

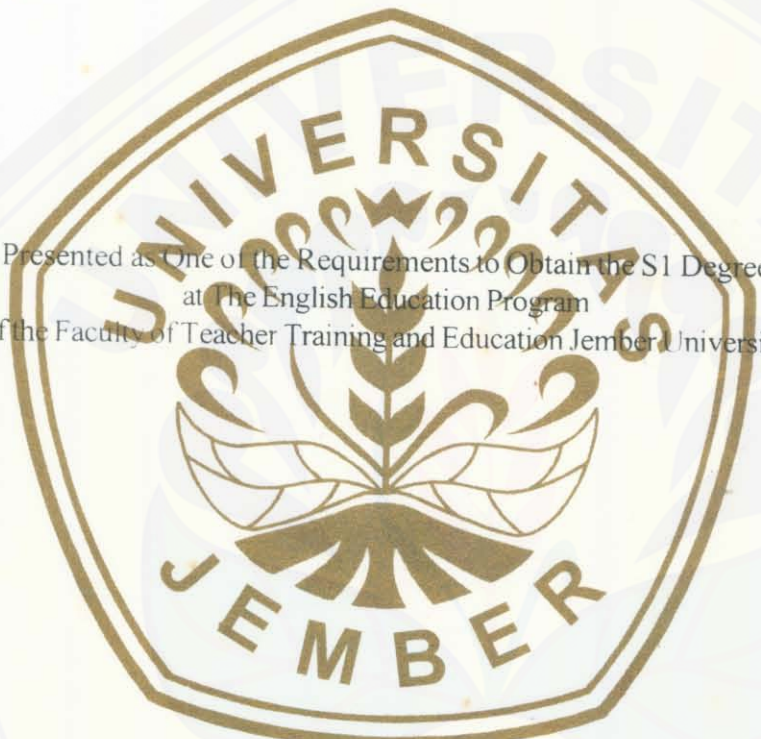


Perpustakaan
UNIVERSITAS
JEMBER

**THE EFFECT OF TEACHING ENGLISH THROUGH ROLE PLAY
ON THE LISTENING AND SPEAKING PERFORMANCE
OF THE STUDENTS OF SLTP NEGERI 8 JEMBER
IN THE 2000/2001 ACADEMIC YEAR**

T H E S I S

Presented as One of the Requirements to Obtain the S1 Degree
at The English Education Program
of the Faculty of Teacher Training and Education Jember University



By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2001**

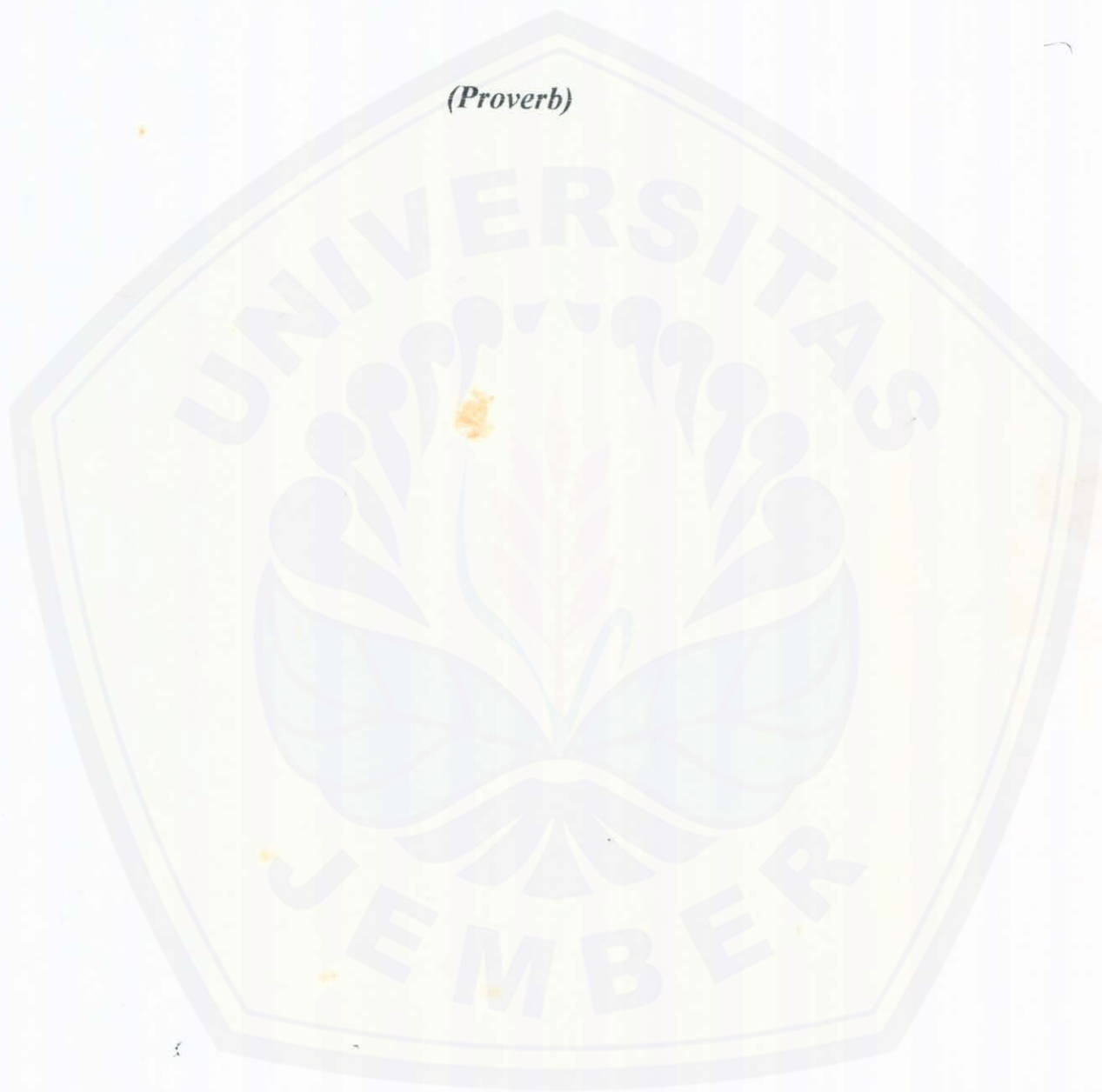
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Motto:

“Drama is the imitation of life”

(Proverb)



DEDICATION

This thesis is honorably dedicated to:

1. My grand mother **Nyik** who always loves me.
2. My beloved father **Pribadi Ma'ruf** and mother **Ulfah** for their love.
3. My beloved brothers **Bakti, Anas** and **Kahfi** who have given me their regard.
4. The breath of my peace, **Aa' Mulyana**, thanks for keeping me in the line.
5. My little girl **Amirah Nisrina**, you are my inspiration.
6. My teachers, who have driven me to be a woman.
7. My friends, all the members of **Teater Tiang, IRM, IMM, HMI** and **BM PAN Jember**, who have brought me to my grown real world.
8. My almamater.

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THESIS

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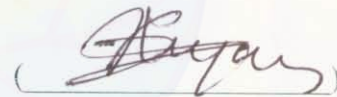
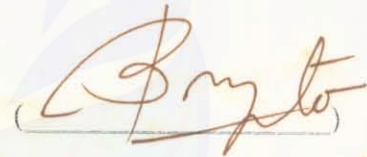


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ACKNOWLEDGMENTS

First, I would like to thank God, Allah SWT the Almighty, who has given me blessing and health to finish this thesis. My gratitude is also deeply due to Drs. Sugeng Ariyanto, MA, my first consultant, and Drs. Budi Setyono, MA, my second consultant for their guidance, advice, and corrections during the process of this thesis writing.

I am also grateful to Drs. Slamet Pudjianto, MSc, the Principal of SLTP Negeri 8 Jember, who given me permission to conduct the research at SLTP Negeri 8 Jember. In addition, my gratitude are also owed to the English teacher of SLTP Negeri 8 Jember, Mr. Doto Wiyono, SPd, the administration staff, and the students of SLTP Negeri 8 Jember who have helped collect the research data.

I appreciate all of your help deeply.

My thank is also due to all my friends, the member of Teater Tiang, the students of the English Education Program who have given me their constant support in finishing this thesis.

I hope so much, may the blessing of God be always on them for their kindness. Amen.

Jember, June 2001

The writer

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ABSTRACT

Wiwit Anggraini, June, 2001, **“The Effect of Teaching English through Role Play on the Listening and Speaking Performance of the Students of SLTP Negeri 8 Jember in the 2000/2001 Academic Year”**

Thesis, English Education Program, Language and Arts, Faculty of Teacher Training and Education, Jember University.

The consultants: 1. Drs. Sugeng Ariyanto, MA
2. Drs. Budi Setyono, MA

The teaching and learning process of English cannot be done by insisting the students to follow a certain activity of teaching. English teachers should enrich their activity by applying various activities. The application of a certain activity without any variations may cause difficulties in achieving the teaching objectives. Role Play can be used to overcome this problem. The mainstream is to place the students in non-monotonous atmosphere. The respondents of this research were the second year students of SLTP Negeri 8 Jember in the academic year 2000/2001, CAWU 2 that were determined by applying cluster random sampling method. The data of the study were collected by using the research instruments, such as test, observation kit, and documents. The design of this research was randomized control group only design. The data collected were analyzed by t-test with the level of significance of 5%. The result of data analysis showed that the t statistical computing value was 5.503355, while the critical value was 1.662556. So, the statistical computing value is higher than the critical value ($5.503355 > 1.662556$). This means that the result of data analysis was significant. In other words, there is a positive effect of teaching English through role play on the listening and speaking performance of the students of SLTP Negeri 8 Jember in the 2000/2001 academic year. It showed, the use of role play increase the students' listening and speaking performance. Therefore, it would be helpful for the English teacher, especially the English teacher of SLTP Negeri 8 Jember to emphasize on students' active participation in listening and speaking performance through role play activity more frequently aside from the other teaching activities, that have been applied so far.

Key terms : Role Play, Listening and Speaking Performance

CHAPTER I INTRODUCTION

1.1 Background of the Research

The existence of English as a compulsory subject in secondary schools is said to be very important because the students are expected to be able to communicate in English both in written and spoken forms. This can be seen in the 1994 in English Curriculum stating that the objective of learning English in junior high schools is to make the students able to communicate in English actively and passively. This means that they should master the four major English skills, reading, listening, speaking, and writing. Besides, the curriculum states that the range of vocabulary the students have to acquire in reading, listening, speaking, and writing is around 750 words (Depdikbud RI, 1993:11).

With those skills, junior high school graduates are expected to have high English proficiency. However, many of them are still poor in English, in both receptive and productive skills. This can be seen from their marks of the English subject in NEM (Nilai Ebtanas Murni, or the grade point of final examination) whereby many students get less than (6) six. The data from the teachers show this fact.

The above data show that the objectives of English lessons in the curriculum have not been achieved yet. This may be caused by many aspects, one of which is the teaching technique used at the school.

Another problem found during my observation at school is that English is monotonously presented in the classroom. A large number of the students think that studying English at school is boring and make their school days miserable. This indicates that teaching English cannot be done by insisting the students to follow one pattern of study or by pushing them to learn the rules, grammar and pronunciations all the time. It is the teacher's responsibility to guide and help the students and to keep them interested and actively involved in the teaching learning process.

In fact the classroom is like a language laboratory where students should be able to practice the target language. Therefore, the teachers should cease relying on a particular technique though it is successful in some cases, but the students who cannot follow the technique might be left behind. It is in this condition that they learn to dislike English lessons. The natural process of learning the target language can be made by controlling the atmosphere of the class in an interesting way. This atmosphere can be gained by applying variation in the teaching activities, for example, using role play.

Through the use of role play, the learning process will be much more enjoyable, and the students will also experience the dynamic use of the language. The atmosphere of relaxation, happiness, and fun is concerned primarily with the psychological aspect of the learner. If they are enjoying the process, they will learn English easily. The need of the right atmosphere is to encourage the elements of the learners' emotion.

Based on the above descriptions, it is assumed that role play activities can be used to minimize the problem in learning English. It might be an essential activity to fulfill the requirement of the English objectives in the 1994 English Curriculum. Since role play promotes oral communication, the main concern in this research is the students' listening and speaking performance. For this reason, the effect of role play on the students' listening and speaking performance needs to be verified experimentally.

1.2 The Research Problem

The research problem is formulated as follow:

“Is there any positive effect of role play on the listening and speaking performance of the second year students of SLTP Negeri 8 Jember in the 2000/2001 academic year ?”

1.3 Operational Definition

The terms that need to be operationally defined are role play and listening and speaking performance.

1.3.1 Role Play

Role play in this research deals with the activities of teaching English using dialogue. In this activities, the students identify themselves with the given character. The students are expected to behave as if the situation really exists.

1.3.2 Listening and Speaking Performance

In this research, listening and speaking performance means the test results achieved by the students from performance measurement of listening and speaking by using test. The test results are in the form of scores. The listening performance investigated in this research is listening for detailed information from the dialogue that has been played. The speaking performance in this research means the ability to use pronunciations, vocabulary and fluency in expressing the dialogue.

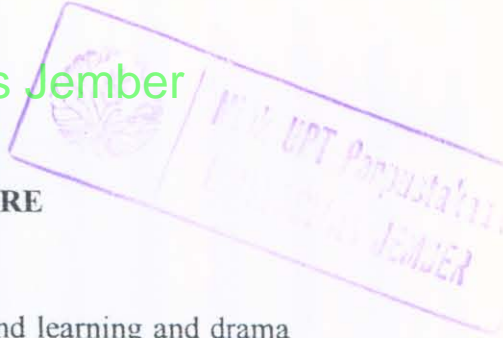
1.4 The Objective of the Research

The research objective is to know whether or not there is positive effect of role play on the listening and speaking performance of the second year students of SLTP Negeri 8 Jember in the 2000/2001 academic year.

1.5 The Significances of the Research

This research result is expected:

1. to give the teachers feedback that role play can be used as an essential activity of teaching English.
2. to encourage the teachers to use role play in teaching English.
3. to make the students more interested in learning English.
4. to improve the students' listening and speaking skills.
5. to provide a reference for other researchers to do another research on role play in English teaching learning activities using a different research design.



This chapter discusses drama in language teaching and learning and drama technique in English as a Foreign Language (EFL) contexts. The discussion also includes role play in English teaching, and the effect of role play on the students' listening and speaking performance. Besides, the hypothesis and summary can be seen at the end of the chapter.

2.1 Drama in Language Teaching and Learning

2.1.1 The View Point of Drama Technique in Language Teaching and Learning

Drama is concerned with social communication that involves action and dialogues, and the students' interactive dialogue in the classroom might show that they are performing drama. In language teaching and learning, drama is often used as a teaching technique to arouse the students' interest in learning the target language, such as English. In this way, the students are expected to be active and creative to improve their listening and speaking performance in using the target language. For example, the students might enrich their vocabulary by expressing their ideas about the given roles, such as acting as receptionists or guests in the hotel. This is in line with what Holden (1982:14) notes that "drama encourages the students to build up their own personal vocabulary of the language they are learning".

Since drama technique is used in the classroom, some elements of drama, such as action, situation and communication are also the main concern in language teaching and learning activities. In other words, dramatic performance in the classroom is the result of the unity of the above elements.

Besides, the quality of dramatic performance involves the physical performance (action) instead of other physical qualities, such as the color and shape of clothing (situation). In addition, the dramatic performance in the

language teaching is mainly developed by for example role playing, mime and physical movement, and this was promoted in the 1970s and early 1980s.

2.1.2 The Advantages of Drama Technique in Language Teaching and Learning

Imhoof (1973:24) states that “drama technique serves two goals of a language program”: (a) leading the students to use the language to communicate, and (b) giving them insight into the culture of the native speakers of the language.

In using drama for language teaching the teacher wants to encourage the students to express their own feeling based on the given situation. Via (1972:18) also strengthens that “drama helps the students become more aware of life and view their physical surroundings with faith and confidence”.

Drama in the classroom is important to develop the students’ experience and broaden the students’ understanding of the target language. It is confirmed by Charter and Gately (1986:2) who say that “language acquisition and development are two of the most important objectives for drama”. Further, Elliot (1990:198) explains that “drama activities particularly enjoyable and effective as a confident builder for the students”.

