

**USING THE ROLE PLAY METHOD TO IMPROVE STUDENTS'
TRANSACTIONAL AND INTERPERSONAL SPEAKING SKILL
(A Classroom Action Research at the Seventh Grade
Students' of SMP Somba Opu Kabupaten Gowa)**



A THESIS

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MOTTO

“Time Will Always Fly, But Our Love Will Never Die”

“Keep in Touch and Remember Me”

**“I Dedicated This Thesis to My Beloved Parents and to
People Who Loves me”**

ABSTRACT

ERWIN WIJAYA, 2017. *Using The Role Play to Improve Students' Transactional and Interpersonal Speaking Skill (A Classroom Action Research).* Guided by Arif Patturusi and Yassir Mallapiang,

The research aimed at finding out the improvement of students' speaking ability through Role Play method at the seventh grade student of SMP Somba Opu Kab. Gowa.

The method of this research was classroom action research that consisted of two cycles. One cycle consisted of four meetings. It means that there were ten meeting in two cycles. This classroom action research was done at SMP Somba Opu for English subject. The subject research was 29 students of junior high school in 2017-2018 academic years. Those consist of 21 women and 8 man. Instruments are reading test.

The findings of this research were the improvement of the students' speaking ability in term of Pronunciation and Fluency. The mean score of diagnostic test was 52.08, the mean score of cycle I was 62.70 and the mean score of cycle II was 78.77.

The result indicated that there was significant improvement of the students' speaking ability focus on Transactional and Interpersonal in term of Pronunciation and Fluency in the application of Role Play Method at Seventh Grade of SMP Somba Opu Kab. Gowa.

Key words: Transactional, interpersonal, Pronunciation, Fluency

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Makassar,
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Researcher

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
SURAT PERNYATAAN	iii
SURAT PERJANJIAN	iv
COUNSELLING SHEET	v
MOTTO	vi
ABSTRACT	vii
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENT	x
LIST OF TABLE	xiii

CHAPTER I: INTRODUCTION

A. Background of the study	1
B. Research Problem.....	5
C. Objectives of the research	5
D. Significances of the research.....	5
E. Scope of the Research	6

CHAPTER II: REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

A. Previous Related Research Finding	7
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B. The Concept of Speaking	8
1. Defenition Speaking.....	8
2. Elments of Speaking	12
3. Techniques in Teaching Speaking	15
C. The Concept of Role Play Method.....	17
1. Defenition of Role Play Method	17
2. Role Play Method Applied in Teaching Speaking.....	19
3. The Process of Role Play Method in Classroom.....	19
4. The Advantages of using Role Play Method	22
D. The Concept of Classroom Action Research	24
1. Definition of Classroom Action Research	24
2. Aim of Classroom Action Research.....	25
3. Characteristics of Classroom Action Research	26
4. Steps in Doing Classroom Action Research	27
E. Conceptual Framework	29

CHAPTER III: RESEARCH METHOD

A. Research Design.....	30
B. Research Subject and Location	31
C. Research Procedure.....	31
D. Research Instrumen	34
E. Data Collection.....	35

F. Data Analysis	37
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CHAPTER IV: FINDINGS AND DISCUSSION

A. Findings	39
1. The Improvement of Students' Speaking in terms of Pronunciation	39
2. The Improvement of students' speaking in terms of Fluency	42
B. Discussion	44
1. The Improvement of students' Pronunciation in Speaking	44
2. The Improvement of students' Fluency in Speaking	46

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	48
B. Suggestion	49

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table 4.1	The Improvement of the Students' Speaking Score in Term of Pronunciation	39
Table 4.2	The Classification of the Students' Score in Pronunciation	40
Table 4.3	The Improvement of the Students' Fluency in Speaking.....	41
Table 4.4	The Classification of the Students' in Fluency of Speakig.....	42
Table 4.5	The Improvement of Students' Speaking Ability	43

CHAPTER I

INTRODUCTION

A. Background of the Study

Everyday people communicate to others, and in order to communicate properly they use language. By using language, they can express their ideas, feelings, thoughts, and minds. It means that they use the language as a mean of communication. The use of language itself is played an important role in human life. English is the foreign language which is taught in formal school, one of the main subjects taught formally from elementary school up to university. Learning a language is actually learning to develop communication ability in oral and written form.

As one of the language skills that should learned by second or foreign language learners, the mastery of speaking is the most important aspect because the success of learning a second or foreign language is measured in terms of the ability to carry out a conversation (Nunan, 1991: 39). The communication among humans fulfills many different goals at the personal and social levels. They communicate information, ideas, beliefs, emotions, and attitudes to one another in their daily interactions by employing appropriate language forms and performing speech activities to ensure solidarity, harmony, and cooperation. Sometimes when people communicate, the receiver can feel how the sender perceives the idea. Often messages are interpreted differently for different people because the message may be

misinterpreted. In conversation, we are free to turn taking between the speakers, ask question and change the topics. Many spoken interactions consist of commenting on immediate actions or events, or casually moving from one topic to another. So, in other word we can say that in our conversation, there will be some transformations of ideas and information which is very beneficial for human progress as unconsidered learning. Because learning something new is not only in formal learning, but also in any situations. Every language teaching activity consists of four aspect, namely speaking, reading, listening and writing. It is mentioned in English curriculum. Teaching English in Indonesia is to develop students' speaking ability in speaking, reading, listening, and writing. Speaking lesson is very important for students who learn a foreign language to enable students to speak and communicate in that language. Speaking is a part of communicative approach which is used in some activities to practice English communicatively.

Many techniques for teaching speaking can be applied such as scaffolding, reading aloud, and role play, however role play seems more effective because it encourages the students an opportunity to practice communicating in real- life spoken language. Role play techniques in the learning process are used to learn about the recognition of feelings and problems faced by students, and to develop problem-solving skills. Role play techniques are directed at problem solving that relates to human relationships, especially those concerning student life and to motivate students to pay more attention to the material being taught. Role play is a behavioral simulation of the person being played, which aims to train students in the

face of the real situation; Practice intensive spoken practice; And provide opportunities for students to develop communication skills. Joyce and Weil (2007: 70) explain that through role-playing techniques, students can improve their ability to appreciate themselves and the feelings of others, they can learn good behavior to handle difficult situations, and they can practice their ability to solve problems.

Based on the observations of researchers at SMP SOMBA OPU, May 2017, The problem faced by students at SMP SOMBA OPU of class VII A in learning English is to understand speaking skills, this may be due to lack of vocabulary and activities that are not appropriate for them and also researchers find students are still bored because teachers only focus their studies on speech skills, but teachers sometimes forget the importance of knowing new strategies to improve students' understanding in particular in low speaking skills, and in English subjects so that students can fulfill graduation at school at least 7.5. (KKM)

Based on the reasons above, in recent years, English language teaching has focused on teach the English language the rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily

conversation. Many factors can cause the problem of the students speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including role play because many research findings say that this technique is effective to use in teaching Transactional and Interpersonal speaking skill.

The accuracy of choosing a learning strategy becomes a determinant of the level of student's speaking success. Improving students' speaking skills, especially for transactional and interpersonal text types can be done through strategies that encourage student curiosity and are interesting to implement. A role playing strategy is an alternative that is used in encouraging the process of speaking learning by emphasizing the process of speaking itself. In the application of this role playing strategy, between teachers and students or students with students can interact continuously in the learning process.

The researcher decided to use learning strategies in speaking activities by using Role Play Method at SMP SOMBA OPU Kabupaten Gowa . Therefore the researcher would like to take a research under the title : *“Using The Role Play to Improve Students’ Transactional and Interpersonal Speaking Skill” (A Classroom Action Research at the Seventh Grade Students’ of SMP SOMBA OPU Kabupaten Gowa).*

B. Research Problem

1. Can the Role Play Method improve students' transactional and interpersonal speaking Skill in terms of pronunciation at the Seventh Grade of SMP SOMBA OPU Kabupaten Gowa.
2. Can the Role Play Method improve students' transactional and interpersonal speaking Skill in terms of fluency at the Seventh Grade of SMP SOMBA OPU Kabupaten Gowa.

C. Objectives of the Research

1. To find out whether or not Role Play Method can improve students' transactional and interpersonal speaking skill in terms of Pronunciation at the Seventh Grade of SMP SOMBA OPU Kabupaten Gowa.
2. To find out whether or not Role Play Method can improve students' transactional and interpersonal speaking skill in terms of Fluency at the Seventh Grade of SMP SOMBA OPU Kabupaten Gowa.

D. Significances of the Research

The significance of the research theoretically to teach the children English conversation, role play can be used as a means of improving their ability in speaking. It is based on simple conversation/dialogues that will be played by the students through role play.

The significance of the research practically Role play can motivate the children to act every conversation/dialogues part by part and then they can understand what the

conversation is. We know that children like playing rather than studying, so to teach English conversation in my study, I used Role Play as teaching method because students could take the role of people based on the topic that was given.

E. Scope of the Research

The scope of this research is limited to the application of Role Play Method to improve students English Speaking Ability on both Pronunciation and Fluency on the student of SMP SOMBA OPU Kabupaten Gowa in Academic Year 2016/2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

There are two previous research related to this study. First research with the title Teaching Speaking Using Role Play to the Eight Grade Students of the MTs. Negeri Bonang Demak is done by Izzatun Nikmah (22042140), an IKIP PGRI' student of Language and Arts Education Faculty in 2007. The research is done with Eight grade students of MTs. Negeri Bonang, Demak and it get good result. The result of her study revealed that the post test score (7.45) is better than the pre-test score (462). The mean of the pre-test score was 11.16 while the mean of the post test score was 19.34. The difference between the two means was 8.70. The result of applying one sample t-test revealed that obtained value (15.26) is higher than the t-table value (2.02). So it means that there is significance difference in score of speaking test achieved by the students after they using Role Play. This result motivates me to do the research with the same method in order to improve students' speaking skill especially in transactional and interpersonal text. The differences between this research and my research will be in specification of the speaking, she did the research to know whether or not role play is effective to improve students' speaking skill whereas the writer will do the research to know whether or not role play is effective to improve students' speaking skill especially in transactional and interpersonal text. Beside that, this research is conduct with eighth grade of MTs. Negeri Bonang Demak, and the writer will do the research with eighth grade of MTs. Negeri Kendal.

Another research is The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009) conducted by Ratna Irtatik (3104062) an IAIN Walisongo student of Tarbiyah Faculty in 2009. This research was conducted with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in quantitative design. As same as the first research, this research got good result. There are improvements of mean of student's score, mean of the pre cycle test was (32.14), and in the first cycle students' mean of score was (32.14), and in the last cycle test, the mean of students' score was (79.21). There were improvements of students score after being taught by using role play. To reinforce the result of the effectiveness of role play, the writer will try to do another research related to them. The writer will do another research to teach speaking in transactional and interpersonal text through role play. This research will be true experimental research. The writer will conduct the research with 8th grade students of MTs. Negeri Kendal. So, the difference between this research and my research will be in research methodology, setting, and participants. In those two studies, my research will be further research of those studies in order to improve students' speaking skill.

B. The concept of Speaking

1. Definition of Speaking

Speaking is a process to convey and sharing ideas and feelings orally.

Speaking involved some skills such as accuracy, appropriateness, fluency and

vocabulary building. Speaking is important to an individual's living processes and experiences. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same in knowing a language since the speech is the most basic means of human communication.

According to Brown and Yule (Eresma,2012) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is form and meaning are dependent on the context in which it occurs, including the participants themselves , their collective experiences, the physical environment, and the purpose of a speaking. Speaking requires that learners not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language.

a) Speaking as Interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

b) Speaking as Performance

Speaking as performance refers to public speaking, it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

c) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. In speaking as transaction, the focus activity is group discussion. According to Killen (1998:26) that discussion is an orderly process of face to face group interaction in which people exchange ideas about an issues for the purpose of solving problem, answering the question, enhancing their knowledge or understanding, or making decisions.

