

IMPROVING STUDENTS SPEAKING SKILL THROUGH ROLE PLAY

THESIS

Submitted by:

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
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In Partial Fulfillment of the Requirements for The Degree
Bachelor of Education in English Language Teaching

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Improving Students Speaking Skill Through Role Play

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Banda Aceh, April 11 2023

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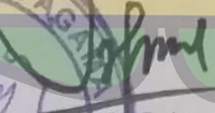

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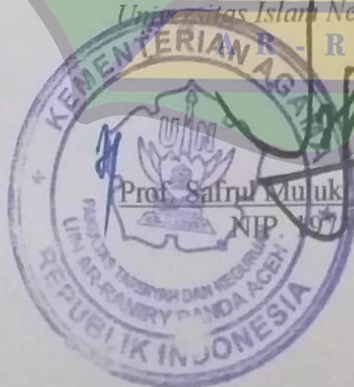
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ABSTRACT

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Main Supervisor : Siti Khasinah, S.Ag., M.Pd
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Keywords : Role Play; Speaking Ability

This study aims to find out whether Role Play improves students' speaking skill of students of MAN 1 Aceh Besar. The sample of this research was class XII MIA 1, Quantitative research used in this study with the population class XII MIA 1. The focus of this research is to find out whether role play improves students' speaking skill, the sample was chosen based on the fact that this class is the superior one, according to the school teacher. 30 students from class XII MIA 1 were selected as the sample for this study. The researcher used an oral pre-test and post-test to gather data. based on these tests, it can be shown that the student's speaking performance while employing role is better, as seen by the post-test score being higher than the pre-test, which was 49,53 and the post-tets score being 64,74. The research hopes to reach the conclusion that role-playing exercises helped the students' oral communication skills. It implies that speaking skill improvement and role play significantly related.

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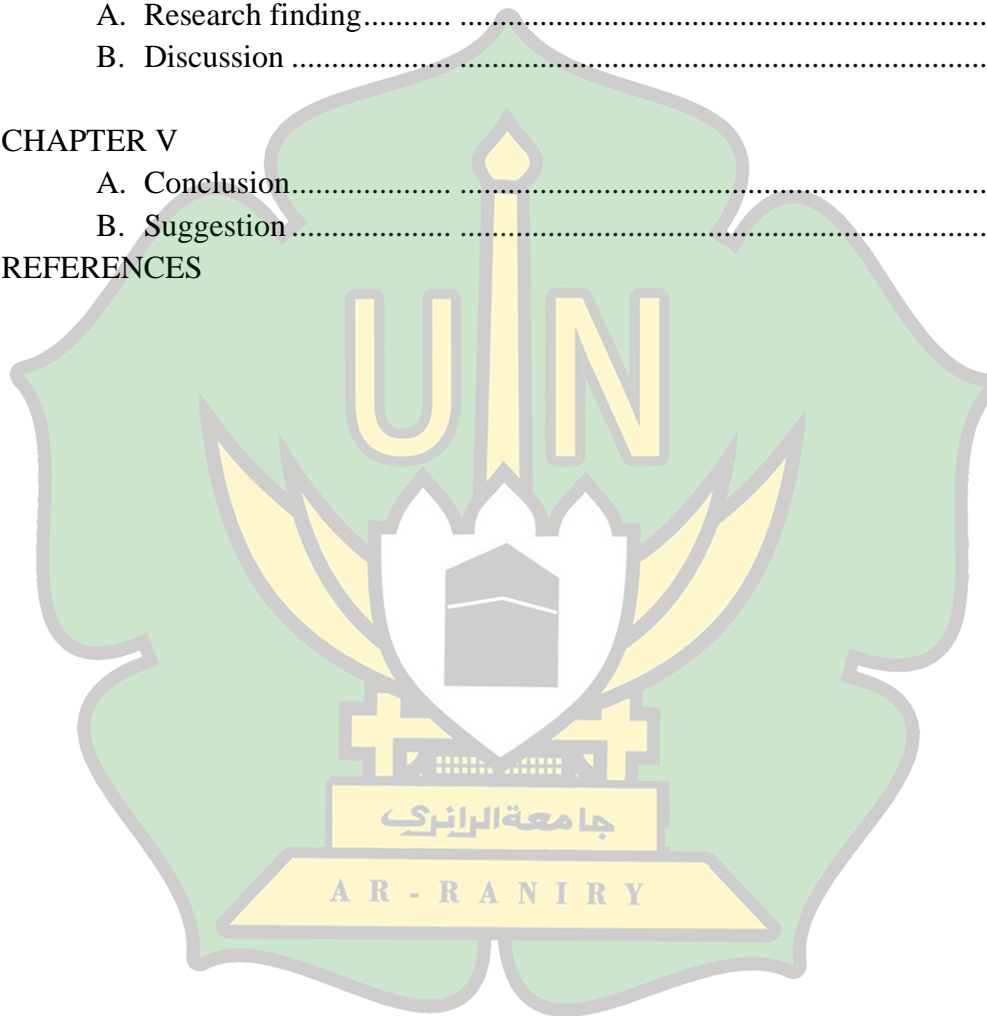
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CHAPTER I

INTRODUCTION

A. Background Of Study

English is necessary to communicate with individuals all over the world. English is taught at many schools as a result. The four essential language development skills reading, writing, listening and speaking are expected of all students. English is taught and learned through four skills: speaking, reading, and writing. The four skills must all be achieved by students because they are interrelated and cannot be learned individually.

According to Uma and Ponnambala (2001), a student's skill in a language will determine their ability to communicate in a foreign language. Speaking becomes a priority in teaching because it is one of the abilities. Since students must speak and communicate with each other during class, speech might be viewed as the most important skill to teach when learning English. Students will be given a variety of speaking assignments here with the development of speaking ability as the learning objective. Students learn how to speak English specifically in the classroom. The lesson plan and techniques that the students will use are created by the teacher.

English is a requirement for senior high school students because it is on the national test. The students need to be fluent in English methods of speaking. One of the numerous advantages of learning this language is the expectation of being able to converse effectively in English. Students who understand English

will gain a variety of ideas and experiences. As you are aware, English is a universal language that is frequently used in papers, journals, novels, movies, and even video games. Students who are proficient in English will find it easier to comprehend the material in the journals, books, articles, and periodicals they read. Additionally, it is simple for students to comprehend what a movie is teaching them or listening audio talking about, as well as the message it is trying to convey, when they watch movies or listen to audio in English.

However, during her field teaching practice at MAN 1 aceh besar, the researcher found that most students still had many difficulties speaking. For example their pronunciation, students need to pronounce everyday words in English correctly and also need mastery of basic vocabulary. The students said that they were still not interested in speaking English due to the difficulties they experienced and the less exciting activities used by the teacher in learning process. This activity provides few practice opportunities for students to hone their speaking skills in class. So this also affects not only students' confidence to speak in front of the course but also communication in English in their daily lives.

Based on the problem above, role play activities are considered an alternative strategy to improve students' speaking skills. Besides that, this strategy provides more opportunities for students to practice speaking. According to kusnierek (2015), role play is a complete set of communication methods that develop freedom, encourage student interaction during the lesson, increase student motivation, improve their learning, and divide responsibilities between teacher

and student. There are some advantages of role play activities. First, the students have more opportunities to practice communication daily at school. Second, they are motivated to play an active role in learning. These role playing activities are ways of teaching speaking by arranging students in pairs or groups. This means putting two or more students together and giving students a dialogue sheet or handout, which they can read and study before the teaching learning process happens, or students can also make their dialogues so that they are more creative and they don't just depend on the text given by the teacher.

We all know that speaking is a method of creating and communicating meaning through the use of verbal and nonverbal symbols. Speaking in English is an important factor of learning and teaching foreign languages in Indonesia. Speaking is an activity done by a person to communicate with others. There are numerous ways to define speaking. specialists state. While Quianthy (1990) defines speaking as the method of communicating ideas and information orally in a variety of situations, Harmer (2007) states that speaking is the ability to speak fluently and assumes not only an understanding of language characteristics but also the ability to process information and language "on the position."

Speaking, as defined by Nunan (2006), is the use of language fluently, effectively, and with little to no awkward silences. Speaking is the process of creating and communicating meaning in a variety of scenarios using verbal and nonverbal symbols.. Conversation, dialogue, monologue, journalism, and other forms of oral communication are all examples of speaking. Speaking, on the other

hand Speaking includes the making, reception, and processing of meaning in an interactive manner. information. Students must be proficient in English and able to communicate in it in order to interact with others. Speaking, according to Leong and Ahmadi (2017), comprises more than simply mouthing words; it also entails communicating ideas through speech. Speaking allows people to communicate with one another, exchange experiences, express opinions and feelings, and acknowledge social relationships.. Teaching speaking skills can be centered on promoting teamwork from students during speaking exercises in order to help them become more good communicators. As a result, learning to communicate in English requires and must be dominated by students.

Discussion, story-telling, brainstorming, information gaps, simulations, interviews, story completion, reporting, picture-describing, find-the-differences, playing cards, picture-narrating, and role-playing are among the thirteen activities Kayi (2006) recommends to increase speaking. Because it allows students to practice speaking in many social contexts and social roles, role play is essential in the teaching of speaking. Additionally, it allows students to be imaginative and actually put themselves in another 's position. Role playing would show up to be the ideal activity for letting students to use their English in this way. It also gives students the chance to practice and improve their communication skills by simulating real-world conversation situations.

Based on this explanation, the researcher would be able to evaluate whether practicing role play helps students improve their speaking skills so they

may contribute more actively in class. By giving them more practice speaking in front of the class, instructors can make sure that their students participate fully and learn to enjoy speaking. Students will most certainly like learning if they are taught in a creative and interesting style. To make the classroom more relevant, teachers must be creative and innovative in their approach to instruction.

Here, the researcher describes a role-playing technique to improve students' speaking skills, particularly for classroom settings. When students participate in role-playing exercises, Cornett (1999) claims that they gain verbal communication skills, linguistic fluency, and the use of the body in face-to-face interactions. For students learning a second language who do not usually speak English at home, those abilities are extremely crucial. Just acting out the other character will do for role-players as they consider how other roles may behave. Role play exercises can be enjoyable since role players will clearly understand the responses, feelings, values, and attitudes of the person in the same situation (Holt & Kysilka, 2006).

There are some researches that support this study. One of them is the study "Using Role Play In Teaching Speaking" by Ayu Diyah Hanni Susanti from 2007. The purpose of this study is to evaluate whether role playing helps educate speaking. The author is interested in showing whether or not speaking scores that are taught through role-playing are better. The author is also interested about how role-playing exercises are conducted. The population of this research is the students of ninth grade in Islamic Junior High School (MTs) Soebono Mantofani

Jombang- Ciputat. There are three classes in this grade and the amount of students is 104. And the writer chooses class IX.1 . And the evaluation research's findings support the idea that using role plays to teach speaking to students improves their performance. This finding has dealt with the study issue by showing the effectiveness of role-playing in the training of speaking.

Another research comes from Hardanu (2016) with the title "Improving Students' Speaking Skill through Role Play at Grade XI of SMK N 6 Yogyakarta ". This study aims to improve students speaking skill at grade XI of travel tourism SMK N 6 Yogyakarta which consisted 30 of students through role play. . The findings from this research show that the students' speaking abilities were improved by the application of the role-playing technique. (1) The students' pronunciation, vocabulary, fluency, and accuracy can all be noted as improving. (2) The kids' assurance, eagerness, and freedom to express themselves. (3) The average pretest score (49.833), the posttest (56.166), and the progress test (64.833). In conclusion, role play is though help students improve their communication skills.

Finally, based on the problem related to the students to improving students' speaking skill through role play, the researcher will implement a similar technique, namely Role Play with different student backgrounds. The research will be conducted at MAN 1 Aceh Besar, which is located in Samahani, Kuta Malaka, in Aceh Besar, Aceh province. by using a quantitative approach with the population at the senior High School level. The focus of this research is the

implementation of the Role Play Technique for students to improve their speaking ability in the classroom.

B. Research question

Based on the background of study, the writer formulate a research question “Does the implementation of Role Play improve students’ speaking skill at MAN 1 Aceh Besar?”.

C. The aims of the study

The aims of this research is to find out whether role play improves students’ speaking skill at MAN 1 Aceh Besar.

D. Significance of study

This research is expeted to give some benefits such as :

1. It would be a fun way for the learner to improve their speaking ability
2. The use of interactive role play for the student would provide the English teacher with an opportunity to improve the quality of teaching speaking

The school would use it as a means of improving student’s communication skill.

E. Terminology

To clarify the key terms used in the study, definitions of termilogies related to this study are provided below :

1. Speaking

Since speaking is a talent that is frequently used in daily life, the researcher in this study focuses the improvement of students' speaking abilities. There are two sections in this paragraph: the definition of speaking and the teaching technique.

a. Definition Speaking

Speaking is a talent that humans need in order to express their thoughts, feelings, and ideas in order to attain specific social interaction goals, claims Hariani (2018).

Brown (1994), and Burns and Joyce (1997). Speaking is an interactive process of building meaning that includes information creation, reception, and processing. Participants are reliant on the experience's context, form, and meaning, as well as their collective, physical environment and the goal of speaking. It's frequently unscripted, open, and changing.

2. Role Play

According to Borden and Byrd (2010). Student-directed activities such as role playing allow students to "act out or dramatize different scenarios, circumstances, or ideas." The teacher's job is to facilitate the role-playing exercises and guide the conversation that follows. The majority of the class will spend time watching and discussing shows. Therefore, based on the subjects they acquire in learning activities, students behave in a particular way. During role-play activities, students

take on different personas according to a script they create. Role Plays, according to Harmer (2001), are activities in which students are taught to picture themselves in various situations and behave accordingly.