Those advantages are in line with Framil’s statements as follows:

- a. Provide an opportunity for group work and full-class collaboration.
- b. Encourage the use of fancy and imagination.
- c. Offer an enjoyable task and pleasant way to learn.
- d. Improve the students’ command of the oral language.
- e. Help to develop automaticity by means of repetition.
- f. Give the students an opportunity to use the language in a nearly real situation.
- g. Enable the teachers to get to know students’ better, as their behavior will be more spontaneous than in a normal.
- h. Increase the students’ interest in the target language and improve rapport between teacher and students.
- i. Give the class the satisfaction of having created something.
- j. Provide appropriate material suitable to the students’ age and tastes.

(1973:72)

2.2 Drama Technique in EFL Context

In EFL contexts, drama technique deals with the teachers' teaching technique to help their students learn to use English for communication purposes rather than for theatrical purposes. In this way, the students are supposed to be active to develop their strategies to communicate with their fellow students through action. This is supported by Charter and Gately's (1986:54) statement that "drama is a useful teaching strategy in EFL program because it deals with language structures in an everyday context, including the social and emotional problems that students found". In other words drama is valuable in language learning as well as in the students' problem solving ability.

Via (1972:5) notes that "the method that most actors use works extremely well for teaching English". In other words, what actors mean in language teaching is the students who participate in drama activities. The method used by the actors does not refer to teaching technique. Rather, it deals with how the students act in the drama technique. Besides, the students might involve in the dramatic situation of the play. In this case, the students might become interested in what is going to happen and they have motivation to perform the play. Even if some students perform the play they might be able to entertain their own fellow students.

The first thing, and one of the most important things in creating a good play for teaching English is the right atmosphere in the classroom. Similarly, Via (1972:5) describes :

"If the atmosphere is one of tenseness and tightness, our bodies become tight and tense, and we are not able to concentrate properly on what we want to do. But when the atmosphere in the classroom is one of relaxation, happiness, fun, our whole bodies relax, and we able to receive, we are able to learn".

Further, some factors that the teachers should consider in conducting drama are: the teachers' interest, the students' needs, the available space, and the drama technique that most of the teachers feel comfortable with. In addition, according to Charter and Gately(1986:18) some factors the teachers should consider when planning drama are:

1. drama teaching skill and confidence,
2. the time available for drama,
3. resources available in the school,
4. resources available outside the school,

Alington (1970) warns that the secondary students still have no drama experience, because they are beginners and the teacher's job is to fit into the available time as much as they can of the following progression of activities:

1. Movement and mime: expressing through the body the meaning of the story being told or the music played.
2. Movement with some speech to amplify it.
3. Improvisation with fluent speech still no scripts.
4. Polished improvisation; with some 'rehearsal' and pupils producing their own rudimentary scripts.
5. Own scripted plays; the pupils produce their own dramatic versions of wellknown and loved stories. Group responsibility for simple props.
6. The full printed play production: no need for children' text'.

(Alington, 1970:203)

Using drama as a teaching technique is identical with providing the students for not only learning but also doing, that is practicing how to use the target language. In drama technique, the teacher might hold different activities, such as mime and role playing. However, in this research, the focus of the drama activities is role playing.

2.3 Role Play in English Teaching

2.3.1 The Advantages of Role Play

In EFL classroom, "role play in Communicative Language Teaching" (Arishi, 1994:337) might be an effective activity because it promotes the students' active participation. Relating with role play, Gerber (1990:199) notes that "role play has methodological and linguistic advantages". The methodological advantages of role play are:

- a. There is no direct teacher intervention. Once the pupils grasp the idea the activity keeps going 'automatically' for a whole lesson. Students help each other to formulate what they want to say.

- b. The atmosphere is very relaxed. There is frequent laughter and merriment.
- c. There is genuine interaction among the pupils.
- d. The joker (empty seat) is important. It is a means of ensuring the constant influx of new and unforeseen ideas to which pupils have to respond spontaneously. It allows for creativity and inventiveness and calls for even more rotation among the participants.

(Gerber, 1990:199)

Role play prepare the passive students to put themselves forward spontaneously. They might be elicited by the situation surrounding them. So, they can enjoy the teaching learning process fully.

Gerber (1990) also describes the linguistic advantages of role play are :

- a. The target language is more natural and more real than can normally be heard in a classroom. Pupil ask follow-up questions for clarification.
- b. The whole style is closer to colloquial the target language. There is variety in the registers used of the language.
- c. The students speak fluently and actively use words learnt from the text.
- d. A number of different speech acts occur.

(Gerber, 1990:199)

Further, it also described that, through role play, the students should behave as if the situation really existed and this can make classroom situation lively. In this case, the activity of role play might help a student to enlarge his or her quality of communication by using unusual resources. Role play also encourages the students to use gestures, body movements, and facial expressions. In addition, Arishi (1994:338), notes that “role play also has the social interactive values”. It provides or increases motivation, heightens self-esteem, encourages empathy, and lowers sensitivity to rejection”. By using role play in the class the teachers are building on condition that students naturally enjoy in dialogues.

In role play, the usefulness of the dialogue, however can be extended by suggesting different physical performance to express the words. Hayes (in Via,1977:23) notes that “dialogue is far more meaningful when preceded by movement and sound,” and this can make the speaking task fairly easy. Moreover, Charter and Gately (1986:16) add that “role play ideas can be shared in movement and action”.

Related to the above statement, Gerber (1990:199) states that “role play can add a new dimension to the foreign language classroom”. It involves the students’ emotion and prompts them to use more natural language, and this supports fluency practice.

2.3.2 Role Play Activities

There are some role play activities that can be developed in drama activities, for example “talk and listen” and “the magic if”. “Talk and listen” is the focus of this research, and in this activity, the students should be able to dramatize a set of dialogues. The essential example with reference to dramatizing dialogues is action that requires the students physical performance. Reading dialogues while sitting at the desks show very little physical performance. The following is a simple dialogue relevant to the relationship between the two speakers through physical performance.

A : Hello, may I help you?

B : Yes, I want to buy a can of beans.

A : Green beans?

B : No red beans

Dialogue should never be learned by an individual alone because it does not make any sense. A complete dialogue may be read privately by individual students as often as they wish, but only for understanding the dialogues, the two students crosscheck the vocabulary in the dialogue. Whenever the students are speaking the lines of dialogues, they should be listening to someone and responding appropriately to them. The students who memorize their exact dialogues, recite them correctly, and stand in their assigned place, are not ready to be criticized because they concentrate on their performance. It would be good if the words “memorize” and “recite” are replaced with those “learn” and “communicate”, since the goal of learning the target language through drama technique promotes the communicative ability. Rote memorization of dialogues represent poor language learning. When dialogues are learned by heart, a number

of things are probably taking place, none of which has anything to do with communication. Furthermore, Via (1987:116-117) explains:

1. The students has learned all the lines and saying them aloud alternately with a partner; thus, there are two monologues.
2. The students speak when the partner stop speaks, whether the speaker has complete the sentence or not; thus, there is no listening activities except to the sound of voice.
3. The lines are spoken correctly, but without any thought for their content; therefore, ideas and feeling are not expressed.

Via (1987:118) adds a useful technique on role play; “talk and listen” cards. “Talk and listen” is integral to teaching language through drama. “Talk and listen” is to reply appropriately to what is said and to talk to each other rather than reciting. It is also good to know that each time students go through a dialogue using this technique they are actually going through it twice; once reading and a second time speaking. The purpose of this approach is to demonstrate the dialogues to the students that a change of tone will give quite a different feeling to the sentence.

Talk and listen cards contain dialogues. Two students get one card, and they should take turn to role play the dialogue. This encourages the participants to listen to each other. In this training period and especially with beginning students, it is wise to have short sentences and probably not more than four lines for each speaker.

Talk and listen card requires the students to make an eye contact whenever someone is speaking. For example, A reads his line to himself, then he looks at B and says the lines to B. If he cannot remember the whole lines, he may look back at the text. Then he looks back at B and continues to speak. While B is looking at and listening to what A is saying, rather than reading what A is saying or preparing how is he going to say his own lines. When A has finished his speech, B then looks at her line, read it to herself, looks at A and saying the line, and so on.

Card one

- A : When I woke up this morning....
 B :
 A : When I woke up this morning....
 B :
 A : I knew, I was thinking. So I repeated
 it
 B :

Card two

- A :
 B : Yes, yes, I'm listening
 A :
 B : You've already said that

 A : Well, when you woke up
 B : this morning, what?

Two students may demonstrate to the class how to proceed the first run-through is to make sure that they are following the instructions for "talk and listen" cards, and to help with any problem of pronunciation.

2.4 The Effect of Role Play on the Students' Listening and Speaking Performance

The effect of Role Play in English language teaching varies. Role Play might influence the students' listening and speaking performance because most of the time the students are engaged in it. They are practising language and extending their ability to communicate clearly and effectively. Charter and Gately (1986;27) say that "role play can also be used in language program to extend the students uses of spoken language". In role play, the students with poor language skills can participate fully, because it does not only listen, but also speak. This means that, drama technique might develop the students' creation and imagination because they play a role based on the given situation. In this case, through role play, English becomes a living experience of communication.

In conjunction with the above explanation, the main focus of using role play is the use of language to communicate and the understanding of conveyed meaning. Imhoof (1973:24) states that "one of the goals of language learning that can be served by role play is leading the students to use the language to communicate". Through the use of role play, the students not only gain an

understanding of grammatical structure in context, but also experience the dynamic use of the language to influence, control, entertain, and inform.

Furthermore, the ability to listen as well as to speak is essential in role play. Without active listening there can be no true interaction between people in a conversation or characters in a play. Related with role play, Via (1972:6) notes that “acting is 50 percent listening”. Someone cannot be a good actor without listening to what the other person is saying and to the way he is talking to. In line with this, Charter and Gately (1986:16) confirm that “role play can develop competence in listening for most students”.

Considering the above explanation, role play offers the benefit of language achievement to the students because role play promotes the practice of language skills and develop English proficiency. So, it is important to bear in mind that role play influence the students’ listening and speaking performance.

2.8 Hypothesis

The hypothesis of this research is:

“There is positive effect of teaching English through role play on the listening and speaking performance of the students of SLTPN 8 Jember in the 2000/2001 academic year”.

2.9 Summary

Role play is one activity of drama technique that can be a part of any language program. It encourages the students to view the language as a tool for communication. Role play activities in the classroom might be entertaining for the teachers and this is, however, a new paradigm of teaching activities. It involves the pupils’ emotion and prompts them to use more natural language. Besides, role play is useful to increase students’ creativity, imagination, and capability to apply English in classroom interaction. Further, role play is also useful to improve the students’ listening and speaking performance, that is needed in social interaction. In other words, the existing teaching approaches or methods that promote communication may require role play activities.

CHAPTER III RESEARCH METHOD

To achieve the objective of the research a number of research components will be discussed in this chapter. They are research design, research area, research respondents, research instruments and data analysis method.

3.1 Research Design

The design of this research was randomized control group only design. Two classes from all of the available classes were chosen to determine one class belongs to the experimental group and the other one belongs to the control group. The experimental group was given treatment for a certain time, but not for the control group. The design of this research could be described as follows:

	Treatment	Post Test
Experiment Group (R)*	X	T
Control Group (R)		T

Note:

X : Treatment

T : Post Test

(Hatch and Farhady,1982:20-21)

The procedures of the design applied in this research were as follows:

1. choosing two classes from all of the classes in the school by using cluster random sampling.
2. classifying the two classes into two groups at random, they were experimental and control groups.
3. maintaining the same condition for both groups, except one thing, for the experimental group was given treatment (X), i.e. by teaching English through

role play, while the control group was given non-role play (paper and pencil activities).

4. giving post test to both classes.
5. determining the mean of each group, that is T_e (mean of the experimental group) and T_c (mean of the control group), and measure the mean difference of both means, so $T_e - T_c$.
6. using the t - test formula to test whether the difference is significant or not.

3.2 Research Area

The area of this research was SLTP Negeri 8 Jember. This school was directly chosen based on the consideration that SLTP Negeri 8 Jember might not apply role play in teaching English. In other words, the area of this research was chosen purposively.

3.3 Research Respondent

The research respondents were the second year students of SLTP Negeri 8 Jember in the 2000/2001 academic year, CAWU 2. The respondents were chosen by cluster random sampling technique.

There were five classes of the second year level of SLTP Negeri 8 Jember in the 2000/2001 academic year, with 2C as the best class. The homogeneity of the students' English capability was carried in the form of homogeneity test. This was conducted with the purpose to know the average capability of the students in the class 2A, 2B, 2D and 2E. The result of the test, then was analyzed using statistical Anova. The presentation of Anova will be presented in the table below.

Table 1: The Pre-analysis Result of Anova

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
2A	45	2986	66.35556	118.4616
2B	44	2900	65.90909	114.5962
2D	45	2958	65.73333	118.9273
2E	45	3046	67.68889	108.4465

Table 2. The Summary Result of Anova

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	105.3399	3	35.11331	0.305039	0.821726	2.656236
Within Groups	20144.39	175	115.1108			
Total	20249.73	178				

The result of the analysis was consulted to F-table with the level of significance of 5%. The value of F_o (the result of Anova) is 0.305039, and the value of F-table with the level of significance of 5% is 2.656236. F_o (0.305039) is lower than F-table (2.656236). This means that there is no difference of English scores among the classes. So, any of the classes may be taken as the sample of the research. From the determination of the sample by lottery, the two classes were 2D and 2B that were determined as the experiment group and the control group respectively.

3.4 Research Instruments

3.4.1 Test

The test was used to measure the students' listening and speaking performance. The test was conducted in both the oral test by applying role play and the written form. The measurement was classified into pronunciation, vocabulary, and fluency. A rating scale, which consists of some items of scoring was prepared to analyze the students' speaking ability.

The weight in marking was focused on fluency rather than the other components. The different weighting in scoring done for the ability of expressing and understanding ideas, since speaking and comprehending are difficult tasks for the junior high school students. The total number of the mistakes was weighted on mark categories. As suggested by Underhill (1987:97) who says that "marks are awarded out of the same total number for mark categories". These mark

categories are then multiplied by different factors to give the indicators more, or less influence in the total score. The mark categories are as follows:

Fluency carried 10 points, and multiplied by 3

Vocabulary carried 10 points, and multiplied by 2

Pronunciation carried 10 points, and multiplied by 1

The final score was the whole sum of the scores divided by 3. Those rating scales with 3 points were constructed as Harris (1974:84) says that “oral production has a series of possible rating”. The more detailed clarification of the score system is provided in Appendix 12.

The test was constructed based on the teaching materials stated in the guidelines of 1994 English Curriculum. Furthermore, the items of the test were constructed under the supervision of the English teacher at SLTP Negeri 8 Jember.

3.4.2 Documents

Documents in this research were used to get the data about the 1994 English Curriculum for Junior High Schools and the course outline used by the English teacher in conducting the teaching learning activities.

3.4.3 Observation Kit

In this research the observation was used to observe the students' performance that was classified into pronunciation, vocabulary and fluency. It was conducted during teaching and learning activities in the classroom.