Transactional Conversation

Whereas interactional language is language for maintaining social relationships, transactional conversation is message-oriented. "Transactional uses of language are those in which language is being used primarily for communicating information." (Richards, 1990 : 54). Accurate and coherent communication of the message, confirmation that it has been understood, explicitness and directness of meaning are essential. Transactional conversations are interactions which have an outcome, for example, buying

something in a shop, enrolling in a school. In such contexts the range of language used is relatively limited and therefore reasonably predictable because speaking happens in real time and is often characterised by unfinished utterances, reformulation, overlapping utterances, grammatically incorrect utterances. Participants must follow cultural conventions which include factors such as gesture, body language and facial expression. Decisions have to be made about the direction of the exchange and how to deal with unexpected difficulties. Speech events differ from each other according to characteristics such as the degree of distance, formality, spontaneity and reciprocity. For example, a job interview would be characterised by distance, formality, some reciprocity and relatively little spontaneity. At the other extreme, meeting someone informally for the first time is reciprocal and spontaneous. However, even those events which seem spontaneous can in fact be predictably organised and do incorporate set phrases. So, greetings, introductions and conclusions follow predictable lines. Students at this level need be made aware of conventions of transactional exchanges and introduced to the particular language which they might expect to hear and use.

Interpersonal Conversation

Interpersonal conversation established or maintained social relationships, such as personal interviews or casual conversation role plays (Eggins and Slade 1997). Interpersonal conversations are usually used to express : (Celce-Murcia et al.1995)

- a. Greeting and leavetaking
- b. Making introductions, identifying oneself
- c. Extending, accepting and declining invitations and offers
- d. Making and breaking engagement
- e. Expressing and acknowledging gratitude
- f. Complimenting and congratulating
- g. Reacting to the interlocutor's speech
- h. Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment.

This conversation can be done to fulfill the social interaction to the society like in socialization. The topic is free and people just produce the talk to involve in the community.

2. Elements of Speaking

As the other skills in English, in speaking, there are some specific elements that have strong correlation with the skill. According to Harmer (1992), aspect of speaking can be divided as follows:

- a. Accuracy

1) Pronunciation

According to Harmer (2001), pronunciation teaching does not only makes students aware of different sounds and sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make

student aware of using stress when speaking. Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent and inflection. Sometimes the listener does not understand what we talking about because lack in pronunciation. Pronunciation is the fact of manner of articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress use, which are the indicators of someone whether he has good pronunciation in language spoken. Furthermore pronunciation and stress are largely learned successfully by imitating and repetition. Often with reference some standard of contents or acceptability, the concepts of pronunciation may be said to include:

a. The Sound of Language

The sound of language may be well meaningless. If you said /t/ (the line shows that this is phonetic script) a few times, e.g. tu, tu, it will not be very much English. Neither will be sound /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

b. Stress

Native speakers of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and questions.

c. Intonation

Intonation is clearly important item, and component user of language recognize what meaning it has and can change the meaning of word they say through using it in different ways, when we taught English language, students need to use rhythms and stress correctly if they are to be understood.

b. Fluency

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years. Good speakers communicate and get their message across smoothly, even though they may make mistakes. Communication is the most important part of speaking and it is important to communicate your ideas as naturally as possible.

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

Thornbury (2005), Research into listener's perception suggests that pausing is one of the factors of fluency. Thornbury (2005) People can be said as fluent speakers if they fulfil the following features:

- a. Pauses may be long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

3. Techniques in Teaching Speaking

There are some techniques to teach speaking according to Nunan (2003):

(1) Information gap

Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the direction to a party and must give the information to a classmate.

(2) Jigsaw activities

Jigsaw activities are bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs.

For example, one student could have a timetable for train travel in Canada. Another could have a map of Canada. Without showing each other the visual information, they must speak English to plan a week trip.

(3) Role plays

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file a report. Role plays give learners practice speaking the target language before they must do so in a real environment.

(4) Simulations

Simulations are more elaborate than role plays. In a simulation, properties and documents provide a somewhat realistic environment for language practice. So for instance, in a language lesson about the grocery store, a teacher might bring in 'product' for the students to buy (a box of crackers, coffee, a jar of jam) and even play money for making their purchases. A check out counter would be set up for the students to practice transactional speaking with the cashier.

(5) Contact assignments

Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in target language. For example, at a grocery store, they would have to ask how soon a shipment of fresh fruit would be

delivered. You can also use contact assignments in foreign language contexts if there are tourists, exchange students, or international business persons for your students to talk to in the target language. In a train station or at ferry terminal, for example, students can interview tourists. Afterwards the students compile the results of the class survey and report what they learned. In designing a contact assignment, be sure the required information cannot be gotten by reading available written information. The point is to get the students to speak with people using the target language.

C. The concept of Role Play Method

In this study, the writer uses role play to encourage students to speak and also to build up their motivation in speaking. Holden (1981: 89) states that role play in English Foreign Language (EFL) is to simulate ‘real-life’ situation and to encourage meaningful communication in the classroom. It gives students the opportunity to draw together all the bits of language they have learnt and to practice it in the kind of situation they are likely to encounter outside the classroom.

1. Definition of Role Play

In defining role play, the writer views that role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. Ladousse (1995: 5) points out that when students assume a “Role”, they play a part (either their own or somebody else’s) in specific situation. “Play” means being on in a safe environment in which students are as an inventive and playful

as possible. Bailey and Nunan (2005:52) mention that a role play is a speaking activity in which the students take the part of other people and interact using the characteristics of those people (for instance, age, gender occupation, and so on). Moreover, they also explain that role play includes a particular communicative task, such as negotiating a purchase, solving a problem, making a reservation, getting information, and so on. In addition, Mustafa (2011: 71) highlights that role play is when students portray roles of particular type of people, for example, a principal, a teacher, a father a driver, or a customer.

Another definition stated by Murcia (2001: 107) on role play is particularly suitable for practicing the sociocultural variations in speech act, such as complimenting, complaining, and the like. Rebecca (2009, cited in Ardriyati, 2009:220) asserts that in most role-playing exercises, each student takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. Livingstone (1989) describes that role-plays provide students the specific information and the role to act. The students are required to act based on the roles given. They cannot add their own opinion or personal view to the roles. In conclusion, role-play is a possibly effective way to improve speaking proficiency of the students. The activity not only creates the opportunities for the students to communicate, but also establishes the collaborative learning atmosphere which encourages them to develop strategies to

overcome problems that occur when performing their role play. This directly prepares the students to face communication in real life.

2. Role Play Method Applied in Teaching Speaking

A teacher should create cooperative learning. It means that the teacher should share, encourage and accept the students. It will decrease their fear and embracement. In addition, it makes the students feel appreciated and valued, so they are free to show their ability. In teaching speaking, teachers need some creativity. Role play can be used to improve students speaking. Teachers use the role play, acting out, and discussion that enable students to listen and to speak and also to work together in the certain condition. River (1987: 10) says that there are some steps in doing Role Play:

- a. The learner is asked to take on a particular role and to imagine himself in that role in a particular situation.
- b. He has to converse with the teacher in a way that is appropriate to the role and the situation given.

According to Harmer (1983: 274), role play can be used to encourage general oral fluency, or to train students who are expected to be able to add their skill of speaking by doing role play. This is why the writer chooses Role Play to encourage students to speak English.

3. The Process of Role Play Method in the Classroom

Role Play can make the instruction more concrete. Heinich, Morlenda and Russel (1982: 21) explain as follows:

1. It supplies a concrete basis for conceptual thinking.
2. It has a high degree of interest for students. It can motivate the students and increase their interest to be involved in the teaching learning process activity and hence they gain the goal of learning.
3. It offers the reality of experience which stimulates self activity of the students.
4. It provides experience which is not easily secured by other materials. It gives strong and deep impression which lasts longer in the students' mind.

Mackey (1965: 266) states: Oral expression involves not only the use of right sounds in the right pattern of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. Students should speak with good pronunciation and intonation in order to make them clear when they communicate with each other. They have to choose the right words and put them into correct sentences. According to Nunan (1989:32), oral communication can be successful if it involves developing: the ability to articulate phonological features of the language; mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency; transactional and interpersonal skills; skills in talking short and long speaking turns; skills in the management of interaction; skills in negotiating meaning; conversational listening skills (successful conversation requires good listeners as well as good speakers); skills in knowing about and negotiating purposes for conversations; using appropriate conversational formulae and filters. According to Lubis (1988: 50), students are

given a chance to participate in Role Play. In this case teacher may make program short skits as follows:

- a. Use a dialogue or dialogues as a basis for a skit. Students read their role aloud two or three times then close their books and follow the pattern of the material by Role Play in their work.
- b. Think of a situation involving several people, a father, a mother, school principal, teacher, and teenager, for example. Teacher writes on the board a few lines then asks students to add several lines.
- c. Ask each student to think up his own situation involving several people. Students are asked to write situation on a paper after they choose one of the easiest situation the make to act out.

If the students feel that they are not ready for doing Role Play, teacher might find reading and enactment of plays in a suitable activity. There are some suggestions to help students in choosing and working with a given play.

- a) Select a short modern play, one that is simple comedy or family drama
- b) See that each student receives a copy of the play.
- c) Discuss the play in class.
- d) Seat the student in a circle.
- e) Do not ask the students to memorize the play.
- f) Encourage the students to speak their lines with feeling.

Role play is provided by teacher and given to the students theoretically and application. Students are expected to do it well based on the materials that have

been given by their teacher. They should develop the materials and improve them so that they can play it as someone else with different characters and place.

Students should speak based on the teacher's instruction; they should do what their teacher asks them to do in order to get good control and discipline. Harmer (1983: 201) as quoted by Tony Wright states: The teacher plays the role of controller when he is totally in charge of the class. He controls not only what the students do, but when they speak and what language they use. Clearly, the introduction of new language often involves the teacher in a controlling role, particularly at the accurate reproduction stage. We have suggested that session where the teacher indicates exactly what is to be said (or written) and who is going to say (or write) it.

When the students are ready to play the role, the teacher only asks them to do the first thing that they have to do and after that they should do the next. Students can stop the play after they finish doing the activity.

4. The Advantages of Using Role Play Method

Choosing role play as a teaching technique for students of junior high school is an alternative way to teach them English conversation. To teach the children English conversation, role play can be used as a means of improving their ability in speaking. It is based on simple conversation/dialogues that will be played by the students through role play. Role play can motivate the children to act every conversation/dialogues part by part and then they can understand what the

conversation is. We know that children like playing rather than studying, so to teach English conversation in my study, I used role play as teaching technique because students could take the role of people based on the topic that was given.

Using a role play is fun and motivates students to learn English conversation easily because they can play and study. According to Linse (2006:46-47) play is a vital and important aspect of a child's development and language is a part of that play. Children learn that word can be used as a form of entertainment. Children talk while they play either alone or with their friends. Paul (2003: 148) states that children are very sensitive. If we are bored, nervous, have inner doubts about the materials we are using, or do not respect and love children, this will all come across very clearly to most children. If, however, we are positive, feel comfortable with ourselves and with the children, and how exciting the world of English is, the children will sense this, too. Make them enjoy studying and practicing English conversation is the objective of role play in transactional and interpersonal conversation. In role play, students are pretending to be someone else or some different persons. They imagine roles in the class based on the topic which tells them how they feel.

Role play can bring situation from real life. According to Harmer (2007:25), role play simulates the real world in the same kind of way, but the students are given particular roles. They are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view. Using role play in transactional or interpersonal conversation will not make

the children getting bored. They can easily understand the meaning of the conversation by looking at the model first that was given in the front of the class and then acting in real role play. If someone in a role play cannot think of what to say, or if a discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of steam or if careful prompting can get it going again (Harmer, 2007:132).

D. The concept of Classroom Action Research

1. Definition of Action Research

The method used in this study is a qualitative method with classroom action research techniques (CAR). In classroom action research, the teacher can examine for himself or herself on the learning practices he / she performs in the classroom, through actions that are planned, implemented and evaluated. This is in accordance with the characteristics of classroom action research ie the existence of certain actions (actions) to improve teaching and learning in the classroom.

This is in line with Suyanto's opinion (Basrowi, 2008: 26) suggests that classroom action research is a reflective form of research by taking certain actions to improve and / or improve learning practices more professionally.