According to the 2015 edition of the Oxford Advanced Learning Vocabulary, role play is "a learning activity in which you behave in the way somebody else would behave in a particular situation." Students have to role-play a real-life scenario while playing different parts for each other (Littlewood, 1980). In the Communicative Language Teaching technique, role play is a teaching strategy that requires the students to be imaginative and prepared in applying the concepts and expression they learn. With this method, pupils spoke while directly applying their vocabulary and pronunciation. Students were eager to participate in the learning process because this strategy was straightforward and simple for them to use.

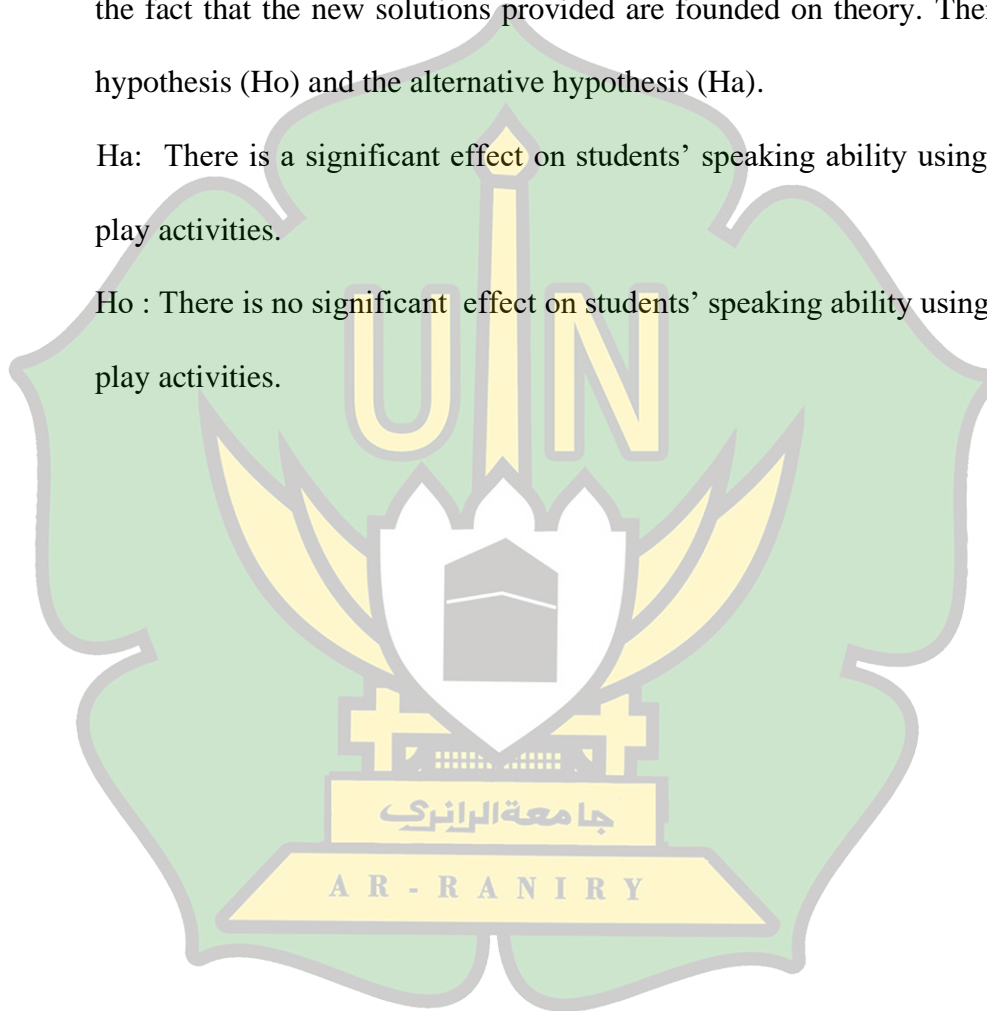


F. Hypothesis

The hypothesis, according to Sugiyono (2009), is a response that is still essentially valid at the time the research problem is formulated, that is, when the research problem is formulated in the form of a question. Due to the fact that the new solutions provided are founded on theory. There are hypothesis (Ho) and the alternative hypothesis (Ha).

Ha: There is a significant effect on students' speaking ability using role-play activities.

Ho : There is no significant effect on students' speaking ability using role-play activities.



CHAPTER II

LITERATUR REVIEW

It was previously stated that the research purpose is to increase students' speaking learning in terms of their speaking skills in the previous section. As a result, the focus of this section will be on speaking, teaching speaking, type of speaking, Role Play.

A. English Speaking Skill

Speaking is an act of communication through speaking which functions to train self-confidence. and also an activity to explain to someone about something or an activity to report something. with good speaking skills, someone can convey ideas, ideas and information .According to Thornbury (2005), speaking is a skill, an interactive ability that requires cooperation with other components of language. The ability to speak needs to be learned and exercised independently of other parts of language, such as grammar and listening. In such situation, the teaching and learning process in each classroom will be as interesting as possible in order to capture the students' interest in learning the other components of language. And Speaking, according to Brown (1994), Burns, and Joyce (1997), is an interactive process of meaning construction that includes information generation, reception, and processing. Participants depend on the context, form, and meaning of the experience, as well as their

community, physical environment and the objective of speaking. It's often spontaneous, open, and evolving.

Chaney (1998) in Kayi (2006) explains that speaking is a process of constructing and conveying meaning as a context. Speaking is a crucial aspect of language acquisition. In order to develop the target language in spoken form, speakers are required. Speaking, like writing, is a productive skill that involves the use of speech organs to express meaning to others, according to Spratt (2005).

B. Teaching speaking

Teaching speaking definition Douglas Brown (2001) defined teaching as "showing or helping someone to learn," "guiding and facilitating learning," "giving instruction, directing of the study of something, giving with knowledge causing to know or understand," and "making it possible for the learner to learn how to do something." Creating suitable educational settings and giving instruction are all part of teaching. It is an activity in which the teacher participates, or it is also referred to as the process of helping students learn about the world around them. The educational objectives, resources given, procedures, settings, instructors, and students compose the environmental system. In general, speaking is a kind of communication, and the aim is to let the other person know what is on one's mind. Speaking, on the other hand, can be formed to communicate thoughts, feelings, and give a reaction right away that motivates others to do something. Speaking is a special form of

communication that is used by all people. According to the speaker's point of view, speaking is a kind of communication that is an essential component of an individual's overall personality.

Speaking is essential in language learning since it helps students to inform, influence, and share those thoughts with others. Conversation is the most essential form of communication. Speaking helps one to communicate goals, concepts, or feelings to others during daily activities. The two principles listed by Nunan (2003) for teaching speaking are as follows:

- 1) Recognize the variations between situations for learning a second language and a foreign language

Speaking is taught in both scenarios using a foreign language and situations using a second language. The context of the target language impacts the challenges that teachers must overcome. When people use their local or national language contexts rather than the target language because they have limited chances to use the language other than in the classroom, this happens to be known as a foreign language context. In a second language setting, the target language serves as an essential means of social interaction. Immigrants and international students are among those who learn a second language. Give students practice with both fluency and accuracy

Accuracy is the percentage to which what students say in the target language determines what others say in the same language. Speaking with confidence and speed in the target language is known as fluency. Speaking quickly and confidently is one thing, but fluent speech also avoids filler, pauses, and lengthy diction selection. A lot of opportunities must be provided for beginning and intermediate students to improve their fluency and accuracy. It is better for teachers to avoid interrupting students directly when they make mistakes because this would stop the development of their fluency. Following a presentation by the students. If they make a mistake, the teacher is going to be able to correct them. Making mistakes when attempting to learn a new language is normal.

- 2) Provide opportunities for students to talk by using group or pair work and limiting teacher talk.

As a teacher, when we are teaching our students a new subject, we often do it in front of the class. Actually, a language instructor who gives preference to teaching speaking skills should give a chance to talk so that the students have more advantages to practice speaking. By giving students the chance to work with their peers, one can improve the amount of time they spend speaking in the target language in class. It is beneficial for them to practice speaking in the target language in groups and couples. The role of a teacher during practice is that of a facilitator. When there are misunderstandings, the teacher can ask the class some questions about the subject and provide an explanation.

Consider speaking strategies that challenge you to negotiate meaning. Negotiating for meaning means that students should interact in the target language because they should be trying to understand what each other is saying. It is a means to find out whether someone has understood what was explained that and the other way around. During conversations, by trying explanation, repetition, or explanation. Because they speak at a level that is understandable in the target language, the speakers would have good comprehension. Interactional communication is speaking to someone with a specific goal in mind, including developing and maintaining a social relationship. Communication used for transactional purposes, such as the exchange of products and services.. Nunan say that compared to functional speech, interactional speech is more unpredictable. Speaking activities in the classroom may include both interactional and commercial speaking since students must use the target language in both of these contexts. There are transactional and interactive settings because the learners have so many topics to discuss.

C. Type of Speaking

Brown (2004) claims that there are six different speech styles. They are extensive, intense, responsive, and engaging. imitation speaking refers to the ability to act out (parrot back) words, phrases, or even a whole statement. Any communication technique that relies on goes in addition imitating to be considered concentrated talk.

Phonological and Grammatical features of the language. The term "responsive speaking" relates to exchanges with a minimal amount of discussion, such as standard and short introducing speeches, comments, and straightforward requests, etc. Interactive speaking refers to complex interactions that might include many conversations and/or multiple participants. Extensive speaking can take several forms, including speech, oral presentation, and storytelling.

a. Imitative

A technique that improves intonation or identifying a particular vowel sound is imitation practice. rather than having a deep conversation, it is done to attract attention to a particular feature of the language form. The most popular way to carry out this activity is through drilling.

b. Intensive

Speaking performances meant to practice part of the language's grammar are included in intensive speaking, which appears beyond imitation. It could take the shape of initiative or cooperation.

c. Responsive

The goal of responsive speaking is to be able to respond to inquiries or comments in a meaningful and genuine way.

d. Transactional

In this case, it is done basically through a dialog. With the intention of communicating or moving specific information, it is an expanded type of responsive language.

e. Interpersonal

In a discourse, speaking happens, just like in transactional speaking. Its main purpose is to maintain relationships rather than to present information and facts. These talks can be a little more challenging for learners due to slang, ellipsis, sarcasm, a casual register, and other elements. As a result, it is challenging for language learners to understand the language, and they risk being misunderstood.

f. Extensive

Is mostly in the form of monologues, in practice, advanced levels are called upon to give long monologues in the form of oral reports, summaries, or perhaps short speeches. Each of the above types can be implemented based on the level of students and students' abilities. the purpose of each elements:

- a. Imitative to focus on certain elements of the language form,.
- b. Intensive to train some phonological or grammatical aspects of language.
- c. Responsive to stimulate students in speaking, transactional to invite students to engage in conversation.
- d. Interpersonal to learn how the characteristics traits such as relationships in conversation.

- e. Extensive practice is to practice in the form of oral reports, summaries, or perhaps in short speeches.

D. Advantages of Speaking Skill

- a. Connect with new people

English language learners will be able to have conversations with native speakers and ESL (English as a Second Language) students. Students will be able expand their understanding of the world, improve their communication abilities, and to understand themselves as well as others effectively.

- b. Be a better student

Around the world, a lot of students are studying English as a second language. When they do, it improves their alternatives for further education and employment. students who are confident communicating with others are able to quickly adapt to their surroundings, and using English successfully helps students create their critical thinking skills..

- c. Increased brainpower

Learning English as a second language offers multiple cognitive advantages. several people think that learning a second language makes them more cognitively adaptable. Improved creativity, memory, and complex problem-solving skills are a few examples.

E. Components of Speaking

In speaking, there are certain components that the learners will fulfill, which can be used as a test of whether our speech is successful or not (Kurnia, 2015).

a. Fluency

Reading, speaking, and writing with relaxed movement, and expression are all examples of fluency. The speaker is able to relate meaning and context while reading, understanding, and responding in a language clearly and succinctly. Fluency in speaking is characterized by a rapid rate of speech and a limited number of pauses; these characteristics show that the speaker has not spent much time looking up the linguistic elements required to convey the message. From the mentioned sentence, it can be inferred that fluency is one of the many factors used to describe or assess a person's linguistic ability.

b. Grammar

Grammar is used to learn the correct method to become fluent in both spoken and written language. Grammar is additionally needed for speakers to structure a logical phrase during a discussion. According to Greenbaum and Nelson (2002), grammar is a set of principles that enable us to group words into longer units in our language. According to the previous comment, grammar's purpose is to arrange a sentence's correct meaning according to its context in order to avoid misunderstandings.

c. Vocabulary

Without an enough vocabulary, speakers cannot manage to communicate successfully both orally and in writing. Vocabulary is defined as the suitable diction utilized in communication. So it serves as an essential and useful tool for knowledge acquisition and communication.

d. Comprehension

Rahmawati & Ertin (2014) describe comprehension as the ability of the speaker to respond effectively to a question while also understanding the context of the conversation. The previously mentioned mention results in the conclusion that understanding is essential for avoiding misunderstandings between the speaker and the listener.

e. Pronunciation

Knowing how to pronounce a word clearly when someone speaks is called pronunciation knowledge. Pronunciation is important in speaking since it helps people understand what they are saying. The statement in question leads to the conclusion that pronunciation involves a variety of factors, including articulation, rhythm, intonation, phrasing, gestures, body language, and less direct eye contact (Kurniati, 2015).

F. Role play

Different experts have different definitions of role play. These opinions on role playing are provided. According to Ur (1981), role playing involves giving students relevant themes to keep them engaged and give them something to talk about, and putting them in groups to boost the quantity and quality of verbal contact. Understanding other people's situations is the main goal of this activity, and in order to do this effectively, players must be aware of all the roles played by other participants in addition to their own.