3.5 Data Analysis Method

The collected data were analyzed by statistical analysis using the formula of t-test, as follows:

$$t = \frac{\bar{X}_e - \bar{X}_c}{\sqrt{\left[\frac{\sum X^2_e + \sum X^2_c}{N_e + N_c - 2} \right] \left[\frac{1}{N_e} + \frac{1}{N_c} \right]}}$$

(Hatch and Farhady, 1982:113-114)

Note:

\bar{X}_e = Mean of the experimental group

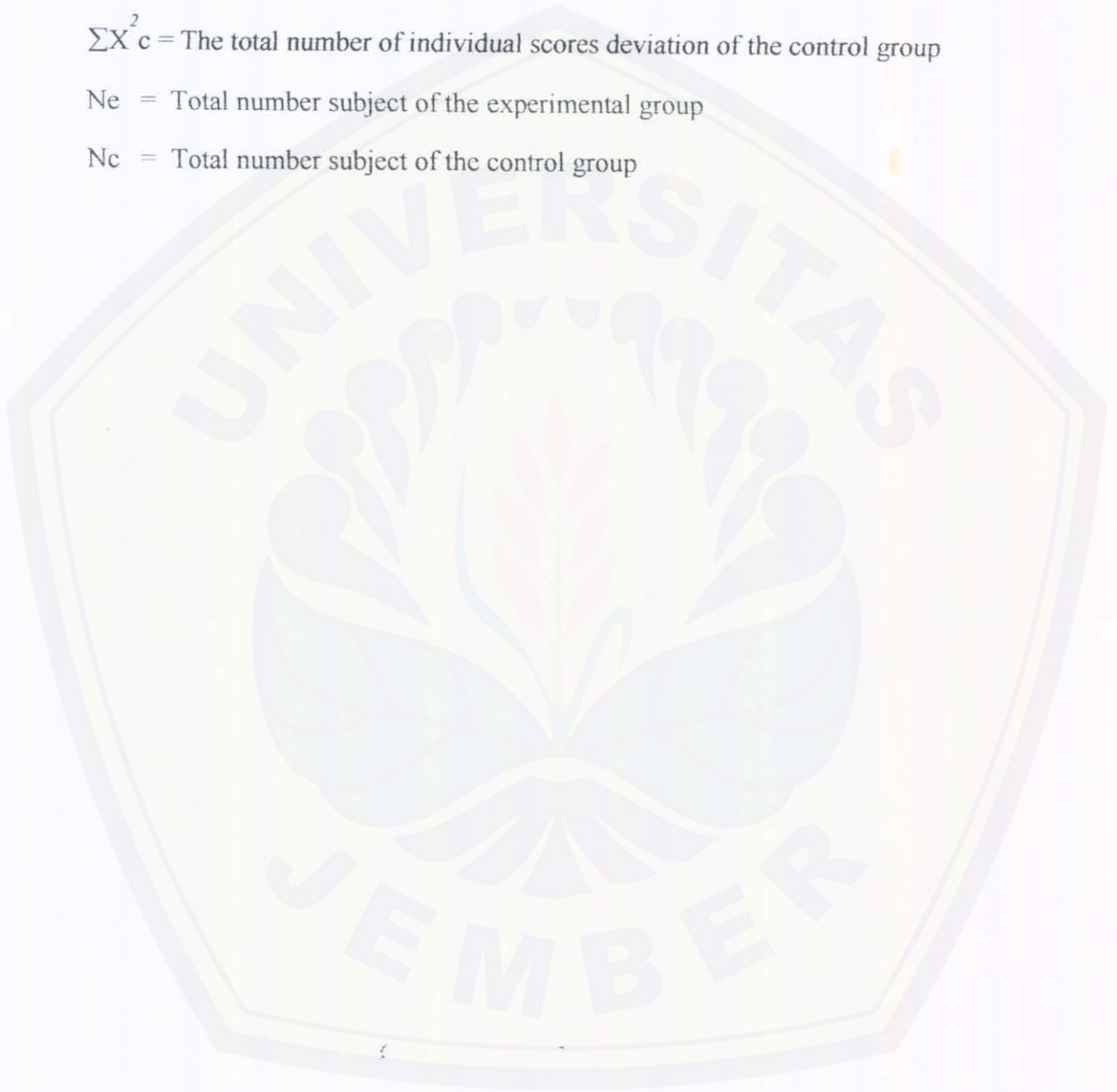
\bar{X}_c = Mean of the control group

$\sum X_e^2$ = The total number of individual scores deviation of the experimental group

$\sum X_c^2$ = The total number of individual scores deviation of the control group

N_e = Total number subject of the experimental group

N_c = Total number subject of the control group



4.1 Research Results

4.1.1 Result of Observation

The observation was held during the teaching and learning process on March 1st until 3rd, 2001. The result showed that the English teaching learning process in the classroom was conducted in accordance with the curriculum, teacher's course outline and the time schedule.

The application of role play was supposed to help the students to express their ideas, and to make the students interested in the materials, so that they might use their imagination and creativity in learning English.

If the students experienced difficulties in a role play activity, they could improve using their own action. In this case, the setting or the context of speaking was expected to help the students to express the dialogues.

In fact, the result of observation showed that the students' performance on pronunciation, vocabulary and fluency is extremely good for their level, though there were some students who had poor pronunciations.

4.1.2 The Results of Post Test

The post test in this research was conducted on March 12th, 2001 for the experimental group (2D) and on March 13th, 2001 for the control group (2B). The post test was given to both of the groups after they received three times of treatments. The first treatment was on March 1st 2001, and the topic of the play was about "In the Hotel". The second treatment was on March 2nd, 2001, and the topic was "In the Hotel". The last treatment was on March 3rd, 2001 and it was about "expression of offering some help".

The tests used in this research, as stated in the previous chapter, were oral test and written test. Oral test was used to determine the students' achievement in oral ability. The components that were measured in the oral test were

pronunciation, vocabulary and fluency. The oral test was conducted by asking the students to play a role. For the scoring purpose, the students' dialogues were recorded by tape recorder.

The result of oral test showed that there were 34 students in the experimental group who got the score 70-89 and 14 students in the control group got score 70-89 (see Appendix 14). In all aspects of the oral test, more than 50 % of the students in the experimental group got 4 points (see Appendix 9). This means that their fluency was affected by language problems. Their pronunciation was intelligible, though influenced by definite accents. Their vocabulary was appropriate, though the ideas should be rephrased because of the lexical inadequacies. The rest were 10 students got 3 points in fluency, 8 students got 2 and 3 points in vocabulary and 21 students got 2 and 3 points in pronunciation. On the other hand, in all aspects of the oral test more than 50 % of the students in the control group got 3 points (see Appendix 9). This means that their fluency and speed were rather strongly affected by language problems. They experienced pronunciation problems that occasionally lead to misunderstanding. They frequently used wrong words. The rest were 20 students got 2 and 4 points in fluency, 30 students got 2 and 4 points in vocabulary, and 23 students got 2 and 4 points in pronunciation. Related with the post test material, the students often make mispronunciation. For instance in the words "reservation, spell, map, tonight, H, and 5". The students pronounce the above words as "reservation, spil, map, tonit, ha and five". The right pronunciation should be "rezeɪ'veʃn, spel, mæp, tɔ'nait, eitf and faiv".

The written test was conducted in 60 minutes. The result of the written test in the experimental group showed that 38 students who got score 70-89, and 20 students in the control group got score 70-89 (see Appendix 14).

The result of the post test showed that 36 students in the experimental group who got score 70-89 and 20 students in the control group got score 70-80 (see Appendix 14). The result of the oral test and the written test were combined to gain the listening and speaking score of the students.

4.1.3 The Data Analysis of Post Test Result

The data obtained were analyzed statistically, and the result of t-test can be seen as follows:

$$\begin{aligned}
 t &= \frac{\bar{X}_e - \bar{X}_c}{\sqrt{\left[\frac{\sum X^2_e + \sum X^2_c}{N_e + N_c - 2} \right] \left[\frac{1}{N_e} + \frac{1}{N_c} \right]}} \\
 &= \frac{74.9 - 66.70}{\sqrt{\left[\frac{3062.50 + 1765.58}{87} \right] \left[\frac{1}{45} + \frac{1}{44} \right]}} \\
 &= \frac{8.2}{\sqrt{[55.50 \cdot 0.04]}} \\
 &= \frac{8.2}{\sqrt{2.22}} \\
 &= \frac{8.2}{1.49} \\
 &= 5.503355
 \end{aligned}$$

Table 3. The analysis of t-test

	<i>Variable 1</i> <i>(Experimental group)</i>	<i>Variable 2</i> <i>(Control group)</i>
Mean (X)	74.9	66.70454
Respondents (N)	45	44
$\sum X^2$	3062.50	1765.58
Df	87	
t Stat	5.503355	
t Critical one-tail	1.662556	

In this research, the results were measured based on one tail t-critic. The statistical value of t statistic is 5.503355. Consulted with t-critic value 1.662556 with the degree of freedom (df) 87 on 5% significance level. T-statistic is higher than t-critic, or $5.503355 > 1.662556$.

4.1.4 Hypothesis Verification

The data analysis shows that the statistical value of t_{empiric} is 5.503355, consulted with t_{critic} value (1.662556) with the degree of freedom (df) 87 on 5% significance level. The t_{empiric} is higher than t_{critic} , or $5.503355 > 1.662556$. As a result, the alternative hypothesis (H_a) is accepted.

4.1.5 Result of Documentary Study

The documentary study was held on February 28th, 2001, and the documents found during the research fieldwork were the data about the schools curriculum and teacher's course outline. The result of documentary study are discussed as follows:

a. The School Curriculum

The result of this document showed that the English materials states in the 1994 English Curriculum were distributed into 3 session of Cawus (quarterly program). The curriculum stated that the objective of teaching English is to make the students able to listen, speak, read and write.

Further, the curriculum states implicitly that the teaching and learning process is expected to attract the students' interest in learning English. In this case, the teaching and learning activities should be varied with the use of many other teaching activities, such as role play. In other words, the curriculum suggests the using of role play in teaching English.

b. The Teacher's Course Outline

The course outline was used to give flexibility or alternative for the teachers in developing the instructional materials in the form of lesson plans. The second year teacher of SLTP Negeri 8 Jember created his own course outline in accordance with the 1994 English Curriculum. The teacher's course outline in this research focus on the materials in Cawu II.

4.2 Discussion

The result of the data analysis shows that role play positively contribute to the students' listening and speaking performance at SLTP Negeri 8 Jember. This case can be seen through the results of the test on the experimental group that showing that they performed well in listening and speaking in the post test compared with their performance during the treatment process. On this point, the theory of role play can be applied to increase the students' listening and speaking performance in learning English, since it has been proved effective in this research.

From the application of role play in the class, the result of observation showed that the students who were involved in the drama technique activities have a higher motivation to learn English than the students who were not. The students enjoyed the teaching learning process that they could involve themselves to learn the materials given. The theory of giving the students a suitable relaxed atmosphere in the teaching learning process can be accepted. This means that the students who are taught through role play have a higher achievement in listening and speaking performance than the students who were not.

Further, the positive effect of role play on the students' listening and speaking performance also feasible through the students' activities in the experimental group. In other words, the students became more interested in English because they easily caught the message, by role play the context of speaking.

In addition, the result of documentary study shows that the 1994 English Curriculum and the syllabus promote the use of role play in teaching learning activities. Eventhough the teachers seldom used role play in their teaching learning activities, it is evidence that role play is helpful for the students to improve their listening and speaking performance.

CHAPTER V CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The result of data analysis showed that the statistical value of t was higher (5.503355) than the critical value of t (1,662556). This means that the result of data analysis was significant. The research result showed that there was a positive effect of teaching English through role play on the students' listening and speaking performance of SLTP Negeri 8 Jember in the 2000/2001 academic year. In this case, role play was an effective, useful teaching activity to improve the students' listening and speaking performance. This resulted from the aspects that the use of role play can arouse the students' interest and help the students understand the lesson easily.

5.2 Suggestions

After knowing that there is a positive effect of teaching English through role play on the students' listening and speaking performance at SLTP Negeri 8 Jember in the 2000/2001 academic year, it is suggested as follows:

1. The English teacher, especially at SLTP negeri 8 Jember should try to enrich their teaching activity by using role play so that the students can improve their listening and speaking performance. In addition, He/She should be sensitive of the atmosphere of the class, if there is a tendency that the students are bored with a certain way of teaching. He/She should teach using different activities as the other alternatives.
2. The students of SLTP Negeri 8 Jember should be more involved actively in the English teaching learning process. The research result indicates that the active participation of the students could improve the students' listening and speaking performance.
3. The other researchers are expected to conduct such kind of research to find more valid data that role play is appropriate in building the students' listening and speaking performance. Besides, they are also expected to

find out whether the drama technique can be tested to the different students in different occasion appropriately.



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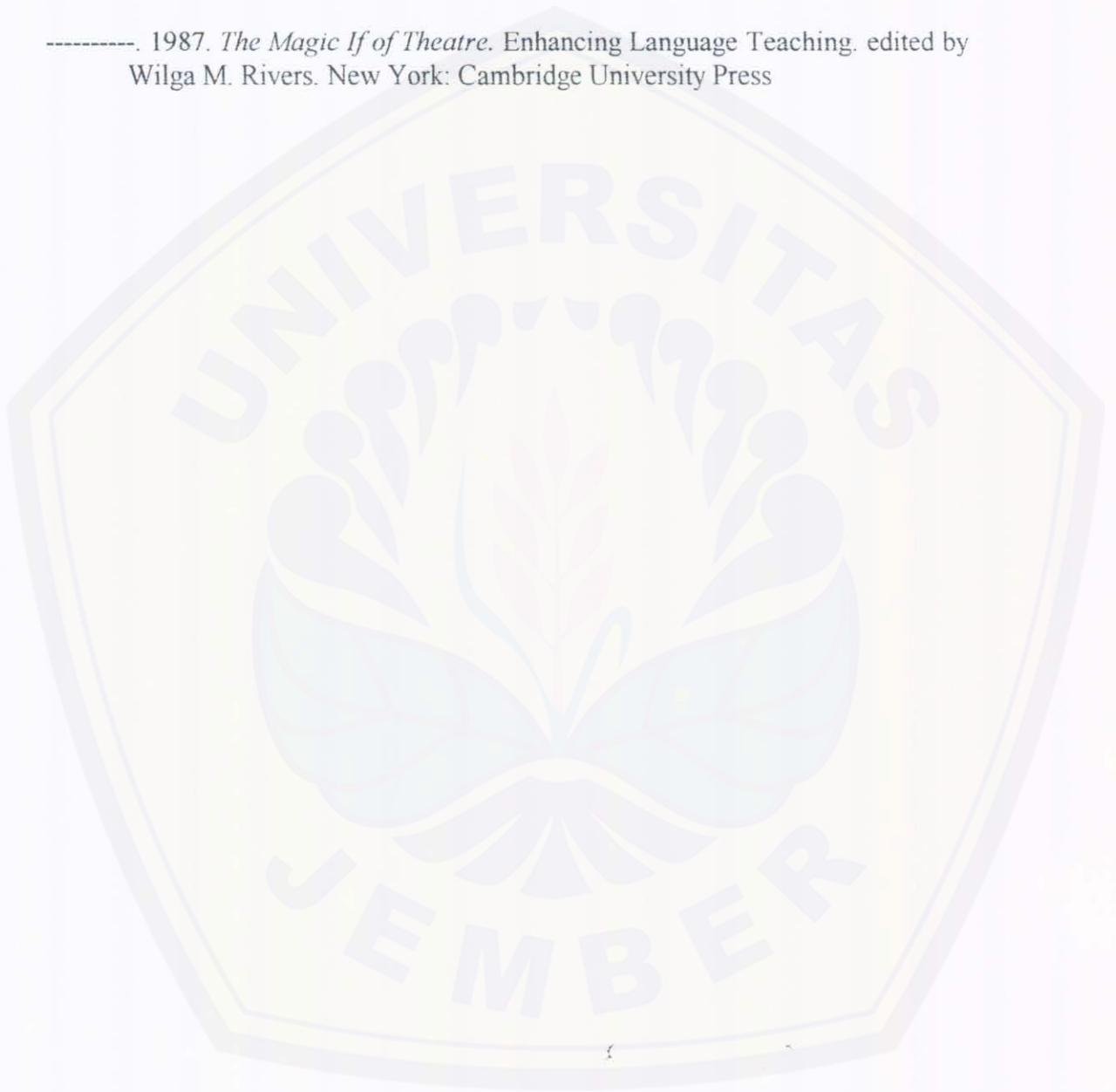
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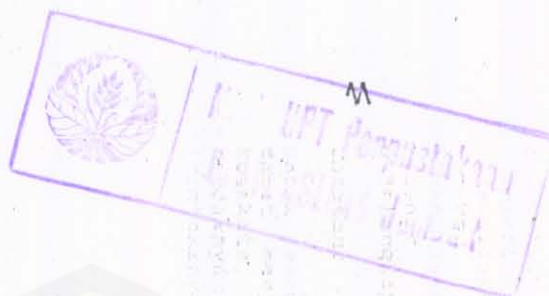
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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATOR	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Teaching English through Role play on listening and speaking performance of the students of SLTPN 8 Jember in the 200/2001 Academic Year	Is there any positive effect of role play on listening and speaking performance of the students of SLTPN 8 Jember in the 200/2001 academic year?	- Role play and Speaking Performance	- Role play on "The Hotel" and "Offering Help" - The students' scores of post test	1. Respondent: The second year students of SLTPN 8 Jember in the academic year 2000/2001 2. Informant: - English Teacher of SLTPN 8 Jember 3. Documents	1. Research Design: <i>Experimental Research using randomized only control group design</i> 2. Research Area: SLTP Negeri 8 Jember using Purposive Method 3. Research Respondents: Second years students using Cluster Random Sampling Method 4. Research Instruments: - test - documents - observation kit 5. Data analysis method: t-test formula $t = \frac{\bar{X}_e - \bar{X}_c}{\sqrt{\frac{\sum X^2 e + \sum X^2 c}{Ne + Nc - 2} \left[\frac{1}{Ne} + \frac{1}{Nc} \right]}}$	There is a positive effect of teaching English through role play on listening and speaking performance of the students SLTPN 8 Jember in the 2000/2001 academic year



KURIKULUM 1994

GARIS-GARIS BESAR PROGRAM PENGAJARAN
(GBPP)

MATA PELAJARAN : BAHASA INGGRIS

Untuk Kalangan Terbatas

yang terdekat; (2) dalam menyampaikan salaw dan berpamitan; (3) dalam berterima kasih; dan (4) dalam berkenalan.

d. Menulis

- o Menyalin paragraf pendek yang berbentuk narasi atau deskripsi.
- o Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
- o Menuliskan kalimat yang diilakkan dengan ejaan yang benar.
- o Melengkapi percakapan, formulir, atau teks pendek.

