Digital Repository Universitas Jember

IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH ROLE PLAY

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

BY:

TAMAM ALI ROZIQI
130210401055

ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY

2018

Digital Repository Universitas Jember

DEDICATION

This thesis is honourably dedicated to:

1. *My beloved parents, Sugiono and Titik Hunainah. Thank you for your endless love and never ending support.*
2. *My beloved brother, Faruq Abdul Hakim.*
3. *My teachers.*
4. *My almamater, the Faculty of Teacher Training and Education, Jember University.*

Digital Repository Universitas Jember

MOTTO

"Most of the best answers come in a form of questions."

Claudette Shreuders

Digital Repository Universitas Jember

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an authentic work by me, the author himself. All materials from secondary sources have been completely acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official thesis title approval date; this thesis has never been submitted previously, in whole or in part; this thesis followed the thesis writing procedures and guidelines from the university and the faculty.

I hereby grant to the University of Jember the right to archive and to reproduce and to publish my thesis project in whole or in part in the University/Faculty libraries in all forms of media.

Jember, 28th June 2018
The Writer

Tamam Ali Roziqi
130210401097

Digital Repository Universitas Jember

CONSULTANTS' APPROVAL

IMPROVING THE STUDENTS' SPEAKING ACHIEVEMENT THROUGH ROLE PLAY

THESIS

Composed to fulfil one of the requirements to obtain S1 Degree at the English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, The University of Jember.

Name	**: Tamam Ali Roziqi**
Identification Number	**: 130210401055**
Level	**: 2013**
Place, Date of Birth	**: Mojokerto, 26th May 1995**
Department	**: Language and Art Education**
Program	**: English Education**

Approved By:

Consultant I	Consultant II
Drs. Erfan, M.Pd.	Eka Wahjuningsih, S.Pd, M.Pd
NIP. 19670110 199403 1 008	NIP. 19700612 199512 2 001

Digital Repository Universitas Jember

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education, Jember University.

Day :

Date :

Place : Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson	Secretary
Dr. Aan Erlyana Fardani, M.Pd.	Eka Wahjuningsih, S.Pd, M.Pd
NIP. 19650309 198902 2 001	NIP. 19700612 199512 2 001
Member I	Member II
Drs. Erfan, M.Pd.	Dra. Wiwiek Eko Bindarti, M.Pd.
NIP. 19670110 199403 1 008	NIP. 19561214 198503 2 001

The Dean

The Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.

NIP. 19680802 1993031004

Digital Repository Universitas Jember

ACKNOWLEDGEMENT

First, I would like to express my greatest gratitude to Allah SWT, without his blessing and mercy I would not be able to finish my thesis entitled "Improving The Students' Speaking Achievement through Role Play".

Furthermore, I would like to express my great appreciation and sincerest gratitude to these following people:

1. The Dean of the Faculty of Teacher Training and Education
2. The Chairperson of the Language and Arts Education Department
3. The Chairperson of the English Education Program
4. My consultants, Drs. Erfan, M.Pd and Eka Wahjuningsih, S.Pd, M.Pd.
5. The examiners, Dr. Aan Erlyana Fardani, M.Pd. and Dra. Wiwiek Eko Bindarti, M.Pd.
6. The lecturers of the English Education Program.
7. The principal of SMP Negeri 1Semboro, the English teacher, the administration staffs, and the VIII C students of SMP Negeri 1 Semboro.
8. My beloved friends who gave me support to finish my thesis.

I do hope that this thesis will be a useful contribution to the field of Education, especially the teaching of English speaking. Any suggestion would be appreciated.

The Writer,

Tamam Ali Roziqi

Digital Repository Universitas Jember

TABLE OF CONTENTS

Page

TITLE ..... **i**

DEDICATION ..... **ii**

MOTTO ..... **iii**

STATEMENT OF THESIS AUTHENTICITY ..... **iv**

CONSULTANTS' APPROVAL ..... **v**

APPROVAL OF THE EXAMINATION COMMITTEE ..... **vi**

ACKOWLEDGEMENT ..... **vii**

TABLE OF CONTENTS ..... **viii**

LIST OF TABLES AND DIAGRAMS ..... **x**

LIST OF APPENDIXES ..... **xi**

SUMMARY ..... **xii**

CHAPTER 1. INTRODUCTION

1.1. Background of the Research **1**
1.2. Problem of the Research **2**
1.3. Objective of the Research **3**
1.4. Significance of the Research **3**

CHAPTER 2. RELATED LITERATURE REVIEW

2.1. Speaking in ELT (English Language Teaching) **4**
2.2. Role Play **6**
2.2.1. The Procedure of Teaching Speaking through Role Play 7
2.3. Operational Definitions **8**
2.3.1. Speaking Achievement 8
2.3.2. Role Play Technique 8
2.4. Speaking Achievement **9**
2.5. Previous Research on the Use of Role Play **11**

Digital Repository Universitas Jember

CHAPTER 3. RESEARCH METHOD

3.1. Research Design 13
3.2. Research Procedure 14
3.3. Research Subject Determination Method 15
3.4. Research Area Determination Method 15
3.5. Data Collection Method 15
3.5.1. Interview 15
3.5.2. Document 16
3.5.3. Observation 16
3.5.4. Speaking Test 17
3.6. Data Analysis Method 20
3.7. Criteria of Success 20

CHAPTER 4. RESULT AND DUSCUSSION

4.1. The Result of Cycle 1 21
4.1.1. Implementation of the Action 21
4.1.2. The Result of Observation 22
4.1.3. The Result of Speaking Test 23
4.1.4. Reflection 24
4.2. Discussion 24

CHAPTER 5. CONCLUSION AND SUGGESTION

5.1. Conclusion 26
5.2. Suggestion 26

REFERENCES 27

APPENDIXES 29

Digital Repository Universitas Jember

LIST OF TABLES AND DIAGRAM

Page

TABLES

Table 1. Observation Guide for Meeting 1 16
Table 2. Observation Guide for Meeting 2 17
Table 3. Speaking Scoring Rubric 18
Table 4. Research Matrix 29
Table 5. Interview Guidelines 30
Table 5. VIII C Students' Initials and Previous Speaking Score 33
Table 6. The Result of Observation in Meeting 1 50
Table 7. The Result of Observation in Meeting 2 51
Table 8. Students' Speaking Score 53

DIAGRAM

Diagram 1. The Diagram of the Classroom Action Research 13

Digital Repository Universitas Jember

LIST OF APPENDICES

Appendix 1 Research Matrix 29
Appendix 2 Interview Guide 30
Appendix 3 Eighth Grade Students' Previous Speaking Score 31
Appendix 4 Lesson Plan 39
Appendix 5 Observation Result 50
Appendix 6 Students' Speaking Score 52

Digital Repository Universitas Jember

SUMMARY

Improving the Students' Speaking Achievement through Role Play; Tamam Ali Roziqi; 130210401055; 26 pages; English Education Study Program, Faculty of Teacher Training and Education, Jember University.