G. Basic parts of Role Play

The researcher focuses on the basic parts of the role play in this section. The three basic elements of format, according to Paulston and Bruder (1976), are situations, roles, and useful phrases. For advanced role playing, a background knowledge component may be necessary. Situations describe the context, set the scene for the story, and specify the roles or acts that must be taken out. The character list and role selection assign roles. All characters must have made-up names; this helps audience members to keep up the belief that they have. Here, it's important to include details about personality, experience, and to add linguistic data, key words, phrases, and technical vocabulary (a useful method of teaching vocabulary).

H. The Advantages of Role Play

The researcher discusses the benefits of role-playing in classroom activities in this part. According to Wehrli and Nyquist (2003), role-playing

exercises have a number of benefits when used in the classroom. Since they must collaborate in groups, students must first take an active role. Second, role-playing improves the learning process by giving equality, realism, and detail. Third, improve their linguistic and ability to solve problems. Fourth, it offers practice to develop abilities before using them in the actual world and when there is a lack of practical experience. Fifth, it makes it possible students to try out potentially effective behaviors in a safe setting and identify those that are not. Sixth, it can offer a whole new perspective on the situation and provide insight into emotions and interpersonal connections. Seventh, it gives teachers instant feedback evaluating their student's conceptual knowledge and application skills. After role-playing exercises, teachers frequently offer feedback, evaluation, and suggestions. Increase the possibility that what students learn in class will apply to real-world situations.

I. The Disadvantages of role play

Researchers don't just talk about the positives of role playing; they also talk about its limitations. Role play has limitations according to Wehrli and Nyquist in 2003. It first creates hardships on kids to do well, which can cause disappointment and even embarrassment. Not all students are comfortable speaking in front of a large audience. Thus, individuals experience difficulty when they have to participate in role-playing exercises. Second, the student's creativity and enthusiasm to contribute are truly the factors that determine success. The reasons why each student chooses to

participate in class activities varies. Because of this, some of them are not particularly enthusiastic but are quite motivated to complete the workouts. Third, it may inspire strong feelings of empathy that are connected to previous experiences. Role-playing games offer a wide range of subjects and options from our daily lives. Students who have negative experiences with the subject will feel strongly about it and show empathy. Fourth, when role play isn't carefully organized, planned, and controlled, it may lack concentration. If students do not properly prepare for role-playing exercises and the teacher does not supervise the process, they will be less focused. Fifth, if performance is not monitored by experienced individuals who provide suitable criticism, it may encourage inefficient habits or techniques. This teaching method can be unproductive when teachers don't always give pupils direct feedback. Sixth, the results might be unexpected. Even if students have done their homework and are well prepared, role acting games have significant downsides that can lead to unexpected results. Seventh, because role play needs preparation and follow-up, it could take some time.

J. Teaching with Role Play

according to Freeman (2000) the teacher's function in learning by acting is to facilitate communication in the classroom. One of the teacher's essential responsibilities in this way is to set up scenarios that promote improved communication. They act as mentors for the kids during the activity, responding to their requests and keeping an eye on their progress. They might keep track of student mistakes to address right away or later,

during more accuracy-focused exercises. Because this is a student-centered exercise, the teacher won't be as dominant as the students. Nunan (2003) adds that when using this method, teachers sometimes ignore accurateness and concentrate a priority on the way in which students communicate when using the target language. According to Shaw (2010), role-playing activities are but a small portion of a larger group of instructional tactics known as "active learning techniques" which motivate students to participate in creating their own knowledge.

K . Role-play technique

A kind of performing arts practice called role play allows students to dramatize actual events. One of the exercises that encourage speaking is role playing. Students improve communication skills through role-playing activities. According to Larsen Freeman (2000), conversational acting and communicative techniques play an essential role in the development of ideas because they give students the chance to practice speaking in different situations and social roles. Role playing is a perfectly adaptable learning exercise with lots of potential for creativity and variety. A researcher can design appropriate methods for their own class, taking into account the various academic levels of the students. Quisenberry (1995) states. Role plays have to be easy to understand, flexible, and low-prep for both the teacher and the students. As a result, the following are broad recommendations from Quisenberry (1995) to aid teachers in implementing these concepts as they get ready for success.

1. describing the benefits of role playing from the very first day of class. Practice your vocabulary; don't waste too much time during this step. A minimal amount of structure seems to work best.
2. classroom performance (each group or students should have a turn). The goal is not to perform in front of audiences. Role players should only be focused on themselves, their fellow role players, and the unscripted language creation. It is solely acting for the purpose of language acquisition..
3. During the debriefing, students are given 10 minutes to evaluate the interactions based on how challenging and authentic it was to generate spontaneous language. Was it successful? How is it put together? Could it be improved ?
4. evaluating performance. Making sure they are understanding that their ability to produce words easily will affect their score

Additionally, since the goal is to develop the best conditions possible for language learning, teachers shouldn't force students to take on responsibilities they don't want to. Students are usually excited to cooperate after experiencing some first unexpected and find the exercise to be interesting and difficult. If someone says, "Work one-on-one," wait until they feel at ease and confident enough to go through the entire class According to the statement by the researcher, there are two types of role play: scripted role play and unscripted role play. Therefore, when using this technique. employs scripted role-playing. A role play that is centered on dialogue is called a scripted role play. Example of dialogue :

New Video Game

Adam : hey joe, what's up ?

Joe : hey adam, it is you. I have just bought a new video game

Adam : wow cool. What is it ?

Joe : it is *uncharted 4*. Have you ever played it before ?

Adam : of course, it is a great game. It is one of my favorites.

Joe : surely it is. Nathan drake is so cool than any characterb in another game.

Adam : yes i like his action when he geals with the bandits. Bams, shoot the enemy haha... where did you buy it anyway?

Joe : i bought the *uncharted 4: A Thiief;s Ends* at PlayStation Store.

Adam : how much does it cost?

Joe : i bought the disc around \$59.99. do you want to buy it?

Adam : i dont think i can buy it right now. I have no money

Joe : do not worry about it. Let me lend you the money, r you can borrow my disc.

Adam : it is okay for you ? it is quite expensive

Joe : nah, it is okay. I have the money. You can return it later when you have the cash.

Adam : thank you, joe, you are very kind

Joe : dont mention it. Let me get my wallet first.

Adam : okay, lets also play your game

Joe : nice idea come inside.

The stages presented by Doff (1988) for simulations based on dialog are as follows:

1. By designing instructions, the researcher directs the role play. Talk while writing about showing what the directions mean..
2. If necessary, ask students to provide a statement or question for each question and then go through them one at a time..
3. Call two students forward; one will play the part of Sissy and the other Randy. The dialogue should be made up as they go along, using the questions as direction. Mention that the conversation can be shorter than the presentation dialogue but should be identical to the one in the textbook. It should only explain the directions' main points. Call out a few more pairs of students one at a time and instruct them to participate in more dialogue based on the instructions.

According to Osuafor (2017), mentioned role-play teaching is a technique that has many advantage :

- a. Role-play emphasize on students centered Role-playing with a focus on students
- b. Role-playing may increase students' interest in the subject matter.
- d. Role-playing offers many possibilities for linguistic and social skill practice.
- e. Role-playing has the potential to offer students with an improved comprehension of a practical problems concept.

Students who role-play can develop a good social habit. They learn how to react in different situations. As can be seen from the statement above, the goal of this study was to determine how much the students' speaking abilities improved after completing role-playing-based instruction. The goal of this study is to determine whether the students' speaking abilities significantly increase after completing role-playing-based instruction.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research design, research participant, data collection, and data analysis.

A. Research design

There are many various research methods that can be used. Research design, according to Griffee (2012), is a conceptual structure for research projects that considers both internal and external factors (casuality and generalizability). Through the use of quantitative research techniques, this study investigates how role-playing exercises can help students become more fluent speakers. The experimental, related, and survey structures are the three types of quantitative methods (Creswell, 2012). Here, the data were obtained by experimental investigation. This study's experimental design is suitable since it motivates the researcher to apply the role-playing method in the classroom. Sugiyono (2012) divides experimental design into three categories: pre-experimental design, true experimental design, and quasi-experimental design. In case in point, the researcher used a pre-experimental design with a single group pre-test post-test layout. In order to compare the data gathered between the two more accurately, this design includes pre- and post-tests. Following the pre-test, a treatment will be applied, and then a post-test will be carried out.

B. Research location

This research will be conducted at the MAN 1 Aceh Besar. This location chose because students learn English only in class but students encouraged to interact in English outside of class. In addition the researcher knows the state of the location.

The present of the study be conducted at MAN 1 Aceh Besar, which is located in Samahani, kuta malaka, Aceh Besar, Aceh province. This location will chose because student learn english only in class but encouraged to interact in english outside of class. In addition the research knows the state of the location.

C. Research participants

1. Population

Population, according to Best and Kahn (2006), is a collection of people with similar or dissimilar characteristics that inspire researchers' attention. The population in this study were all student at class XII MIA each class consist of 30 students students at the senior high school level at MAN 1 Aceh Besar

2. Sample

The teacher has instructed researcher to select this class as my experimental class, and the researcher uses purposive sampling to determine the sample. The sample was chosen based on the fact that this class is the superior class, according to our discussion with the teacher. 30 students from class XII MIA 1 were selected as the sample for this study.

D. Method of Data Collection

1. Test

A test is a tool or collection of techniques used in conjunction with guidelines to evaluate the output of student work (Arikunto, 2012). The researcher used the Pre-test and Post-test test types. conducted in contribute to of the researcher's experimental instruction. The researcher administered the Post-test following some treatment for the students.

a. pre-test

The researcher gives the pre-test to the students. The pre-tes is students presentation about conversation asking for help and the student have explain it about the material subject. Five criteria pronunciation, vocabulary, grammar, fluency, and comprehension are used to determine the scores. The researcher explains their roles, the scenario that the students must handle in the role play, and the objective or result that they must achieve during the presenting stage. The researcher must also remember to define the cues and provide an example of the part that students perform in the process.

The experimentation approach is the one this researcher uses. The goal was to enable the learner to interact with others in their own language. The student follows by being asked by the researcher about how their role play worked out. The researcher then gives feedback on any intonation or pronunciation issues that were observed.

b. Post-test

The post-test is given to the students by the researcher. The test and the pre-test are identical. The post-test, however, will be given following the treatment in which conversation was taught through role-playing. Scores for pronunciation, fluency, grammar, vocabulary, and comprehension are divided into five categories. The scores for each criterion are then divided into five equal components to calculate the mean. The word test may take the form of a verb or an adjective. Its definition as a noun is "a way of learning." By means of a research, a practical activity, a test of someone's knowledge, or an explanation of something that is being done in class or being tested today for spelling. The uses a series of questions to evaluate a person's knowledge or skill. They have been taken from the Cambridge dictionary. Briefly, the exam could consist of a series of questions or an exercise.

Speaking tests were the format of the pre-test and post-test. It is thought that five criteria are being measured. According to a statement by Arthur Huges, these standards relate to pronunciation, grammar, vocabulary, fluency, and comprehension, which are the elements of speaking:

Table 3. 1

Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have anative speaker accent and is simple to understand	5
	Even with a foreign accent, its simple to understand	4
	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and	2

	speaker sometimes asked to repeat anything	
	pronunciation problems that cant be understood	1
Vocabulary	implement academic language that is concise and easily understood	6
	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4
	sometimes used incorrect vocabulary	3
	limiting the dialogue because of the lack of vocabulary	
	it is difficult to understand when vocabulary is used inccorect or may be	2

	Limited	
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
Comprehension	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood, although some parts require repetition	4
	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic	1

	Conversations	
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Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited Fluency	3

	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
Grammar	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5
	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4
	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3

	most of the produced sentences lack clarity and are disrupt with grammar mistake	2
	almost all of the phrase are grammatically incorrect and incomprehensible	1
	Max score	30

Score guide :

$$\frac{\text{score obtained}}{\text{max score}} \times 100$$

جامعة الرانري

During this research, I conducted experimental teaching in the third grade at MAN 1 Aceh Besar . I used Role Play as a method in teaching speaking experimental class. The role play was used to improve student's speaking abilities. There are 5 meeting in total for this experimental teaching. Each meeting lasted 1 hour and 40 minutes, and below are the details of every meeting:

- a. first meeting

At the first meeting, I told to the students about the purpose of my attendance. Then explained what is a role play and the procedures in this class room. After that, I did a pre-test to measure the students' speaking ability before the treatment by conducting a dialogue, asking them question related to the conversation about asking and offering help. Student presentation will be recorded for my convenience to analyze their speaking skill on the five criteria.

b. Second meeting

At this meeting, I started the lesson with the preparation a warm up, choose players by dividing into pairs. Then each team take dialogue text provide by the teacher to play. And then appoint a partner who is a spectator as an observer. Than the pairs are invited to role play one by one, and each group is given about 5 minutes. In the last of performace I will conduct a discussion and evaluation.

c. Third meeting

In this meeting the student starting the procedure again. Each pair take a different dialogue text with the theme than student have to practice more dialogue as a treatment in speaking skill