Stephen Corey (Yunus, 2009: 105) defines action research as a set that aims to improve and evaluate decisions and actions taken in the implementation of such actions.

Classroom action research is also described as a dynamic process in which the four aspects, namely planning, action, observation, and reflection must be understood not as statements solely resolved, but rather as spiral moments of planning, action, Observation and reflection. Kemiss & mcTaggart (Basrowi, 2008: 26). Priyono (Basrowi, 2008: 48) states that classroom action research is a strategy for teacher professional development because (a) assign teachers as researchers, not as passive informants, (b) assign teachers as agents of change, and (c) Teachers, students and other school leadership staff in building better school performance.

2. Aims of Classroom Action Research

The development of a teacher's professional expertise and judgment is very essential. Although many teachers are in broad agreement with this general aim, some are quite rightly concerned about what the exact aim of the action research is and how far involvement in action research activity will impinge upon their teaching and on their personal time. Here are three aims of action research.

The first is by Hopkins (1985:41) who writes: is to give the teachers an introduction to the variety of methods available to them as a means of extending their repertoire of professional behaviors and of encouraging flexibility in personal development. These are methods and approaches that teachers can put into use, which empower them, and make them increasingly competent and autonomous in professional judgment'.

The second is by Sukamto (2000:60) who writes: Action research is aimed at improving or increasing the practice of learning simultaneously, which is basically looking at the run of the mission of profession in education done by teachers. So action research is one of the strategies in improving the service in education that has to be held in context also in improving the quality of school; program as a whole in a moveable society.

The third is by Carr and Kemmis as quoted by Mc Niff (1992:2) who state: to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situations (and institution) in which these practice are carried out.

Based on the three explanations above, the writer can conclude that Action Research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in class.

3. Characteristics of Classroom Action Research

According to Priyono (2001:6), some characteristics of action research are:

- 1) On the job problem oriented. It means that the subject of action research study is the daily problems faced in everyday life. If a teacher carries out action research, the problems to be investigated are the teaching and learning problems as his main duty and responsibility.

- 2) Problem solving oriented. Unlike empirical studies, action research is always held with the main aim of solving certain problems.
- 3) Improvement oriented. Action research is always meant to make changes and improvement by making use of the element involved in the process of development.
- 4) Multiple data collection. To fulfill the principal of critical approaches several method of data collecting are used, like: observation, test, interview, questionnaire, etc.
- 5) Cyclic. Actions are implemented with certain order as planning, observing, action, and reflecting which shows critical and reflective thinking.
- 6) Participatory (collaborative). The researcher cooperates with other people. This way is used to heighten the validity of observation.

4. Steps in Doing Classroom Action Research

According to Hopkins (1993:48) there are several essential processes in doing action research which are needed (cyclical). Those are:

- 1) Planning After making sure about the problem of the research, researcher needs to make a preparation before doing an action research. The kind of preparation can be seen as follows:
 - a) The steps and the activities during the research.
 - b) Preparation for teaching facilities.
 - c) Preparation for data analysis during the research process.

- d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

2) Action research

Doing an action research is the main cycle of action research. These are followed by observation, interpretation and also the reflective activities. A researcher must be very careful in practicing the classroom research; he or she has to follow the procedure or action planning during the research.

3) Observation

In this step, a researcher has to observe all events or activities during the research. The observation can be classified into three categories: (a) teachers' talk (b) pupils' talk and (c) silence or confusion. Observation is a usual step when a researcher is observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners. (Classroom Action Research, PGSM team, (1999:39)

4) Reflection

A reflection is an effect to inspect what has or has not been done, what has or has not yet resulted after having an alternative action. The result is used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in

reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research (Hopkins, 1993: 48) After knowing the aims in conducting an action research, the teacher uses an action research when he or she finds some problems such as the students have not achieved the target he expected during the teaching learning process.

E. Conceptual Framework

The conceptual framework of this research is in the following diagram:

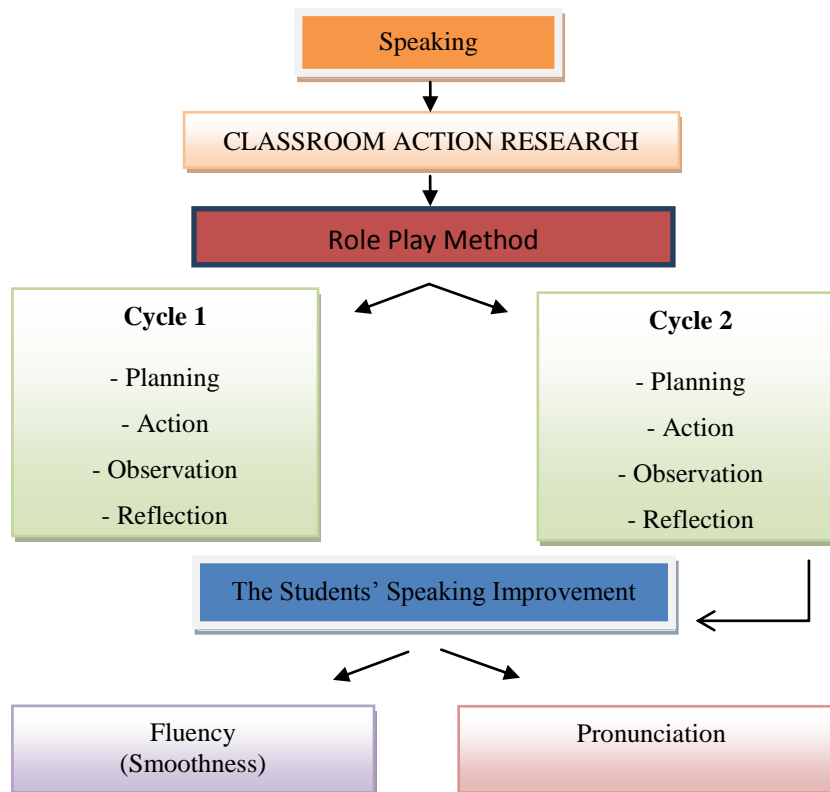


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used Classroom Action Research which was conducted through two cycles. Each cycle consisted of planning, action, observation, and reflection. This research had been held around two cycles. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continued and repaired from the first cycle. The second was continued and repaired from the first cycle.

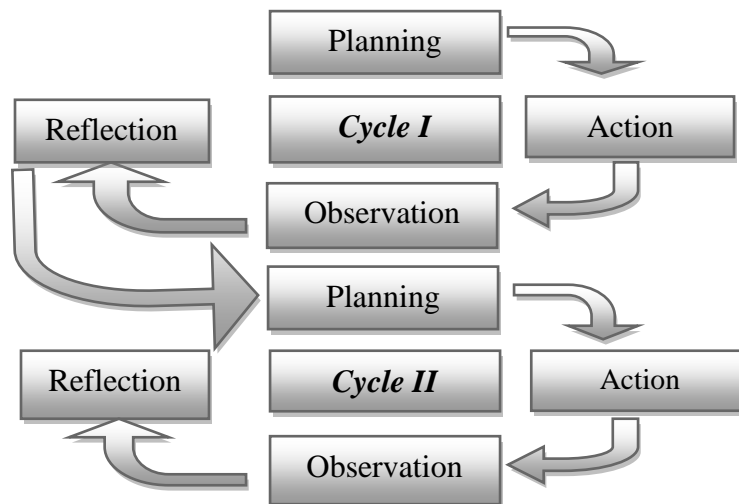


Figure 3.1. The scheme of Classroom Action Research

(Kemmis and Mc Taggart)

In the implementation Kemmis and Mc Taggart models combining both action and observation because in the implementation of the components of action

research can not be separated from the observations component. The research component of the Kemmish and Mc Tagart model is a cycle of action performed in one lesson.

B. Research Subject and Location

The subject of the research is Seventh Grade Students of SMP SOMBA OPU Kabupaten Gowa, 2016-2017 Academic Years. It is located on Jl. Sultan Hasanuddin no 24 Kabupaten Gowa.

C. Research Procedure

This study would be design by using a Classroom Action Research (CAR) in which the researcher will acts on the procedures of the study namely: planning, implementing the plan, observing the action, and reflection the result of the action. It use some instruments to collect datatabulate and put into percentage.

Cycle I

It the teaching and learning process and it conduct along for meetings and each meeting consist of 2x 45 minutes The research will be devided into two cycles, they are: cycle 1 and cycle 2 Each cycle consists of planning, action, observation and reflection. Here, each meeting recognize as for steps namely planning, action, observation and reflection.

1. Planning

Before conducting the teaching process, firstly the researcher prepare some things that consider important and useful for support teaching process. In this case, there are three things that researcher will prepare, they are:

- a. The researcher make a lesson plan
- b. The researcher prepare teaching material
- c. The researcher prepare instrument to research

2. Action

At the beginning of each meeting, before the teaching and learning process take place, the teacher first give apperception by greeting the students and giving a little bit warning up. It intend to make the students ready to learn and encourage them to join the teaching and learning process. After the apperception, the teacher begin to teach base on the procedure of Role Play method through the following ways:

- 1) The Teacher explain to the students about Role Play use in learning process.
- 2) Asking to the students to make small groups. Each group consists of 2-4 members
- 3) The teacher give material
- 4) Practice role play activity (pair work)

- 5) The Teacher asks the students to perform the dialogue in front of the class
- 6) Evaluate and give general

3. Observation

- a. identifying and making note all the problem that we need when teaching and learning process based on observation paper that have arrange.
- b. Give evaluation which is use as the result of the study to know how far they have improvement.

4. Reflection

After collecting the data, the researcher would evaluate the teaching learning process. Then, take reflection by seeing the result of the observation, whether the teaching learning process of improving the students' speaking ability through Role Play Method research success criteria base on the test result of the first action. If the first test result do not successful or do not meet the average. then will do a second test through cycle 2

Cycle II

The second cycle also consist of planning, action, observation and reflection as follow:

1. Planning

- a. continuing the activity in cycle I
- b. improving the weakness in cycle I

- c. Making planning against in the scenario of learning process from the result of cycle I reflection.

2. Action

In this stage, action will repeat activity at same in cycle 1, and also to improve the result bases on the cycle I reflection.

3. Observation

The observation still with the same as with the observation in cycle I, identify and give evaluation, identify, what we need in teaching and learning process and evaluate, to extent the student improve of the text.

4. Reflection

From the result of the research, the research could that teaching speaking ability through Role Play Method could improve the students' speaking ability

D. Research Instrument

Speaking Test

Speaking test aim to finding out the students' respond toward teaching learning through Role Play strategy. Related to variable above, the researcher also includes two indicators in this research are:

- 1) The students' speaking accuracy in English includes pronunciation.
- 2) The students' speaking fluency in English includes smoothness.

E. Data Collection

In this classroom action research, the technique of data collection in this research is speaking test:

Speaking accuracy focuses on pronunciation

a. Pronunciation

Classification	Score	Criteria
Excellent	96 – 100	They speak effectively and excellent of pronunciation
Very good	86 – 95	They speak effectively and very good of pronunciation
Good	76 – 85	They speak effectively and good of pronunciation
Fairly good	66 – 75	They speak sometimes hasty, but fairly good of pronunciation
Fair	56 – 65	They speak sometimes hasty, fair of pronunciation
Poor	36 – 55	They speak hasty and more sentences are not appropriate in pronunciation.