Speaking is an important skill to be mastered in learning English. Kuśnierek (2015) says that being able to use a foreign language orally means that the speaker is able to communicate efficiently. Considering the importance of learning speaking, this classroom action research was conducted to improve the VIII C students' speaking achievement.

The preliminary study was done through an interview with the English teacher on 31st August 2017. Based on the result of the interview, VIII C was the class with the lowest speaking achievement from eight classes. There was only 11 students of 35 students (31.42%) who passed the minimum criteria which is 75. From the interview, it was found that the students had some problems in speaking such as lack of confidence, nervous, and afraid when speaking English.

Based on the problem above, it is important to choose an alternative teaching technique to teach speaking. Thus, the researcher proposed role play technique in teaching speaking. Role play is a technique in which the students are given a certain role to act. Through role play the students will be absorbed in the speaking activity, making them forget that they are learning a new language.

This classroom action research was done in a cycle which covered four steps namely planning of the action, implementing of the action, observing, and reflecting of the action. It was done in three meetings. During the implementation of the action which was done in two meetings, the researcher observed the students using observation checklist to monitor the process of teaching and the teacher implemented role play in teaching speaking. In the third meeting the researcher and the teacher administered a speaking test to know their speaking achievement after role play was implemented.

Digital Repository Universitas Jember

The observation was done in the first and second meetings. There were three indicators observed in the first meeting which were paying attention to the teacher's explanation, actively involved in group work, and asking for input. The result of observation in the first meeting showed that 35 of 35 students paid attention, 27 of 35 students actively involved, and 6 of 35 students asked for input. In the second meeting, there were three indicators too which were paying attention to others' performances, asking for teacher's feedback, and involving in the group performance. The result shows that 23 of 35 students paid attention, 16 of 35 students asked for feedback, and all students involved in the group performance.

In the third meeting the researcher and the teacher conducted a speaking test to obtain the data of the students' speaking achievement. The result showed that there were 20 of 34 students who passed the test (58.82%) with the mean score of 78.11. The minimum score required to pass the test was 75. In addition, the criteria of success of this research is 50%. Based on the result, it could be said that the use of role play could improve the VIII C students' speaking achievement.

Digital Repository Universitas Jember

CHAPTER I
INTRODUCTION

1.1. Background of the Research

Speaking is one of the productive skills besides writing. It is considered as a productive skill because in speaking a speaker has to produce the language and use appropriate gestures. Thus, it can be said that speaking is a skill that involves the use of body language and language production.

Speaking is a must to be learned by the students for some reasons. First, as a communicative skill, speaking is needed by the students to express their ideas and thoughts. This is in tone with what Kuśnierek (2015) says that being able to use a foreign language orally means that the speaker is able to communicate efficiently. Furthermore, Widiati and Cahyono (2006) say that speaking is a complex skill involving paralinguistic features such as voice qualities, tempo, loudness, facial and bodily gestures as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Third, speaking is used more than writing in students' daily life. According to Thornbury (2009) tens of thousands words were produced per day by us. He also states that speaking is so much a part of daily life that we take it for granted. Thus, learning speaking is a must since it is a complex skill that we often use in expressing our ideas.

Furthermore, the complexity of speaking might lead to some problems for the students. To figure out these problems, the researcher had done a preliminary study through an informal interview with an English teacher who teaches the eighth grade at SMPN 1 Semboro. The first problem was that the students of VIII C had low confidence in speaking using English. According to the teacher, when speaking the students showed nervousness, they were afraid to maintain eye contact and their body movements were stiff. They were also afraid of making mistakes while speaking which made making too many or even too long pauses. Another problem was their

Digital Repository Universitas Jember

pronunciation. They still made a lot of mistakes in pronunciation which lead to misunderstanding of the intended meaning.

Therefore, to overcome this problem an appropriate technique in teaching is required. One of the techniques is role play. Tompkins (1998) says that students mostly forget that they are learning a new language in role play since they are absorbed in the interaction. It can help them to overcome their nervousness. Through role play, they have better chanced to practice speaking English. Huang (2008) says that students have more opportunities to act and interact in English with their friends through role play. The more they practice, the better they would get. Just as Harmer (2015:123) says that as the various elements of language stored in students' brain are activated, the students will be able to speak fluently and unconsciously.

In the previous research done by Selina (2013), role play was used to overcome the students' problem in speaking. The result revealed that the use of role play could make speaking activity fun which led the students enjoy the activity during the teaching learning process of speaking.

Considering the above background, role play technique was used to teach speaking in this research. It was expected that the use of role play could overcome the students' speaking problems and improve their speaking achievement. Thus, this research entitled "Improving the Students' Speaking Achievement through Role Play" was proposed.

1.2. Problems of the Research

This research aimed to investigate the use of role play in improving the students' speaking achievement. The problem of this research was as follows: "Can the use of role play improve the students' speaking achievement?"

1.3. Objective of the Research

Based on the research problems above, the objective of this research was to improve the students' speaking achievement by using role play.

Digital Repository Universitas Jember

1.4. Significance of the Research

The result of this research will give significant contribution to:

1. The teacher

The result of this research can be used as a consideration for teachers in teaching speaking to use role play in improving their students' speaking achievement.

2. The students

The use of role play technique will help the students to improve their speaking achievement by improving their confidence and pronunciation in speaking English.

3. Other researchers

This research can be used as information for other researchers who want to conduct further research at other schools dealing with the use of role play in improving the students' speaking achievement.