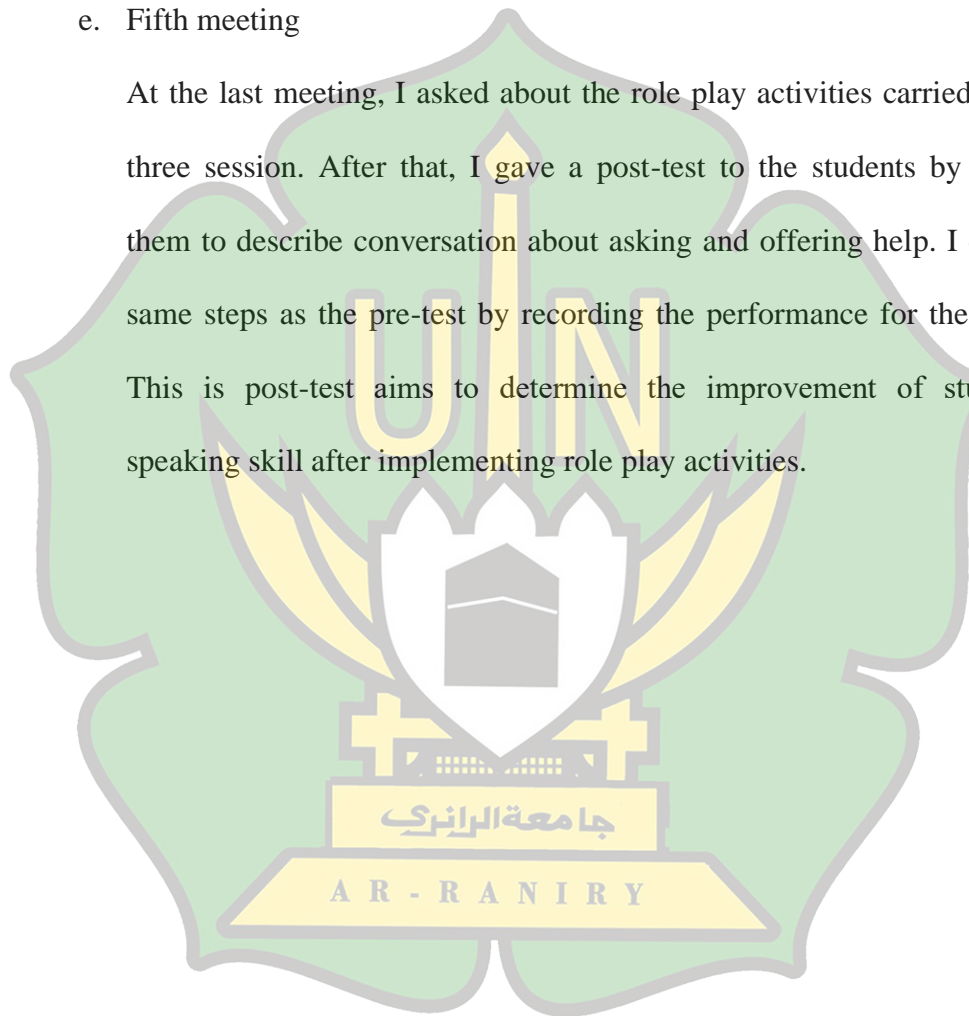
d. Fourth meeting

This meeting is the last meeting for the implementation of role play activities. At this meeting, I ask student to play the role play again with their partners. However, the teacher does not provide dialogue, but asks students to create their own dialogue based on the descriptive text

distributed by the teacher. Then act it out. After all the pair had played their roles. I asked a few of them to explain again what was discussed during the role play.

e. Fifth meeting

At the last meeting, I asked about the role play activities carried out in three session. After that, I gave a post-test to the students by asking them to describe conversation about asking and offering help. I did the same steps as the pre-test by recording the performance for the result. This is post-test aims to determine the improvement of students' speaking skill after implementing role play activities.



E. Data Analysis

This research uses the quantitative method to gain the data that will be analyzed by considering the test score.

1. Data analysis of test

In analysing the collected data, i used formulas consiting of mean, standard-deviation, and t-test. The mean procedure was adopted from a stastictic book by hasan (2008).

a. Mean

The student's average score is called the mean. The following formula is used to calculate the mean :

$$\bar{x} = \frac{\sum x}{n} = \frac{x_1 + x_2 + \dots + x_n}{n}$$

The description above symbolization as:

\bar{x} : the average score

$\sum x$: the sun of data

n : the number of data

b. Standar deviation

The standar deviation used to measure students' score and the formula used as follow :

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

The description above symbolization as :

SD : standar deviation

D : differences between pre-test and post-test

N : number of data

c. T-test

$$T = \frac{\frac{\sum D}{N}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

T : t-test value

D : average difference

$\sum D^2$: different score pre-test and post-test

N : the number of data

d. Statistical hypothesis

The hypothesis is adapted from sugiyono (2019) therefore the statistical hypothesis of this research is symbolized into :

- i. H_a is accepted if $t\text{-test} > t\text{-table}$ and H_0 is rejected
- ii. H_0 is accepted if $t\text{-test} < t\text{-table}$ and H_a is rejected

CHAPTER IV

FINDING AND DISCUSSION

in this chapter, the research finding are describe, including the data analysis of pre-test and post-test, and data analysis using t-test.

A. Research Findings

This research applied the role play method to improving students' speaking ability. It was conducted at MAN 1 Aceh Besar class XII MIA 1. The data of this research were taken from the result of the data oral test in term of pre-test and post-test. This research data were taken from the effect of verbal test in speaking form. The participants were one class of experimental class. Therefore, I took the students' scores as the data and presented it in the table. In this study, five meetings were held to observe the outcomes of the experimental class starting on January 17th, which consisted of one class of 30 students. Role-playing exercises were used to conduct the research, first and second were used for the pre-test while fourth and last meeting for the post-test.

After conducting the research, the researcher obtained two kinds of data; the scores of pre-test and the scores of the post-test.

- a. the pre-test scores

the data of pre-test scores can be seen in the table below :

Table 4.2

No	Name	Pronunciation	Vocabulary	Fluency	Comprehension	Grammar	Total score	Pre-test
1	AR	3	3	4	3	2	15	50
2	AF	3	2	3	4	3	15	50
3	AM	2	3	3	3	3	14	46
4	BF	3	4	4	3	4	18	60
5	DM	3	2	3	3	3	14	46
6	EF	3	3	4	3	3	16	53
7	FA	2	4	3	3	3	15	50
8	HMA	4	3	3	4	2	16	53
9	IIM	3	3	4	3	4	17	56
10	JLN	3	4	3	3	2	15	50
11	LDN	3	2	3	5	3	16	53
12	MA	4	4	2	3	2	15	50
13	MS	3	3	2	3	2	14	46
14	MA	3	4	2	2	3	14	46
15	NDS	4	3	2	4	3	16	53
16	NA	2	2	4	3	3	14	46
17	NUA	3	4	3	3	2	15	50
18	NN	4	4	2	3	3	15	50
19	NA	3	2	4	3	2	14	46
20	RY	2	3	3	4	2	14	46
21	RS	3	2	3	4	2	15	50
22	RA	3	2	3	4	3	15	50
23	RS	2	3	3	3	2	14	46
24	SF	4	3	2	3	2	14	46
25	SA	4	3	3	3	3	16	53
26	SAT	3	3	2	4	2	14	46
27	SY	2	3	4	2	3	14	46
28	TRN	3	2	3	4	3	15	50
29	NI	2	4	2	3	3	14	46
30	NA	4	2	3	3	4	16	53
	Total	90	89	89	98	81		1,486

From the table, the total pre-test experimental class score was 1,486 with the number of students was 30. Therefore, student's mean was:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1,486}{30} \quad X = 49,53$$

b. The Post-Test Scores

The data of post-test scores can be seen in the table below :

Table 4.3

No	Name	Pronunciation	Vocabulary	Fluency	Comprehension	Grammar	Total score	post-test
1	AR	4	4	5	4	4	21	70
2	AF	4	3	4	5	4	20	66
3	AM	4	4	4	4	4	20	66
4	BF	3	4	5	4	4	20	66
5	DM	4	3	3	3	4	17	56
6	EF	4	4	5	4	4	21	70
7	FA	3	5	4	4	4	20	66
8	HNA	5	4	4	5	4	21	70
9	IIM	4	4	5	4	5	22	73
10	JLN	4	5	4	4	3	20	66
11	LDN	4	3	4	4	4	19	63
12	MA	5	5	3	4	3	20	66
13	MS	4	4	3	4	3	18	60
14	MA	4	3	3	4	5	19	63
15	NDS	5	4	3	5	4	21	70
16	NA	3	3	5	4	4	19	63
17	NUA	4	4	4	4	3	19	63
18	NN	5	5	3	4	4	21	70
19	NA	4	3	4	4	3	18	60
20	RY	3	4	4	5	5	21	70

21	RS	3	4	4	5	3	19	63
22	RA	3	4	4	5	4	19	63
23	RS	3	4	4	4	3	17	56
24	SF	5	3	3	4	3	19	63
25	SA	5	3	3	4	4	20	66
26	SAT	4	3	3	5	4	20	66
27	SY	3	4	4	4	4	18	60
28	TRN	4	4	4	4	4	19	63
29	NI	3	3	3	4	4	18	60
30	NA	4	4	4	4	5	20	66
	Total	117	114	115	126	116		1.943

From the table, the total post test experimental class score was 1.943 with the number of student was 30, therefore student's mean was :

$$X = \frac{\sum x}{n}$$

$$X = \frac{1.943}{30}$$

$$X = 64.76$$

c. Data Analysis Using T-test

Table 4.4

No	Name	pre-test	post-test	D	D ²
1	AR	50	70	20	400
2	AF	50	66	16	256

3	AM	46	66	20	400
4	BF	60	66	6	36
5	DM	46	56	10	100
6	EF	53	70	17	289
7	FA	50	66	16	256
8	HNA	53	70	17	289
9	IIM	56	73	17	289
10	JLN	50	66	16	256
11	LDN	53	63	10	100
12	MA	50	66	16	256
13	MS	46	60	14	196
14	MA	46	63	17	289
15	NDS	53	70	17	289
16	NA	46	63	17	289
17	NUA	50	63	13	169
18	NN	50	70	20	400
19	NA	46	60	14	196
20	RY	46	70	24	576
21	RS	50	63	13	169
22	RA	50	63	13	169
23	RS	46	56	10	100
24	SF	46	63	17	289
25	SA	53	66	13	169
26	SAT	46	66	20	400
27	SY	46	60	14	196

28	TRN	50	63	13	169
29	NI	46	60	14	196
30	NA	53	66	13	169
	ΣX	1485	1943	457	7357
	\bar{X}	49.53	64.75	15.2	245.23

The table show the total mean scores in differences between the post-test and pre-test of the experimental class were 15.2. the data showed that there was a significant improvement in students' speaking ability after they received the treatments by using role play.

To know the differences between the pre-test and post-test can be seen by using the formula as follow :

$$SD = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

$$SD = \sqrt{\frac{7357 - \frac{(457)^2}{30}}{30 - 1}}$$

$$SD = \sqrt{\frac{7357 - \frac{208849}{30}}{29}}$$

$$SD = \frac{\sqrt{7357 - 6.961.63}}{29}$$

$$SD = \frac{\sqrt{7.350.03}}{29}$$

$$SD = \sqrt{2.53}$$

$$SD = 1.59$$

From the result above can be seen that the standar deviation in experimental class was 1.59. T-test formula below is used to get the t-test score of experimental class.

$$T = \frac{D}{\sqrt{\frac{\sum D^2 (\sum D)^2}{N(N-1)}}}$$

$$T = \frac{15.2}{\sqrt{\frac{7357 - \frac{(457)^2}{30}}{30(30-1)}}}$$

$$T = \frac{15.2}{\sqrt{\frac{7357 - \frac{208849}{30}}{30(29)}}}$$

$$T = \frac{15.2}{\sqrt{\frac{7357 - 6.961.63}{870}}}$$

$$T = \frac{15.2}{\sqrt{7.350}}$$

$$T = \frac{15.2}{2.71}$$

$$T = 5.6$$

Then, to complete the result of the research, the writer finds out the degree of freedom (df) with formula:

$$df = N - 1$$

$$= 30 - 1 = 29$$

B. Discussion

The criteria of the hypothesis that has been mentioned before are :

- a. If $t\text{-test} > t\text{-table}$, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It means that there is significant between role play in improving speaking skill.
- b. If $t\text{-test} < t\text{-table}$, the null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant between role play in improving speaking ability.

T-test is used to analyze to the hypothesis at significant level. The degree of freedom is 29 (obtained from $N-1 = (30- 1= 29)$ as degree freedom (df) $N-1 =29$ is 1,6 . The t-test value wa greater than t-table value ($5.6 > 1.6$) , indicating that the t- test hypothesis was accepted (H_a). As result, the role play activities improve students speaking ability.

In this section, I presented a discussion based on the finding of the research. The research question is “does the implementation of role play improve students’ speaking skill? “. The data of this research were taken from the result of the data oral test in term of pre-test and post-test. The data analysis's findings make it quite obvious that students who learn through role-playing achieve higher speaking scores. This shows how successful role acting is as a speaking instruction method. The conclusion of the meeting's discussion with students about how much they enjoy role-playing provides a another motivation. Students are inspired to participate in role-playing exercises and become more focused while they are studying as a result.

The research findings are similar to existing research that has been mentioned, such as research conducted by Hardanu (2016) showed that the students' speaking abilities were improved by the application of the role-playing technique. Moreover, the study conducted by by Susanti (2007) indicated that the implementation that using role plays to teach speaking to students improves their performance. Based on the results, it can be seen that most of the students got benefits in using role play, role play helps student to develop speaking ability, Role play can grow a good habit for students in their social life.



CHAPTER V

CONCLUSIOAN AND SUGGESTION

In this chapter, the conclusion and suggestion of the research of the research are discussed. The conclusion contains the crucial points of the research, along with the suggestions of the research.

A. Conclusion

From the results of the analysis of the research is proven that the student's score of speaking tough by using role play is better which is shown by the post-test score being higher than the pre-test score, where the post-test score is 64.76 and the pre-test was 49,53. The researcher conclude that the use of role play improve the student's speaking ability.