Very poor	0 – 35	They speak hasty and more sentences are not appropriate in pronunciation and little or no communication.
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(Layman in Akhmad Asyari 2011)

Speaking fluency focuses on smoothness

a. Smoothness

Classification	Score	Criteria
Excellent	96 – 100	Their speaking is very understandable and high of smoothness.
Very good	86 – 95	Their speaking is very understandable and very good of smoothness.
Good	76 – 85	They speak effectively and good of smoothness.
Fairly Good	66 – 75	They speak sometimes hasty but fairly good of smoothness
Fair	56 – 65	They speak sometimes hasty, fair of smoothness
Poor	36 – 55	They speak hasty and more sentences are not appropriate in smoothness
Very poor	0 – 35	They speak very hasty and more sentences are not appropriate in smoothness and little or no communication

(Layman in Akhmad Asyari 2011)

- b. To classify the students' score, there are seven classifications which would be used as follows:

96 – 100	as excellent
86 – 95	as very good
76 – 85	as good
66 – 75	as fairly good
56 – 65	as fairly
46 – 55	as poor
0 – 35	as very poor

(Direktorat Pendidikan in Akhmad Asyari 2011)

F. Data Analysis

The data which gets from the test will be analyzed through the following steps:

- a. To find out the mean score of the students' test, the researcher would use the formula:

$$X = \frac{\sum X}{N}$$

Where:

X = Mean Score

$\sum X$ = Total Scorer

N = the Number of Students

(Gay in Akhmad Asyari 2011)

- b. To classify the students' score, there are seven classifications which would be used as follows:

96 – 100	as excellent
86 – 95	as very good
76 – 85	as good
66 – 75	as fairly good
56 – 65	as fairly
46 – 55	as poor
0 – 35	as very poor

(Direktorat Pendidikan in Akhmad Asyari 2011)

- c. To calculate the percentage of the students' score, the formula which would be used as follows:

F

$$P = \frac{F}{N} \times 100$$

N

Notation: P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

(Sudjana in Akhmad Asyari 2011)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings and discussion of the research. The findings of the research present the students' improvement of speaking ability in terms of Pronunciation and Fluency through Role Play method.

A. Finding

The finding of this research deals with the answer of the research question which aimed to improve the students' speaking ability. The students speaking ability improved used Role Play method. It showed through the scores that students got from the test of Diagnostic (d-test), cycle I and cycle II test.

1. The Improvement of The Students' Speaking in terms of Pronuciation

This part relates to the students' speaking ability in terms of Pronunciation which was improved by using Role Play method. Role Play method the students' pronunciation could be seen from the students' score in d-test, cycle I and cycle II test that did through the research that held at the Eight grade of SMP Somba Opu Kab. Gowa The following table shows clearly the improvement of the students' pronunciation score:

Table 4.1. The Improvement of the Students' Speaking Score in Term of Pronunciation

No	Indicators	Mean Score			Improvement %		
		D-test	Cycle I	Cycle II	DT-CI	DT-CII	CI-CII
1	Pronunciation	52.62	64.55	79.10	11.93%	26.48%	14.55%

Table 4.1 above shows the students' improvement of speaking ability in terms of accuracy deals with pronunciation through Role Play method. The students' mean score in d-test was 52.62 that was before the Role Play method applied. In the second test that was in cycle I, Role Play method was the first time implemented, the students' mean score improved. It was 64.55 which was greater than the d-test score. However, it was not significant from the target expected based on the criteria of minimum completeness (KKM) of English subject. The KKM of English subject in SMP Somba Opu Kab.Gowa is 75. So that, the researcher conducted cycle II in this research. The students' mean score in cycle II was 79.10. It was well enough from the target expected.

The students' improvement score among d-test to cycle II test was the greatest than d-test and to cycle I. The students' improvement mean score from d-test to cycle I was 11.93% whereas d-test to cycle II was 26.48% as well as cycle I to cycle II score improved 14.55%. It indicated that the students speaking in term of pronunciation was improved by implementing Role Play method. The following table shows specifically the students' improvement score through the three tests:

Table 4.2. The Classification of the Students' Score in Pronunciation

No	Classification	Scores	The Students' Score in Pronunciation					
			D-TEST		CYCLE I		CYCLE II	
			F	%	F	%	F	%
1	Excellent	96-100	0	0	0	0	0	0
2	Very good	86-95	0	0	0	0	4	13.79%
3	Good	76-85	0	0	0	0	11	37.94%
4	Fairly good	66-75	0	0	6	20.68%	14	48.27%
5	Fairly	56-65	8	27.58%	20	68.96%	0	0
6	Poor	36-55	21	72.41%	3	10.34%	0	0
7	Very poor	0-35	0	0	0	0	0	0
Total			29	100%	29	100%	29	100%

Table 4.2 above shows the classification of the students' score in pronunciation. In the classification score of d-test, the students were only got "Poor" and "Fairly" scores. 21 or 72.41% students got "Poor" scores, 8 or 27.58% students got "Fairly" scores. In cycle I, there were students got "Poor" scores. There were 3 or 10.34% students got the scores the "Poor" and the rest still got "Fairly" and "Fairly good" scores. There were 20 or 68.96% got "Fairly" scores and 6 or 20.68% who got "Fairly good" scores. While in cycle II, there were 4 or 13.79% students got "Very Good" score, 11 or 37.94% got "Good" score and 14 or 48.27% who got "Fairly good" score.

From the result, it can be concluded that the students' achievement in speaking accuracy in term of pronunciation from d-test to cycle II ranged from "Poor" to "Very good" score. The students' score classification in cycle II was the

best than cycle I and d-test score. It could be seen that there were not students' who got "Very good" score in cycle I and d-test tests whereas there were students who got the "Very good" score in cycle II.

2. The Improvement of the Students' Speaking in terms of Fluency

This part deals with the students' achievement in speaking ability in term of fluency by using Role Play method. This achievement got through the d-test, cycle I and cycle II test while the research held. The following table below shows the students' score from the d-test, cycle I and cycle II test at the seventh grade SMP Somba Opu Kab. Gowa

Table 4.3. The Improvement of the Students' Fluency in Speaking

No	Indicators	Mean Score			Improvement		
		D- TEST	CYCLE I	CYCLE II	DT-CI	DT-CII	CI-CII
1	Fluency	51.54	60.86	80.13	9.32%	28.59%	19.27%

Based on the table 4.3 above, it can be seen the students' improvement scores of speaking in term of fluency through Role Play method. The students' mean score in d-test were 51.54 which was classified into "Poor" score and the mean score in cycle I was 60.86 that was classified into "Fairly" score. The students' mean score in cycle I was greater than the students' mean score in d-test. While in cycle II, the students' mean score was 80.13 that was classified into

“Good” score. That was the greatest mean score than d-test and cycle I mean score.

The classification of the students’ score in fluency through Role Play method in d-test, cycle I and cycle II tests can be seen form the table 4.4 below:

Table 4.4. The Classification of the Students’ Score in Fluency of Speaking

No	Classification	Score	The Students’ Score in Fluency					
			D-TEST		CYCLE I		CYCLE II	
			F	%	F	%	F	%
1	Excellent	96-100	0	0	0	0	0	0
2	Very good	86-95	0	0	0	0	4	13.80%
3	Good	76-85	0	0	0	0	12	41.37%
4	Fairly good	66-75	0	0	5	27.58%	13	44.83%
5	Fairly	56-65	7	10.34%	16	55.17%	0	0
6	Poor	36-55	19	65.51%	8	27.58%	0	0
7	Very poor	0-35	3	10.34%	0	0	0	0
Total			29	100%	29	100%	29	100%

Table 4.4 above shows the classification of the students’ score in fluency. In the classification score of d-test, the students were only got “Very Poor”, “Poor” and “Fairly” scores. 3 or 10.34%students got “Very Poor” scores, 19 or 65.51% students got “Poor” scores. 7 or 24.13%students got “Fairly” scores. In cycle I, there were students got “Fairly Good” scores. There were 5 or 17.24% students got the “Fairly Good” scores and the rest still got “Poor” and “Fairly” scores. There were 8 or 27.58% got “Poor” scores and 16 or 55.17% who got “Fairly” scores. While in cycle II, there were 4 or 13.80% students got “Very good” score, 12 or 41.37% got “Good” score and `13 or 44.82% who got “Fairly

good” score. From the result, it can be concluded that the students’ achievement in speaking accuracy in term of pronunciation from d-test to cycle II ranged from “Very Poor” to “Very good” score. The students’ score classification in cycle II was better than cycle I and d-test score. It could be seen that there were not students’ who got “Very good” score in cycle I and d-test tests whereas there were students who got the “Very good” score in cycle II.

The Improvement of the Students’ Speaking Ability

This part contains the students’ improvement of speaking ability both of accuracy deals with pronunciation and fluency through Role Play method at the seventh grade students of SMP Somba Opu Kab. Gowa. The students’ score that students achieved form the d-test to cycle I and cycle II tests can be seen from the table below:

Table 4.5. The Improvement of the Students’ Speaking Ability

N o	Indicators	The Students’ Speaking Ability			Improvement (%)		
		D- TEST	CYC LE I	CYC LE II	DT- CI	DT- CII	CI- CII
1	PRONUNCIATION	52.62	64.55	79.10	11.93 %	26.48 %	14.55 %
2	FLUENCY	51.54	60.86	80.13	9.32 %	28.59 %	19.27 %
	MEAN SCORE	52.08	62.70	79.61	10.62 %	27.53 %	16.91 %

Table 4.5 above shows the students' speaking ability in terms of accuracy deals with pronunciation and fluency before the implementation Role Play method. It was in d-test assessment that the students got the mean score 52.08. In cycle I test, the students got mean score 62.70, it was after implemented Role Play method. The students' mean score was greater than d-test mean score. As well as in cycle II, the students got mean score 79.61. It was the greatest mean score than both d-test and cycle I test mean score. It indicated that the students' speaking ability in terms of pronunciation and fluency was improved by Role Play method. The following figure below is to see clearly the students' speaking ability improvement:

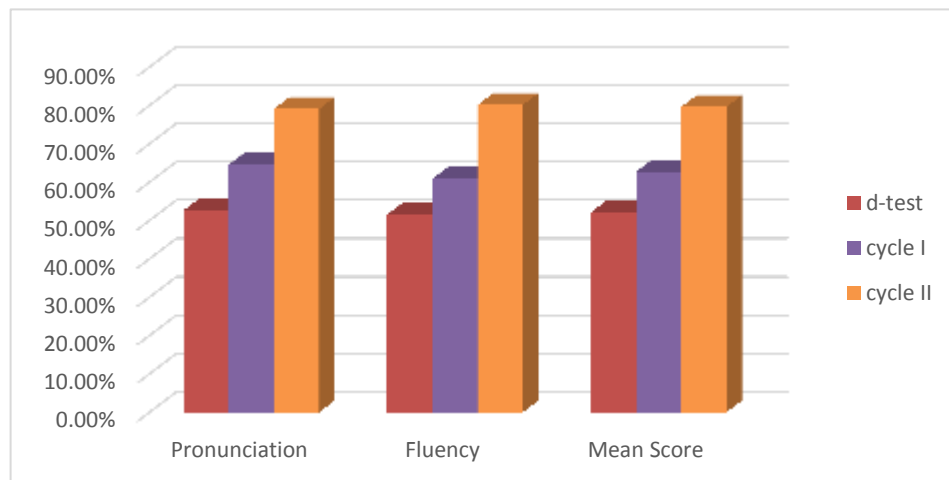


Figure 4.1. The Tabulation of the Students' Score Improvement of Speaking

Figure 4.1 indicates that the students got improvement of their speaking ability in terms of pronunciation and fluency from d-test to cycle and cycle II test.

The students' score in d-test to cycle I improved 10.62%, the improvement score from d-test to cycle II was 27.53% and the improvement score from cycle I to cycle II test was 16.91%. It indicated that Role Play method. was be able to improve the students' speaking ability in terms of pronunciation and fluency.

B. Discussion

The discussion part deals with the interpretation of findings that focus on the students' speaking ability in terms of pronunciation and fluency.

1. The improvement of the Students' Pronunciation in Speaking

Based on the result presented on findings, it can be seen that the students' could achieve fair and fairly good classification in d-test. Therefore, the researcher conducted cycle I applied Role Play method. During the learning process in cycle I, the researcher found that the students were still difficult to pronounce the words in appropriate way.

Harmer (2001), pronunciation teaching does not only makes students aware of different sounds and sound features, but also can improve their speaking immeasurably such as concentrating on sounds and make student aware of using stress when speaking. Pronunciation is an act or result producing the sound of speech including articulation, vowel formation, accent and inflection. Sometimes the listener does not understand what we talking about because lack in pronunciation. Pronunciation is the fact of manner of articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress use, which

are the indicators of someone whether he has good pronunciation in language spoken.

