81 |
| 11 | IYI | 22 | 22 | 18 | 9 | 9 | 80 |
| 12 | JS | 22 | 18 | 16 | 9 | 9 | 74 |
| 13 | LF | 22 | 20 | 16 | 11 | 9 | 78 |
| 14 | LAY | 20 | 19 | 15 | 11 | 9 | 74 |
| 15 | MKN | 22 | 20 | 18 | 12 | 9 | 81 |
| 16 | MVA | 22 | 20 | 18 | 13 | 9 | 82 |
| 17 | MH | 22 | 20 | 18 | 14 | 9 | 83 |
| 18 | MMD | 22 | 20 | 18 | 15 | 9 | 84 |
| 19 | MAB | 22 | 20 | 17 | 16 | 9 | 84 |
| 20 | MAF | 22 | 22 | 17 | 11 | 9 | 81 |
| 21 | MZA | 22 | 20 | 19 | 12 | 9 | 82 |
| 22 | NH | 22 | 20 | 16 | 10 | 9 | 77 |
| 23 | NHN | 20 | 20 | 16 | 9 | 9 | 74 |
| 24 | NA | 22 | 20 | 16 | 9 | 9 | 76 |
| 25 | RJ | 22 | 20 | 16 | 11 | 9 | 78 |
| 26 | RYP | 22 | 22 | 17 | 12 | 9 | 82 |
| 27 | SAC | 22 | 20 | 15 | 11 | 9 | 77 |
| 28 | SFR | 22 | 22 | 17 | 11 | 9 | 81 |
| 29 | SDL | 22 | 22 | 16 | 10 | 8 | 78 |
| 30 | SA | 22 | 22 | 18 | 10 | 9 | 81 |
| 31 | SH | 22 | 22 | 18 | 10 | 9 | 81 |
| 32 | SHN | 22 | 22 | 17 | 9 | 9 | 79 |
| 33 | SAT | 22 | 22 | 17 | 9 | 9 | 79 |
| 34 | TW | 22 | 20 | 14 | 8 | 9 | 73 |
| 35 | UH | 22 | 22 | 16 | 11 | 9 | 80 |
| 36 | UR | 24 | 21 | 16 | 14 | 9 | 84 |
| 37 | VSN | 24 | 21 | 16 | 11 | 9 | 81 |
| 38 | WAT | 24 | 21 | 16 | 12 | 9 | 82 |
| 39 | IYA | 24 | 21 | 16 | 10 | 9 | 80 |
| 40 | YT | 24 | 21 | 16 | 10 | 9 | 80 |

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## THE AVERAGE OF STUDENTS' SPEAKING SCORES IN CYCLE 2

| No. | Students' Initial Name | SCORER 1 | SCORER 2 | AVERAGE | ACHIEVED | NOT ACHIEVED |
|---|---|---|---|---|---|---|
| 1 | ARAP | 86 | 78 | 82 | V | |
| 2 | AL | 87 | 77 | 82 | V | |
| 3 | AJA | 86 | 76 | 81 | V | |
| 4 | AH | 83 | 76 | 79.5 | V | |
| **5** | **DHN** | **74** | **74** | **74** | | **V** |
| 6 | DAPS | 83 | 81 | 82 | V | |
| 7 | FAAN | 81 | 78 | 79.5 | V | |
| **8** | **FM** | **74** | **74** | **74** | | **V** |
| 9 | HF | 81 | 83 | 82 | V | |
| 10 | IAU | 81 | 83 | 82 | V | |
| 11 | IYI | 80 | 77 | 78.5 | V | |
| **12** | **JS** | **74** | **74** | **74** | | **V** |
| 13 | LF | 78 | 84 | 81 | V | |
| **14** | **LAY** | **74** | **75** | **74.5** | | **V** |
| 15 | MKN | 81 | 86 | 83.5 | V | |
| 16 | MVA | 82 | 83 | 82.5 | V | |
| 17 | MH | 83 | 85 | 84 | V | |
| 18 | MMD | 84 | 80 | 82 | V | |
| 19 | MAB | 84 | 75 | 79.5 | V | |
| 20 | MAF | 81 | 86 | 83.5 | V | |
| 21 | MZA | 82 | 82 | 82 | V | |
| 22 | NH | 77 | 78 | 77.5 | V | |
| **23** | **NHN** | **74** | **74** | **74** | | **V** |
| 24 | NA | 76 | 86 | 81 | V | |
| 25 | RJ | 78 | 76 | 77 | V | |
| 26 | RYP | 82 | 76 | 79 | V | |
| 27 | SAC | 77 | 80 | 78.5 | V | |
| 28 | SFR | 81 | 82 | 81.5 | V | |
| 29 | SDL | 78 | 83 | 80.5 | V | |
| 30 | SA | 81 | 85 | 83 | V | |
| 31 | SH | 81 | 84 | 82.5 | V | |
| 32 | SHN | 79 | 83 | 81 | V | |
| 33 | SAT | 79 | 82 | 80.5 | V | |
| **34** | **TW** | **73** | **74** | **73.5** | | **V** |
| 35 | UH | 80 | 81 | 80.5 | V | |
| 36 | UR | 84 | 88 | 86 | V | |
| 37 | VSN | 81 | 86 | 83.5 | V | |
| 38 | WAT | 82 | 81 | 81.5 | V | |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 39 | IYA | 80 | 81 | 80.5 | V | |
| 40 | YT | 80 | 86 | 83 | V | |