B. Suggestion

How the teacher presents the material and employs various management strategies to make the class more interesting and enjoyable is essential for teaching success. We may highlight a few key points. Most importantly, English teachers ought to implement role playing into their lessons since it helps students' spoken communication skills. The students are hoped to not be shy when playing out their role, and they should be more confident in exploring their speaking abilities. Finally, the teacher should control the student's actions while presenting the language in a fun, informal, and understandable style. It has been demonstrated by Diyah Ayu (2007) that role-playing improves students' speaking

test scores. This finding successfully solved the research issue by showing the effectiveness of role-playing in the training of speaking.

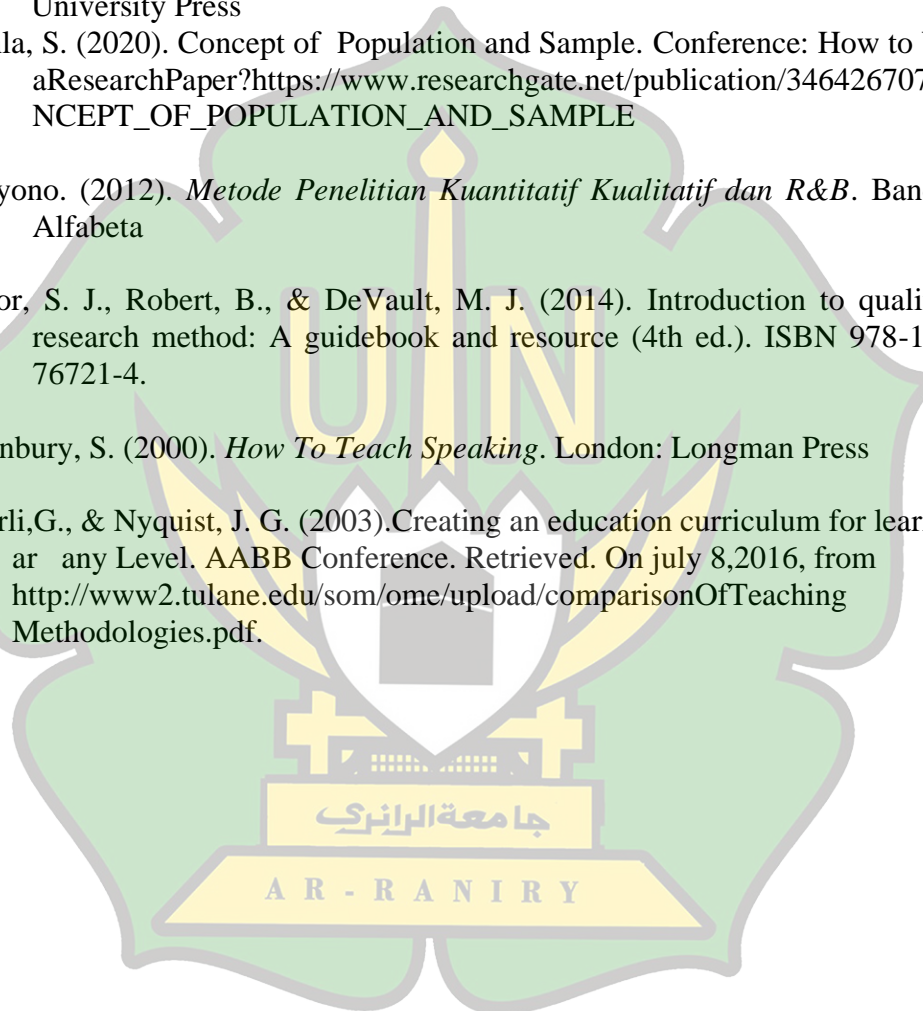
As is well known, motivation is the motivation that increases someone to act in order to complete an activity. This potential is stimulated by the presence of many different kinds of demands, including unsatisfied needs, behavior, goals, and feedback. Two factors—learning and motivation—interact with one another. Therefore, it is essential to concentrate on using it in order to make English learning entertaining and ignite student love for learning. A interesting approach that can be used in English language training that improves students' attention and speaking skills is role-playing. Playing a role might help students in understanding the material they are studying by increasing their attention and stimulating their imagination. Making learning enjoyable is the key to increasing student motivation and interest in it. This will directly effect how capacity for learning and achievement are improved. Since the students actively participate in role playing, it attempts to help improve their speaking skills. Possibility of developing linguistic abilities and verbal communication. Due to this fun role-playing method, students don't feel stressed out while learning. Their partnership has caused an improvement in speaking anxiety. in addition to facilitating communication among group members. The opportunity for casual conversation while role playing allows students to learn active listening. By playing this role, students can also broaden their vocabulary in English.

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APPENDIX A : Appointntmen letter of supervisors


SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-4630/Us.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Us.08/DI/TL.90/0970/2015 TENTANG
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :

- a. bahwa untuk kelancaran bimbingan skripsi dan ujian monev/teyeh mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dianggap perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-11805/Us.08/FTK/KP.07.6/9/2022 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dianggap cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :

1. Undang-Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Instrat Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelagiasian Wewenang Pengangkatan, Promosi, dan Pemberhentian PNS di Lingkungan Departemen Agama;
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2013, tentang Siswa UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelagiasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan :

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 06 Juli 2022

MEMUTUSKAN

Menetapkan :

PERTAMA :

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-11805/Us.08/FTK/KP.07.6/9/2022 tanggal 6 September 2022

KEDUA :

Menunjuk Saudara:

1. Siti khaainah, M.Pd. Sebagai Pembimbing Pertama
2. Azizah, M.Pd. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Mastika Hanum
NIM : 200293002
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving student's speaking skill through role play

KETIGA :

Perubahan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2024 dengan Nomor: 029.04.3.423925/2022 tanggal 17 November 2021;

KEEMPAT :

Surat keputusan ini berlaku sejak akhir semester Genap Tahun Akademik 2022/2023

KELIMA :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penempatan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Maret 2023


Dekan,

Sudharta, S.Pd.

Tembusan

1. Rektor UIN Ar-Raniry sebagai laporan;
2. Ketua Prodi FSI Fak. Tarbiyah dan Keguruan;

**APPENDIX B : Recommendations Letters from Kantor Kementerian Agama
Kabupaten Aceh Besar to Conduct Field Research**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BESAR
Jalan Bupati Bachjar Panglima Polem, SH. Telp. 0651-92174. Fax 0651-92497
Kota Jantho – 23911
email : kabacehbesar@kemenag.go.id

Nomor : B-051/KK.01.04/PP.00.03/01/2023 Kota Jantho, 10 Januari 2023
Lampiran :
Perihal : Mengumpulkan Data Penyusunan Skripsi

Kepada Yth.
Kepala MAN 1 Aceh Besar
di –
Tempat

Sehubungan dengan surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh, Nomor: B-156/Un.08/FTK.I/TL.00/01/2023 tanggal 04 Januari 2023 perihal sebagaimana tersebut dipokok surat, maka dengan ini memberi izin kepada nama yang tersebut dibawah ini :

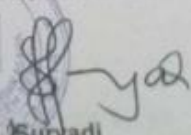
Nama : **Mustika Hanum**
NIM : **180203056**
Pogram Studi : **Pendidikan Bahasa Inggris**

Untuk melakukan pengumpulan data dalam rangka penyusunan Skripsi untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh, dengan judul Skripsi:

"Improving Student's Speaking Skill Through Role Play"

Atas bantuan dan kerja samanya kami ucapkan terima kasih.

An. Kepala,
Kasi Pendidikan Madrasah


Suryadi

APPENDIX C : Research Approval Letter from the Research field

 KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA ACEH BESAR
MADRASAH ALIYAH NEGERI 1 ACEH BESAR
Jalan Banda Aceh-Medan Km.19 Samahani Kode Pos 23361
E-Mail mansibreh_samahani@yahoo.com Website: man1aceh.besar.sch.id

SURAT KETERANGAN IZIN PENELITIAN
NOMOR : B - 009/ Ma.01.35 /TL.00/ 01 / 2023

Yang bertanda tangan di bawah ini

Nama : Arjuna S.Pd, M.Pd
Nip. : 19700315199905001
Jabatan : Kepala MAN 1 Aceh Besar

Dengan ini menerangkan bahwa :

Nama : Mustika Hanum
NIM : 180203056
Program Studi : Pendidikan Bahasa Inggris

Sehubungan surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan dan Ilmu Pendidikan Universitas Islam Negeri, Nomor : 156/UN.08/FTK.1/ TL.00/ 01/2023, tanggal 04 Januari 2023. Benar yang tersebut namanya diatas telah melakukan pengumpulan data dalam rangka penyusunan Skripsi pada MAN 1 Aceh Besar berjudul : *" Improving Student's speaking Skill Through Role Play "* di MAN 1 Aceh Besar. Penelitian tersebut telah dilaksanakan pada Tanggal, 17 Januari 2023.

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasanya kami haturkan terima kasih.

A R - R A N I R Y

Samahani, 17 Januari 2023
Kepala



APPENDIX D:

AUTOBIOGRAPHY

Personal Identity

Name : Mustika Hanum

Place and Date of Birth : Aceh besar , januari 29th 2000

Sex : Female

Religion : Islam

Nationality : Indonesian, Acehnese.

Marital Status : Single

Occupation : Student

Address : Desa Meunasah Tuha , Kec.Suka Makmur

Email : 180203056@student.ar-raniry.ac.id

Parent

Father's Name : Alm. Fauzi

Mother's Name : Khairiati

Occupation : PNS

Address : Desa Meunasah Tuha ,Kec.Suka Makmur, Kab
Aceh Besar.

Educational Background

Primary School : MIN Bukhloh : Graduated in 2012

Junior High School : MTsS Oemar Diyan : Graduated in 2015

Senior High School : MAS Oemar Diyan : Graduated in 2018

University : UIN Ar-Raniry : Graduated in 2023

APPENDIX E :DOCUMENTARY

DOCUMENTATION IN TEACHING LEARNING PROCESS AT MAN 1

ACEH BESAR





PRE-TEST AND POST- TEST

1. Pre-test

Tets : Oral test (dialogue)

Kristal cars is broken

Kristal : nindy, can you please help me ?

Nindy : what can i do for you?

Kristal : i have to go to the office early tomorrow morning, but my car is broken.

May i borrow yours?

Nindy : sure, just use mine. I'm not going anywhere tomorrow.

Kristal : really?

Nindy : yes, of course

Kristal : don't you have class tomorrow ?

Nindy : i used to, but my lecturer just canceled it. Actually i'm a bit afraid because the english examination will be next week.

Kristal : do you want me to teach you english ?

Nindy : do you have spare time ?

Kristal : sure, Friday i'm off work

Nindy : thats great

Task : Answer question

1. Teacher : what are Kristal ask to nindy ?

Student : Kristal ask nindy to help her

2. Teacher : where do Kristal go in early morning ?

Student : she have to go to the office

3. Teacher : is there any problem with kristal car?

Student : yes, her car was broken

4. Teacher : is nindy going somewhere tomorrow?

Student : no, she is not going anywhere tomorrow

5. Teacher : what happened to nindy's class tomorrow?

Student : her lecturer just canceled the class for tomorrow

6. Teacher : what is nindy afraid of ?

Student : she afraid because of the examination

7. Teacher : what exam will be held in the next week?

Student : the English examination will be held next week

8. Teacher : what lessons does Kristal offer to teach nindy?

Student : the lesson offered by Kristal is English lesson

9. Teacher : when will they learn English lesson ?

Student : they will learn English on friday

2. Post- test

Tets : Oral test (dialogue)

New Video Game

Adam : hey joe, what's up ?

Joe : hey adam, it is you. I have just bought a new video game

Adam : wow cool. What is it ?

Joe : it is *uncharted 4*. Have you ever played it before ?

Adam : of course, it is a great game. It is one of my favorites.

Joe : surely it is. Nathan drake is so cool than any characterb in another game.

Adam : yes i like his action when he geals with the bandits. Bams, shoot the enemy haha... where did you buy it anyway?

Joe : i bought the *uncharted 4: A Thieif;s Ends* at PlayStation Store.

Adam : how much does it cost?

Joe : i bought the disc around \$59.99. do you want to buy it?

Adam : i dont think i can buy it right now. I have no money

Joe : do not worry about it. Let me lend you the money, r you can borrow my disc.

Adam : it is okay for you ? it is quite expensive

Joe : nah, it is okay. I have the money. You can return it later when you have the cash.

Adam : thank you, joe, you are very kind

Joe : dont mention it. Let me get my wallet first.

Adam : okay, lets also play your game

Joe : nice idea come inside.

Task : Answer question

1. Teacher : what item did joe buy recently?

Student : he has just bought a new video game

2. Teacher: what game did joe buy recently?

Student : it is uncharted 4

3. Teacher : who is adam favorites characters in the game?

Student : his favorite character in the game is Nathan

4. Teacher : why is Nathan his favorite character in this game?

Student : because he like his action in the game when he geals with the bandits and Nathan was so cool

5. Teacher : where did joe buy the new game?

Student : he bought the uncharted 4 at playStation store

6. Teacher : how must does it cost ?

Student :joe bought the disc around \$59.99.

7. Teacher : why don't adam buy it now?

Student : because he has no money right now

8. Teacher : what does joe offers to adam ?

Student : joe lends money to adam

9. Teacher : what they do after offering to borrow money?

Student : they play a new game together.

APPENDIX F LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MAN 1 Aceh Besar
Mata pembelajaran : Bahasa Inggris
Kelas : XII MIA 1
Skill : speaking (role play)
Alokasi waktu : 2 x 40
Pertemuan : 1 (pertama)

I. Standar Kompetensi

Mengungkapkan makna dalam percakapan transional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lanacar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : menerima, mengundang, dan menolak ajakan, menyetujui/ tidak menyetujui dan memberi selamat.