Digital Repository Universitas Jember

CHAPTER II
RELATED LITERATURE REVIEW

This chapter discusses the theoretical framework of speaking achievement and speaking teaching techniques such as role play. The discussion is divided into five subchapters containing (1) speaking in ELT (English Language Teaching), (2) role play, (3) operational definitions, (4) speaking achievement, and (5) previous study

2.1. Speaking in ELT (English Language Teaching)

Both speaking and writing are needed to express our ideas and thoughts. Unlike writing which is needed to express our ideas and thoughts in written form, speaking is needed to express our ideas and thoughts in oral form. It means that speaking is the skill we need to communicate orally. Chaney (1998:13) says that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context."

Speaking is an important skill to be taught due to some reasons. First, speaking is not easy to learn due to its complexity. Widiati and Cahyono (2006) state that speaking is a complex skill involving paralinguistic features such as voice qualities, tempo, loudness, facial and bodily gestures as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Furthermore, according to Sakale (2012), non-native speakers lack of the opportunity to practice their English. That is why classroom is badly needed to give the students room to practice their English. The more they practice, the more their speaking will be improved. Harmer (2015:123) states that the more chance given to the students to use the various elements of language they know will help them become autonomous language users. It means that they will be able to communicate efficiently, as Kuśnierek (2015:73) argues that being able to use foreign language orally means that the speaker is able to communicate efficiently.

Digital Repository Universitas Jember

To give the best opportunities for students to practice their speaking, there are several things a teacher has to do in teaching speaking. Kayi (2006) provides some suggestions in teaching speaking, some of them are as follows:

1. Provide maximum opportunity for students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of students' participation.
3. Indicate positive signs when commenting on a student's response.
4. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
5. Provide feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"
6. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
7. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
8. Provide the vocabulary beforehand that students need in speaking activities.
9. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

(Kayi, 2006)

From the above suggestions, in an EFL communities such as Indonesia there are several things a teacher has to pay attention to in teaching speaking. First of all, before teaching speaking, the students must be taught the vocabulary that will be used in speaking. It can be done by making the students familiar with the vocabulary

Digital Repository Universitas Jember

used in speaking in relation to topic being learnt. And then, the teaching learning process must be students-centered by giving them maximum opportunity to practice.

2.2. Role Play

Role play is one of the techniques that a teacher might use to make the students active and interested in learning speaking. In role playing the students have to pretend and act the role given. Harmer (2015:125) says that in role plays the students are given some roles to stimulate the real world. Kayi (2006) says that in role-playing students have to pretend that they are in various social contexts and have a variety of social roles. Thus, it can be said that role play is a technique in which the students have to act and pretend based on a given role and situation.

There are some benefits of role play. First, through role playing students have better opportunities to practice their English. Huang (2008) says that students have more opportunities to act and interact in English with their friends through role playing. Tompkins (1998) also states that role play "promotes effective interpersonal relations and social transactions among participants". Furthermore, Harmer (2015:125) also states that role play simulates the real-world situation in the same way as simulation, but the difference is that in role play the students are given a particular role. The next reason is that through role play the students are actively involved in the speaking activity. Tompkins (1998) says that students mostly forget that they are learning new language in role playing since they are absorbed in the interaction. Role play also lets the students practice speaking in many different contexts. Kuśnierek (2015:84) states that students may be trained by the teacher to practice their speaking skills in any social situations.

From the above brief explanation about role play in speaking teaching it can be concluded that role play makes the students active in speaking class. It also helps the students to practice and improve their speaking skill in various context and fun learning environment.

Digital Repository Universitas Jember

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion that will be further explained below:

5.1. Conclusion

Based on the result of data analysis and discussion it can be concluded that the use of role play could improve the eighth grade students' speaking achievement. This research aimed to improve the VIII C students' speaking achievement through the use of role play. It followed classroom action research design. The speaking test showed that 58.82 % of the students passed the test. From 34 students who were present during the test, 20 of them had achieved score more than the minimum passing grade that was 75. In other words, it can be said that the use of role play could improve the VIII C students' speaking achievement of SMPN 1 Semboro in the 2017/2018 academic year.

5.2. Suggestion

By considering the result of teaching speaking using role play that could improve the students' speaking achievement, the researcher proposed some suggestions for these following people:

1. English Teachers

   It is suggested that English teachers use role play in teaching speaking due to the fact that the use of role play could improve the students' speaking achievement.

2. Future Researchers

   Future researchers are suggested to use the result of this research as reference to conduct further research with the same or different research design dealing with the use of role play in teaching speaking.

Digital Repository Universitas Jember

References

Ali, M. 1993. *Strategi Penelitian Pendidikan.* Bandung: PT. Angkasa.

Ali, Muhammad, and Mohammad Asrori. 2014. *Metodologi & Aplikasi Riset Pendidikan.* Jakarta: Bumi Aksara. Editor: Suryani

Beebe, Steven A., Susan J Beebe. 2015. *A Concise Public Speaking Handbook*.Texas: Karon Bowers.

Mehmet, Celik. (December 2001). "Teaching English Intonation to EFL/ESL Students." *The Internet TESL Journal.* Available at: http://iteslj.org/Techniques/Celik-Intonation.html. Retrieved on: 25th January 2017

Chaney, A.L., T.L. Burke. 1998. *Teaching Oral Communication in Grades K-9.* Boston: Allyn and Bacon

Harmer, Jeremy. 2015. *How to Teach English.* Oxford: Ocelot Publishing.

Huang, Irene Y. 2008. "Role Play for ESL/EFL Children in the English Classroom." *The Internet TESL Journal, Vol. XIV, No. 2, February 2008.*Taken from: http://iteslj.org/Techniques/Huang-RolePlay.html (retrieved on 28th March 2016)

Kayi, Hayriye. (November 2006). "Teaching Speaking: Activities to Promote Speaking in a Second Language." *The Internet TESL Journal.* Available at: http://iteslj.org/Articles/Kayi-Teaching Speaking.html. Retrieved on: 28th March 2016

Kelly, Gerald. 2000. *How to Teach Pronunciation*. Charlbury: Bluestone Press.

Kenworthy, Joanne. 1987. *Teaching English Pronunciation*. Harlow: Longman Inc.

Kuśnierek, Anna. 2015. "Developing Students' Speaking Skills through Role-Play." *World Scientific News*. Pages 73-111.