The percentage of the students who got at least 75 (the passing grade of English) was as follows.

$$\frac{34}{40} \text{x } 100\% = 85\%$$

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**APPENDIX M**

**ROLE PLAY TRANSCRIPTION IN TEST 1**

**Coding;**

**(..) : wrong pronunciation**
**{..} : wrong grammar**
**[..] : inappropriate vocabulary usage**

**The words typed in blue are the correction for those mistakes.**

**GROUP 1**

| | | |
|---|---|---|
| DAPS | : | Put your mobile phone!<br>/pʊt/ /jʊr/ /ˈmoʊbəl/ /foʊn/ |
| AJA | : | OMG dad... why?<br>/OMG/ /dæd/ /hwaɪ/ |
| MAF | : | Are you Finggi?<br>/ɑːr/ /juː/ /Finggi/ |
| AJA | : | Yes, I am Finggi.<br>/jes/ /aɪ/ /æm/ /Finggi/<br>Who are you?<br>/huː/ /ɑːr/ /juː/ |
| MAF | : | I am Michael<br>/aɪ/ /æm/ /Michael/ |
| AJA | : | How are you dear?<br>/haʊ/ /ɑːr/ /juː/ /diːr/ |
| MAF | : | I am fine **(honey)**.<br>/aɪ/ /æm/ /faɪn/ **/ˈhʌniː/ (/haney/)**<br>let's go to Roxy<br>/lets/ /goʊ/ /tuː/ /Roxy/ |
| AJA | : | **[Cusss...]**<br>/-/<br>/cuuss/ |
| HF | : | **{Dad, you look Finggi?} {dad, do you see finggi?}**<br>/dæd/ /juː/ /lʊk/ /Finggi/<br>**{To now before go home} {she is not home yet}** |

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/tuː/ /naʊ/ /bɪˈfɔːr/ /goʊ/ /hoʊm/

DAPS : No mom, I don't look Finggi.
/noʊ/ /mɑːm/ /aɪ/ /lʊk/ /Finggi/
I am **(very)** afraid.
/aɪ/ /æm/ /ˈ**veri**ː/ **(/feri/)** /əˈfreɪd/

After three days Finggi don't go home.
/ˈæftər/ /θrɪ/ /ˈdeɪz/ /Finggi/ /doʊnt/ /goʊ/ /hoʊm/
**[Come]** **[can]** we go to the Police Office
/kʌm/ /wiː/ /goʊ/ /tuː/ /ðə/ /pəˈliːs/ /ˈɔːfɪs/