III. Indikator Pencapaian

Siswa diharapkan mampu

1. Menangkap informasi specific yang ada pada dialog
2. Mengetahui hal hal dalam berbicara tentang asking dan offering help melalui dialog.
3. Mengetahui hal hal dalam ungkapan “let me” dan “can you help me”

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.

2. Siswa dapat memahami hal hal dalam berbicara tentang meminta dan menawarkan jasa
3. Siswa dapat mengidentifikasi ekspresi- ekspresi yang di gunakan dalam membahas permintaan dan penawaran jasa .
4. Siswa dapat menggunakan ungkapan untuk meminta bantuan dan memberi solusi melalui peran dialog .

Karakter:

- 1.dapat dipercaya (trustworthy)
- 2.berani (courage)
- 3.tekun(diligent)
- 4.tanggung jawab(responsible)

V. Metode

Pembelajaran:

an:

communicative

Approach

Technique.

VI. Langkah- langkah Kegiatan

No	Tahapan kegiatan	Uraian kegiatan	Alokasi waktu
1.	Kegiatan pendahuluan	<ol style="list-style-type: none"> 1. Menyapa siswa dengan mengucapkan selamat pagi. 2. Mengajak siswa berdoa sebelum belajar. 3. Mengecek kehadiran siswa. 4. Guru menjelaskan pentingnya materi 	10 menit

		yang akan di pelajari berikut kompetensi yang dikuasi siswa	
	Kegiatan inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> -guru memberi penjelasan tentang apa itu role play dan bagaimana pelaksanaannya - guru memberikan tema peran yang akan dilakukan yaitu asking and offering help -guru membagi siswa kedalam beberapa kelompok yang terdiri dari 2 orang. -siswa dipersilahkan memilih salah satu peran untuk menentukan peran mereka. -siswa kemudian berlatih meggunakan dialog yang telah dipilih. -kemudian siswa perform di depan kelas sesuai dengan peran mereka dan bersama kelompok mereka. -guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan . <p>Konfirmasi</p> <ul style="list-style-type: none"> -guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa. -memfasilitasi siswa untuk memperoleh pengalaman 	60 menit

		bermakna dalam mencapai kompetensi dasar. -guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
	penutup	<ol style="list-style-type: none"> 1. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa 2. Memberikan umpan balik terhadap proses dan hasil pembelajaran . 3. Guru memberikan penguatan dan kesimpulan terhadap siswa. 	10 menit

VII. Media
- Dialog role play

VIII. Alat /bahan
- Papan tulis, spidol dan penghapus.

Dialog

Take Sissy to the hospital

Sissy : uh i have a stomachache

Randy : what happened, sissy? Are you little bit unwell

Sissy : yeah, i think so

Randy : it sounds bad, do you need any help to take some medicine?

Sissy : that's very good of you. Please take some medicine in bedroom

Randy oke, wait a minute.

1 minute later.

Randy : here's the medicine

Sissy : thank you, can i ask a favor

Randy :sure, i'd like to help you

Sissy : please give me a glass of water from the kitchen.

Randy : ok

Sissy : randy, i feel worse . can you help me ? it will be good if you take take me to the hospital.

Randy : i am afraid i cant't do it. I haven't drien a car with manual transmission in a long time. Dont't worry, i'll call a taxi

Sissy :oke, thank you

Randy : no problem, sissy



Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have anative speaker accent and is simple to understand	5
	Even with a foreign accent, its simple to understand	4
	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and speaker sometimes asked to repeat anything	2
	pronunciation problems that cant be understood	1
	implement academic language that	6

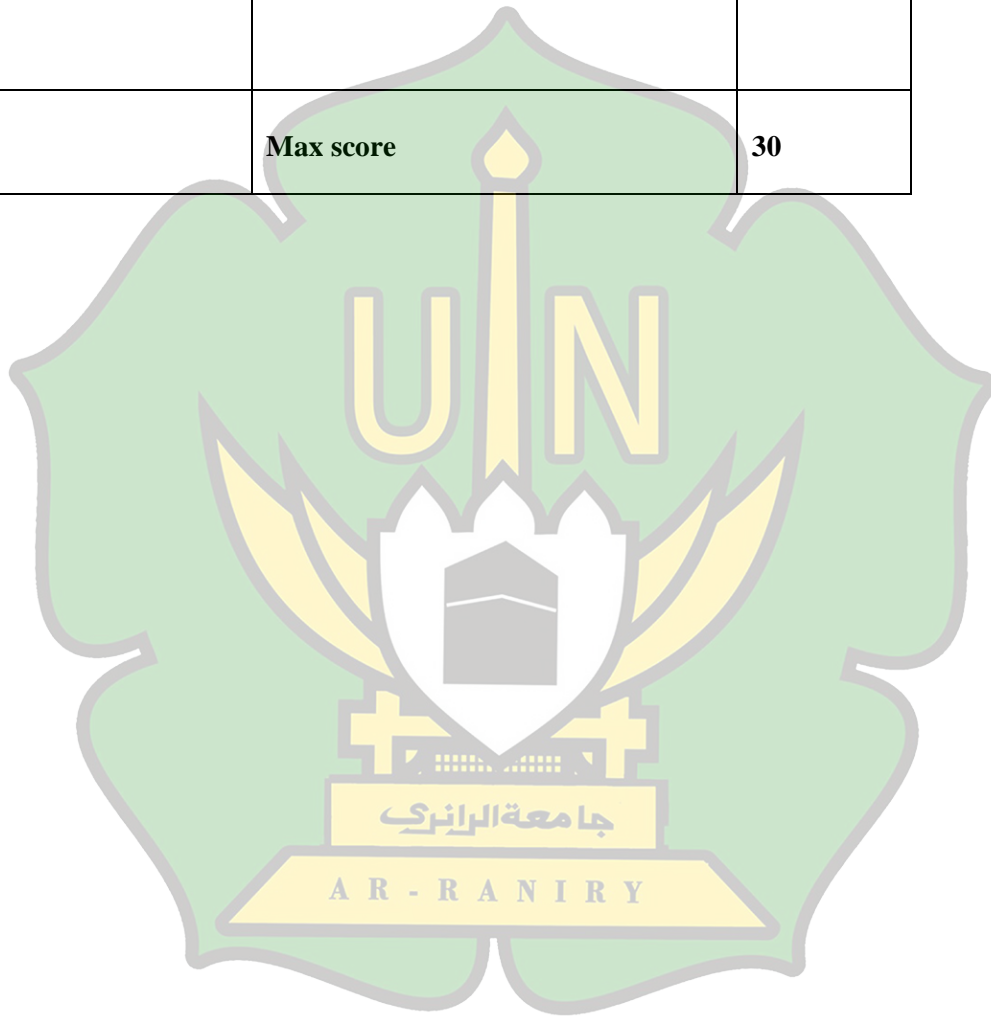
Vocabulary	is concise and easily understood	
	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4
	sometimes used incorrect vocabulary limiting the dialogue because of the lack of vocabulary	3
	it is difficult to understand when vocabulary is used incorrect or may be Limited	2
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood,	4

Comprehension	although some parts require repetition	
	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic Conversations	1

Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited	3

	Fluency	
	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
Grammar	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5
	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4
	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3
	most of the produced sentences lack clarity and are disrupt with grammar	2

	mistake	
	almost all of the phrase are grammatically incorrect and incomprehensible	1
	Max score	30



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MAN 1 Aceh Besar
Mata pembelajaran : Bahasa Inggris
Kelas : XII MIA 1
skill : speaking (role play)
Alokasi waktu : 2 x 40
Pertemuan : 2 (kedua)

II. Standar Kompetensi

Mengungkapkan makna dalam percakapan transional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

IX. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : menerima, mengundang, dan menolak ajakan, menyetujui/ tidak menyetujui dan memberi selamat.

X. Indikator Pencapaian

Siswa diharapkan mampu

4. Menangkap informasi specific yang ada pada dialog
5. Mengetahui hal hal dalam berbicara tentang asking dan offering help melalui dialog.
6. Mengetahui hal hal dalam ungkapan “let me” dan “can you help me”

XI. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.
2. Siswa dapat memahami hal hal dalam berbicara tentang meminta dan menawarkan jasa
3. Siswa dapat mengidentifikasi ekspresi- ekspresi yang di gunakan dalam membahas permintaan dan penawaran jasa .
4. Siswa dapat menggunakan ungkapan untuk meminta bantuan dan memberi solusi melalui peran dialog .

Karakter:

- 1.dapat dipercaya (trustworthy)
- 2.berani (courage)
- 3.tekun(diligent)
- 4.tanggung jawab(responsible)

XII. Metod

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Pembelajar

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tive

Approach

Technique.

XIII. Langkah- langkah Kegiatan

No	Tahapan kegiatan	Uraian kegiatan	Alokasi waktu
1.	Kegiatan pendahuluan	<ol style="list-style-type: none">5. Menyapa siswa dengan mengucapkan selamat pagi.6. Mengajak siswa berdoa sebelum belajar.7. Mengecek kehadiran siswa.8. Guru menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang dikuasi siswa	10 menit
	Kegiatan inti	Eksplorasi -guru memberi penjelasan tentang role play	

		<ul style="list-style-type: none"> - guru memberikan tema peran yang akan dilakukan yaitu asking and offering help -guru membagi siswa kedalam beberapa kelompok yang terdiri dari 2 orang. -siswa dipersilahkan memilih salah satu peran untuk menentukan peran mereka. -siswa kemudian berlatih meggunakan dialog yang telah dipilih. -kemudian siswa perform di depan kelas sesuai dengan peran mereka dan bersama kelompok mereka. -guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan . <p>Konfirmasi</p> <ul style="list-style-type: none"> -guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa. -memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. -guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	60 menit
	penutup	4. Guru bersama siswa	

		<p>melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa</p> <p>5. Memberikan umpan balik terhadap proses dan hasil pembelajaran .</p> <p>6. Guru memberikan penguatan dan kesimpulan terhadap siswa.</p>	10 menit
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XIV. Media
- Dialog role play

XV. Alat /bahan

- Papan tulis, spidol dan penghapus.

-

Kristal cars is broken

Kristal : nindy, can you please help me?

Nindy : what can i do for you?

Kristal : i have to go to the office early tomorrow morning, but my car is broken. May i borrow yours?

Nindy : sure, just use mine. I'm not going anywhere tomorrow.

Kristal : really?

Nindy : yes, of course

Kristal : don't you have class tomorrow ?

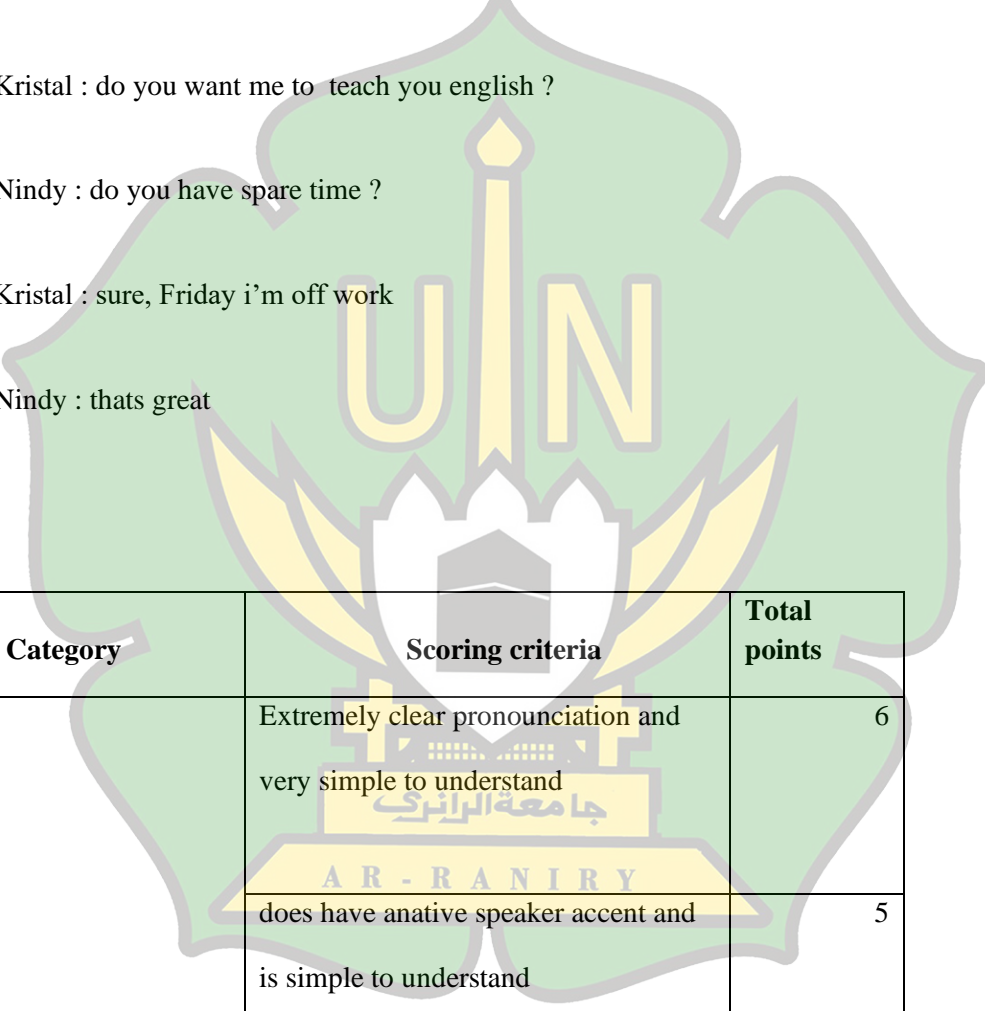
Nindy : i used to, but my lecturer just canceled it. Actually i'm a bit afraid because the english examination will be next week.