Littlewood, Williams. 1995. *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Priyatna, Joko. 2008. *Scaffolding English for Junior High School Students Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional.

Richards, Jack C. 1990. "*The Language Teaching Matrix*." Cambridge: Cambridge University Press

Digital Repository Universitas Jember

Sakale, Sana. 2012. "*Rethinking Speaking Skills in EFL (English as a Foreign Language) Settings.*" April 2012, Vol. 9, No. 4, 1100-1111. David Publishing.

Selina, Shielda. 2013. *Improving Clas XI IPA 1 Studnts' Speaking Achievement by Using Role Play at MAN 2 Jember in the 2012/2013 Academic Year*. Unpublished S1-Thesis. Jember: Jember University

Sofiar, Elly; Dewanti, Gilang Asri; Listingirum, Septiana; Ambarwati, Wahyu; Imaningtyas, Sri Wulandari; Herawaty, Lia. 2016. *Guru Pembelajar Modul*. Jakarta: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, Direktorat Jenderal Guru dan Tenaga Kependidikan.

Thornbury, Scott. 2009. *How to Teach Speaking*. Pearson Educatiom: Harlow.

Tompkins, Patricia K. (August 8th 1998). "Role Playing/Simulation". *The Internet TESL Journal*. Available at: http://iteslj.org/. Retrieved on: 8th December 2016.

Widiati, Utami, and Yudi Cahyono Bambang. 2006. "*The Teaching of EFL Speaking in the Indonesian Context: the State of the Art*." http://sastra.um.ac.id/wp-content/uploads/2009/10/The-Teaching-of-EFL-Speaking-in-the-Indonesian-Context-The-State-of-the-Art-Utami-Widiati-Bambang-Yudi-Cahyono.pdf

Digital Repository Universitas Jember

Appendix 1

Research Matrix

Title	Research Questions	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving the Students' Speaking Achievement through Role Play	1. Can the use of role play improve the students' speaking achievement?	1. <u>Independent</u> a. The use of role play 2. <u>Dependent</u> a. The students' speaking achievement	1. Role play Acting out based on the given situation and role 2. Students speaking scores: a. Fluency b. Pronunciation c. Content d. Accuracy e. Body language	1. Subjects: The VIIIC students of SMPN 1 Semboro 2. Informant: The English teacher of VIII C Class at SMPN 1 Semboro in the 2017/2018 academic year 3. Documents: - The research subjects name list - The students' scores in speaking test	1. Research Design Classroom action research The stages of each cycle are: a. The planning of the action b. The implementation of the action c. Class observation and evaluation d. Data analysis and the reflection of the action 2. Area Determination Method Purposive method 3. Subject Determination Method Purposive method 4. Data Collection Methods - Interview - Document - Observation - Speaking test 5. Data Analysis Method $E = \frac{n}{N} x\ 100\%$ Where: E=the percentage of the students who got score 75 or more n = the number of students who got score 75 or more N = the total number of students in the class (Adapted from Ali, 1993:186)	1. The use of role play could improve the students' speaking achievement

Digital Repository Universitas Jember

Appendix 2

Interview Guidelines

No	Question	Answer
1	How many classes are there in the 8th grade?	There are eight classes in the 8th grade.
2	Which class from the eighth grade the lowest speaking achievement?	There are eight classes in the eighth grade, VIII-C is the class with the lowest speaking achievement.
3	What curriculum do you use in teaching the 8th grade?	We use K-13 to teach the 8th grade students.
4	Have you ever use role play to teach speaking?	No, I have not.
5	How do you teach speaking?	I teach them by giving them examples of how to pronounce in English as well as correcting their mistakes.
6	What are the problems faced by the students in speaking English?	Most of my students have low confidence when they speak using English, they are showing nervousness, afraid to maintain eye contact and their body movements are stiff. They also afraid to make mistakes when speaking, it makes them creating too long and too many pauses when speaking. My students also making a lot of mistakes in pronunciation which lead to misunderstanding.
7	What is the minimum score required for the student to pass the English lesson?	The minimum criteria to pass is 75.

Digital Repository Universitas Jember

Appendix 3

Students' Previous Speaking Score

No	Class							
	VIII A		VIII B		VIII C		VIII D	
	Name	Score	Name	Score	Name	Score	Name	Score
1	AWP	74	AZA	58	ARF	64	ABR	92
2	AKN	74	AF	57	ASB	76	AAH	78
3	AZF	70	AWT	78	AMSY	88	BNY	76
4	AYP	60	AHK	76	ASPA	70	CPS	94
5	APS	86	APP	76	AW	70	CW	88
6	ACW	70	AFL	54	ADS	72	CPAD	93
7	ARA	74	AEL	78	AAP	64	DAZ	80
8	DYDA	96	AK	76	ALF	66	DPN	55
9	DAD	92	AZN	67	ADP	76	DK	59
10	DRD	70	AG	47	BDPCI	70	DEP	65
11	DTH	70	ADA	78	BBN	76	DAP	61
12	EDL	74	AAWD	78	CAN	70	DA	80
13	FBF	86	AP	49	DS	70	EA	77
14	FFS	82	AMK	75	DPA	70	FF	98
15	FAN	86	BDK	44	DTMS	88	FZ	70
16	HAA	84	BAS	52	GSAB	64	FDP	78
17	IDP	74	DK	78	GYP	68	FCS	62
18	ITH	83	DWS	78	GDSR	76	INS	52
19	IAS	70	ER	50	JPR	72	IDP	68
20	KG	84	FIP	57	JAP	70	JMS	70
21	LPPM	70	MRMP	51	JLLDN	88	MR	78
22	MFSN	70	MR	57	LA	80	MBAS	73
23	MKAS	82	MMF	76	LNH	64	MDM	69
24	MDNR	72	MK	53	MMF	70	NFA	62
25	MWS	93	MR	80	NRF	64	NAM	76
26	MWH	70	NDW	78	NASP	70	PRAP	69
27	NOD	70	RLR	80	NA	76	RD	74
28	OSR	93	RCS	76	NSP	60	RAP	55
29	RWS	90	RR	55	NM	60	SRP	63
30	RAM	90	SP	81	NA	68	SSPM	78
31	SRMA	96	SOW	78	N	66	SK	81
32	SMM	83	SAF	72	RPA	80	TFW	94
33	SHM	86	SAM	59	RDS	74	TP	63
34	SS	68	YZI	76	YDP	70	TMW	62
35	VAB	70	YN	78	ZNHV	86	VBL	43
36	WRP	70	ZW	50	-	-	-	-
	Mean = 78.66		**Mean = 66.83**		**Mean = 71.88**		**Mean = 72.45**	
	47.22 % passed		**52.78 % passed**		**31.42 % passed**		**45.71 % passed**	