Catatan:

Untuk mengatasi kesulitan pembelajaran bahasa, guru dapat menjelaskan unsur-unsur bahasa: tata bahasa kosakata, lefal, dan ejaan secara khusus. Penjelasan hendaknya diiringi dengan contoh-contoh yang konkret (konteksnya jelas).

Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.

a. Membaca

Siswa dapat membaca teks yang berbentuk narasi deskripsi dan percakapan, dan berbentuk khusus seperti: menu, tiket, dan catatan harian yang panjangnya sampai kira-kira 150 kata untuk:

- 1) menemukan informasi tertentu;
- 2) mendapatkan gambaran umum tentang isi bacaan;
- 3) menemukan pikiran utama yang tersurat;
- 4) menemukan pikiran utama yang tersirat;
- 5) menemukan semua informasi rinci yang tersurat;
- 6) mendapatkan informasi yang tersirat;
- 7) menafsirkan makna kata, frasa, dan kalimat berdasarkan konteks;
- 8) mendapatkan rasa senang.

b. Menyimak

Siswa dapat:

- 1) melakukan perintah dan petunjuk yang diberikan secara lisan;
- 2) melengkapi suatu formulir atau bagan yang belum lengkap berdasarkan informasi tentang beberapa hal dari teks lisan (percakapan, narasi, dan deskripsi);
- 3) menemukan informasi yang tersirat dari percakapan pendek dan sederhana (3 pertukaran peran, 6 baris).

c. Berbicara

Siswa dapat:

- 1) memberikan perintah sederhana;
- 2) melakukan percakapan pendek dan sederhana dengan lancar;
- 3) secara sederhana menyampaikan rincian tentang benda, orang dan tempat serta rangkaian peristiwa;
- 4) secara sederhana mengungkapkan pikiran, perasaan, dan perasaan.

d. Menulis

Siswa dapat:

- 1) menyusun kata-kata (lebih kurang 6 kata) yang diberikan secara acak menjadi kalimat sederhana yang bermakna;

- 2) melengkapi percakapan sederhana dan singkat (3 pertukaran peran, 6 baris);
 3) menyusun kalimat (paling banyak 6) yang diberikan secara acak menjadi paragraf yang padu (koheren).

Catatan:

- a) Guru harus selalu membaca dan memahami tujuan di atas secara keseluruhan. Di samping itu, guru harus selalu ingat bahwa tema, anak tema, dan tingkatan kosakata serta ungkapan komunikatif yang diajarkan harus sesuai dengan tujuan tersebut.
 b) Yang dimaksud dengan kosakata baru termasuk kata yang pernah diperkenalkan tetapi akan diperlukan maknanya. Misalnya, kata *integrated* berarti "mikat" pada waktu kata ini pertama kali diperkenalkan lewat teks. Tetapi kata ini dapat dianggap kata baru bila diberi arti lain, misalnya "suku bunga".

2. Daftar Tema

Berikut ini adalah tema-tema (dicetak miring) yang wajib dicakup dalam setiap catur wulan. Di bawah setiap tema terdapat contoh anak tema yang dapat dipilih. Bila perlu, guru dapat menambahkan anak tema yang merupakan rincian dari tema yang ada. Keterangan lebih lanjut tentang tema dapat dilihat pada catatan tentang tema setelah daftar tema berikut.

a. Cawu I

o Olahraga

- Fasilitas olahraga
- Alat olahraga
- Jenis olahraga
- Pertandingan olahraga
- Olahragawan

o Pakaian

- Jenis pakaian
- Membuat pakaian
- Bahan pakaian

b. Cawu II

o Rekreasi

- Di pantai
- Di kebun binatang
- Di pegunungan

o Kehidupan Desa/Kota

- Mata pencaharian
- Transportasi
- Masyarakat

o Layanan Umum

- Hotel
- Kantor pos
- Bank
- Wartel
- Tempat hiburan
- Rumah makan
- Tempat berobat
- Tempat ibadah

c. Cawu III

o Hewan

- Hewan piaraan
- Hewan liar
- Hewan ternak
- Hewan lindung

o Hiburan

- Tarian
- Film
- Musik
- Sandiwara

Catatan:

- a) Tema adalah lingkup bahasan. Tema dapat dirinci menjadi anak-anak tema. Anak tema dapat dirinci lagi menjadi sub-sub anak tema.
 b) Tema yang dicantumkan dalam setiap catur wulan merupakan tema yang wajib dicakup dalam catur wulan tersebut. Untuk catur wulan I, tema yang sama dapat dicakup berkali-kali dengan cara mengambil anak tema yang berbeda-beda.
 c) Untuk catur wulan II, selain yang harus dicakup pada catur wulan tersebut, tema yang ada di catur wulan I dapat dicakup lagi dengan cara mengambil anak tema berbeda-beda.
 d) Untuk catur wulan III, selain yang harus dicakup pada catur wulan tersebut, tema pada catur wulan I dan II dapat dicakup lagi dengan mengambil anak tema yang berbeda-beda.
 e) Dengan butir c, d, dan e di atas pengulangan unsur-unsur bahasa (kosakata, tata bahasa, ejaan, dan lafal) akan lebih terjamin.
 f) Bahan pelajaran yang dikembangkan dari anak tema hendaknya dijabarkan menjadi kegiatan-kegiatan belajar yang dapat membantu: (1) mengembangkan diri siswa dalam bidang ilmu pengetahuan, teknologi, dan seni budaya; (2) mendorong siswa untuk tumbuh dan berkembang menjadi warga negara yang berkepribadian Indonesia; dan (3) mengembangkan keterampilan belajar.

3. Penggunaan Bahasa dan Unsur Bahasa

Dua hal yang perlu dijelaskan dalam GAPP ini adalah penggunaan bahasa dan unsur bahasa. Penggunaan bahasa berkenaan dengan ketara-tilan-keterampilan fungsional dalam berbahasa. Unsur-unsur bahasa yang dipakai untuk menjabarkan keterampilan-keterampilan fungsional tersebut adalah: (1) kata, kalimat, kosakata, lafal, dan ejaan. Dalam ini unsur-unsur bahasa tersebut tidak diharapkan sebagai

Dengan demikian, penggunaan bahasa dan unsur-unsur bahan disajikan bersama dalam bentuk keterampilan-keterampilan fungsional berupa ungkapan komunikatifnya.

Pemilihan keterampilan-keterampilan fungsional untuk bahan pelajaran sedapat mungkin disesuaikan dengan tema. Fungsi yang sama dapat diungkapkan melalui tata bahasa atau ungkapan komunikatif yang berbeda atau sebaliknya. Untuk membantu proses pembelajaran siswa, hendaknya ungkapan komunikatif yang lebih mudah diperkenalkan lebih dahulu dari pada ungkapan komunikatif yang lebih sulit untuk fungsi yang sama. Dengan kata lain, fungsi yang sama diperkenalkan melalui ungkapan komunikatif yang berbeda dalam kelas yang berbeda. Dengan demikian, fungsi yang sama dengan ungkapan yang berbeda diperkenalkan pada kelas yang berbeda.

Untuk kepentingan penciptaan konteks yang utuh, bahan pelajaran Cawu I dapat mencakup keterampilan fungsional bersama pola kalimatnya yang terdapat pada Cawu II dan III dan bahan pelajaran Cawu II dapat mencakup keterampilan fungsional bersama pola kalimatnya yang terdapat pada Cawu III, tetapi tidak mendapatkan penekanan. Jadi, pencakupannya tidak lebih daripada sekedar memenuhi tuntutan kontekstualisasi bahan.

Cara pengulangan seperti yang dijelaskan tentang cawu di atas dapat berlaku antar kelas dengan catatan target kelas yang bersangkutan tetap menjadi prioritas utama.

Sebaliknya, untuk kepentingan pengulangan bahan yang telah dipelajari, keterampilan fungsional dan pola kalimatnya yang telah pernah dikuasai pada Cawu sebelumnya dapat dikuasai lagi dalam bahan Cawu yang sedang diberikan. Dengan demikian pengulangan pembelajaran unsur-unsur bahasa terjadi secara spiral.

Keterampilan-keterampilan fungsional dan contoh-contoh ungkapan komunikatifnya disajikan dalam daftar di bawah menurut urutan Cawu. Namun, perlu dicatat bahwa apabila ungkapan komunikatif yang ada akan diubah, hendaknya pola kalimatnya atau butir tata bahasanya dipertahankan.

a. Cawu I

Keterampilan Fungsional **Contoh Ungkapan Komunikatif**

- Memahami, memperoleh dan mengungkapkan informasi faktual.
- "Look! What's that?"
- "A shark, perhaps."
- "Tell me why you don't like cats?" "Because they attacked the birds in my garden."

Contoh Ungkapan Komunikatif

- "Can I help you?"
- "Lovely."
- "Yes, please./No, thank you."
- I want to see my dentist this afternoon.
- The doctor will see you tomorrow.
- We shall visit you next Sunday.
- "Shut the door, please!"
- "Sure."
- "Can you lend me a typewriter, please?"
- "Certainly."
- "I hope you're OK."
- "Don't worry."
- I prefer apples to oranges.
- "My mother is very ill."
- "I'm sorry to hear that."
- Tom looks healthy. He is like an athlete.
- We are having exercises this Sunday.
- Do you always have exercises on Sundays?
- Tini is the tallest of some players in the team.
- Rani drives my bicycle.
- The horse runs very quickly.
- My sister has bought a new dress for the party.

Keterampilan Fungsional

- Memahami dan atau mengungkapkan tawaran/penolakan bantuan melakukannya.
- Memahami dan atau mengungkapkan keinginan.
- Memahami dan atau mengungkapkan rencana atau kejadian pada waktu yang akan datang.
- Memahami dan atau mengungkapkan permohonan dan responsnya.
- Memahami dan atau mengungkapkan harapan.
- Memahami dan atau mengungkapkan pilihan.
- Memahami dan atau mengungkapkan rasa simpati.
- Memahami dan atau mengungkapkan deskripsi suatu keadaan atau perasaan.
- Memahami dan atau mengungkapkan tentang suatu kegiatan.
- Memahami dan atau mengungkapkan perbandingan antara dua benda/orang atau lebih.
- Memahami dan atau mengungkapkan cara melakukan sesuatu.
- Memahami dan atau mengungkapkan kejadian yang telah berlangsung.

Keterampilan Fungsional

Contoh Ungkapan Komunikatif

- Memahami dan atau mengungkapkan tentang jumlah.
- Memahami dan atau mengungkapkan deskripsi tentang sesuatu atau seseorang.
- Memahami dan atau mengungkapkan keterangan tentang letak/posisi suatu benda.
- Memahami dan atau mengungkapkan perbandingan antara dua benda/orang atau lebih.
- Memahami dan atau mengungkapkan rencana atau kejadian pada waktu yang akan datang.
- Memahami dan atau mengungkapkan frekuensi peristiwa atau kegiatan.
- Memahami dan atau mengungkapkan kejadian yang telah berlangsung.
- Memahami dan atau mengungkapkan kejadian dan kegiatan yang berlangsung pada waktu yang

- There is no tea in the teapot.
- A tiger is like a very large cat.
- A mouse is a small grey animal.
- The seat over there is free.
- The table behind the door is small.
- Classical music is as popular as modern music.
- This cow is the fastest in that area.
- Toni is going to sing in the concert tonight.
- The farmer feeds the cattle twice a day.
- There has been a fire.
- My brother planned to write a music book.

Catatan:

- a) Apabila dalam contoh ungkapan komunikatif terdapat kata/fra yang digarisbawahi, tekanan diberikan pada kata/fra tersebut
- b) Apabila dalam contoh ungkapan komunikatif tidak ada kata/fra yang digarisbawahi, tekanan diberikan pada keseluruhan kalimat
- c) Apabila contoh ungkapan komunikatif diberikan dalam bentuk dialog, tekanan diberikan pada bagian contoh yang digarisbawahi

4. Daftar Kosakata Gapp ini memuat dua macam daftar kosakata; yang pertama berisi kata-kata yang dikelompokkan menurut tema, dan yang kedua berisi kata-kata yang sama dengan daftar pertama yang dikelompokkan menurut kelas. Kedua macam daftar kosakata tersebut disusun menurut abjad. Kata-kata yang muncul dalam daftar Kosakata ini harus dikuasai oleh siswa.

Daftar Kosakata per tema berisi kata-kata yang disarankan untuk dipelajari dalam kaitannya dengan tema-tema tersebut. Kata-kata tersebut juga dapat diajarkan dalam tema yang lain dalam kelas yang sama. Guru atau penulis buku boleh menggunakan kata-kata lain yang diambilkan dari kelompok kosakata tersebut lain atau dari sumber lain yang dianggap perlu untuk memberikan konteks secara wajar.

Sumber lain tersebut dapat berupa daftar kosakata yang lebih tinggi atau daftar kosakata selain yang ada di GAPP. Kata-kata tambahan tersebut tidak akan menjerakan diujikan.