Kristal : do you want me to teach you english ?

Nindy : do you have spare time ?

Kristal : sure, Friday i'm off work

Nindy : thats great



Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have a native speaker accent and is simple to understand	5
	Even with a foreign accent, it's simple to understand	4

	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and speaker sometimes asked to repeat anything	2
	pronunciation problems that cant be understood	1
Vocabulary	implement academic language that is concise and easily understood	6
	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4
	sometimes used incorrect vocabulary limiting the dialogue because of the lack of vocabulary	3
	it is difficult to understand when vocabulary is used inccorect or may	2

	be Limited	
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
Comprehension	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood, although some parts require repetition	4
	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic Conversations	1

Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited Fluency	3
	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5

Grammar	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4
	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3
	most of the produced sentences lack clarity and are disrupt with grammar mistake	2
	almost all of the phrase are grammatically incorrect and incomprehensible.	1
	Max score	30

No	Name	Pronunciation	Vocabulary	Fluency	Comprehension	Grammar	Total score	Pre-test
1	AR	3	3	4	3	2	15	50
2	AF	3	2	3	4	3	15	50
3	AM	2	3	3	3	3	14	46
4	BF	3	4	4	3	4	18	60
5	DM	3	2	3	3	3	14	46
6	EF	3	3	4	3	3	16	53
7	FA	2	4	3	3	3	15	50
8	HNA	4	3	3	4	2	16	53
9	IIM	3	3	4	3	4	17	56
10	JLN	3	4	3	3	2	15	50
11	LDN	3	2	3	5	3	16	53
12	MA	4	4	2	3	2	15	50
13	MS	3	3	2	3	2	14	46
14	MA	3	4	2	2	3	14	46
15	NDS	4	3	2	4	3	16	53
16	NA	2	2	4	3	3	14	46
17	NUA	3	4	3	3	2	15	50
18	NN	4	4	2	3	3	15	50
19	NA	3	2	4	3	2	14	46
20	RY	2	3	3	4	2	14	46
21	RS	3	2	3	4	2	15	50
22	RA	3	2	3	4	3	15	50
23	RS	2	3	3	3	2	14	46
24	SF	4	3	2	3	2	14	46
25	SA	4	3	3	3	3	16	53
26	SAT	3	3	2	4	2	14	46
27	SY	2	3	4	2	3	14	46
28	TRN	3	2	3	4	3	15	50
29	NI	2	4	2	3	3	14	46
30	NA	4	2	3	3	4	16	53
	Total	90	89	89	98	81		1,486

جامعة الرانيري

AR - RANIRY

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MAN 1 Aceh Besar
Mata pembelajaran : Bahasa Inggris
Kelas : XII MIA 1
Skill : speaking (role play)
Alokasi waktu : 2 x 40
Pertemuan : III (ketiga)

III. Standar Kompetensi

Mengungkapkan makna dalam percakapan transional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

XVI. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : menerima, mengundang, dan menolak ajakan, menyetujui/ tidak menyetujui dan memberi selamat.

XVII. Indikator Pencapaian

Siswa diharapkan mampu

7. Menangkap informasi specific yang ada pada dialog
8. Mengetahui hal hal dalam berbicara tentang asking dan offering help melalui dialog.
9. Mengetahui hal hal dalam ungkapan “let me” dan “can you help me”

XVIII. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.
2. Siswa dapat memahami hal hal dalam berbicara tentang meminta dan menawarkan jasa
3. Siswa dapat mengidentifikasi ekspresi- ekspresi yang di gunakan dalam membahas permintaan dan penawaran jasa .
4. Siswa dapat menggunakan ungkapan untuk meminta bantuan dan memberi solusi melalui peran dialog .

Karakter:

- 1.dapat dipercaya (trusworties)
- 2.berani (courage)
- 3.tekun(diligent)
- 4.tanggung jawab(responsible)

XIX. Metode Pembelajaran:

communicative Approach

Technique.

XX. Langkah- langkah Kegiatan

No	Tahapan kegiatan	Uraian kegiatan	Alokasi waktu
1.	Kegiatan pendahuluan	9. Menyapa siswa dengan mengucapkan selamat pagi. 10. Mengajak siswa berdoa sebelum belajar. 11. Mengecek kehadiran siswa. 12. Guru menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang dikuasi siswa	10 menit
	Kegiatan inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> -guru memberi penjelasan tentang aktivitas yang akan dilakukan - guru memberikan temayang akan digunakan dalam role play -guru membagi siswa kedalam beberapa kelompok yang terdiri dari 2 orang. -siswa dipersilahkan memilih salah satu card peran untuk menentukan peran mereka. -siswa kemudian berlatih meggunakan peran dialog yang telah dipilih tanpa naskah . -kemudian siswa perform di depan kelas sesuai dengan peran mereka dan bersama kelompok mereka. -guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan . <p>Konfirmasi</p> <ul style="list-style-type: none"> -guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa. -memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. -guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa. 	60 menit

	Penutup	<p>7. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa</p> <p>8. Memberikan umpan balik terhadap proses dan hasil pembelajaran .</p> <p>9. Guru memberikan penguatan dan kesimpulan terhadap siswa.</p>	10 menit

XXI. Media

- Dialog role play

XXII. Alat /bahan

- Papan tulis, spidol dan penghapus.

Dialog **Kristal cars is broken**

Kristal : nindy, can you please help me ?

Nindy : what can i do for you?

Kristal : i have to go to the office early tomorrow morning, but my car is broken. May i borrow yours?

Nindy : sure, just use mine. I'm not going anywhere tomorrow.

Kristal : really?

Nindy : yes, of course

Kristal : don't you have class tomorrow ?

Nindy : i used to, but my lecturer just canceled it. Actually i'm a bit afraid because the english examination will be next week.

Kristal : do you want me to teach you english ?

Nindy : do you have spare time ?

Kristal : sure, Friday i'm off work

Nindy : thats great

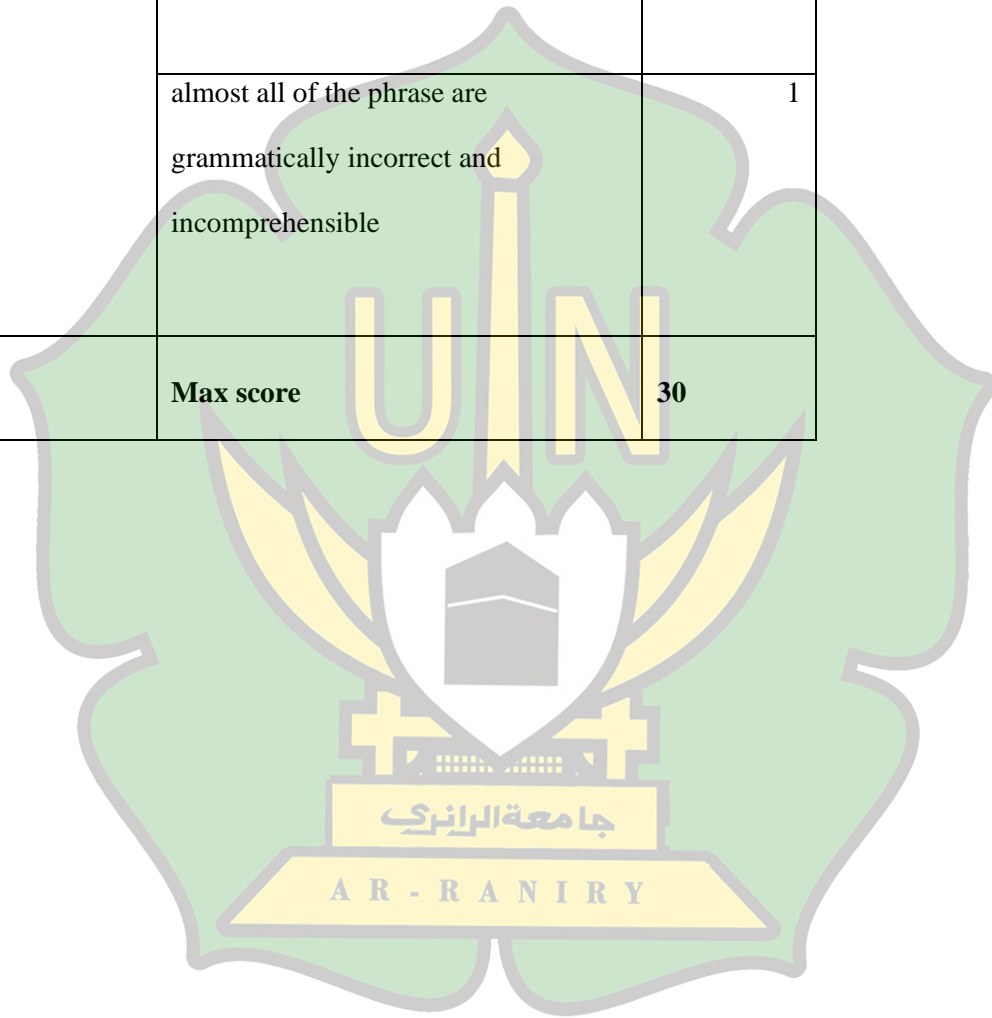


Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have anative speaker accent and is simple to understand	5
	Even with a foreign accent, its simple to understan	4
	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and speaker sometimes asked to repeat anything	2
	pronunciation problems that cant be understood	1
Vocabulary	implement academic language that is concise and easily understood	6
	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4

	sometimes used incorrect vocabulary limiting the dialogue because of the lack of vocabulary	3
	it is difficult to understand when vocabulary is used incorrect or may be Limited	2
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
Comprehension	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood, although some parts require repetition	4
	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic Conversations	1

Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited Fluency	3
	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
Grammar	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5
	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4

	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3
	most of the produced sentences lack clarity and are disrupt with grammar mistake	2
	almost all of the phrase are grammatically incorrect and incomprehensible	1
	Max score	30



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MAN 1 Aceh Besar
Mata pembelajaran : Bahasa Inggris
Kelas : XII MIA 1
Skill : speaking (role play)
Alokasi waktu : 2 x 40
Pertemuan : IV(keempat)

IV. Standar Kompetensi

Mengungkapkan makna dalam percakapan transional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

XXIII. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : menerima, mengundang, dan menolak ajakan, menyetujui/ tidak menyetujui dan memberi selamat.

XXIV. Indikator Pencapaian

Siswa diharapkan mampu

10. Menangkap informasi specific yang ada pada dialog
11. Mengetahui hal hal dalam berbicara tentang asking dan offering help melalui dialog.
12. Mengetahui hal hal dalam ungkapan “let me” dan “can you help me”

XXV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.
2. Siswa dapat memahami hal hal dalam berbicara tentang meminta dan menawarkan jasa
3. Siswa dapat mengidentifikasi ekspresi- ekspresi yang di gunakan dalam membahas permintaan dan penawaran jasa .
4. Siswa dapat menggunakan ungkapan untuk meminta bantuan dan memberi solusi melalui peran dialog .

Karakter:

- 1.dapat dipercaya (trusworties)
- 2.berani (courage)
- 3.tekun(diligent)
- 4.tanggung jawab(responsible)

XXVI. Metode Pembelajaran:

communicative Approach

Technique.

XXVII. Langkah- langkah Kegiatan

No	Tahapan kegiatan	Uraian kegiatan	Alokasi waktu
1.	Kegiatan pendahuluan	13. Menyapa siswa dengan mengucapkan selamat pagi. 14. Mengajak siswa berdoa sebelum belajar. 15. Mengecek kehadiran siswa. 16. Guru menjelaskan pentingnya materi yang akan di pelajari berikut kompetensi yang dikuasi siswa	10 menit
	Kegiatan inti	<p>Eksplorasi</p> <ul style="list-style-type: none"> -guru memberi penjelasan tentang apa itu role play dan bagaimana pelaksanaannya - guru memberikan tema peran yang akan dilakukan yaitu asking and offering help -guru membagi siswa kedalam beberapa kelompok yang terdiri dari 2 orang. -siswa dipersilahkan memilih salah satu card peran untuk menentukan peran mereka. -siswa kemudian berlatih menggunakan dialog yang telah dipilih. -kemudian siswa perform di depan kelas sesuai dengan peran mereka dan bersama kelompok mereka untuk melihat apakah ada peningkatan dalam speaking siswa . -guru memberikan kesempatan pada siswa untuk mengoreksi atau mencari tahu kesusahan dalam berperan . <p>Konfirmasi</p> <ul style="list-style-type: none"> -guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa. -memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. 	60 menit

		-guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.	
	penutup	<p>10. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa</p> <p>11. Memberikan umpan balik terhadap proses dan hasil pembelajaran .</p> <p>12. Guru memberikan penguatan dan kesimpulan terhadap siswa.</p>	10 menit

XXVIII. Media

- Dialog role play

XXIX. Alat /bahan

- Papan tulis, spidol dan penghapus.

Dialog

Adam : hey joe, what's up ?

Joe : hey adam, it is you. I have just bought a new video game

Adam : wow cool. What is it ?

Joe : it is *uncharted 4*. Have you ever played it before ?

Adam : of course, it is a great game. It is one of my favorites.



Joe : surely it is. Nathan drake is so cool than any characterb in another game.

Adam : yes i like his action when he geals with the bandits. Bams, shoot the enemy haha... where did you buy it anyway?

Joe : i bought the *uncharted 4: A Thiief;s Ends* at PlayStation Store.

Adam : how much does it cost?

Joe : i bought the disc around \$59.99. do you want to buy it?

Adam : i dont think i can buy it right now. I have no money

Joe : do not worry about it. Let me lend you the money, r you can borrow my disc.