Based on according to expert above, the researcher rearrange one more cycle that is cycle II and modify the ways in teaching by using Role Play method. In this cycle II, the researcher still taught using Role Play method with different topic. The topic was about a familiar topic which was related to the students' daily life activity. This was done to make the students more interesting so that the students can work in their group. Practicing and performing their own dialogue topic by speaking up with an appropriate pronunciation and fluency. Teaching activity in cycle II was four meetings. After doing that kind of activity, the researcher conducted a test again –cycle II test – and found Role Play method could improve the students' speaking ability at the seventh grade students of SMP Somba Opu Kab. Gowa.

The students' speaking achievement in term of pronunciation in d-test and cycle I was lower than the students' achievement in cycle II. The students' pronunciation was still influenced by mother tongue and sometimes use words sounds of words such as word sky pronounces /skaɪ/ they pronounced /ski:/, should pronounces /ʃʊd/ they pronounced /soul/. The researcher found in cycle II, the students' got different result in cycle I. The students' pronunciation in cycle II was well enough than cycle I. The students were able to pronounce the words as its pronunciation.

Finally, The students score increased and reach KKM. This also shows that the use Role Play Method to improve the students' Pronunciation in Speaking was successful. The research could get the target score higher than 75.

2. The improvement of the Students' Fluency in Speaking

The students' speaking in term of fluency was still low. The students were still difficult to speak fluently and confidently either in their seat or in front of the class. The students were shy and afraid to make mistake when they spoke English in d-test. In order to overcome this problem, the researcher conducted cycle I, teaching used Role Play method, but during the learning process in cycle I, the students could not still speak in appropriate fluency and confidence. So that in the end of the cycle I, when the researcher evaluated the learning, the researcher also gave the students' motivation so that they could speak English fluently and confidently.

Pollard (2008) Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease.

However, there were the improvement of the students' achievement in speaking fluency between d-test and cycle I test. The students' mean score in d-

test was 51.54 and cycle I was 60.86. There was 9.32% the students' speaking ability in term of fluency from d-test to cycle I. Since the students were still shy and afraid of making mistake to speak English in cycle I, the researcher conducted cycle II. The result of cycle II was most students were no more shy and afraid of making mistake when they asked to practice their dialogue either in their group or in front of the class. As well as the students' mean score in cycle II improved. It was 79.82 which was higher than students' mean score in cycle I. The improvement of the students' mean score from d-test to cycle II was 28.28% and the improvement from cycle I to cycle II was 18.96%. From the result, it indicated that Role Play method could improve the students' speaking ability in term of fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, the following conclusions are presented:

1. The use of Role Play method can improve students' Transactional and Interpersonal speaking skill in terms of Pronunciation in cycle I the students' still difficult to pronounce the words in appropriate way. So the score in cycle I is 64.55% this is make the researcher decided to continues in cycle II. In the cycle II researcher back to explained about the material more clearly. So that in cycle II successfully and reach the minimum standard of English subject (75) with the score in cycle II is 79.10% at the Seventh Grade SMP Somba Opu Kabupaten Gowa. So can be said the student progress on cycle 1 is lower than cycle 2.
2. The use of Role Play Method can improve students' Transactional and Interpersonal speaking skill in terms of Fluency This is evidenced, because in cycle I the students' still difficult to speak fluently and confidently either in their seat or in front of the class so the score in cycle I is 60.86% this is make the researcher decided to continues in cycle II. In the cycle II researcher back to explained about the material more clearly. So that in cycle II successfully and reach the minimum standard of English subject (75) with the score in cycle II is 80.13% at the Seventh Grade of SMP Somba Opu Kabupaten Gowa, so can be said the student progress on cycle 1 is lower than cycle 2

B. Suggestion

In the relation to the students' speaking ability in terms of pronunciation and fluency, the researcher would like to give some suggestion to English teachers and the next researchers as follows:

1. For the English teacher at the Class VII A
 - a. Role Play Method can improve the students' speaking ability in terms of pronunciation and fluency at the Seventh Grade Students of SMP Somba Opu Kab. Gowa, so that it is suggested to be applied in teaching English in order
 - b. To improve the students' speaking ability in terms of pronunciation and fluency
 - c. The teachers should be creative in teaching English speaking because it is need various techniques in improving it.
2. For the next researcher

To improve the students' speaking ability, there are many things that should pay attention for, but in this research the researcher only focused on improving the students' speaking ability in terms of pronunciation and fluency. So that for next researcher, they take opportunity to use this Role Play Method in improving students' speaking ability in another terms like vocabulary.

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A P P E N D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP SOMBA OPU
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain.
Jenis teks	: <i>Transactional / Interpersonal</i>
Tema	: <i>Hello, how are you</i>
Aspek/Skill	: Berbicara
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

Di unit ini, Anda akan belajar bagaimana caranya:

- menanggapi dialog transaksional dan interpersonal tentang salam dan ucapan perpisahan
- menghasilkan dialog transaksional dan interpersonal tentang salam dan ucapan perpisahan

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthiness*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)
 Berani (*courage*)

2. Materi Pembelajaran

- Greetings and Partings (Salam dan Ucapan Perpisahan)

3. Metode Pembelajaran: Role Play

4. Langkah-langkah Kegiatan

Pertemuan Pertama Dan Kedua :

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab keadaan siswa
- Absensi

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan guru dalam materi greeting and introducing dan mengaplikasikannya secara lisan
- ☞ Melakukan dialog secara berpasangan
- ☞ Melakukan tanya jawab dalam materi greeting and introducing
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di kelas

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik berbicara yang beragam melalui tugas-tugas tertentu yang bermakna;

- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

1. Buku teks
2. *Script* percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: 1. Menyapa yang belum/sudah dikenal 2. Memperkenalkan diri sendiri/orang lain.	Unjuk kerja unjuk kerja	Speaking test Bermain peran	<i>1. Perform the dialogue in front of the class!</i>

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 30

$$\text{Nilai Siswa} = \frac{\text{skor maksimal}}{10} \times 4$$

b. Rubrik Penilaian

Element	Score
Pronunciation	10
Grammar	10
Smoothness	10

Excellent	9.6 - 10
Very good	8.6 – 9.5

Standard of Pronunciation:

Standard of Smoothness:

Excellent	9.6 - 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Standard of Grammar:

Excellent	9.6 – 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Mengetahui;

Kepala Sekolah

.....,20.....

Guru Mapel Bahasa Inggris,

(.....)

NIP /NIK :

(.....)

NIP /NIK :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 1.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: memperkenalkan diri sendiri dan orang lain

Jenis teks : *Transactional / Interpersonal*

Tema : Introducing Oneself and Others

Aspek/Skill : Berbicara

Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

Di unit ini, Anda akan belajar bagaimana caranya:

- menanggapi dialog transaksional dan interpersonal tentang memperkenalkan diri sendiri dan orang lain
- mempraktekkan dialog transaksional dan interpersonal tentang memperkenalkan diri sendiri dan orang lain

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)

2. Materi Pembelajaran

- Introducing Oneself and Others (Memperkenalkan diri sendiri dan orang lain)

3. Metode Pembelajaran: Role Play

4. Langkah-langkah Kegiatan

Pertemuan Pertama Dan Kedua :

b.Kegiatan Pendahuluan

Apersepsi :

- Absensi
- Tanya jawab nama-nama siswa

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b.Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan guru dalam materi greeting and introducing dan mengaplikasikannya secara lisan
- ☞ Melakukan dialog secara berpasangan
- ☞ Melakukan tanya jawab dalam materi memperkenalkan diri sendiri dan orang lain
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di kelas

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik berbicara yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan

- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan, secara kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik

tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

1. Buku teks
2. *Script* percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Mengungkapkan berbagai tindak tutur: 3. Menyapa yang belum/sudah dikenal 4. Memperkenalkan diri sendiri/orang lain.	Unjuk kerja unjuk kerja	Speaking test Bermain peran	<i>1. Perform the dialogue in front of the class!</i>

c. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 30

Nilai Siswa = $\frac{\text{skor maksimal}}{10} \times 4$

d. Rubrik Penilaian

Element	Score
Pronunciation	10
Grammar	10
Smoothness	10

Excellent	9.6 – 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5

Standard of Pronunciation:

Standard of Smoothness:

Poor	0.0 – 5.5
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Excellent	9.6 - 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Standard of Grammar:

Excellent	9.6 - 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Mengetahui;

Kepala Sekolah

.....,20.....

Guru Mapel Bahasa Inggris,

(.....)

NIP /NIK :

(.....)

NIP /NIK :

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP SOMBA OPU

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Jenis teks : transaksional dan interpersonal

Tema : *Introductory Chapter* dan *Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Menyampaikan dan menanyakan informasi tentang letak kota, jam, nama depan, nama belakang, usia, tanggal kelahiran, keluarga, dan hadiah yang disukai
- b. Mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)
 Berani (*courage*)

Ketulusan (*Honesty*)**2. Materi Pembelajaran**

- Asking and Giving Information
- Expressing Gratitude (mengungkapkan terima kasih)
- Expressing Apology (meminta maaf)
- Expressing Politeness (Mengungkapkan kesopanan)

3. Metode Pembelajaran:

Role Play

4. Langkah-langkah Kegiatan**Pertemuan pertama dan kedua.****a. Kegiatan Pendahuluan**

Apersepsi :

- Tanya jawab tentang letak kota-kota di Indonesia
- Tanya jawab tentang keluarga siswa

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan:
- b. *Script* percakapan dan/atau rekaman percakapan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Bertanya dan menjawab tentang : <ol style="list-style-type: none"> Meminta dan memberi informasi Mengucapkan terima kasih Meminta maaf Mengungkapkan dan merespons kesantunan 	Unjuk Kerja Unjuk Kerja Unjuk Kerja Tes Praktik	Bermain peran Speaking test	<i>1. Perform the dialogue in front of the class!</i>

e. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 30

Nilai Siswa = $\frac{\text{skor maksimal}}{10} \times 4$

10

f. Rubrik Penilaian

Element	Score
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Pronunciation	10
Grammar	10
Smoothness	10

Standard of Pronunciation:

Excellent	9.6 - 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Standard of Smoothness:

Excellent	9.6 - 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Standard of Grammar:

Excellent	9.6 – 10
Very good	8.6 – 9.5
Good	7.6 – 8.5
Fairly good	5.6 – 7.5
Poor	0.0 – 5.5

Mengetahui;
Kepala Sekolah

.....,**20.....**
Guru Mapel Bahasa Inggris,

(.....)
NIP /NIK :

(.....)
NIP /NIK :

MATERI

➤ Greetings and Partings (Salam dan Ucapan Perpisahan)

Greeting

- Hello/Hi! (*Halo/Hai!*)
- Good morning. (*Selamat pagi*)
- Good afternoon. (*Selamat siang*)
- Good evening. (*Selamat sore*)
- Good night. (*Selamat malam*)
- Hello, how are you? (*Halo apa kabarmu?*)
- How are you doing? (*Apa kabarmu?*)
- How do you do? (*Kalimat sapaan jika kita belum pernah bertemu dengan orang itu sebelumnya*)
- Nice to meet you. (*Senang bertemu denganmu*)
- What's up? (*Apa kabar?*)
- What's news? (*Apa yang baru?*)
- How's everything? (*Bagaimana semuanya?*)
- How's it going? (*Bagaimana sekarang?*)
- How's business? (*Bagaimana bisnis?*)
- Good to see you. (*Senang bertemu kamu*)

Responses

- Hello/Hi! (*Halo/Hi!*)
- Good morning. (*Selamat pagi*)
- Good afternoon (*Selamat siang*)
- Good evening. (*Selamat sore*)
- I'm fine thank you. (*Aku baik baik saja, terima kasih*)
- I'm very well, thank you. (*Aku baik baik saja, terima kasih*)
- How do you do. (*Kalimat sapaan jika kita belum pernah bertemu dengan orang itu sebelumnya*)
- Just fine, thanks. (*Baik-baik aja, terima kasih*)
- Great, thanks. (*Luar biasa, terima kasih*)
- Pretty well. What about you? (*Sangat baik, bagaimana denganmu?*)
- Good to see you too. (*Senang bertemu denganmu juga*)