Pencakupan Kosakata yang ada dalam daftar kosakata menurut tema pada setiap catur wulan mengikuti cara pengcakupan pada catur wulan yang bersangkutan (lihat "catatan untuk tema").

a. Catur wulan I

Olahraga

bat	n	return
beat	v	rule
centre	n	serve
court	n	shuttle-cock
field	n	smash
goal	n	spectator
kick	v	sportsman
lift	v	sports-shoe
linesman	n	stadium
net	n	team
opponent	n	throw
other	adj	trainer
partner	n	umpire
penalty	n	volley
racket	n	whistle
referee	n	

Kesehatan

accident	n	cut
ambulance	n	dentist
break	v	disease
clinic	n	down
cold	n	set well

Layanan Umum
 arrive v
 borrow v
 bus n
 cash v
 coin n
 dial v
 guest n
 hotel n
 leave v
 lend v
 mail n
 make a call v
 out of order adj

patient n
 pill n
 short-sight adj
 sick adj
 sorry adj
 stomach n
 temperature n
 toothbrush n
 toothpaste n
 well adj
 why adv

headsche n
 health n
 hurt v
 ill adj
 injure v
 injury n
 lie down v
 medicine n
 on prep
 operation n
 pain n

Kehidupan Desa/Kota
 bamboo n
 bike n
 bricklayer n
 car park n
 cart n
 countryside n
 crossroad n
 crowded adj
 downtown adv
 farm n
 harvest n
 mechanic n
 noise n
 noisy adj
 park v
 park n
 people n

pyjamas n
 ribbon n
 scissors n
 sew v
 sewing-machine n
 sleeve n
 tailor n
 tie n
 weave v
 wool n
 yellow adj
 zipper n

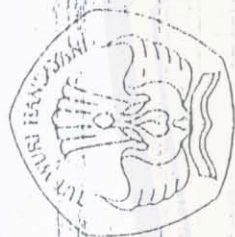
button n
 coat n
 collar n
 cotton n
 elastic n
 jacket n
 leather n
 material n
 nylon n
 orange adj
 pattern n
 plastic n
 pocket n

b. Catur Wulan II
 beach n
 boat n
 Chess n
 Classical adj
 drink v
 entertainment n
 gardening n
 Gymnasium n
 hill n
 island n
 journey n
 lake n

match n
 mountain n
 novel n
 on board n
 path n
 river n
 sail v
 ship n
 sports kit n
 sun n
 wet adj
 zoo n

c. Catur Wulan III
 Hexan
 against prep
 bear n
 camel n
 cock n
 crocodile n
 dark adj
 deer n
 domestic adj
 duck n
 turtle n
 elephant n
 teacher n

pond n
 poor n
 public n
 quiet n
 rich n
 scarecrow n
 society n
 stall n
 taxi adv
 traffic n
 traffic-light n
 train n
 truck n
 van n
 village v
 waterfall n



PENYEMPURNAAN/PENYESUAIAN
KURIKULUM 1994

(SUPLEMEN GBPP)

MATA PELAJARAN: BAHASA INGGRIS
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 1999

Tujuan Pembelajaran	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
<p>Dengan kemampuan lebih kurang 250 kosakata baru pada tingkat-tingkat bahasa yang sesuai dengan tema dan anak, siswa dapat memahami, mengartikan, dan menerangkan kosakata yang berkaitan dengan tema dan anak, serta mampu menggunakan kosakata tersebut dalam komunikasi lisan dan tulis.</p> <p>6. Membaca</p> <p>Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan dan berbentuk puisi seperti petunjuk, jadwal dan formulir yang panjangnya lebih kurang 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> menemukan informasi tertentu; mendapatkan gambaran umum tentang isi bacaan; menemukan pikiran utama yang tersurat; menemukan pikiran utama yang tersirat; menentukan semua informasi rinci yang tersurat; mendapatkan informasi yang tersirat; mengaitkan makna kata, frasa dan kalimat berdasarkan konteks; 	<p>2</p> <p>Caturwuhan I</p> <ul style="list-style-type: none"> Olahraga Fasilitas Olahraga Alat Olahraga Jenis Olahraga Pertandingan Olahraga Olahragawan <p>Kesehatan</p> <ul style="list-style-type: none"> Tubuh Kita Dokter dan Paramedik Di Rumah Sakit Obat-Obatan Penyakit 	<p>3</p> <p>Cara melakukan sesuatu.</p> <p>Ungkapan perbandingan antara 2 atau lebih benda/orang.</p> <p>Ungkapan tawaran/penolakan bantuan melakukan sesuatu.</p> <p>Ungkapan tentang suatu kegiatan</p> <p>Deskripsi suatu keadaan/perasaan.</p> <p>Ungkapan rasa simpati.</p> <p>Ungkapan tentang harapan.</p>	<p>4</p> <ul style="list-style-type: none"> Rani drives <u>very carefully</u>. The horse runs <u>very quickly</u>. Yayuk plays tennis <u>beautifully</u>. Tyson is <u>stronger than</u> Lahoya. Hollifield is <u>the strongest</u>. "Can I help you?" "Lovely." "Yes, please." / "No, thank you." We are having exercises this Sunday Do you always have exercises on Sundays Tom looks <u>healthy</u>. He looks <u>like an athlete</u>. "My mother is very seriously ill." "I'm sorry to hear that." "I hope you are OK." "Don't worry..." 	<p>5</p> <p>4. Membaca</p> <ul style="list-style-type: none"> Menebak benda yang ditunjukkan dengan pertolongan ungkapan verbal berdasarkan iklan yang gambarnya dihilangkan. Mengelompokkan kata-kata berdasarkan sejumlah kata yang disediakan yang disusun secara acak. Menjodohkan sejumlah pokok kalimat dengan predikatnya yang disusun secara acak sehingga menjadi kalimat yang bermakna. Memilih nama tokoh atau benda yang terdapat dalam daftar berdasarkan deskripsi tentang tokoh atau benda tersebut. Memilih diagram yang sesuai dengan isi teks berdasarkan satu teks dan beberapa diagram. Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan selebihnya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. Menentukan kata-kata pokok utama yang ada dalam teks. Memilih pernyataan-pernyataan yang cocok dengan isi teks berdasarkan beberapa pernyataan yang diberikan.

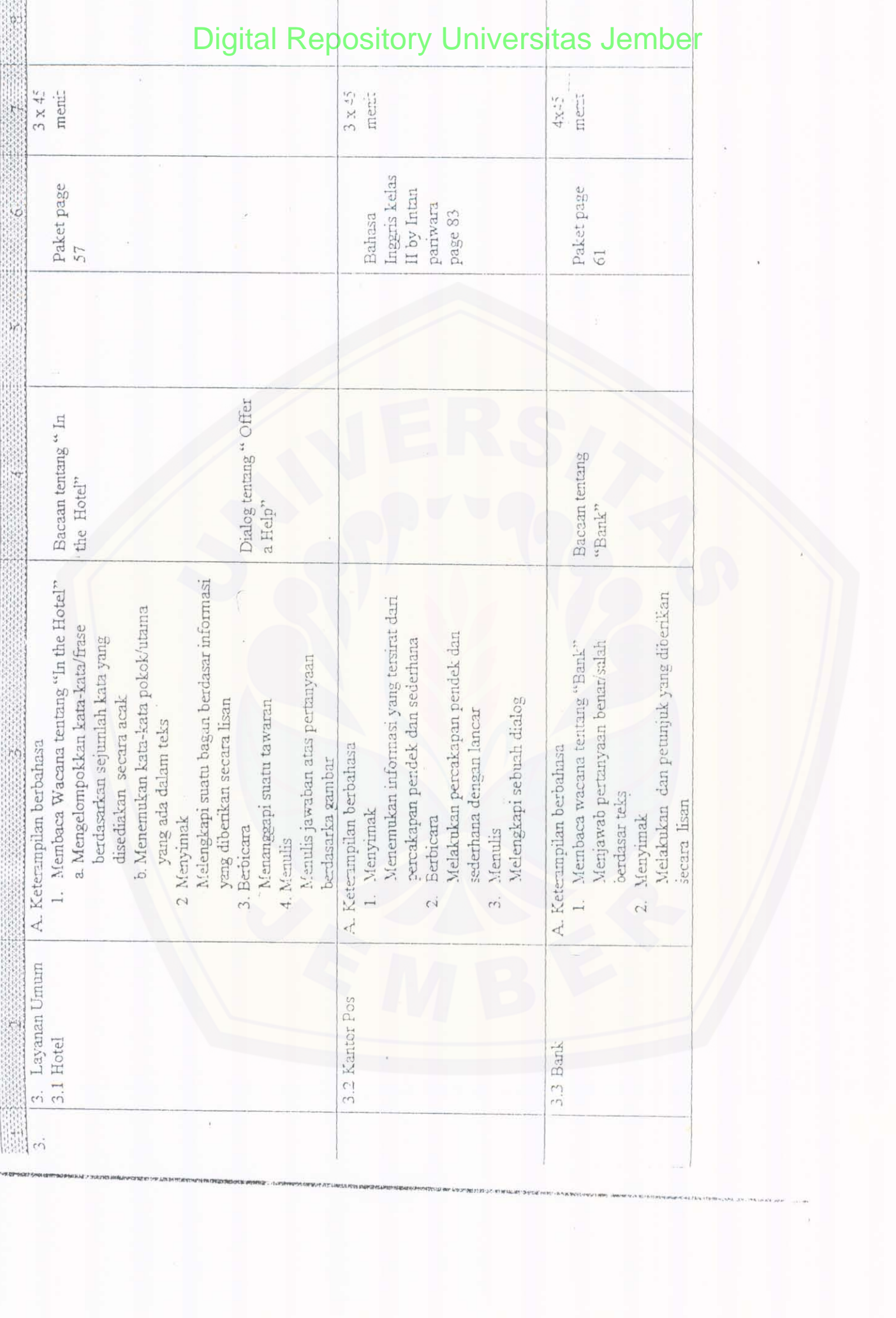
<p>8. Mendapatkan rasa senang</p> <p><u>Catatan:</u> Kumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p>	<p>Ungkapan permohonan dan responsnya.</p>	<p>"Would you post this letter for me, please?" "I'm sorry, I'm very busy right now." "Shut the door... please!" "Sure." "Can you get me an aspirin, please?" "Certainly!"</p>	<p>Menghitung jumlah kata tertentu yang terdapat dalam teks dari kemudian mengidentifikasi kata-kata lain yang mempunyai makna yang berkaitan.</p>
<p>b. Menyimak</p> <ol style="list-style-type: none"> mengidentifikasi benda-benda yang namanya disebutkan oleh guru; melaksanakan perintah yang diberikan secara lisan; memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi). 	<p>Ungkapan kejadian pada waktu yang akan datang. Ungkapan kejadian yang telah berlangsung. Ungkapan keinginan. Ungkapan tentang suatu kegiatan.</p>	<p>The dressmaker will see you tomorrow. My sister has bought a new dress for the party. I need a white shirt. She's making a dress He's wearing a cotton shirt</p>	<p>Memilih diagram yang sesuai berdasarkan beberapa diagram yang disediakan. Mencari halaman topik tertentu dengan menggunakan halaman indeks. Mencari nomor telepon perusahaan/kantor tertentu dalam halaman petunjuk telepon. Mencari makna kata tertentu dengan menggunakan kamus. Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya.</p>
<p>c. Berbicara</p> <ol style="list-style-type: none"> mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari; bertanya dan menjawab pertanyaan secara sederhana; melakukan percakapan pendek dan sederhana dengan lancar; secara sederhana mengungkapkan pikiran, pendapat dan perasaan. 	<p>Ungkapan yang menyatakan pilihan. Ungkapan tawaran dan responsnya. Ungkapan tawaran/penolakan.</p>	<p>I like living in the village better than in the country. "Do you want something to eat?" "Perhaps, later." "Would you like a drink?" "Yes, please." / "No, thanks." "Would you like any help?" "Yes, please." / "No, thank you."</p>	<p>Mengingat: Melakukan dan petunjuk yang diberikan secara lisan. Mengidentifikasi benda/binatang dengan menunjukkan gambar. Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. Melengkapi suatu bagian berdasarkan informasi yang diberikan secara lisan. Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. Mendengarkan suatu percakapan</p>
<p>d. Menulis</p> <ol style="list-style-type: none"> menyalin kalimat sederhana yang telah dipelajari dengan 	<p>Pakaian - Jenis pakaian - Membuat pakaian - Bahan pakaian</p> <p>Kehidupan Desa/Kota - Mata Pencaharian - Transportasi - Masyarakat</p>	<p>Mengingat: Melakukan dan petunjuk yang diberikan secara lisan. Mengidentifikasi benda/binatang dengan menunjukkan gambar. Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. Melengkapi suatu bagian berdasarkan informasi yang diberikan secara lisan. Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. Mendengarkan suatu percakapan</p>	<p>Mengingat: Melakukan dan petunjuk yang diberikan secara lisan. Mengidentifikasi benda/binatang dengan menunjukkan gambar. Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. Melengkapi suatu bagian berdasarkan informasi yang diberikan secara lisan. Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. Mendengarkan suatu percakapan</p>

<p>ejan dan tanda baca yang benar:</p> <p>2) menulis kalimat sederhana yang diimlakkan;</p> <p>3) melengkapi percakapan sederhana (paling banyak 2 pertukaran peran, 4 baris);</p> <p>4) melengkapi paragraf pendek yang berbentuk narasi dan deskripsi;</p> <p>5) membuat kalimat majemuk setara dan bertingkat.</p>	<ul style="list-style-type: none"> Rekreasi <ul style="list-style-type: none"> - Di Pantai - Di Kebun Binatang - Di Pegunungan 	<p>an/penerimaan melakukan sesuatu.</p> <p>Ungkapan yang menyatakan jumlah.</p> <p>Ungkapan tentang rencana.</p> <p>Ungkapan tentang frekuensi peristiwa atau kegiatan.</p> <p>Ungkapan perbandingan antara 2 benda/orang atau lebih.</p> <p>Deskripsi tentang sesuatu/ seseorang.</p> <p>Deskripsi suatu keadaan atau perasaan</p>	<ul style="list-style-type: none"> "What can I do for you?" "I'm OK." "Nothing, thanks." Villagers have <u>enough</u> time to rest; but <u>urbans</u> have <u>none</u>. There is <u>no</u> car in the city but there are <u>some</u> in the village. I <u>am going</u> to spend my school holidays in Bali. I <u>plan to go</u> on a trip to Sumatra <u>next month</u>. Toni <u>is going to</u> visit the zoo <u>next Sunday</u>. My brother <u>usually</u> goes to the beach in the weekends My father <u>always</u> tells the truth. This resort is <u>as interesting</u> as Kuta beach. Sengigi is <u>more interesting</u> The beach is <u>clean and beautiful</u>. I <u>feel fresh</u> in the mountain. The weather <u>becomes foggy</u> in the afternoon. 	<p>dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.</p> <ul style="list-style-type: none"> Menjawab pertanyaan bentuk benar-salah berdasarkan informasi lisan. <p>c. Berbicara</p> <ul style="list-style-type: none"> Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami. Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melalui tanya-jawab. Menanggapi suatu tawaran. Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal. Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab, misalnya tentang fasilitas umum yang ada. Mengucapkan selamat pada seseorang. Bermain peran dalam: (1) memohon untuk meminjam sesuatu dengan sopan; (2) menawarkan diri untuk melakukan sesuatu; (3) memberikan informasi sederhana tentang sesuatu hal; (4) mengajukan dan menanggapi permohonan izin; dan (5) meminta maaf. <p>d. Menulis</p> <ul style="list-style-type: none"> Menyusun kata-kata yang diberikan secara acak menjadi suatu
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<ul style="list-style-type: none"> • Layanan Umum: <ul style="list-style-type: none"> - Hotel - Kantor Pos - Bank - Wartel - Tempat Hiburan - Rumah Makan - Tempat ibadah - Klinik 	<p>Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.</p> <p>Pernyataan tentang kejadian yang telah berlangsung.</p> <p>Tanya jawab tentang keadaan objek atau seseorang.</p>	<ul style="list-style-type: none"> • Budi has posted the letter. He posted it ten minutes ago. • Indri has been to Bandung. • Toto has gone out to cash a cheque. • "How old is Hamidah?" "She is 14 years old." • "How heavy is this box?" "It's 5 kilograms." / "I'm not sure." • "How far is the bank from here?" "How good is the restaurant?" 	<p>kaimal.</p> <ul style="list-style-type: none"> • Melenkapi percakapan pendek. • Menuliskan jawaban-jawaban atas pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi di suatu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
<ul style="list-style-type: none"> • Hiburan <ul style="list-style-type: none"> - Tarian - Film - Musik - Sandiwara <p><u>Caturwulan 3</u></p>	<p>Ungkapan tawaran/penolakan bantuan.</p> <p>Ungkapan tentang permintaan/permintaan/ajakan izin.</p> <p>Ungkapan tentang harapan.</p>	<ul style="list-style-type: none"> • "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please." • "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not." • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't." • Let's hope for the best. 	