Digital Repository Universitas Jember

No	Class							
	VIII E		VIII F		VIII G		VIII H	
	Name	Score	Name	Score	Name	Score	Name	Score
1	AFS	65	AWN	64	AW	78	ARPAP	80
2	AB	63	AJE	54	APH	80	AAD	82
3	ASR	55	ASP	65	BASP	66	DNS	65
4	AYP	66	AHA	46	BS	71	DFA	66
5	AFR	82	ADA	76	BYP	48	DP	64
6	AAPP	68	AN	77	DLF	76	DOF	58
7	APDP	75	BAS	64	DFO	81	DPP	55
8	BAS	61	BAK	67	EDS	76	DIP	82
9	DF	63	BSM	50	FNF	68	EENF	84
10	DS	63	CPH	65	FU	64	FK	80
11	FDB	60	CDAS	54	JMS	58	IP	69
12	FFZ	73	DC	78	JS	68	KAES	81
13	FIA	63	DAN	76	LPRH	94	KKJ	85
14	FNF	68	EFHM	48	LT	48	KAF	66
15	I	76	FSH	51	LAF	57	LP	86
16	IL	49	FLN	48	LMS	65	LIRI	84
17	IRNRW	50	FP	44	MA	63	MF	84
18	KM	74	FMMDS	76	MSNS	45	MSS	77
19	MFFF	75	HRIS	55	MFK	71	MDSI	58
20	MKI	72	JHL	54	MACF	54	MFRP	62
21	MRIS	73	KK	90	MSU	52	MMAAM	50
22	MAF	77	NIZ	90	MMA	68	MWT	60
23	MRF	72	NR	66	NAP	87	NUY	62
24	NA	77	NIN	86	NMR	86	NMI	56
25	RH	68	NK	56	NRS	68	NNW	87
26	RME	90	NCY	78	NI	57	NS	63
27	RM	94	RZAB	85	RDCN	84	NWR	61
28	SEF	64	RAS	76	RDAS	68	NDN	78
29	UK	90	RAA	77	RDRD	62	NNAF	70
30	VAP	85	SAP	70	RDR	76	QIP	61
31	VH	64	SW	66	SEA	67	REM	57
32	WAP	76	TB	71	SNIW	84	RDPS	51
33	WSA	59	YINP	79	SAS	83	SCH	53
34	YRA	90	ZPW	88	YS	59	SADNA	62
35	-	-	ER	58	-	-	YPR	56
36	-	-	-	-	-	-	-	-
	Mean = 70.58		**Mean = 67.08**		**Mean = 68.58**		**Mean = 68.42**	
	35.29 % passed		**40 % passed**		**35.29 % passed**		**37.14 % passed**	

Digital Repository Universitas Jember

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN

Meeting 1

Satuan Pendidikan	**: SMP**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: VIII/satu**
Materi Pokok	**:** ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
Alokasi Waktu	**: 1 x pertemuan (2 JP)**

A. Kompetensi Dasar

3.3. & 4.3. Menerapkan & menyususun: memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan. (Perhatikan unsur kebahasaan must, should)***

B. Indikator Pencapaian Kompetensi

1. Mengenal fungsi sosial ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
2. Mengenal struktur teks dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
3. Mengenal unsur kebahasaan dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
4. Menyusun teks lisan sederhana meliputi ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

C. Tujuan Pembelajaran

Siswa mengenal struktur teks, unsur kebahasaan dan fungsi sosial dari ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

D. Materi Pembelajaran

Teks terkait ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan (necessity), larangan (prohibition), dan himbauan (suggestion).***

Digital Repository Universitas Jember

Necessity

Must

Social Function:

Is used to express personal obligation *(a necessity felt by the speaker).*
Is also used to express a prohibition.

Formula:

+ S + must + infinitive
- S + mustn't + invinitive
? WH + must + S + infinitive?

Have to

Social Function:

Is used to say something obligatory *(impersonal obligation).*
The subject of *have to* is obliged or forced to act by external or separate power *(e.g. Law or school rules)*

Formula:

Have is conjugated according to the *pronouns*

+ S + have + infinitive *(with to)*
- S + auxiliary verb + have + invinitive *(with to)*
? Auxiliary verb + S + have + infinitive *(with to)*?

Suggestion

Should

Social Function:

Is used to suggest something *(expressing our opinion)*

Formula:

+ S + should + infinitive
- S + shouldn't + invinitive
? WH + should + S + infinitive?

Prohibition

Verbal prohibition

Do not + infinitive + object/complement

Nominal prohibition

Do not + be + adjective/noun/adverb

Situasi-situasi dalam meminta dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

Situasi 1

You see your son/daughter is sleeping in the living room. You tell him/her that he/she must go and sleep in their room.

Digital Repository Universitas Jember

Situasi 2
You see your son/daughter is using his/her phone while charging it. You tell him/she that he/she mustn't use his/her phone while charging it.
Situasi 3
You visit your friend who isn't feeling well. Your friend hates vegetables. You suggest him/her to consume more vegetables.
Situasi 4
You are on your way home with your friend. You suggest your friend not to take that way since there is a carnival going on there.
Situasi 5
You are working in an office with your friend. There will be a meeting within an hour. You tell your friend that he/she has to join to meeting in the next hour.
Situasi 6
You want to attend the education day ceremony. But you are not feeling well. Your teacher tells you that you don't have to come to the ceremony.

E. Metode Pembelajaran
Pendekatan : scientific
Metode : 5M
Tehnik : Role play

F. Sumber Belajar
Teacher-made

G. Media Pembelajaran
-

H. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan
a. Guru memberi salam
b. Berdoa
c. Guru menyampaikan cakupan materi yang akan dipelajari

2. Kegiatan Inti

a. Observing
Peserta didik mengamati contoh yang disampaikan oleh guru

b. Questioning
Guru memberikan pertanyaan kepada peserta didik terkait ungkapan apa yang mereka temukan dan apa fungsinya.

c. Collecting Information
1. Peserta didik mencatat ungkapan-ungkapan terkait *keharusan, larangan,* dan *himbauan* dengan bimbingan guru.