Parting

- Bye-bye (*selamat tinggal/selamat jalan*)
- Good bye (*selamat tinggal*)
- Good night (*selamat malam*)
- See you later (*sampai berjumpa lagi*)
- See you again (*sampai jumpa lagi*)
- See you on Monday (*sampai jumpa hari senin*)
- See you tomorrow (*sampai jumpa besok*)
- I am glad to see you (*saya senang berjumpa dengan anda*)
- I am happy to see you (*saya senang bertemu dengan anda*)
- Nice to meet you (*senang berjumpa dengan anda*)

Contoh Dialog Leave Taking 1:

Ardi : Hello Dika. Good afternoon. (*Halo Dika. Selamat siang*)

Dika : Good afternoon Ardi. Where are you going? (*Selamat siang Ardi. Kamu mau kemana?*)
 Ardi : I'm going to the bookstore. Would you like to accompany me? (*Aku mau pergi ke toko buku. Maukah kamu menemaniku?*)
 Dika : No, Sorry. I have to go home right now. (*Tidak, Maaf aku harus pulang ke rumah sekarang juga*)
 Ardi : Oh, okay. Good bye. (*Oh, baiklah. Selamat tinggal*)
 Dika : Good bye Ardi. (*Selamat tinggal Ardi*)

Contoh Dialog Leave Taking 2:

Sandi : Hi Titin, good morning. (*Hai Titin, selamat pagi*)
 Titin : Good morning Sandi, will you come to the swimming pool after school? (*Selamat pagi Sandi, apakah kamu akan datang ke kolam renang setelah jam sekolah?*)
 Sandi : Yes I will. How about you? (*Ya aku akan. Bagaimana denganmu?*)
 Titin : I'll come with you. (*Aku akan datang bersamamu*)
 Sandi : Okay then. I'll call you when the class is over. (*Baiklah, aku akan menelponmu setelah kelas berakhir*)
 Titin : Good, See you later. (*Bagus, Sampai jumpa nanti*)
 Sandi : See you. (*Sampai jumpa*)

Contoh Dialog Leave Taking 3:

**In the airport* (*di bandara*)*
 Hana : Vika? Is that you? (*Vika? Apakah itu kamu?*)
 Vika : Yes I am. You was my classmate Hana in highschool right? Long time no see, how are you? (*Iya ini aku. Kamu teman sekolahku dulu saat SMA kan? Lama tidak berjumpa. Apa kabarmu?*)
 Hana : I'm fine thank you. Where are you going Vika? (*Aku baik-baik saja, terimakasih. Kamu mau pergi kemana Vika?*)
 Vika : I'm traveling to South Korea for vacation. (*Aku akan pergi ke Korea Selatan untuk berlibur*)
 Hana : Wow, that's awesome. How long you been there? (*Wow, itu luar biasa. Berapa lama kau berada disana?*)
 Vika : Only one week. And how about you? Where are you going? (*Hanya seminggu dan bagaimana denganmu? Kemana kamu akan pergi?*)
 Hana : I'm going to see my mother in Yogyakarta. (*Aku akan menemui Ibuku di Yogyakarta*)
 Vika : Please send my best regards to your mother. (*Tolong sampaikan salamku untuk Ibumu*)
 Hana : Sure. (*Tentu saja*)
 Vika : I think it is a call for my departure. I will get in first and please keep in touch. (*Sepertinya itu panggilan untuk keberangkatanku. Aku akan masuk duluan ya, dan tolong untuk tetap terhubung*)
 Hana : Of course Vika, please take care. (*Tentu saja Vika, hati hati ya*)
 Vika : Yes, you too. (*Iya, kamu juga*)

➤ Introducing Oneself and Others (Memperkenalkan diri sendiri dan orang lain) **Introducing Oneself**

- My name is Chika (*Nama saya Chika*)

- My full name is Chika Andini (*Nama lengkap saya Chika Andini*)
- My nick name is Chika (*Nama panggilan saya adalah Chika*)
- Hi, I am Chika (*Hai, saya Chika*)
- Hello, my name is Chika (*Halo, nama saya Chika*)
- Good morning. My name is Chika (*Selamat pagi. Nama saya Chika*)
- May I introduce myself? My name is Chika (*Bolehkah saya memperkenalkan diri? Nama saya Chika*)
- Let me introduce myself. My name is Chika. (*Ijinkan saya memperkenalkan diri. Nama saya Chika*)
- First of all, I would like to introduce myself. My name is Chika (*Sebelumnya, saya ingin memperkenalkan diri dulu. Nama saya Chika*)
- How do you do? My name is Chika (*How do you do?. Nama saya Chika*)

Responses

- Hi, I'm Andika. Glad to meet you. (*Hai, saya Andika. Senang bertemu dengan anda*)
- Hello, My name is Andika Pleased to meet you (*Halo, nama saya Andika. Senang bertemu dengan anda*)
- Good morning. I am Andika How do you do?. (*Selamat pagi. Nama saya Andika. How do you do?*)
- How do you do? My name is Andika. Nice to meet you (*How do you do?. Nama saya Andika. Senang bertemu dengan anda*)

Introducing Others

- Do you know Chika? (*Apakah anda tahu Chika?*)
- Have you met Chika? (*Pernahkah anda bertemu Chika?*)
- This is a friend of mine, Andika. (*Ini teman saya, Andika*)
- Chika, this is Andika, my friend. (*Chika, ini Andika, teman saya*)
- May I introduce my friend? (*Bolehkan saya memperkenalkan teman saya?*)
- Please allow me to introduce our new Administration Manager. (*Ijinkan saya untuk memperkenalkan manajer administrasi kita yang baru*)
- Let me introduce you to Mrs. Lina our new Marketing Manager. Mrs. Lina. this is Mr. Lutfi from Java Plantation Company. (*Ijinkan saya untuk memperkenalkan anda kepada Ibu Lina, Manajer Marketing baru kita. Ibu Lina, Ini adalah Bapak Lutfi dari perusahaan Java Plantation*).

Responses

- No, I don't think so. (*Sepertinya tidak*)
- No, I haven't. (*Tidak, aku belum pernah*)
- Hi, glad to meet you. I am Andika. (*Hai, senang bertemu dengan anda. Saya Andika*)
- Hello, Okki. Pleased to meet you. (*Halo Andika. Senang bertemu denganmu*)
- I am glad to know you (*Saya senang bisa mengenal anda*)
- It is nice to see you. (*Senang bisa melihat anda*)
- How do you do? (*Ungkapan saat baru bertemu pertama kalinya*)

- How do you do? It is very nice to meet you. (*How do you do? senang sekali bisa bertemu dengan anda*)

Contoh Dialog Introducing Oneself

Gilang : Excuse me. I don't think we have met, I'm Gilang. (*Permisi, sepertinya kita belum pernah bertemu, saya Gilang*)

Nando : Hello. I'm Nando. I am your new neighbor. (*Halo, Saya Nanda. Saya tetangga barumu*)

Gilang : Oh really?. You move to the house next to me, aren't you? (*Oh benarkah? Kamu pindah ke rumah disebelah saya kan?*)

Nando : Yes it is. Please come to my house this afternoon. I baked some cookies. (*Iya. Tolong datang sore ini ke rumah saya. Saya sudah memanggang kue kering*)

Gilang : Sure! Thanks. Nice to know you Nando. (*Tentu saja! Terima Kasih. Senang bisa mengenalmu Nando*)

Nando : Nice to know you too Gilang. (*Senang bisa mengenalmu juga Gilang*)

Contoh Dialog Introducing Others

Silvia : That's Deri. Do you know him? (*Itu Deri. Apakah kamu mengenalnya?*)

Pipit : No, I don't. (*Tidak, aku tidak mengenalnya*)

Silvia : Hello, Deri. How are you? (*Halo Deri. Apa kabar?*)

Deri : Hello, Silvia. I'm fine thanks. (*Hai Silvia, aku baik baik saja terima kasih*)

Silvia : Deri, this is a friend of mine, Pipit Nurlaila. (*Deri ini temanku, Pipit Nurlaila*)

Deri : Hello Pipit. Pleased to meet you. (*Halo Pipit, senang bertemu denganmu*)

Pipit : Hi Deri, Pleased to meet you too. (*Hai Deri, senang bertemu denganmu juga*)

➤ Expressing Gratitude (Mengungkapkan rasa terima kasih)

Sewaktu kita kecil dulu pasti kita selalu diajarkan untuk berterimakasih kepada orang lain jika mereka memberikan sesuatu kepada kita atau kita menerima bantuan dari mereka. Kalian mengucapkan Thank you (terima kasih) kepada seseorang karena kalian merasa orang tersebut telah membantu atau telah menolong kalian. Sedangkan orang tersebut yang menerima ucapan terima kasih itu tentu akan merasa senang karena ternyata apa yang dia lakukan berguna dan berarti untuk orang lain. Maka berterimakasih itu merupakan adab yang perlu kita teladani di kehidupan sehari-hari.

Maka kita dapat menyimpulkan bahwa expressing gratitude adalah ungkapan terimakasih kepada seseorang yang telah memberikan sesuatu atau membantu kita dalam masalah.

Apa saja kalimat yang menunjukkan gratitude?

- Thank you/Thanks (*terima kasih*)
- Thank you very much (*terima kasih banyak*)
- Thanks a lot (*terima kasih banyak*)
- I am grateful for...? (*aku berterima kasih untuk...*)
- I want to thank you for you to help me (*aku ingin berterimakasih kau mau menolongku*)
- I really appreciate your kindness (*aku sangat menghargai kebaikanmu*)
- You have been really helpful for me (*kamu sudah sangat membantu untukku*)
- I just can't thank you enough (*seberapa banyak kata terimakasih pun takkan cukup*)
- It means a lot for me (*ini berharga sangat banyak untukku*)

- I can't repay you for what you've done (*aku tidak bisa membayarmu untuk apa yang sudah kamu lakukan*)

Response

- My pleasure. (*dengan senang hati*)
- You're welcome. (*sama-sama*)
- No problem (*tidak apa apa*)
- I'm glad that i can help you. (*aku senang bisa membantumu*)
- Don't mention it (*tidak masalah*)
- Forget it. (*lupakanlah*)
- That's what friends are. (*itulah arti teman*)
- It's all right. (*baiklah*)
- It's nothing. (*tidak apa-apa*)
- That's okay. (*ok*)

Berikut ini adalah beberapa contoh dialog yang menunjukkan expressing gratitude

Dialogue I

Bagus : Arif, I gotta go now.

Arif : But the party's just started, Bagus.

Bagus : I know. But I have to get up very early tomorrow. Thanks a lot for this amazing party.

Arif : You're welcome. I may throw another one next week.

Bagus : That would be great. Your parties are famous all around the campus.

Arif : Make sure you are free next Sunday.

Bagus : I will. Thanks again, man. See you tomorrow.

Terjemahan:

Bagus: Arif, aku harus pergi sekarang.

Arif: Tapi pesta baru saja dimulai, Bagus.

Bagus: Aku tahu. Tapi aku harus bangun pagi-pagi besok. Terima kasih banyak untuk pesta yang menakjubkan ini.

Arif: Terima kasih. Aku mungkin akan mengadakan pesta lagi minggu depan.

Bagus: Itu akan luar biasa. Pestamu adalah yang terkenal di seluruh kampus.

Arif: Pastikan kamu libur minggu depan.

Bagus: Tentu saja. Terima kasih lagi, bro. Sampai jumpa besok.

Dialogue II

Lingga : Hey, Ratu. How are you now?

Ratu : I'm feeling better, Lingga. Thanks for asking.

Lingga : I called your place and your mom told me you got the flu.

Ratu : Yeah, I did.

Lingga : I told Ms. Diana about it and she said she'll let you take the tests later on.

Ratu : Thanks a lot Lingga.

Lingga : Don't mention it. And here is the list of topics which were covered last week.

Ratu : Thank you so much. You're a great friend.

Terjemahan:

Lingga: Hei, Ratu. Bagaimana kabarmu sekarang?

Ratu: Aku merasa lebih baik, Lingga. Terima kasih sudah bertanya.

Lingga: Aku sudah meneleponmu dan ibumu bilang kau terserang flu.

Ratu: Ya, memang.