HF : Good idea, dad.
/gʊd/ /aɪˈdiːə/ /dæd/
let's go
/lets/ /goʊ/

DAPS : **(Excuse)** me..
**/ik'sju;z/** /ekscus/ /ˈmiː/

JS : Anything to help?
/eniː ˌθɪŋ/ /tuː/ /help/

HF : My child is **[die.]** **[lost]**
/maɪ/ /ʧaɪld/ /ɪz/ /daɪ/

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**GROUP 7**

| | | |
|---|---|---|
| SAC,SFR,NHN. | : | Assalamualaikum... |
| AL | : | Walaikumsalam... |
| SAC,SFR,NHN. | : | How are you Al?<br>/haʊ/ /ɑːr/ / jʊ/ |
| SAT | : | I am not so well<br>/aɪ/ /æm/ /nɒt/ /səʊ/ /wel/ |
| NHN | : | And how is your **(grandfather)**?<br>/ənd/ /haʊ/ /ɪz/ /jə/ **/ˈgrænd ˌfɑːðə/ (/greinfader/)** |
| SAT | : | He is fine<br>/ hiː/ /ɪz/ /faɪn/ |
| SAC | : | What ill are you?<br>/wɒt/ /ɪl/ /ɑːr/ /jʊ/ |
| SAT | : | (Thypus)<br>**(/tipes/) /thaifus/** |
| SAC | : | I bring flowers to you<br>/ aɪ/ /brɪŋ/ /ˈflaʊəz/ /tə/ /jʊ/ |
| SFR | : | **{why do you bring flower to Al}**?<br>/brɪŋ/ /ˈflaʊəz/ /tə/ /Al/<br>**{He is {a} gentlemen}**. I give fruits to you<br>/hiː/ /ɪz/ /gentelmən/. /aɪ/ /gɪv/ /fruːts/ /tə/ jʊ/ |
| NHN | : | **{Why do you bring fruits to Al?}**<br>/waɪ/ /jʊ/ /brɪŋ/ /fruːts/ /tʊ/ /Al/<br>He is ill. I give (**chocolate**) for you<br>/hiː/ /ɪz/ /ɪl/. /aɪ/ /gɪv/ **/ˈʧɒkəlɪt/ (/coklat/)** /fə/ /jʊ/ |
| SFR and SAC | : | Why you bring (chocolate) for Al?<br>/waɪ/ /jʊ/ /brɪŋ/ **/ˈʧɒkəlɪt/ /coklat/** /fə/ /Al/<br>Chocolate is not good for **(health)**<br>/ˈʧɒkəlɪt/ /ɪz/ /nɒt/ /gʊd/ /fə/ **/helθ/ /health/** |
| SAT | : | Stop<br>/stɒp/<br>Thank you<br>/θæŋk jʊ/ |
| SAC,SFR,NHN. | : | Okay<br>/ˈəʊˈkeɪ/ |

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**APPENDIX N**

**ROLE PLAY TRANSCRIPTION IN TEST 2**

**Coding;**
**(..) : wrong pronunciation**
**{..} : wrong grammar**
**[..] : inappropriate vocabulary usage**

**The words typed in blue are the correction for those mistakes.**

**GROUP 5;**

MAF : Hi students, good morning
/haɪ/ /ˈstjuːdənts/ /gʊd/ /ˈməːnɪŋ/

MKR and SFR : Good morning teacher
/gʊd/ /ˈməːnɪŋ/ ˈ/tiːʧə/

MAF : How are you today?
/haʊ/ /ə/ /jʊ/ /təˈ//deɪ/

MKR and SFR : I'm fine. Thank you. and you?
/aɪm/ /faɪn/. /θæŋk/ /jʊ/ /ənd /jʊ/ ?

MAF : I'm fine too. thank you
/ aɪm/ /faɪn/ /tuː/. /θæŋk/ /jʊ/
Ok, now we continue the lesson yesterday?
/ naʊ/ /wi/ /kənˈ/ /tɪnjuː/ /ðə/ /ˈlesn/ /ˈjestədɪ/

MKR and SFR : Yes, mom
/ jes/ /mɒm/

MAF : What are you two doing it?
/ wɒt/ /ə/ /jʊ/ /tuː/ /ˈduːɪŋ/ /ɪt/

MKR : I do not do **(anything)** mom!
/aɪ/ /du/ /nɒt/ /ˈdu/ **/ˈenɪθɪŋ/** **/eniting/** /mom/

MAF : Is it true?
/ɪz/ /ɪt/ /truː/

SFR : I really did not do anything mom.
/ aɪ/ /ˈrɪəlɪ/ /dɪd/ /nɒt/ /duː/ /ˈenɪθɪŋ/ /mɒm/

MAF : **{It}** be honest to the teacher. The teacher will be out for a while for the office.
/ ɪt/ /biː/ /ˈɒnɪst/ /tə/ /ðə/ /ˈtiːʧə/ /ðə/ /ˈtiːʧə/ /wɪl/ /biː/ /aʊt/ /fər/ /ə/ /waɪl/ /fə/ /ðiː/ /ˈɒfɪs/

MKR and SFR : Yes mom
/jes/ /mɒm/

SFR : Let up (**continue**) our mobile phone play
/ let/ /ʌp/ /kənˈtɪnjuː/ **/kontinue/** /ˈaʊə/ /ˈməʊbaɪl/ /fəʊn/ /pleɪ/
and **{(opened)}** facebook.
/ənd/ /ˈəʊpənd/ **/opened/** /(facebook)/