Digital Repository Universitas Jember

2. Guru menjelaskan fungsi social, struktur kebahasaan dan struktur teks yang digunakan dalam meminta dan memberi informasi terkait ungkapan tentang *keharusan, larangan,* dan *himbauan.*

d. Associating

1. Peserta didik membentuk kelompok yang beranggotakan 2-3 peserta didik
2. Kelompok dibentuk dengan cara berhitung 1-6 dimana nomor 1 berkumpul dengan temannya yang bernomor sama, begitupun seterusnya hingga terbentuk 6 kelompok
3. Kemudian 6 kelompok ini dipisah menjadi 3 kelompok yang beranggotakan 2 peserta didik
4. Peserta didik bersama dengan anggota kelompoknya mebuat dialog singkat sederhana sesuai dengan situasi yang diberikan kepada kelompoknya
5. Peserta didik diperkenankan untuk meminta feedback terkait dialognya kepada guru.

3. Penutup

a. Guru bersama peserta didik menyimpulkan kembali pembelajaran yang telah dilakukan
b. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan berikutnya *(role play)* dan kaitannya dengan materi hari ini

I. Penilaian

-

Semboro, … … … … 20 …

Mengetahui,
Guru Pengajar

Peneliti

Nila Candrawati, S.Pd.
NIP. -

Tamam Ali Roziqi
NIM. 130210401055

Kepala Sekolah

Drs. Mudi Rokhman, M.Pd.
NIP. 196309291986011003

Digital Repository Universitas Jember

RENCANA PELAKSANAAN PEMBELAJARAN

Meeting 2

Satuan Pendidikan	**: SMP**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: VIII/satu**
Materi Pokok	**:** ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
Alokasi Waktu	**: 1 x pertemuan (2 JP)**

A. Kompetensi Dasar

3.3. & 4.3. Menerapkan & menyususun: memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan. (Perhatikan unsur kebahasaan must, should)***

B. Indikator Pencapaian Kompetensi

1. Mengenal fungsi sosial ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
2. Mengenal struktur teks dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
3. Mengenal unsur kebahasaan dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
4. Menyusun teks lisan sederhana meliputi ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

C. Tujuan Pembelajaran

Siswa mengenal struktur teks, unsur kebahasaan dan fungsi sosial dari ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

D. Materi Pembelajaran

Situasi-situasi dalam meminta dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

Situasi 1

You see your son/daughter is sleeping in the living room. You tell him/her that he/she must go and sleep in their room.

Situasi 2

Digital Repository Universitas Jember

You see your son/daughter is using his/her phone while charging it. You tell him/she that he/she mustn't use his/her phone while charging it.

Situasi 3

You visit your friend who isn't feeling well. Your friend hates vegetables. You suggest him/her to consume more vegetables.

Situasi 4

You are on your way home with your friend. You suggest your friend not to take that way since there is a carnival going on there.

Situasi 5

You are working in an office with your friend. There will be a meeting within an hour. You tell your friend that he/she has to join to meeting in the next hour.

Situasi 6

You want to attend the education day ceremony. But you are not feeling well. Your teacher tells you that you don't have to come to the ceremony.

E. Metode Pembelajaran

Pendekatan : scientific

Metode : 5M

Tehnik : Role play

F. Sumber Belajar

Teacher-made

G. Media Pembelajaran

-

H. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

a. Guru memberi salam
b. Berdoa
c. Guru mereview singkat pembelajaran sebelumnya
d. Guru menyampaikan kegiatan yang akan dilaksanakan *(role play)*

2. Kegiatan Inti

a. Associating

1. Peserta didik bersama anggota kelompoknya berlatih untuk menampilkan dialog yang telah mereka buat
2. Peserta didik diperkenankan untuk meminta feedback dari guru

b. Communicating

1. Secara acak, tiap-tiap kelompok memainkan peran sesuai dengan situasi yang telah dibagikan
2. Guru memberikan feedback kepada tiap-tiap kelompok

Digital Repository Universitas Jember

3. **Penutup**
   a. Guru bersama peserta didik merefleksi kegiatan pembelajaran yang telah dilakukan
   b. Guru menyampaikan kegiatan yang akan dilakukan pada petermuan berikutnya *(penilaian)*
   c. Guru membagikan situasi untuk tiap-tiap kelompok untuk mempersiapkan dialog yang akan ditampilkan untuk penilaian pada petermuan berikutnya

I. Penilaian

-

Semboro, … … … … 20 …

Mengetahui,
Guru Pengajar

Peneliti

Nila Candrawati, S.Pd.
NIP. -

Tamam Ali Roziqi
NIM. 130210401055

Kepala Sekolah

Drs. Mudi Rokhman, M.Pd.
NIP. 196309291986011003

Digital Repository Universitas Jember

RENCANA PELAKSANAAN PEMBELAJARAN

Meeting 3 (penilaian)

Satuan Pendidikan	**: SMP**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/semester	**: VIII/satu**
Materi Pokok	**:** ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
Alokasi Waktu	**: 1 x pertemuan (2 JP)**

A. Kompetensi Dasar

3.3. & 4.3. Menerapkan & menyususun: memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan. (Perhatikan unsur kebahasaan must, should)***

B. Indikator Pencapaian Kompetensi

1. Mengenal fungsi sosial ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
2. Mengenal struktur teks dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
3. Mengenal unsur kebahasaan dalam ungkapan memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***
4. Menyusun teks lisan sederhana meliputi ungkapan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

C. Tujuan Pembelajaran

Siswa mengenal struktur teks, unsur kebahasaan dan fungsi sosial dari ungkapan yang digunakan dalam memberi dan meminta informasi terkait ***keharusan, larangan, dan himbauan.***

D. Materi Pembelajaran

-

E. Metode Pembelajaran

-

F. Sumber Belajar

-

Digital Repository Universitas Jember

G. Media Pembelajaran

-

H. Langkah-langkah Kegiatan Pembelajaran

1. Pendahuluan

a. Guru memberi salam
b. Berdoa
c. Guru mereview singkat pembelajaran sebelumnya
d. Guru menyampaikan kegiatan yang akan dilaksanakan (penilaian)

2. Kegiatan Inti

a. Seluruh peserta didik dipersilahkan untuk menunggu di luar kelas
b. Peserta didik bersama kelompoknya maju dipanggil secara acak untuk menampilkan role play mereka sesuai dengan situasi yang telah diberikan sebelumnya
c. Peserta didik dan kelompoknya yang tidak sedang dalam penilaian menunggu giliran untuk dipanggil diluar kelas

3. Penutup

a. Guru bersama peserta didik merefleksi kegiatan yang telah dilakukan
b. Salam

I. Penilaian

Situasi 1

You see your son/daughter is going to sleep, he/she forget to turn off the light. You tell him/her to turn it off.