Lingga: Aku bilang bilang ke bu guru Diana tentang hal itu dan dia berkata dia akan membiarkan Anda mengambil tes nanti.

Ratu: Terima kasih banyak Lingga.

Lingga: Jangan menyebutkan itu. Dan di sini adalah daftar topik yang dibahas minggu lalu.

Ratu: Terima kasih banyak. Kamu seorang teman yang baik.

Dialogue III

Linda : Hey Anggi, can I ask you for a favor?

Anggi : Sure Linda, what is it?

Linda : I have to finish this report but I don't think I'll be able to finish it on time.

Anggi : Don't worry. I'll help you out.

Linda : Thanks, Anggi.

Anggi : That's nothing. You helped me last month so I'm returning the favor now.

Linda : Thanks a lot. You're a lifesaver.

Anggi : You're welcome.

Terjemahan:

Linda: Hei Anggi, bisa saya meminta bantuanmu?

Anggi: Tentu Linda, apa itu?

Linda: Aku harus menyelesaikan laporan ini tapi saya pikir saya tidak akan bisa menyelesaikannya tepat waktu.

Anggi: Jangan khawatir. Aku akan membantumu..

Linda: Terima kasih, Anggi.

Anggi: Itu bukan apa apa. Kamu membantuku bulan lalu jadi aku membalas budiku sekarang.

Linda: Terima kasih banyak. Kau penyelamat hidupku

Anggi: Sama-sama

➤ **Expressing Apology (Ungkapan Maaf)**

Hello everyone, how are you today? hopefully you are always fine. Pada kesempatan kali ini kami akan membahas tentang materi bahasa inggris mengenai **apology**. Apa itu apology? Apology dalam bahasa indonesia adalah permintaan maaf. Sejak kecil pasti kita selalu diberitahu orang tua kita agar meminta maaf ketika melakukan kesalahan kepada orang lain. Maka expressing apology adalah sebuah pernyataan yang menyatakan ekspresi permintaan maaf. Mengapa meminta maaf itu penting? Meminta maaf penting karena itu berarti kita menyadari kesalahan kita dan ingin memperbaiki hubungan kita kepada orang tersebut. Dalam kata lain meminta maaf itu penting untuk menjaga silaturahmi antar manusia :) Baiklah tanpa basa basi lagi mari kita langsung saja simak expression apology (permintaan maaf) dalam bahasa inggris berikut ini.

Expressing Apology

- Sorry (*maaf*)
- I'm so sorry (*aku sangat minta maaf*)
- I'm terribly sorry (*aku sangat minta maaf*)
- Sorry, It was my fault (*maaf, itu semua salahku*)
- I'm really sorry (*aku benar-benar minta maaf*)

- I do apologize for... (*aku meminta maaf untuk...*)
- Please, forgive me for... (*tolong maafkan aku untuk...*)
- Please, accept my apology (*tolong terima permintaan maafku*)
- Pardon me for... (*maafkan aku atas...*)
- I apologize for my attitude (*aku meminta maaf untuk kelakuanku*)
- Sorry, please don't be mad at me (*maaf, tolong jangan marah padaku*)
- I'm sorry, I shouldn't have do that (*maafkan aku, seharusnya aku tidak melakukan itu*)
- I am ashamed for what I have done, please forgive me (*aku sangat malu dengan apa yang sudah aku lakukan, tolong maafkan aku*)

Accepting Apology

- It's fine/ It's okay/ It's alright (*tidak apa apa*)
- That's fine/ That's okay/ That's alright (*tidak apa apa*)
- Forget it (*lupakan saja*)
- Don't worry about it (*jangan khawatir tentang itu*)
- It doesn't matter (*itu bukan masalah*)
- Don't mention it (*tidak apa apa*)
- Don't apologize (*jangan meminta maaf*)
- Never mind (*jangan dipikirkan*)

Contoh Dialog tentang Expressing Apology

Dialogue I

Toni: Excuse me for being late to work.

Jill : Where have you been?

Toni : My car broke down.

Jill : That's too bad. Please try to fix it so that it doesn't happen again.

Toni: Yes, I'll work on it.

Jill: Thank you, have a seat. We are working on the new project

Toni : Great! Fill me in.

Terjemahan:

Toni: Maaf karena terlambat untuk bekerja.

Jill: kemana saja kau?

Toni: Mobil saya mogok.

Jill: Itu buruk sekali. Tolong perbaiki mobilmu supaya tidak terjadi lagi kejadian seperti ini.

Toni: Ya, saya akan memperbaikinya.

Jill: Terima kasih, duduklah di kursi. Kami sedang bekerja pada proyek baru

Toni: Luar biasa! Masukkan aku ke dalam proyek itu.

Dialogue II

Teacher : Azzam, you didn't show me your home work.

Azzam : I am sorry, Sir. I haven't done it

Teacher : Oh, why?

Azzam : I wasn't well yesterday.

Teacher : What was wrong with you?

Azzam : I had a headache.

Teacher : But you know, I saw you playing kite yesterday evening. Aren't you telling a lie?

Azzam : Extremely sorry, Sir.

Teacher : You are stubborn. Now you have to apologize!

Rohit : Please excuse me, Sir. I now regret having told a lie. I assure you, Sir, I will never tell a lie in my life.

Teacher : Good that you have realized.

Terjemahan:

dialog II

Guru: Azzam, kamu tidak mengumpulkan pekerjaan rumahmu.

Azzam: Saya minta maaf, Pak. Aku tidak mengerjakannya

Guru: Oh, kenapa?

Azzam: kemarin aku sakit

Guru: Apa yang salah dengan Anda?

Azzam: Saya sakit kepala.

Guru: Tapi kau tahu, aku melihatmu bermain layang-layang kemarin siang. Apakah kamu tidak berbohong?

Azzam: Maafkan aku pak.

Guru: kamu bandel. Sekarang kamu harus minta maaf!

Rohit: Maafkan aku, Pak. Sekarang aku menyesal telah berbohong. Saya jamin, Pak. aku tidak akan pernah berbohong dalam hidup saya.

Guru: Bagus kalau kau menyadarinya.

Dialogue III

Rina : Yuli why you didn't come to my birthday party last night?

Yuli : I do apologize for it Rina, I really want to come to your party.

Rina : Then why you weren't just come?

Yuli : My mother is sick and I have to take care of her.

Rina : Oh my goodness. I'm sorry I didn't know that, you've to tell me earlier.

Yuli : That's okay Rina.

Rina : I hope your mother would get better soon.

Rina : Thank you for your concern.

Terjemahan:

Rina: Yuli mengapa Anda tidak datang ke pesta ulang tahun saya tadi malam?

Yuli: Aku minta maaf untuk itu Rina, aku benar-benar ingin datang ke pestamu.

Rina: Lalu mengapa kamu tidak hanya datang?

Yuli: Ibu saya sakit dan saya harus merawatnya.

Rina: Oh ya ampun. Maaf saya tidak tahu itu, kamu seharusnya memberitahu saya sebelumnya.

Yuli: Tidak apa-apa Rina.

Rina: saya berharap ibumu akan cepat sembuh.

Rina: Terima kasih atas perhatianmu.

➤ **Asking for Information (Menanyakan Informasi)**

Aturan dalam Asking for Information

- Memulai kalimat tanya dengan 5Wh+1H Questions. Seperti What, Where, Why, When, Who, dan How.
- Bisa juga memulai awal pertanyaan menggunakan modal, seperti: Can, Could, Will, Would, Shall, Should, Must, May, Might, Had to.

Contoh Kalimat Asking for Information

1. What kind of music do you like? (*Jenis musik apa yang kamu sukai?*)
Answer: I like K-Pop Music (*aku suka musik K-pop*)
2. Where is the English teacher? (*Dimana guru bahasa inggris-nya?*)
Answer: She is absent, because she's sick. (*dia tidak hadir karena dia sakit*)
3. When will you finish your paper? (*kapan kamu akan menyelesaikan tugasmu?*)
Answer : I will finish it on the next meeting (*aku akan menyelesaikan itu pada pertemuan selanjutnya*)
4. Why did you come to my house last night? (*kenapa kamu datang ke rumahku malam kemarin?*)
Answer: Because I was really worried about you (*karena aku sangat khawatir denganmu*)
5. Who kicks the ball? (*siapa yang menendang bolanya?*)
Answer: It's me (*itu aku*)
6. Could you lend me some money? (*bisakah kamu meminjamkan aku uang?*)
Answer : Yes, you can. But please return it on time (*ya kamu bisa, tapi tolong kembalikan tepat waktu*)
7. Shall I bring you some flowers to get you more better? (*haruskah aku membawakanmu bunga agar kamu lebih baik?*)
Answer: No, Thanks. (*tidak, terimakasih*)
8. Will you marry me? (*Akankah kau menikah denganku?*)
Answer: Yes I will (*ya, aku akan*)
9. Would you like a cup of coffee? (*maukah kamu segelas kopi?*)
Answer: Yes, please (*ya, tolong*)
10. Shall we watch this korean new film? (*haruskah kita menonton film korea baru ini?*)
Answer: Yes, it would be great! (*ya, itu akan luar biasa!*)

Contoh Dialog Asking Information

Dialogue I

In a classroom.

Hasan : Do you have a pencil?

Erni : Yes.

Hasan : May I borrow it, please?

Erni : Of course, but don't forget to return it to me.

Hasan : Yes, I'll use it for a moment.

Terjemahan:

Di ruang kelas.

Hasan: Apakah kamu punya pensil?

Erni: Ya.

Hasan: Bolehkah aku pinjam, tolong?

Erni: Tentu saja, tapi jangan lupa untuk mengembalikannya.

Hasan: Ya, aku akan menggunakannya sebentar..

Dialogue II

Customer: Excuse me, can you tell me where I can find menswear?

Shop Assistant: Sure. Menswear is on the second floor.

Customer: Oh, also, could you tell me where sheets are.
 Shop Assistant: No problem, sheets are on the third floor at the back.
 Customer: Thanks for your help.
 Shop Assistant: My pleasure.

Terjemahan:

Pelanggan : Permisi, bisa anda tunjukkan di mana saya dapat menemukan pakaian pria?

Pelayan : Tentu. Pakaian pria adalah di lantai dua.

Pelanggan: Oh, lalu, bisa anda tunjukkan dimana kertas?

Pelayan : Tidak masalah, kertas ada di lantai ketiga di belakang.

Pelanggan: Terima kasih atas bantuan anda.

Pelayan : Tidak apa-apa.

Dialogue III

In a classroom, the students are doing mathematic task.

Student : Excuse me, Sir. I wonder if I could work in pairs to do this task.

Teacher : Sorry, but it's an individual task. You must do yourself.

Student : All right, but may ask a question?

Teacher : What it is about?

Student : What formula should I use for number 3?

Teacher : Sorry, but you have to think it yourself.

Terjemahan:

Di dalam kelas, para siswa melakukan tugas matematika.

Siswa: Maaf, Pak. Aku ingin tahu apakah saya bisa bekerja berpasangan untuk melakukan tugas ini.

Guru: Maaf, tapi itu tugas individu. kamu harus melakukannya sendiri.

Siswa: Baiklah, tapi bolehkah aku bertanya?

Guru: Tentang apa?

Siswa: Apa rumus yang harus saya gunakan untuk nomor 3?

Guru: Maaf, tapi kamu harus berpikir sendiri.

Materi dan Soal Exercise Asking and Giving Information dalam Bahasa Inggris

Kelas 8 SMP - Dalam kehidupan sehari-hari kita pasti pernah menanyakan sesuatu yang kita tidak kita ketahui kepada seseorang. Misalnya menanyakan alamat, menanyakan nama orang yang baru kita kenal, atau menanyakan informasi mengenai barang yang akan kita beli. Nah dalam memberikan informasi kita harus berbicara jelas, berbahasa yang di mengerti, juga memberikan informasi yang spesifik agar lawan bicara kita dapat mengerti apa yang kita tanyakan dan kita pun akan mendapatkan informasi yang kita mau. Nah mari langsung saja kita simak contoh kalimat expression of asking and giving information di bawah ini.