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| | | |
|---|---|---|
| MKR | : | Yes let's move on<br>/ jes/ /lets/ /muːv/ /ɒn/ |
| MAF | : | Hey Liseh and Umai you to were playing mobile phone<br>/ heɪ/ /(Liseh)/ /ənd/ /(Umai)/ /jʊ/ /tə/ /wɜː/ /ˈpleɪɪŋ/ /ˈməʊbaɪl/ /fəʊn s/ |
| SFR | : | **(Forgive)** us mom!<br>**/ fəˈgɪv/ /ʌs/ /forgife//yus/** /mɒm/ |
| MAF | : | No, **{the mom will take you two to headmaster you in law school ago} {I will take you to the shcool headmaster}**<br>/nəʊ/ /ðə/ /mɒm/ /wɪl/ /teɪk/ /jʊ/ /tuː/ /tə/ /ˈhedˈ/ /maːstə/ /jʊ/ /ɪn/ /lɔː/ /skuːl/ /əˈgəʊ/<br>Excuse me, Sir. I **[{bought}] [bring]** two **(students)** that when I explain the lesson they were busy playing mobile phone.<br>/ɪksˈkjuːs/ /miː/ /sɜːr//aɪ/ /bɔːt tuː/ **/ˈstjuːdənts/ /stadents/** /ðæt/ /wen/ /aɪ/ /ɪksˈpleɪn/ /ðə/ /ˈlesn/ /ðeɪ/ /wɜː/ /ˈbɪzɪ/ /ˈpleɪɪŋ/ /ˈməʊbaɪl/ /fəʊn/ |
| MAB | : | You two **(should)** be **[the father]** of teacher punishment.<br>/ jʊ/ /tuː/ **/ʃəd/ /should/** /biː/ /ðə/ /ˈfɑːðə/ /əv/ /ˈtiːʧə/ /ˈpʌnɪʃmənt/<br>You stand in the middle of the field and **{facing} {face}** the flag.<br>/jʊ/ /stænd/ /ɪn/ /ðə/ /ˈmɪdl/ /əv/ /ðə/ /fiːld/ /ən/ /ˈfeɪsɪŋ/ /ðə/ /flæg/ |
| MKR and SFR | : | Sorry, **[Father] [sir].** We will **{be repeat again}. {not do it again}** we are ready to accept the punishment.<br>/ˈsɒrɪ/ /ˈfɑːðə/ /wi/ /wɪl/ /biː/ /rɪˈpiːt/ /əˈgen/ /wi/ /ə/ /ˈredɪ/ /tʊ/ /əkˈ/ /sept/ /ðə/ /ˈpʌnɪʃmənt/ |
| MAB | : | Come on **{you will be asked}** for security to keep you. **{I will ask}**<br>/kʌm/ /ɒn/ /jʊ/ /wɪl/ /biː/ /ɑːskt/ /fə/ /sɪˈkjʊərɪtɪ/ /tə/ /kiːp/ /jʊ/<br>Security...<br>/sɪˈkjʊərɪtɪ/ |
| NH | : | Yes sir!<br>/jes/ /sɜː/ |
| MAB | : | Security, please keep them.<br>/sɪˈkjʊərɪtɪ/ /pliːz/ /kiːp/ /ðəm/ /sɪˈkjʊərɪtɪ/ |
| NH | : | Ready sir.<br>/redɪ sɜː/ |