Situasi 2

Your son/daughter is watching TV up too close. You tell him/her that he/she must not watch too close to the TV.

Situasi 3

You see your friend is wearing unfit uniform, it is too large. You suggest him/her to go to a tailor to fix it.

Situasi 4

The sky is so dark. Your friend wants to go home. You suggest him/her not to go home since it is going to rain so hard.

Digital Repository Universitas Jember

Situasi 5

You are a doctor. You tell one of your patients that he/she has to take the medicine on time to get better.

Situasi 6

You are a manager, one of your employee isn't feeling well today. You tell him/her that he/she don't have to work for the day.

Untuk menentukan nilai peserta didik, *analytic scoring rubric* sebagai berikut akan digunakan:

Aspect	5 Excellent	4 Good	3 Fair	2 Poor	1 Very Poor
Fluency	*Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.*	*Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two*	*Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.*	*Speech is frequently hesitant with some sentences left uncompleted; volume very soft.*	*Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.*
Pronun-ciation	*Good pronunciation, correct intonation/ tone and stress for the words/ phrases/ sentences which lead to the appropriate intended meaning*	*Good pronunciation with very few mistakes in intonation/ tone and stress for the words/ phrases/ sentences which lead to the appropriate intended meaning*	*Few mistakes in pronunciation but still understand-able, few mistakes in intonation/ tone and stress which interfere the intended meaning*	*Several mistakes in pronunciation which lead to difficult under-standing, several mistakes in intonation/tone and stress which lead to mis-understand-ing of the intended meaning*	*Many mistakes in pronunciation and difficult to understand, no difference of intonation/ tone and stress for the words/ phrases/ sentences which lead to mis-understand-ing of the intended meaning*
Content	*The content of the presentation contains very complete information*	*The content of the presentation contains complete information*	*The content of the presentation contains sufficient information*	*The content of the presentation contains little information*	*The content of the presentation contains very little information*
Accuracy	*Excellent grammar with various words used*	*Very few mistakes in grammar with enough variety of vocabulary*	*Few mistakes in grammar with very sufficient vocabulary but still understand-able*	*Several mistakes in grammar with very limited vocabulary but still understand-able*	*Very poor diction and grammar which lead to mis-understand-ing*
Body language	*Relaxed, no mistake, hold the*	*Relaxed, very few mistake,*	*Showing little tension, few*	*Showing mild tension, several*	*Showing nervousness,*

Digital Repository Universitas Jember

Aspect	5	4	3	2	1
	Excellent	**Good**	**Fair**	**Poor**	**Very Poor**
	attention with the use of eye contact	*consistent use of eye contact*	*mistakes, several use of eye contact*	*mistakes, minimal use of eye contact*	*many mistakes, no eye contact*

(Adapted from Sofiars., et al., 2016)

Semboro, … … … … 20 …

Mengetahui,
Guru Pengajar

Peneliti

Nila Candrawati, S.Pd.
NIP. -

Tamam Ali Roziqi
NIM. 130210401055

Kepala Sekolah

Drs. Mudi Rokhman, M.Pd.
NIP. 196309291986011003

Digital Repository Universitas Jember

Appendix 5

The Result of Observation

The Result of Observation in Meeting 1

No	Name	A	B	C
1	ARF	v		
2	ASB	v	v	
3	AMSY	v	v	v
4	ASPA	v	v	
5	AW	v	v	
6	ADS	v	v	
7	AAP	v		
8	ALF	v	v	
9	ADP	v	v	
10	BDPCI		v	
11	BBN	v	v	
12	CAN	v	v	
13	DS	v	v	
14	DPA	v	v	
15	DTMS	v	v	v
16	GSAB	v		
17	GYP	v	v	
18	GDSR	v	v	
19	JPR	v	v	
20	JAP	v	v	
21	JLLDN	v	v	v
22	LA	v	v	v
23	LNH	v		
24	MMF	v	v	
25	NRF	v		
26	NASP	v	v	
27	NA	v	v	
28	NSP	v		
29	NM		v	
30	NA	v	v	
31	N	v		
32	RPA		v	
33	RDS	v	v	v
34	YDP	v		
35	ZNHV	v	v	v

Where:

A = paying attention to teacher's explanation

B = actively involved in group work

C = asking for teacher's feedback

Digital Repository Universitas Jember

The Result of Observation in Meeting 2

No	Name	A	B	C
1	ARF	v		v
2	ASB	v	v	v
3	AMSY	v	v	v
4	ASPA	v		v
5	AW			v
6	ADS	v		v
7	AAP		v	v
8	ALF	v	v	v
9	ADP			v
10	BDPCI	v		v
11	BBN	v	v	v
12	CAN			v
13	DS			v
14	DPA	v	v	v
15	DTMS	v	v	v
16	GSAB			v
17	GYP	v	v	v
18	GDSR	v	v	v
19	JPR	v		v
20	JAP	v	v	v
21	JLLDN		v	v
22	LA	v	v	v
23	LNH			v
24	MMF	v		v
25	NRF	v	v	v
26	NASP	v		v
27	NA	v		v
28	NSP	v		v
29	NM			v
30	NA		v	v
31	N	v		v
32	RPA			v
33	RDS		v	v
34	YDP	v	v	v
35	ZNHV	v		v

Where:

A = paying attention to other groups' performances

B = asking for teacher's feedback

C = actively involved in group performance

Digital Repository Universitas Jember

Appendix 6

Students' Speaking Score

No / Situation	Name	Teacher's Score					Total TS	Researcher's Score					Total RS
		F	P	C	A	BL		F	P	C	A	BL	
1/1	ARF	4	3	4	4	3	18	3	3	4	3	3	16
2/4	ASB	4	4	4	3	5	20	4	4	5	4	4	21
3/3	AMSY	5	4	5	4	5	23	4	4	4	5	4	21
4/4	ASPA	4	3	4	3	4	18	3	4	5	4	3	19
5/1	AW	3	3	3	3	4	16	4	3	5	4	4	20
6/6	ADS	4	3	4	4	2	17	3	4	5	5	3	20
7/2	AAP	4	4	4	3	4	19	4	4	3	3	4	18
8/5	ALF	4	4	4	4	5	21	4	4	5	4	5	22
9/2	ADP	3	3	4	3	4	17	4	4	5	4	5	22
10/6	BDPCI	4	3	4	4	2	17	3	4	5	5	3	20
11/3	BBN	5	4	5	4	5	23	4	4	4	5	4	21
12/2	CAN	3	3	4	3	4	17	4	4	5	4	5	22
13/1	DS	2	3	4	3	3	15	3	3	4	3	3	16
14/5	DPA	4	4	4	4	4	20	4	4	5	4	4	21
15/5	DTMS	4	4	4	4	4	20	4	4	5	4	4	21
16/1	GSAB	3	3	3	3	4	16	4	3	5	4	4	20
17/1	GYP	4	4	5	5	5	23	4	4	5	5	3	21
18/1	GDSR	4	4	5	5	5	23	4	4	5	5	3	21
19/6	JPR	4	3	4	4	4	19	3	4	5	4	4	20
20/3	JAP	5	4	5	4	5	23	4	3	5	4	4	20
21/2	JLLDN	4	4	4	3	4	19	4	4	5	4	5	22
22/3	LA	5	4	5	4	5	23	4	3	5	4	4	20
23/1	LNH	2	3	4	3	3	15	3	3	4	3	3	16
24/3	MMF	4	3	4	3	4	18	3	3	5	4	4	19
25/4	NRF	4	4	4	3	5	20	4	4	5	4	4	21
26/4	NASP	4	3	4	3	4	18	3	4	5	4	3	19
27/1	NA	4	3	4	4	3	18	3	3	4	3	3	16
28/5	NSP	3	3	4	4	4	18	4	4	5	5	4	22
29	NM	-	-	-	-	-	-	-	-	-	-	-	-
30/2	NA	4	4	4	3	4	19	4	4	5	4	5	22
31/6	N	4	3	4	4	4	19	3	4	5	4	4	20
32/2	RPA	4	4	4	3	4	19	4	4	3	3	4	18
33/5	RDS	4	4	4	4	5	21	4	4	5	4	5	22
34/3	YDP	4	3	4	3	4	18	3	3	5	4	4	19
35/5	ZNHV	3	3	4	4	4	18	4	4	5	5	4	22

Where:

F = Fluency
P = Pronunciation
C = Content
A = Accuracy
BL = Body Language

Digital Repository Universitas Jember

Final Score:

No	Name	TS	RS	Final Score
1	ARF	72	64	68
2	ASB	80	84	82
3	AMSY	92	84	88
4	ASPA	72	76	74
5	AW	64	80	72
6	ADS	68	80	74
7	AAP	76	72	74
8	ALF	84	88	86
9	ADP	68	88	78
10	BDPCI	68	80	74
11	BBN	92	84	88
12	CAN	68	88	78
13	DS	60	64	62
14	DPA	80	84	82
15	DTMS	80	84	82
16	GSAB	64	80	72
17	GYP	92	84	88
18	GDSR	92	84	88
19	JPR	76	80	78
20	JAP	92	80	86
21	JLLDN	76	88	82
22	LA	92	80	86
23	LNH	60	64	62
24	MMF	72	76	74
25	NRF	80	84	82
26	NASP	72	76	74
27	NA	72	64	68
28	NSP	72	88	80
29	NM	-	-	-
30	NA	76	88	82
31	N	76	80	78
32	RPA	76	72	74
33	RDS	84	88	86
34	YDP	72	76	74
35	ZNHV	72	88	80

Where:

TS (Teacher's score) = total TS x 4
RS (Researcher's score) = total RS x 4
Final Score = (TS + RS)/2

Present students = 34 of 35
Number of passing students = 20
Percentage=20/34x100=58.82 %

Digital Repository Universitas Jember

TRANSCRIPT

Students with lowest score (D as DS, L as LNH) – 1st situation

You see your son/daughter is going to sleep, he/she forget to turn off the light. You tell him/her to turn it off.

L : "If you want... want to sleep, please to… please turn... off the light."
/ ɪf ju wɑnt / wɑnt tʊ sˈlip / pliz tʊː / pliz tɒn / ˈɒf ðə ˈlaɪk /

D : "Yes."
/ ˈjes /

L : "Yes, go turn off the light."
/ ˈjes / goʊː tɒn ˈɒf ðə ˈlaɪk /

D : "Okay, thank you."
/ oʊˈk.e / ˈtæŋk ju /

Digital Repository Universitas Jember

Students with highest score (A as ASMY, B as BBN) – 3rd situation

You see your friend is wearing unfit uniform, it is too large. You suggest him/her to go to a tailor to fix it.

A : "Hello."
/ həˈlo.ʊ /
B : "Hello."
/ həˈlo.ʊ /
A : "How are you today?"
/ ˈhaʊ ər ju təˈdeɪ /
B : "I'm fine, thanks."
/ ˈaɪm ˈfaɪn / ˈθæŋks /
A : "You look so fat using that uniform."
/ ju lʊk səʊ 'fæt juːz.ɪŋ ðət ju.nɪ.fɔːm /
B : "Really?"
/ ˈrɪ.li /
A : "Absolutely yes, you should go to... to a tailor to fix it."
/ ˈæs.sə.lut.li ˈjes / ju ʃʊd goʊ tʊ / tʊ ə ˈteɪ.lər tə ˈfɪks ˈɪt /
B : "Okay, thank you for suggestion."
/ ˌoʊˈk.eɪ / ˈtæŋk ju fɔr sʊg.dʒes.tʃən /
A : "Okay, bye."
/ ˌoʊˈk.eɪ / baɪ /
B : "Bye."
/ baɪ /