1	2	3	4	5	6	7	8
	<p>2. 1.3 Masyarakat</p>	<p>3. Berbicara Bercerita tentang sesuatu kejadian yang sangat terkesan yang pernah dialami</p> <p>4. Menulis Menyusun kata-kata yang diberikan secara acak menjadi suatu kalimat</p>	<p>Ungkapan tawaran penolakan/penerimaan melakukan sesuatu</p>				
2.	<p>2. Rekreasi 2.1 Di Pantai</p>	<p>A. Keterampilan berbahasa</p> <ol style="list-style-type: none"> 1. Membaca Wacana tentang "Watu Ulo" <i>At the beach</i> <ol style="list-style-type: none"> a. Menebak benda yang diiklankan dengan pertolongan ungkapan verbal berdasarkan iklan yang gambar bendanya dihilangkan b. Menentukan kata-kata pokok/utama yang ada dalam teks 2. Menyimak <ol style="list-style-type: none"> a. Mengidentifikasi benda /binatang dengan menunjuk gambar b. melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan 3. Berbicara Bercerita tentang suatu kejadian berkesan yang pernah dialami 4. Menulis Menulis jawaban-jawaban atas pertanyaan pemahaman teks 	<p>Bacaan tentang "Watu Ulo"</p> <p>Dialog tentang "Beach"</p>	<p>Paket page 39 hal 53 Lentera,</p>	<p>4 x 45 menit</p>		

<p>2.2 Di Kebun Binatang</p>	<p>A. Keterampilan berbahasa</p> <ol style="list-style-type: none"> 1. Membaca Wacana tentang "Going to Surabaya Zoo" <ol style="list-style-type: none"> a. Mengelompokkan kata-kata /frase berdasarkan sejumlah kata yang disediakan yang disusun secara acak b. Memilih nama tokoh/benda yang terdapat dalam daftar berdasar deskripsi tentang benda tersebut 2. Menyimak <ol style="list-style-type: none"> a. Melakukan dan petunjuk yang diberikan secara lisan b. Mendengarkan cerita guru berdasar gambar dan menjawab pertanyaan 3. Berbicara <p>Berbicara tentang suatu kejadian yang berkesan yang pernah dialami</p> 4. Menulis <p>Menyusun kata-kata yang diberikan secara acak menjadi suatu kalimat</p> 	<p>Bacaan tentang "Going to Surabaya Zoo"</p>	<p>Dialog tentang "Botanical Garden in Bogor"</p>	<p>Paket page 43</p>	<p>5x45 menit</p>
<p>2.3 Di Pegunungan</p>					



1	2	3	4	5	6	7	8
3.	3. Layanan Umum 3.1 Hotel	A. Keterampilan berbahasa 1. Membaca Wacana tentang "In the Hotel" a. Mengelompokkan kata-kata/frase berdasarkan sejumlah kata yang disediakan secara acak b. Menemukan kata-kata pokok/utama yang ada dalam teks 2. Menyimak Melengkapi suatu bagian berdasar informasi yang diberikan secara lisan 3. Berbicara Menanggapi suatu tawaran 4. Menulis Menulis jawaban atas pertanyaan berdasar gambar	Bacaan tentang " In the Hotel"		Paket page 57	3 x 45 menit	
	3.2 Kantor Pos	A. Keterampilan berbahasa 1. Menyimak Menemukan informasi yang tersirat dari percakapan pendek dan sederhana 2. Berbicara Melakukan percakapan pendek dan sederhana dengan lancar 3. Menulis Melengkapi sebuah dialog	Dialog tentang " Offer a Help"		Bahasa Inggris kelas II by Intan pariwara page 83	3 x 45 menit	
	3.3 Bank	A. Keterampilan berbahasa 1. Membaca wacana tentang "Bank" Menjawab pertanyaan benar/salah berdasar teks 2. Menyimak Melakukan dan menunjuk yang diberikan secara lisan	Bacaan tentang "Bank"		Paket page 61	4x45 menit	

		<p>3. Berbicara Mengungkapkan pendapat, perasaan; dan pikiran melalui tanya jawab tentang jumlah</p> <p>4. Menulis Melengkapi percakapan pendek</p> <p>A. Keterampilan berbahasa</p> <ol style="list-style-type: none"> 1. Membaca Wacana tentang "Restaurant" Memilih benda berdasarkan deskripsi 2. Menyimak Melengkapi formulir berdasar informasi yang diberikan 3. Berbicara Melengkapi dialog berdasar gambar 4. Menulis Melengkapi suatu paragraph 	<p>Dialog tentang "Question word how"</p> <p>Bacaan tentang "Restaurant"</p>	<p>Paket page 65</p>	<p>4x45 menit</p>
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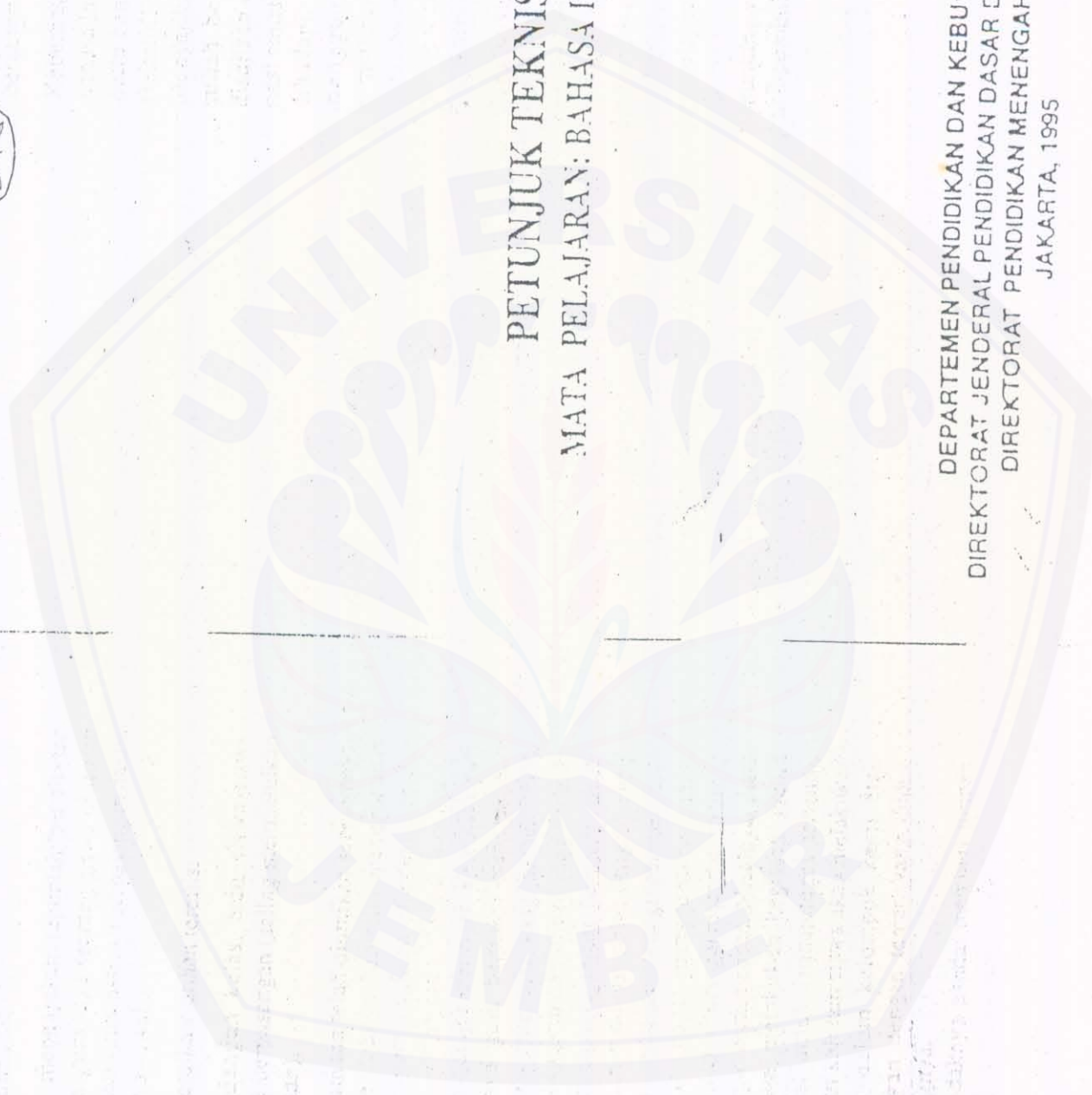
ANALISIS MATERI PELAJARAN
MATA PELAJARAN : BAHASA INGGRIS
KELAS/CAWU : III/I

NO	TEMA / ANAK TEMA	PENJABARAN	MATERI	METODE	SARANA	WAKTU	REF.
1.	1. Kehidupan Kota / Desa 1.1 Mata Pencerahan	<p>A. Keterampilan berbahasa</p> <p>1. Membaca wacana tentang "Rural and City Life " <i>Country life</i> "</p> <p>a. Membuat pertanyaan benar/salah tentang isi teks oleh sebagian siswa dan selebihnya <i>Menjawab pertanyaan</i></p> <p>b. Menentukan kata-kata pokok/utama dalam teks</p> <p>2. Menyimak Melengkapi formulir berdasarkan informasi yang diberikan secara lisan</p> <p>3. Berbicara Menanggapi suatu tawaran</p> <p>4. Menulis Melengkapi percakapan pendek</p>	Bacan tentang "Rural and City"	<ul style="list-style-type: none"> • Three Phrase Technique • Games • Guide Writing • Role play • Questioner dan answer 	Paket page 47 Hal. 63 Folder	4 x 45 menit	8
1.2	Transportasi	<p>A. Keterampilan berbahasa</p> <p>1. Membaca Wacana tentang "Transportation"</p> <p>Mencari makna kata tertentu dengan menggunakan kamus</p> <p>2. Menyimak</p> <p>a. Melakukan dan petunjuk yang diberikan secara lisan</p> <p>b. Mengidentifikasi benda dengan menunjuk gambar</p>	Unskapan tawaran dan penelakan Bacan tentang "Transportation" Gambar benda/ binatang		Paket page 52 73 folder	5 x 45 menit	



PETUNJUK TEKNIS
MATA PELAJARAN: BAHASA INGGRIS

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
DIREKTORAT JENDERAL PENDIDIKAN DASAR DAN MENENGAH
DIREKTORAT PENDIDIKAN MENENGAH UMUM
JAKARTA, 1995



Bermain peran:

Dua orang siswa di depan kelas, atau siswa-siswa bekerja berpasangan.

Permainan tebakan:

Siswa mengajukan sejumlah pertanyaan kepada guru atau seorang siswa di depan kelas, atau siswa-siswa berpasangan dalam bertanya-jawab.

Membetulkan latihan tertulis:

Guru dengan kelas, atau siswa-siswa bekerja berpasangan (saling membetulkan pekerjaan).

Sebagaimana telah diuraikan sebelumnya, guru hendaknya berusaha menggunakan aneka ragam kegiatan pembelajaran dan teknik pengajaran ketika melakukan kegiatan belajar-mengajar. Demikian pula hendaknya guru berusaha menggunakan jenis-jenis interaksi yang berbeda-beda sesuai dengan tujuan-tujuan yang berbeda. Guru hendaknya selalu berusaha membangkitkan motivasi siswa dengan menggunakan berbagai strategi pembelajaran agar siswa dapat menggunakan bahasa Inggris melalui berbagai macam latihan dan tugas tanpa merasa bosan. Misalnya, suatu saat siswa melakukan kegiatan secara individual untuk latihan/tugas tertentu, sedangkan kali lain siswa akan melakukan kegiatan dalam kelompok kecil atau berpasangan dengan teman yang duduk disampingnya.

Guru hendaknya pandai memberi umpan

untuk menolong siswa agar menjadi aktif. Makin banyak siswa yang berpartisipasi makin baik pula proses belajar-mengajar berlangsung.

Keberhasilan seorang guru dalam mengajar bahasa Inggris tidak hanya tergantung pada mutu bahan pelajarannya tetapi juga pada fleksibilitas guru dalam memilih cara menyajikannya. Bahan pengajaran yang sudah berbentuk buku pelajaran dapat disajikan dalam berbagai cara yang bervariasi sesuai dengan situasi dan kondisi yang dihadapi. Strategi pembelajaran dengan menggunakan latihan-latihan yang bermakna dan komunikatif diharapkan akan dapat memberi bekal siswa agar akhirnya menggunakan bahasa Inggris untuk berkomunikasi baik secara lisan maupun tertulis.

Guru hendaknya merumuskan pendekatan pengajaran yang akan digunakan. Dalam hal ini dia mengetahui dan mampu melaksanakan langkah-langkah serta kegiatan-kegiatan untuk dan yang melibatkan siswa dalam setiap kegiatan pembelajaran. Perlu ditentukan juga alat bantu dan sumber-sumber belajar penunjang yang lain untuk digunakan agar hasil pembelajaran lebih baik.

Appendix 5

PROGRAM SATUAN PELAJARAN

Mata Pelajaran	: Bahasa Inggris
Tema	: Pelayanan Umum
Sub-tema	: Hotel
Satuan Pendidikan	: SLTP
Kelas/Cawu	: 2/2
Waktu	: 6X45' (3 X pertemuan)

I. Tujuan Pembelajaran Umum:

Dengan penguasaan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 kata dan tata bahasa yang sesuai dengan tema dan pokok bahasan yang telah ditentukan siswa dapat memiliki ketrampilan membaca, menyimak, berbicara, dan menulis.

II. Tujuan Pembelajaran Khusus

A. Pertemuan I

Siswa dapat:

- 1.1 Menggunakan kosakata baru yang berhubungan dengan hotel.
- 1.2 Menemukan informasi tertentu dari wacana "In the Hotel".
- 1.3 Menjawab pertanyaan tentang isi wacana "In the Hotel".

B. Pertemuan 2

Siswa dapat:

- 2.1 Melengkapi suatu paragraf berdasarkan wacana "In the Hotel".
- 2.2 Melengkapi suatu kalimat berdasarkan informasi yang ada.

C. Pertemuan 3

Siswa dapat:

- 3.1 Mengidentifikasi dan menggunakan ungkapan-ungkapan menawarkan bantuan.
- 3.2 Menjawab pertanyaan-pertanyaan berdasarkan informasi yang ada

C. Materi Pelajaran

A. Pertemuan I

- 1.1 Kosakata yang berhubungan dengan "Hotel"
- 1.2 Task yang berhubungan dengan kosakata.
- 1.3 Wacana "In the Hotel"
- 1.4 Task yang berhubungan dengan wacana.