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**GROUP 8;**

| | | |
|---|---|---|
| UR | : | Good morning, Rita!<br>/gʊd/ /ˈmɔːnɪŋ/ /Rita/ |
| DAPS | : | Good morning, Rina!<br>/ gʊd/ /ˈmɔːnɪŋ/ /Rina/ |
| UR | : | How are you today?<br>/ haʊ/ /ə/ /jʊ/ /tə/ /ˈdeɪ/ |
| DAPS | : | I am fine, you?<br>/ aɪ/ /æm/ /faɪn/ /jʊ/ |
| UR | : | I am okay, oh **{do}** **{what}** you know Riko?<br>/aɪ/ /æm/ /ˈəʊˈkeɪ/ /əʊ/ /wɒt/ /jʊ/ /nəʊ/ /Riko/? |
| DAPS | : | Yes, I **{am}** know Riko.<br>/ jes/ /aɪ/ **/æm/** /nəʊ/ /Riko/ |
| UR | : | Help me please<br>/ help/ /miː/ /pliːz/ |
| DAPS | : | Yes what help **?**<br>/ jes/ /wɒt/ /help/ |
| UR | : | Give price to Riko<br>/ gɪv/ /praɪs/ /tʊ/ /Riko/ |
| DAPS | : | **{Why you no to give self to Riko} {why don't you give it yourself to Riko} ?**<br>/ waɪ/ /jʊ/ /nəʊ/ /tə/ /gɪv/ /self/ /tʊ/ /Riko?/ |
| UR | : | Because I am shy<br>/ bɪˈkɒz/ /aɪ/ /em/ /ʃaɪ/ |
| DAPS | : | **{Why {are} you shy and why {do} you give price this}**?<br>/ waɪ/ /jʊ/ /ʃaɪ/ /ənd/ /waɪ/ /jʊ/ /gɪv/ /praɪs/ /ðɪs?/ |
| UR | : | Because I Love Riko and tomorrow **{he birthday} {is his (birthday)}**<br>/ bɪˈkɒz/ /aɪ/ /lʌv/ /Riko/ /ənd/ /təˈmɒrəʊ/ /hiː/ **/ˈbɜːθdeɪ / /besdey/** |
| DAPS | : | Yes<br>/ jes/<br>*(next day)* |
| DAPS | : | Hey !! Riko. Can we speak?<br>/ kæn/ /wi/ /spiːk/? |
| FAAN | : | Oh yes can, sit down please.<br>/ əʊ/ /jes/ /kæn/ /sɪt/ /daʊn/ /pliːz/ |
| DAPS | : | Happy birthday Riko, **{this price {is for} to you from me.}**<br>/ˈhæpɪ/ /ˈbɜːθdeɪ/ /Riko/, /ðɪs/ /praɪs/ /tə/ /jʊ/ /frɒm/ /mi/ |
| FAAN | : | Thank you, why you know this **(birthday)**?<br>/ θæŋk/ /jʊ/ /waɪ/ /jʊ/ /nəʊ/ /ðɪs/ **/ˈbɜːθdeɪ/ /besdey/** |
| DAPS | : | Because I love you.<br>/bɪˈkɒz/ /aɪ/ /lʌv/ /jʊ/ |
| AH and RJ | : | Whaaattt...!!!! |
| AH | : | (**Apparently)** Rita love Riko. |

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| | | |
|---|---|---|
| | | **/ əˈpærəntlı/ /apparenli/** /Rita/ /lʌv/ /Riko/ |
| RJ | : | **{price that from Rina} {that price is from Rina}**<br>/ praıs/ /ðæt/ /frɒm/ /Rina/ |
| AH | : | Yes oh right.<br>/ jes/ /əʊ/ /raıt/<br>*(Two Rina's friend got Rina)* |
| AH and RJ | : | Rina... Rin... Rinaaaa... |
| UR | : | What?<br>/ wɒt/ |
| RJ | : | You give price to Rita **{that in give to Riko}. {to be given to Riko}**?<br>/ jʊ/ /gıv/ /praıs/ /tʊ/ /Rita/ /ðæt/ /ın/ /gıv/ /tʊ/ /Riko/ |
| UR | : | Yes why?<br>/ jes/ /waı/ |
| AH | : | We see Rita give price **[on name still]** and **(speak)** love Riko.<br>/ wi/ /si:/ /Rita/ /gıv/ /praıs/ /ɒn/ /neım/ /stıl/ /ənd/ **/spi:k/ /speak/** /lʌv/ /Riko/ |
| UR | : | **(Really?)**<br>**/ˈrıəlı/ /rilli/** |
| AH | : | Yes, **{what to we tell, we friends you} {we tell you because we are your friemds}**<br>/ jes/ /wɒt/ /tə/ /wi/ /tel/, /wi/ /frendz/ /jʊ/<br>*(they all came to Rita)* |
| UR | : | Rita... Rita... wait...<br>**{What} {do}** you love Riko?<br>/ weıt/ /wɒt/ /jʊ/ /lʌv/ Riko?/ |
| DAPS | : | No<br>/ nəʊ/ |
| UR | : | **[It is not tell] [don't lie].** I already know all<br>/aı ɔ:l/ˈ/redı/ /nəʊ/ /ɔ:l/ |
| DAPS | : | Where is **(proof)**?<br>/ weə/ /iz/ **/pru:f/ /prof/** |
| AH and RJ | : | **{We (proof)} {we are the proof}**<br>/wi/ **/pru:f/ /prof/** |
| UR | : | Why you treat this at me?<br>/ waı/ /jʊ/ /tri:t/ /ðıs/ /ət/ /mi:/? |
| AH | : | Why you not **[some]** at Rina if you love Riko.<br>/waı/ /jʊ/ /nɒt/ /sʌm/ /ət/ /Rina/ /ıf/ /jʊ/ /lʌv/ /Riko/ |
| DAPS | : | Forgive me<br>/ fəˈgıv/ /mi:/ |

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**APPENDIX M**

**DOCUMENTATIONS**

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