Contoh Kalimat Asking for Information

- What kind of music do you like? (*Jenis musik apa yang kamu sukai?*)Answer: I like K-Pop Music (*aku suka musik K-pop*)
- Where is the English teacher? (*Dimana guru bahasa inggris-nya?*)Answer: She is absent, because she's sick. (*dia tidak hadir karena dia sakit*)
- When will you finish your paper? (*kapan kamu akan menyelesaikan tugasmu?*)Answer : I will finish it on the next meeting (*aku akan menyelesaikan itu pada pertemuan selanjutnya*)
- Why did you come to my house last night? (*kenapa kamu datang ke rumahku malam kemarin?*)Answer: Because I was really worried about you (*karena aku sangat khawatir denganmu*)
- Who kicks the ball? (*siapa yang menendang bolanya?*)Answer: It's me (*itu aku*)
- Could you lend me some money? (*bisakah kamu meminjamkan aku uang?*)Answer : Yes, you can. But please return it on time (*ya kamu bisa, tapi tolong kembalikan tepat waktu*)
- Shall I bring you some flowers to get you more better? (*haruskah aku membawakanmu bunga agar kamu lebih baik?*)Answer: No, Thanks. (*tidak, terimakasih*)
- Will you marry me? (*Akankah kau menikah denganku?*)Answer: Yes I will (*ya, aku akan*)
- Would you like a cup of coffee? (*maukah kamu segelas kopi?*)Answer: Yes, please (*ya, tolong*)
- Shall we watch this korean new film? (*haruskah kita menonton film korea baru ini?*)Answer: Yes, it would be great! (*ya, itu akan luar biasa!*)

Aturan dalam Asking for Information

- Memulai kalimat tanya dengan WH Questions. Seperti What, Where, Why, When, Who, dan How.
- Bisa juga memulai awal pertanyaan menggunakan Modal Auxiliaries, seperti: Can, Could, Will, Would, Shall, Should, Must, May, Might, Had to.

Contoh Dialog Asking and Giving Information

Shop Keeper : Good afternoon, sir. Can I help you?

Customer : I want the newest camera.

Shop Keeper : This way, sir. Here is the newest camera from America.

Customer : I want a Japanese camera. Do you have some?

Shop Keeper : Yes, we have, sir. Here is a Japanese camera. The newest and simple one. Please have a look.

Customer : I like this model. How much?

Shop keeper : One hundred and nine dollars including tax, sir.

Customer : Do you accept credit cards?

Shop Keeper : Yes, we accept credit cards.

Customer : I'll take this camera. Where can I pay?

Shop Keeper : At counter three, sir.

Customer : Thank you.

Shop Keeper : My pleasure.

Terjemahan:

Penjaga Toko : Selamat sore tuan. Ada yang bisa saya bantu?

Pembeli : Saya ingin kamera yang terbaru.

Penjaga Toko : Silahkan lewat sini tuan. Nah, ini adalah kamera terbaru dari Amerika.

Pembeli : Saya ingin kamera buatan Jepang. Apakah anda punya?

Penjaga toko : Ya, kami punya tuan. Nah ini yang buatan Jepang. Terbaru dan mudah digunakan. Silahkan lihat-lihat dulu.

Pembeli : Saya suka model ini. Berapa harganya?

Penjaga toko : seratus sembilan dolar termasuk pajak tuan.

Pembeli : bisa bayar dengan kartu kredit?

Penjaga toko : Ya, bisa tuan.

Pembeli : Saya akan membelinya. Dimana saya harus membayar?

Penjaga toko : di konter nomor 3 tuan.

Pembeli : Terimakasih.

Penjaga Toko : Sama sama.

Appendices 6**Attendant List**

No	Name	Meetings							
		Cycle 1				Cycle 2			
		1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
1	Sulastri Muhtar	✓	✓	✓	✓	✓	✓	✓	✓
2	Dwi Andini Herawati	✓	✓	a	✓	✓	✓	✓	✓
3	Dhina Mariana	✓	✓	a	✓	✓	s	✓	✓
4	Husnawati Rauf	s	✓	✓	✓	s	✓	✓	✓
5	Muh. Erwin Arfah	✓	✓	✓	✓	a	✓	✓	✓
6	Aini Ramadani	✓	✓	✓	✓	✓	✓	✓	✓
7	St. Ribiah B	A	✓	✓	A	✓	✓	✓	✓
8	Aisyah	✓	✓	✓	✓	✓	✓	S	✓
9	Adelea Salsa	✓	✓	a	✓	✓	✓	a	✓
10	Resky Amelia	✓	✓	✓	✓	✓	I	✓	✓
11	Muh. Afandi Ali	✓	✓	A	✓	a	✓	✓	✓
12	Muh. Yunus	✓	✓	a	✓	a	✓	✓	✓
13	Agustina Rais	✓	✓	✓	✓	✓	✓	✓	✓
14	Ririn Anriani	✓	i	✓	✓	✓	✓	✓	✓
15	Fitra Ramadani	✓	✓	✓	✓	s	✓	✓	✓
16	Riska Dwi Sari	✓	✓	a	✓	✓	✓	✓	✓
17	Khaerani	✓	✓	✓	✓	✓	✓	✓	✓
18	Andi Arman	✓	✓	✓	✓	✓	a	a	✓
19	Aurelia Tifany	✓	✓	✓	✓	✓	✓	a	✓
20	Dina Aprilia Darwin	✓	✓	✓	✓	✓	✓	s	✓
21	Fahrul Alwi Rani	✓	✓	✓	✓	✓	a	✓	✓
22	Hasni Kamaruddin	✓	a	✓	✓	✓	✓	✓	✓
23	Hikmah	✓	✓	a	✓	✓	✓	✓	✓
24	Mutiara Indah Cahyani	✓	✓	✓	✓	✓	✓	✓	✓
25	Umi Athira Syalwah	a	✓	✓	✓	✓	i	✓	✓
26	Nanda Wiksen	✓	✓	✓	✓	a	✓	✓	✓
27	Nur Rezky Anggraini K	✓	✓	✓	✓	✓	✓	✓	✓
28	Muh. Rizal	✓	✓	✓	✓	✓	a	a	✓
29	Muh. Ikhsan Rahmat	✓	✓	✓	✓	a	✓	a	✓

Appendices 4

Data Analysis

1. Diagnostic Test (D Test)

The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Fluency		
1	S - 1	60	65	62.5	Fair
2	S - 2	55	50	52.5	Poor
3	S - 3	50	45	47.5	Poor
4	S - 4	55	50	52.5	Poor
5	S - 5	40	50	45	Poor
6	S - 6	50	56	53	Poor
7	S - 7	65	60	62.5	Fair
8	S - 8	60	50	55	Poor
9	S - 9	55	50	52.5	Poor
10	S - 10	45	55	50	Poor
11	S - 11	55	40	47.5	Poor
12	S - 12	55	35	45	Poor
13	S - 13	40	40	40	Poor
14	S - 14	40	43	41.5	Poor
15	S - 15	50	35	42.5	Poor
16	S - 16	50	55	52.5	Poor
17	S - 17	65	65	65	Fair
18	S - 18	50	45	47.5	Poor
19	S - 19	50	43	46.5	Poor
20	S - 20	60	50	55	Poor
21	S - 21	55	55	55	Poor
22	S - 22	50	50	50	Poor
23	S - 23	60	62	61	Fair
24	S - 24	50	40	45	Poor
25	S - 25	56	35	45.5	Poor
26	S - 26	60	50	55	Poor
27	S - 27	50	60	55	Poor
28	S - 28	40	50	45	Poor
29	S - 29	55	60	57.5	Fair
Total score		1526	1494	1.485	
Mean		52.62	51.54	51.20	

THE MEAN SCORE FOR DIAGNOSTIC – TEST

speaking

- a. Pronunciation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1526}{29} = 52.62$$

1753

- b. Fluency

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1494}{29} = 51.51$$

Note

\bar{X} : Mean Score

$\sum x$: Total Number of Students Score

N : The Number of Students

2. Cycle I

The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Fluency		
1	S – 1	70	66	68	Fairly good
2	S – 2	60	55	57.5	Fair
3	S – 3	55	50	52.5	Poor
4	S – 4	60	55	57.5	Fair
5	S – 5	50	60	55	Poor
6	S – 6	65	65	65	Fair
7	S – 7	60	55	57.5	Fair
8	S – 8	66	55	60.5	Fair
9	S – 9	65	60	62.5	Fair
10	S – 10	55	60	57.5	Fair
11	S – 11	60	65	62.5	Fair
12	S – 12	65	55	60	Fair
13	S – 13	70	70	70	Fairly good
14	S – 14	60	62	61	Fair
15	S – 15	60	60	60	Fair
16	S – 16	62	65	63.5	Fair
17	S – 17	70	70	70	Fairly good
18	S – 18	65	60	62.5	Fair
19	S – 19	60	62	61	Fair
20	S – 20	66	63	64.5	Fair
21	S – 21	62	60	61	Fair
22	S – 22	60	62	61	Fair
23	S – 23	65	60	62.5	Fair
24	S – 24	66	70	68	Fairly good
25	S – 25	60	50	55	Poor
26	S – 26	63	55	59	Fair
27	S – 27	60	60	60	Fair
28	S – 28	65	70	67.5	Fairly good
29	S – 29	62	65	63.5	Fair
	Total score	1872	1765	1786	
	Mean	64.5	60.86	61.58	

THE MEAN SCORE FOR CYCLE I – TEST

speaking

- a. Pronunciation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1872}{29} = 64.55$$

1753

- b. Fluency

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1765}{29} = 60.86$$

Note

\bar{X} : Mean Score

$\sum x$: Total Number of Students Score

N : The Number of Students

3. Cycle II

The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Fluency		
1	S - 1	90	87	88,5	Very good
2	S - 2	75	75	75	Fairly good
3	S - 3	75	75	75	Fairly good
4	S - 4	70	80	75	Fairly good
5	S - 5	85	70	77,5	Good
6	S - 6	95	95	95	Very good
7	S - 7	77	80	78,5	Good
8	S - 8	75	75	75	Fairly good
9	S - 9	80	85	82,5	Good
10	S - 10	80	85	82,5	Good
11	S - 11	75	77	76	Good
12	S - 12	75	75	75	Fairly good
13	S - 13	90	95	92,5	Very good
14	S - 14	75	75	75	Fairly good
15	S - 15	75	75	75	Fairly good
16	S - 16	75	80	77,5	Good
17	S - 17	80	90	85	Good
18	S - 18	75	75	75	Fairly good
19	S - 19	75	80	77,5	Good
20	S - 20	80	75	77,5	Good
21	S - 21	77	75	76	Good
22	S - 22	80	72	76	Good
23	S - 23	75	75	75	Fairly good
24	S - 24	90	95	92,5	Very good
25	S - 25	80	80	80	Good
26	S - 26	75	75	75	Fairly good
27	S - 27	75	83	79	Good
28	S - 28	85	85	85	Good
29	S - 29	80	80	80	Good
	Total score	2294	2324	2309	
	Mean	79.10	80.13	79.62	

THE MEAN SCORE FOR CYCLE II – TEST

Speaking

- a. Pronunciation

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2294}{29} = 79.10$$

1753

- b. Fluency

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2324}{29} = 80.13$$

Note

\bar{X} : mean score

$\sum x$: Total number of students score

N : the number of students

Appendices 7

DOCUMENTATION in TEACHING LEARNING PROCESS at SMP SOMBA OPU KAB. GOWA







CURRICULUM VITAE



Erwin Wijaya was born in Ujung Pandang 27th January 1996. He is the fifth child of seven siblings. His father is Toakka and her Mother is Hj. Hajrah In 2007 graduated from SD Inpres Kompleks Ralla Kab. Barru and continued her study at SMPN 30 Makassar and graduated in 2010. In the same year, he continued his study at SMA

Negeri 21 Makassar and finished in 2013. After finished in senior high school, he proceeded his study in Muhammadiyah University of Makassar in 2013. He accepted in English Department of Teachers Training and Education Faculty.

At the end of her study, he could finish his thesis with the title Using the Role Play to Improve Students' Transactional and Interpersonal Speaking Skill (A Classroom Action Research at the Seventh Grade Students' of SMP Somba Opu Kab. Gowa)