B. Pertemuan II

2.1 Task yang berhubungan dengan wacana "In the Hotel"

C. Pertemuan 3

3.1 Functional skill "expression of offering some help"

3.2 Task yang berhubungan dengan functional skill.

IV. Kegiatan Belajar Mengajar

A. Menggunakan metode penugasan (mengerjakan latihan) yang sesuai dengan tujuan pembelajaran.

PERT	MATERI	KEGIATAN	TUGAS	
			K	P
I.	- kosa kata tentang hotel - wacana "In the Hotel"	- Mengerjakan task - Mengerjakan task - Mengerjakan task		X X X
II.	- wacana "In the Hotel"	- Mengerjakan task	X	
III.	- mengerjakan task yang berhubungan dengan expression of offering some help	- mengerjakan task - mengerjakan task yang berhubungan dengan expression of offering some help.	X X	

B. Menggunakan teknik drama yang disesuaikan dengan tujuan pembelajaran.

PERT	MATERI	KEGIATAN	TUGAS	
			K	P
I	- kosakata tentang hotel - wacana "In the Hotel"	- mendefinisikan istilah-istilah tentang hotel		X
		- bermain kuis tentang hotel	X	
		- membuat dialog dari wacana "In the Hotel" - mengerjakan latihan	X	X
II	- wacana "In the Hotel"	- menceritakan kembali isi dialog "In the Hotel"		X
		- mengekspresikan dialog tentang resepsionist and visitors	X	
		- melengkapi dialog tentang hotel	X	
III	- functional skill expression of offering some help	- mengekspresikan dialog tentang "expressions of offering some help"	X	
		- membuat dialog untuk meminta dan menawarkan bantuan		X

V. Kegiatan Belajar Mengajar

1. Alat dan sarana

- a. Alat : gambar, text dan dialog
- b. Sarana : GBPP, Lets Learn English 2, PT Edumedia, pentas/ LKS dan kamus

RENCANA PENGAJARAN

Metode : Role Play
 Tema / anak tema : Pelayanan Umum/Hotel
 Alokasi waktu : 6 X 45 menit
 Kelas : 2 (dua)

Pertemuan 1

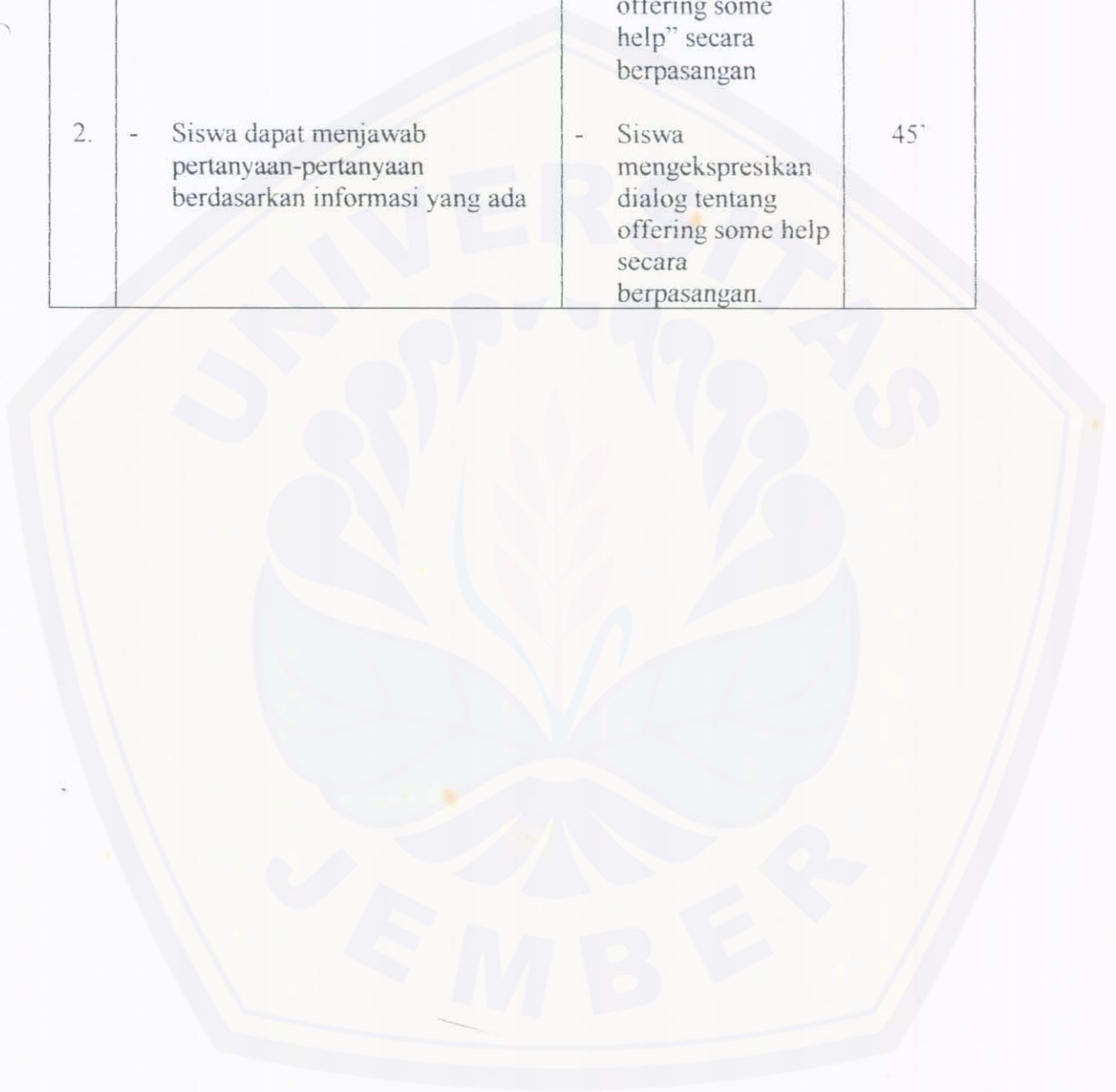
No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat menjawab pertanyaan-pertanyaan yang berhubungan dengan hotel.	- Siswa mengekspresikan dialog tentang "in the Hotel" secara berpasangan	45'
2.	- Siswa dapat mengidentifikasi dan menggunakan ungkapan ungkapan yang berhubungan dengan "in the Hotel".	- Siswa mengekspresikan dialog tentang "in the Hotel" secara berpasangan	45'

Pertemuan 2

No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat menggunakan ungkapan-ungkapan tentang "reservation in the Hotel".	- Siswa mengekspresikan dialog tentang resepsionist and visitors secara berpasangan	45'
2.	- Siswa dapat menjawab pertanyaan-pertanyaan yang berhubungan dengan "reservation in the Hotel".	- Siswa mengekspresikan dialog tentang reservation in the hotel secara berpasangan	45'

Pertemuan 3

No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat mengidentifikasi dan menggunakan ungkapan-ungkapan menawarkan bantuan.	- Siswa mengekspresikan dialog tentang "expressions of offering some help" secara berpasangan	45'
2.	- Siswa dapat menjawab pertanyaan-pertanyaan berdasarkan informasi yang ada	- Siswa mengekspresikan dialog tentang offering some help secara berpasangan.	45'



RENCANA PENGAJARAN

Metode : Non-Role Play
Tema / anak tema : Pelayanan Umum/Hotel
Alokasi waktu : 6 X 45 menit
Kelas : 2 (dua)

Pertemuan 1

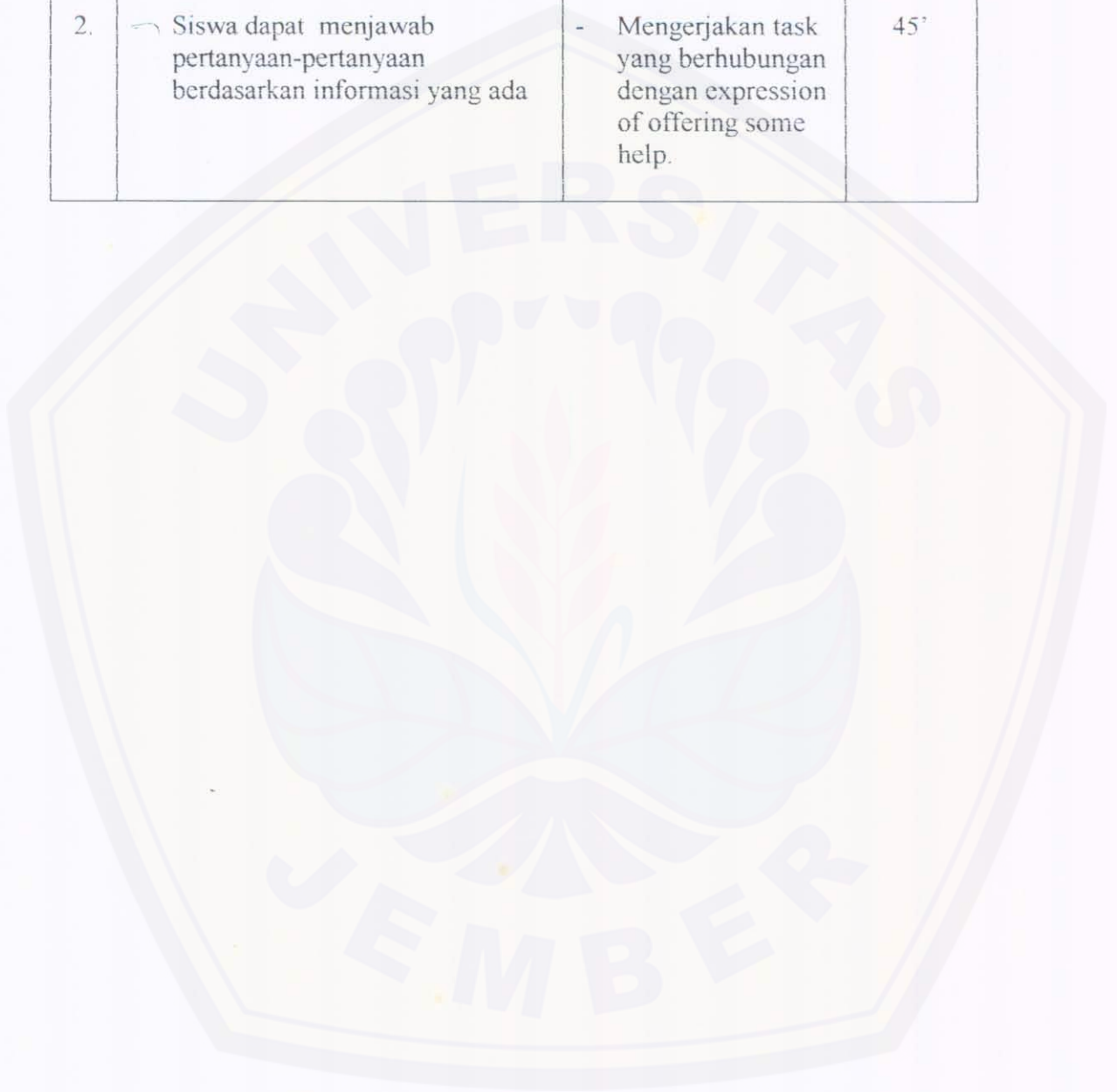
No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat menggunakan kosa kata baru yang berhubungan dengan hotel.	- Mengerjakan task	30'
2.	- Siswa dapat menemukan informasi tertentu dari wacana "In the Hotel".	- Mengerjakan task	30'
3.	- Siswa dapat menjawab pertanyaan tentang isi wacana "In the Hotel".	- Mengerjakan task	30'

Pertemuan 2

No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat melengkapi suatu paragraf berdasarkan wacana "reservation in the Hotel".	- Mengerjakan task	45'
2.	- Siswa dapat melengkapi suatu kalimat berdasarkan informasi yang ada.	- Mengerjakan task	45'

Pertemuan 3

No	Tujuan Pembelajaran Khusus	Kegiatan pembelajaran	Alokasi waktu
1.	- Siswa dapat mengidentifikasi dan menggunakan ungkapan-ungkapan menawarkan bantuan.	- Mengerjakan task	45'
2.	- Siswa dapat menjawab pertanyaan-pertanyaan berdasarkan informasi yang ada	- Mengerjakan task yang berhubungan dengan expression of offering some help.	45'



Appendix 7

Homogeneity Test

1. Tailors are making clothes. The clothes you are wearing are their products. Tailors need special skills. To make a dress, a tailor should go through some stages. After taking one's measure, he must make pattern according to the measure. Then he cut the material according to the pattern using a pair of scissors. After that, he sews part of the clothes like the body, collar, sleeves, and the pocket. He sews the clothes by using a sewing machine. When it is done, he applies a zipper. At last, he applies some buttons.

- a. What does a tailor do?
- b. What does he do after making the pattern?
- c. What does a tailor need to sew the clothes fast?
- d. What is the last step in making clothes?

2. Lesley : Hello Hillary. Where will you go? You look so in hurry.
Hillary : Oh, hi Lesley. You are right. I will go to the drugstore.
My mother asked me to be fast.
Lesley : Is something wrong with your mother?
Hillary : No, not exactly. My little brother fell from his bike. I will buy some medicine for him.
Lesley : Is it serious?
Hillary : I think so. He cries all the time fiercely. He always holds his head and stomach.
Lesley : I'm sorry to hear that.

1. Where does Lesley meet Hillary?
2. Is Hillary in the drugstore at present?
3. Why does she go to the drugstore?
4. Was her brother sick? Why?

3. Finish these sentences!

- a. (here) Don't worry. I will.....soon.
- b. (easy) The test will.....for them.
- c. (there) I'll in a minute.
- d. (do) They will.....the test easily.

4. Express your sympathy based on the following news.

- a. An earthquake happened in your uncle's village.
- b. The flood took place in the village near to you.
- c. Your friend lost his wallet.
- d. Your friend lost his goat.

5. Express your hope based on the following news.

- a. You send a letter to your friend
- b. Your friend is ill
- c. You want to go but it is cloudy.
- d. You are participating in a singing contest.

Answer Key of Homogeneity Test

1. a. Making clothes
b. Cut the material according to the pattern
c. Sewing machine
d. Applies some buttons

2. a. In the street
b. No, she is not
c. To buy some medicine
d. Yes, he was – because he fell from his bike

3. a. be here
b. easy
c. be there
d. do

4. a. I am sorry to hear that
b. Oh, dear
c. Bad luck
d. What a pity

5. a. I hope he will happy receive my letter
b. I hope she will get better soon
c. I hope the heavy rain not fall
d. I hope I will be the winner

**The students' marks on oral test
Experimental Group**

No. Students	Fluency		Vocab		Pronunciation		Total Score	
	Sc	R	Sc	R	Sc	R	Sc	R
1	2	3	4	5	6	7	8	9
1	4	120	4	80	2	20	220	73.3
2	4	120	3	60	3	30	210	70
3	3	90	4	80	2	20	190	63.3
4	4	120	4	80	4	40	240	80
5	4	120	4	80	3	30	230	76.6
6	4	120	4	80	4	40	240	80
7	4	120	4	80	4	40	240	80
8	4	120	4	80	4	40	240	80
9	3	90	4	80	2	20	190	63.3
10	4	120	3	60	4	40	220	73.3
11	4	120	4	80	3	30	230	76.6
12	3	90	3	60	3	30	180	60
13	4	120	4	80	2	20	220	73.3
14	4	120	4	80	3	30	230	76.6
15	4	120	4	80	4	40	240	80
16	4	120	4	80	4	40	240	80
17	3	90	4	80	3	30	200	66.6
18	3	90	4	80	3	30	200	66.6
19	4	120	4	80	4	40	240	80
20	4	120	3	60	4	40	220	73.3
21	4	120	4	80	4	40	240	80
22	4	120	3	60	4	40	220	73.3
23	3	90	3	60	3	30	180	60
24	3	90	4	80	3	30	200	66.6
25	4	120	4	80	4	40	240	80
26	4	120	4	80	4	40	240	80
27	4	120	4	80	2	20	240	80
28	4	120	4	80	4	40	240	80
29	4	120	4	80	4	40	240	80
30	4	120	4	80	4	40	240	80
31	4	120	4	80	4	40	240	80
32	4	120	4	80	4	40	240	80
33	3	90	3	60	4	40	190	63.3
34	4	120	4	80	4	40	240	80
35	4	120	4	80	3	30	230	76.6
36	3	90	4	80	2	20	190	63.3
37	4	120	4	80	4	40	240	80
38	4	120	4	80	4	40	240	80
39	4	120	4	80	3	30	230	76.6
40	4	120	4	80	3	30	230	76.6
41	4	120	4	80	4	40	240	80
42	4	120	4	80	4	40	240	80
43	4	120	4	80	3	30	230	76.6
44	4	120	2	40	3	30	190	63.3
45	3	90	4	80	3	30	200	66.6

No.	Fluency		Vocab		Pronunciation		Total Score	
	Sc	R	Sc	R	Sc	R	Sc	R
1	2	60	2	40	2	20	120	40
2	3	90	3	60	3	30	180	60
3	4	120	4	80	2	20	220	73.3
4	4	120	4	80	4	40	240	80
5	3	90	4	80	3	30	200	66.6
6	3	90	4	80	3	30	200	66.6
7	3	90	4	80	4	40	210	70
8	3	90	4	80	3	30	200	66.6
9	2	60	4	80	2	20	160	53.3
10	3	90	3	60	3	30	180	60
11	3	90	4	80	3	30	200	66.6
12	3	90	3	60	3	30	180	60
13	4	120	4	80	2	20	220	73.3
14	3	90	4	80	3	30	200	66.6
15	4	120	4	80	2	20	220	73.3
16	3	90	4	80	3	30	200	66.6
17	3	90	4	80	3	30	200	66.6
18	3	90	4	80	3	30	200	66.6
19	2	60	4	80	4	40	180	60
20	3	90	3	60	3	30	180	60
21	4	120	4	80	4	40	240	80
22	4	120	3	60	4	40	220	73.3
23	3	90	3	60	3	30	180	60
24	3	90	4	80	3	30	200	66.6
25	4	120	4	80	4	40	240	80
26	4	120	4	80	2	20	220	73.3
27	4	120	3	60	2	20	200	66.6
28	4	120	3	60	4	40	220	73.3
29	4	120	2	40	4	40	200	66.6
30	3	90	2	40	3	30	160	53.3
31	4	120	3	60	4	40	220	73.3
32	2	60	4	80	4	40	180	60
33	3	90	3	60	2	20	170	56.6
34	4	120	4	80	4	40	240	80
35	3	90	3	60	2	20	170	56.6
36	3	90	2	40	3	30	160	53.3
37	4	120	4	80	4	40	240	80
38	3	90	2	40	3	30	160	53.3
39	2	60	4	80	4	40	180	60
40	3	90	3	60	3	30	180	60
41	4	120	3	60	3	30	210	70
42	3	90	3	60	4	40	190	63.3
43	3	90	4	80	3	30	200	66.6
44	3	90	2	40	3	30	160	53.3

Notes : Sc = Score
R = Result

Appendix 10

POST TEST

I. Speaking Test

Petunjuk Pelaksanaan:

Siswa bermain peran dengan pasangan yang telah ditentukan dengan materi sebagai berikut:

A. How Do You Spell Your Name ?

This is a hotel. You're a desk clerk and you're a tourist.