Adam : it is okay for you ? it is quite expensive

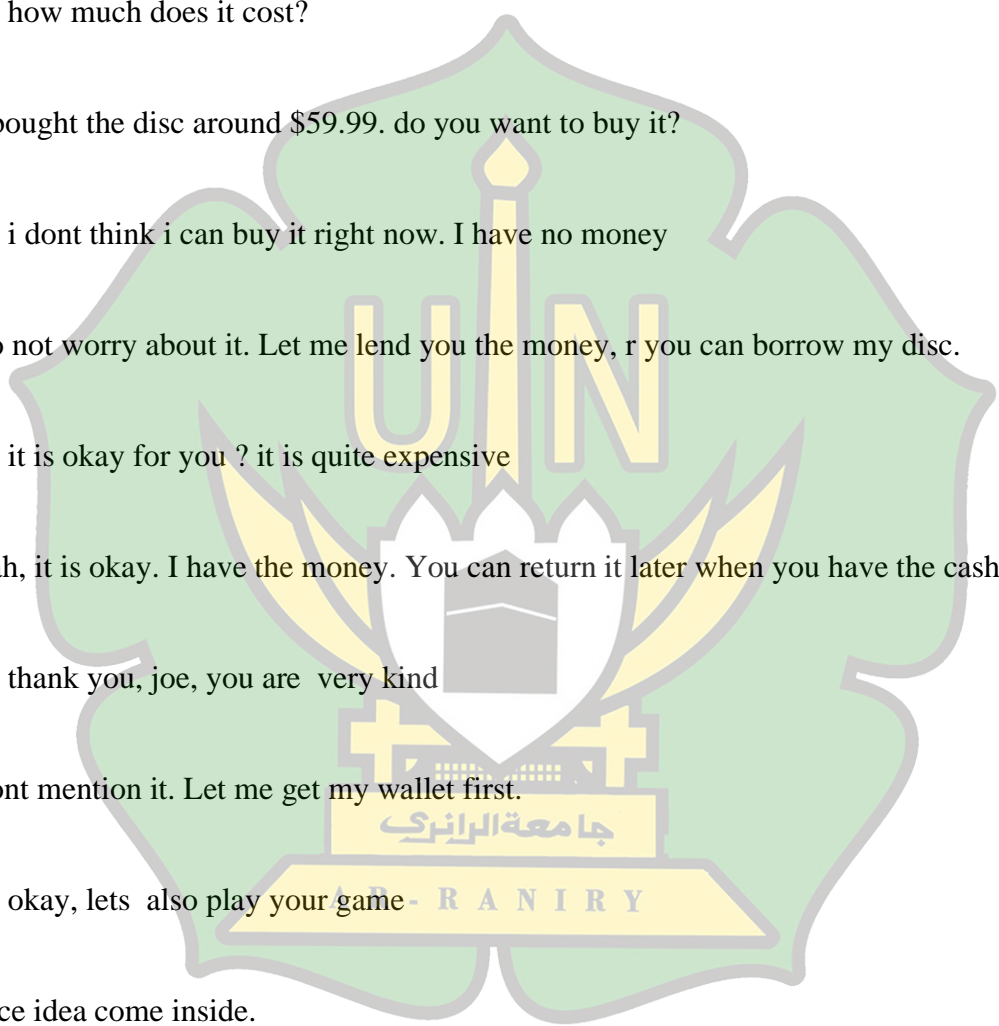
Joe : nah, it is okay. I have the money. You can return it later when you have the cash.

Adam : thank you, joe, you are very kind

Joe : dont mention it. Let me get my wallet first.

Adam : okay, lets also play your game - R A N I R Y

Joe : nice idea come inside.

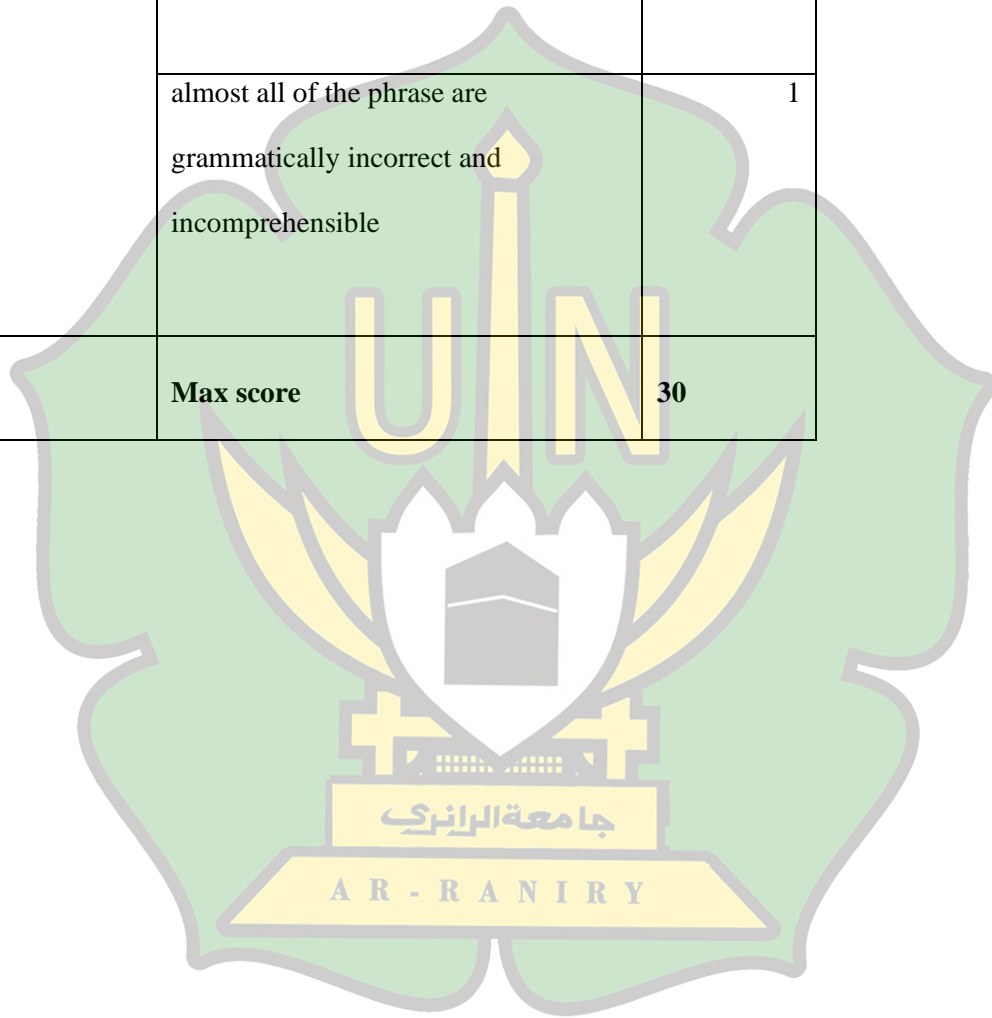


Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have anative speaker accent and is simple to understand	5
	Even with a foreign accent, its simple to understan	4
	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and speaker sometimes asked to repeat anything	2
	pronunciation problems that cant be understood	1
Vocabulary	implement academic language that is concise and easily understood	6
	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4

	sometimes used incorrect vocabulary limiting the dialogue because of the lack of vocabulary	3
	it is difficult to understand when vocabulary is used incorrect or may be Limited	2
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
Comprehension	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood, although some parts require repetition	4
	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic Conversations	1

Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited Fluency	3
	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
Grammar	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5
	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4

	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3
	most of the produced sentences lack clarity and are disrupt with grammar mistake	2
	almost all of the phrase are grammatically incorrect and incomprehensible	1
	Max score	30



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : MAN 1 Aceh Besar
Mata pembelajaran : Bahasa Inggris
Kelas : XII MIA 1
Skill : speaking (role play)
Alokasi waktu : 2 x 40
Pertemuan : V(kelima)

V. Standar Kompetensi

Mengungkapkan makna dalam percakapan transional lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

XXX. Kompetensi Dasar

Memahami dan merespon percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancaar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur : menerima, mengundang, dan menolak ajakan, menyetujui/ tidak menyetujui dan memberi selamat.

XXXI. Indikator Pencapaian

Siswa diharapkan mampu

13. Menangkap informasi specific yang ada pada dialog
14. Mengetahui hal hal dalam berbicara tentang asking dan offering help melalui dialog.
15. Mengetahui hal hal dalam ungkapan “let me” dan “can you help me”

XXXII. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ungkapan yang digunakan untuk berdialog.
2. Siswa dapat memahami hal hal dalam berbicara tentang meminta dan menawarkan jasa
3. Siswa dapat mengidentifikasi ekspresi- ekspresi yang di gunakan dalam membahas permintaan dan penawaran jasa .
4. Siswa dapat menggunakan ungkapan untuk meminta bantuan dan memberi solusi melalui peran dialog .

Karakter:

1. dapat dipercaya (trustworthy)
2. berani (courage)
3. tekun (diligent)
4. tanggung jawab (responsible)

XXXIII. M

metode

Pembelajaran:

communicative

Approach

Technique.

XXXIV. Langkah-langkah Kegiatan

No	Tahapan kegiatan	Uraian kegiatan	Alokasi waktu
1.	Kegiatan pendahuluan	17. Menyapa siswa dengan mengucapkan selamat pagi. 18. Mengajak siswa berdoa sebelum belajar. 19. Mengecek kehadiran siswa. 20. Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang dikuasai siswa	10 menit
	Kegiatan inti	Eksplorasi -guru memberi penjelasan tentang apa itu role play	

		<p>dan bagaimana pelaksanaannya</p> <ul style="list-style-type: none"> - guru memberikan tema peran yang akan dilakukan yaitu asking and offering help -guru membagi siswa kedalam beberapa kelompok yang terdiri dari 2 orang. -siswa dipersilahkan memilih salah satu card peran untuk menentukan peran mereka. -siswa kemudian berlatih menggunakan dialog yang telah dipilih. -kemudian siswa perform di depan kelas sesuai dengan peran mereka dan bersama kelompok mereka untuk melihat apakah ada peningkatan dalam speaking siswa . -guru memberikan kesempatan pada siswa untuk mengkoreksi atau mencari tahu kesusahan dalam berperan . <p>Konfirmasi</p> <ul style="list-style-type: none"> -guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan siswa. -memfasilitasi siswa untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. -guru menjadi fasilitator 	60 menit
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		dalam menghadapi kesulitan yang dihadapi siswa.	
	Penutup	<p>13. Guru bersama siswa melakukan tanya jawab dan juga guru melakukan evaluasi terhadap penampilan para siswa</p> <p>14. Memberikan umpan balik terhadap proses dan hasil pembelajaran .</p> <p>15. Guru memberikan penguatan dan kesimpulan terhadap siswa.</p>	10 menit

XXXV. Media

- Dialog role play

XXXVI. Alat /bahan

- Papan tulis, spidol dan penghapus.

Dialog

New Video Game

Adam : hey joe, what's up ?

Joe : hey adam, it is you. I have just bought a new video game

Adam : wow cool. What is it ?

Joe : it is *uncharted 4*. Have you ever played it before ?

Adam : of course, it is a great game. It is one of my favorites.

Joe : surely it is. Nathan drake is so cool than any characterb in another game.

Adam : yes i like his action when he geals with the bandits. Bams, shoot the enemy haha... where did you buy it anyway?

Joe : i bought the *uncharted 4: A Thiief;s Ends* at PlayStation Store.

Adam : how much does it cost?

Joe : i bought the disc around \$59.99. do you want to buy it?

Adam : i dont think i can buy it right now. I have no money

Joe : do not worry about it. Let me lend you the money, r you can borrow my disc.

Adam : it is okay for you ? it is quite expensive

Joe : nah, it is okay. I have the money. You can return it later when you have the cash.

Adam : thank you, joe, you are very kind

Joe : dont mention it. Let me get my wallet first.

Adam : okay, lets also play your game

Joe : nice idea come inside.



Category	Scoring criteria	Total points
Pronunciation	Extremely clear pronunciation and very simple to understand	6
	does have anative speaker accent and is simple to understand	5
	Even with a foreign accent, its simple to understan	4
	there are certain pronunciation difficulties that need listeners to take note, and there are sometimes Misunderstandings	3
	pronunciation problems are difficult to understand, and speaker sometimes asked to repeat anything	2
	pronunciation problems that cant be understood	1
	implement academic language that is concise and easily understood	6

Vocabulary	are using language and expressions such native speakers have used	5
	sometimes using incorrect vocabulary	4
	sometimes used incorrect vocabulary limiting the dialogue because of the lack of vocabulary	3
	it is difficult to understand when vocabulary is used incorrect or may be Limited	2
	conversation is impossible because to the extremely limited vocabulary	1
Category	Scoring criteria	Total points
	clearly understand what has been said	6
	without having any difficulty understanding everything	5
	mostly everything is understood, although some parts require repetition	4

Comprehension	without repeats, understand the most of what is said when conversation slows down	3
	its difficult to comprehend whats being said	2
	cannot understand even basic Conversations	1

Category	Scoring criteria	Total points
Fluency	the accent is perfect and very smooth	6
	like such a natural speaker, fluent and confident	5
	smoothness seemed a bit compromised by the language problem	4
	language barriers to some part limited Fluency	3

	often stays silent and stops because of language problems	2
	because to speech stops and breaks communicating is impossible	1
Category	Scoring criteria	Total points
Grammar	uses very clear and effective grammar	6
	every sentence is grammatically accurate	5
	almost all of the sentence are grammatically correct, with a few exceptions, but the content is still understood clearly	4
	the most of the phrases use correct grammar, with a few errors, but the point is still understood clearly	3
	most of the produced sentences lack clarity and are disrupt with grammar mistake	2

	almost all of the phrase are grammatically incorrect and incomprehensible	1
	Max score	30