- Tourist : (walk into the hotel with bag and go to the desk clerk)
- Desk clerk : (smile at the tourist) "Yes, may I help you?"
- Tourist : (put the bag down) "Yes I have a reservation. My last name is Johnson and my first name is Don."
- Desk clerk : (look at the reservation list from the top to the bottom, shake the head) "I'm sorry. We don't have anybody by that name".
- Tourist : (lean forward) "Are you sure?"
- Desk clerk : (look at the reservation list again) "How do you spell your last name?"
- Tourist : Johnson. J-O-H-N-S-O-N
- Desk clerk : (smile and point at the name on the list) "Oh, here it is. I'm sorry." (give the tourist a registration card) "Fill out this card, please."
- Tourist : (print the name and address at the top of the card, sign the name at the bottom, then give the card to the clerk).
- Desk clerk : (look at the card, then look at the tourist) "Would you show me your passport please?"
- Tourist : (take the passport out of the pocket and hand it to the clerk)

Desk clerk : (compare the name on the card with the name on the passport to see if they are the same, then give the passport back to the tourist. Then hit the bell on the counter, point to the bag) "Bellboy, take this bag please."

Taken from Listen and Act: Scene for Language Learning
Lingual House, 1982

B. How About Chinese Food?

You are a husband and you are a wife. One of you carry a shopping bag to your hotel room. The other one take out your room key and open the door. Both of you go into the room.

Husband sit down on one chair and wife, sit down on another chair.

Husband : I'm hungry. What time is it?"

Wife : (look at the watch) "About 5:30."

Husband : (slowly get up, pick up a newspaper from the table, sit back down, turn to the restaurant page) "How about Indian food tonight?"

Wife : (reach behind the husband and pick up the Tourist Guide from the table and turn the page slowly) "Hmmm. How about Chinese food?"

Husband : (close the newspaper, put it down) "That's a good idea. Where should we go?"

Wife : (look through the Tourist Guide and find the restaurant section) "Do you have the map?"

Husband : (get up and go to the shopping bag and pull out the city map, open it and spread it on the table, on the top of the newspaper).

Wife : (look at the address of the restaurant in the Tourist Guide book and then look at the map) "I think it's close to the

hotel.”(then point to the map with the index finger)”Here it is.”

Husband : (go to the telephone, pick it up)”I’ll call for a reservation. What’s the number?”

Wife : (tell the telephone number of the restaurant. Read the number slowly)

Husband : (dial the number) ”Hello I’d like to make a reservation tonight for two, please”. (listen for a moment) “Oh, I see. Thank you.” (Hang up the telephone, look at to the wife) ”We don’t need a reservation.”

Taken from Listen and Act: Scene for Language Learning
Lingual House, 1982

C. In the Hotel

- a. The receptionist : What can I do for you?
Guest I : I need some information.
- b. The roomboy : Would you like any help?
Guest II : No, thanks
- c. Guest III : Would you post the letter for me?
The taxi driver : I’m sorry. But I can get the mailboy for you.
Guest III : Thanks

II. Listening Test

Petunjuk Pelaksanaan:

Siswa bermain peran sesuai dialog yang telah ditentukan dan menjawab pertanyaan yang berhubungan dengan dialog .

A. How Do You Spell Your Name?

1. Who have a reservation?
2. What is the desk clerk pointing to?
3. What is the tourist showed to the desk clerk?
4. Who take the tourist's bag?

B. How about Chinese food?

1. Who is opening the door?
2. Where are they now?
3. What is she pointing to?
4. What is she telling to her husband?

C. In the Hotel

1. Does the visitor need the receptionist?
a. yes, he does b. no, he does not
2. Does guest II need any help?
a. yes, he does b. no he does not
3. What does he say?
a. no, thanks b. thanks c. I'm sorry
4. Does guest III need any help?
a. yes, he does b. no, he does not
5. What does he say?
a. no, thanks b. I'm sorry c. thanks
6. Does guest II accept the help?
a. yes, he does b. no, he does not
7. Can the taxi driver help guest III?
a. yes, he can b. no, he cannot
8. What do we say if we want to help?
a. Can I help you? b. Can you help me? c. I'm sorry

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9. What do we say if we don't want any help?

- a. yes, please b. alright c. no, thanks

10. What do we say if we need help?

- a. What can I do for you b. Would you like any help?
c. Could you help me please?

11. What do we say if someone has helped us?

- a. I'm sorry b. thank you c. no, thanks

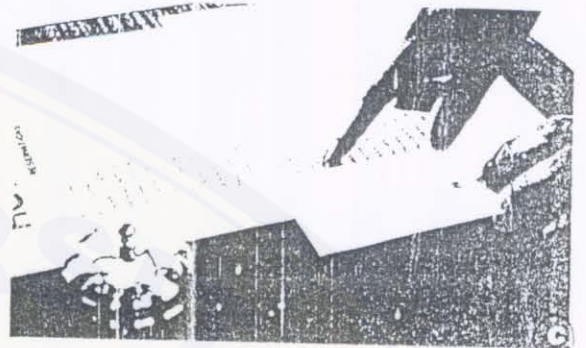




a



b



c



d



e



f



g

h



(a)



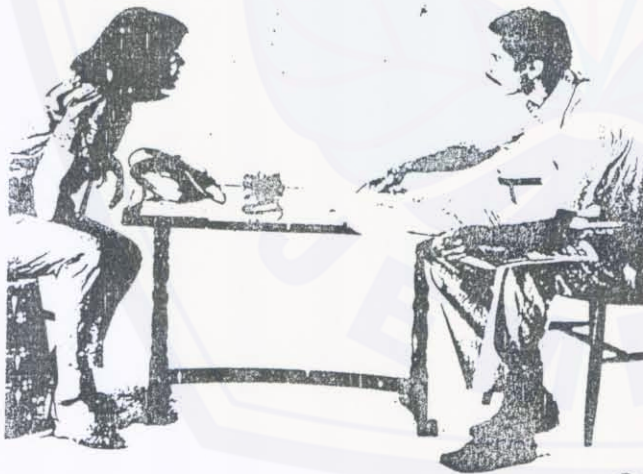
(b)



(c)



(d)



(e)

The Budget Resto
 e turn to the budget priced rest...
 ally—s followz.

IN SONO: The jumble of three- and three-k...
 slightly northeast of the theater district...
 An analogy might be drawn between Soto and...
 (from the village of San Francisco's Parkman...
 a place for special meals, mostly medium to...
 Chue Chow Inn, 21 Lake St., R. C. (tel. DT-3891)...
 live in Park Lane... Although it serves a number of...
 has a well... jump into...
 among the...
 are half...
 offers a...
 1 to 19 (2...
 ty. You'll...
 er, dinner...
 duct...
 not find...
 Or, if...
 its...
 can...
 suits...
 for...




(g)



5

6

- 
- A. 1. The tourist
2. The name on the list
3. Passport
4. Bellboy
- B. b. Husband
c. Inside a hotel room
g. The map
i. Phone the restaurant to make reservation
j. The telephone number of the restaurant
- C. 1. a. Yes, he does
2. b. No, he does not
3. a. No, thanks
4. a. Yes, he does
5. c. Thanks
6. b. No, he does not
7. b. No, he cannot
8. a. Can I help you?
9. c. No, thanks
10. c. Could you help me please?
11. b. Thank you

Appendix 12

ORAL RATING SHEET

Pronunciation

- 5 has few traces on Foreign accents
- 4 always intelligible, though one is conscious of definite accents
- 3 pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
- 2 very hard to understand because of pronunciation problem or must frequently be asked to repeat
- 1 pronunciation ability is so limited to make the conversation impossible

Vocabulary

- 5 use of vocabulary and idioms is virtually that of a native speaker
- 4 sometimes uses in an appropriate term and or must rephrase ideas because of lexical inadequacies
- 3 frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary
- 2 misuse of words and very limited vocabulary makes comprehension quite difficult
- 1 vocabulary limitation so extreme as to make conversation virtually impossible

Fluency

- 5 speech as fluent and effortless as that of a native speakers
- 4 speed of speech seems to be slightly affected by language problem
- 3 speed and fluency are rather strongly affected by language problems
- 2 usually hesitant, often forced into silence by language limitations
- 1 speech is so halting as to make conversation virtually impossible

(Adapted from: Harris, 1974:84 and Hughes, 1989:111)

Appendix 13

The students' scores on Homogeneity test

No	2A	2B	2D	2E
1	70	43	70	60
2	56	50	65	79
3	75	65	87	70
4	60	70	80	56
5	60	56	70	64
6	80	75	65	67
7	56	60	60	56
8	64	60	57	80
9	67	80	50	60
10	56	56	78	67
11	80	64	80	65
12	80	67	74	75
13	56	56	56	46
14	64	80	60	74
15	67	87	75	75
16	56	67	70	60
17	80	65	56	70
18	87	75	54	80
19	67	67	44	65
20	65	87	75	79
21	75	55	45	70
22	67	43	56	77
23	87	80	50	65
24	44	76	70	46
25	75	77	60	78
26	45	57	50	78
27	56	67	65	80
28	50	56	70	82
29	70	60	65	65
30	60	65	78	75
31	50	67	60	67
32	65	75	75	70
33	70	70	80	65
34	65	65	65	60
35	46	60	75	70
36	74	70	45	75
37	75	75	80	80
38	60	80	70	65
39	70	65	67	50
40	80	50	65	65
41	65	65	70	45
42	79	75	60	70
43	70	67	80	65
44	77	50	56	75
45	65		75	60
	2986	2958	2900	3046

Appendix 14

The students' scores of post test

No.	Control Group				Experimental Group				
	Written	Oral	Total	Score	No	Written	Oral	Total	Score
1	68	40	108	54	1	79	73,3	152,3	76,5
2	58	60	118	59	2	70	70	140	70
3	60	73,3	133,3	66,65	3	76	63,3	139,3	69,65
4	49	80	129	64,5	4	69	80	149	74,5
5	78	66,6	144,6	73,3	5	70	76,6	146,6	73,3
6	67	66,6	133,6	66,8	6	60	80	140	70
7	75	70	145	72,5	7	88	80	168	84
8	63	66,6	129,6	64,8	8	77	80	157	78,5
9	69	53,3	122,3	61,15	9	60	63,3	123,3	61,65
10	46	60	106	53	10	66	73,3	139	69,65
11	70	66,6	136,6	68,3	11	76	76,6	152,6	76,3
12	69	60	129	64,5	12	82	60	142	71
13	70	73,3	143,3	71,65	13	75	73,3	148,3	74,5
14	76	66,6	142,6	71,3	14	67	76,6	143,6	71,8
15	60	73,3	133,3	66,65	15	79	80	159	79,5
16	88	66,6	154,6	77,3	16	77	80	157	78,5
17	77	66,6	143,6	71,8	17	78	66,6	144,6	72,3
18	51	66,6	117,6	58,8	18	70	66,6	136,6	68,3
19	66	60	126	63	19	58	80	138	69
20	76	60	136	68	20	75	73,3	148,3	74,15
21	77	80	157	78,5	21	82	80	162	81
22	82	73,3	155,3	77,65	22	82	73,3	155,3	77,65
23	69	60	129	64,5	23	75	60	135	67,5
24	63	66,6	129,6	64,8	24	70	66,6	136,6	68,3
25	79	80	159	79,5	25	82	80	162	81
26	62	73,3	135,3	67,65	26	77	80	157	78,5
27	63	66,6	129,6	64,8	27	75	80	155	77,5
28	58	73,3	131,3	65,65	28	75	80	155	77,5
29	70	60	136,6	68,3	29	77	80	157	78,5
30	67	53,3	120,3	60,15	30	84	80	164	82
31	56	73,3	129,3	64,5	31	78	80	158	79
32	70	60	130	65	32	82	80	162	81
33	82	56,6	138,6	69,3	33	70	63,3	133,3	66,65
34	77	80	157	78,5	34	80	80	160	80
35	67	56,6	123,6	61,8	35	77	76,6	153,6	76,8
36	68	53,3	121,3	60,65	36	71	63,3	134,3	67,15
37	77	80	157	78,5	37	64	80	144	72
38	84	53,3	137,3	68,65	38	80	80	160	80
39	56	60	116	58	39	78	76,6	154,6	77,3
40	82	60	142	71	40	82	76,6	158,6	79,3
41	70	70	140	70	41	75	80	155	77,5
42	58	63,3	121,2	60,65	42	81	80	161	80,5
43	60	66,6	126,6	63,3	43	75	76,6	151,6	75,8
44	60	53,3	113,3	56,65	44	84	63,3	147,3	73,65
					45	76	66,6	142,6	71,3
	2993	2877	5870	2935		3384	3357	6741	3370,50

Appendix 15

The Names of Respondents

Experimental Group

1. Agus Hendro Pranoto
2. Agus Triyanto
3. Agustin Dwi Susanti
4. Ahmad jakik
5. Ana Kuslia Indriani
6. Anang Fitri Alif
7. Anwar Ridwan
8. Bahtiar Efendi
9. Darliyani
10. Dedi Hadianto
11. Dedik Tunggul Syaifullah
12. Dino Musawarista
13. Eka Fitrianingasih
14. Fajar Tri Handoko
15. Favirian Mustakim
16. Fery Adianto
17. Fitriatissuro
18. Hendrik Fadilah
19. Heni Tri Wulandari
20. Ike Dwijayanti
21. Irwan Nugroho
22. Ita Latvia
23. Julanda Atma Sanjaya
24. Kevin Darial Bertuloki
25. Kiki Fatmawati
26. Munawar
27. Mahrus Ali
28. Melati Intan Permata Sari
29. Miftahul Arifin
30. Moch. Imam Wahono
31. Moch. Sahrul Gufron
32. Nani Andriana
33. Nur Ari Wibowo
34. Panca Olifia Setyani
35. Rahmad Hidayat
36. Rina Lintang Sari
37. Slamet
38. Sutiyono
39. Siti Khafifah
40. Siti Rahmawati
41. Sofyan Hadi
42. Triastuti Arif
43. Urivan Sari
44. Wiwik Susilowati
45. Yeyen Rifatul Rohmah

Control Group

1. Ahmad Arifin
2. Agus Purwono
3. Anita Indrayati
4. Aries Ellya Sandi
5. Arief Budiman
6. Ayu Trisna Yulianti
7. Budi Haryanto
8. Dedi Irawan
9. Dewi Wulandari
10. Dirgahayu Kusuma Wibowo
11. Dodik Hariyanto
12. Dwi Astina
13. Eko Sugeng Hariyadi
14. Faisal Fajar
15. Festy Varia Setia N
16. Hadi Purwanto
17. Hendrik Susanto
18. Herlina Efendi
19. Ike Saraswati
20. Indah Pratiwi
21. Ita Lusiana
22. Mahendra Widodo
23. Moch. Saiful Rizal
24. Muh. Abdur Rokid
25. Nining Kurniasari
26. Nining Noviana
27. Novi Indrawati
28. Nur Hidayah
29. Nur Rahmad
30. Priadi Agung W
31. Rendra Sasmita
32. Retni Susanti
33. Rian Ardiansyah
34. Sugianto
35. Septa Joko Saputro
36. Siti Fatimatus Zuhro
37. Sri Utami
38. Sujud Winarno
39. Sukron Makmun
40. Vibria Ika Widiyastuti
41. Vita Septiyani Narulita
42. Vivienny Kusumawati
43. Yulianto
44. Yandik Kurniawan