

A THESIS
IMPLEMENTATION OF ROLE PLAYING METHOD TO
IMPROVE STUDENTS' SPEAKING SKILL AT
UPTD SMPN 22 BARRU
(A Classroom Action Research)



BY
HARDA S
REG.NUM :18.1300.104

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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for the Degree of Sarjana Pendidikan (SPd)

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ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of a Thesis : Implementation of Role Playing Method to Improve Students' Speaking Skills at UPTD SMPN 22 BARRU (A Classroom Action Research)

Name of Students : Harda S

Student Reg. Number : 18.1300.104

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate No. 3099 year 2021

Approved by
Consultant Commissions

Consultant : Dr. Abdul Haris Sunubi, M.Pd.
NIP : 19750308 200604 1 001

Co- Consultant : Nur Asiza, M.Pd.
NIDN : 2016098601

(.....)

(.....)

Cognizant of:
Tarbiyah Faculty,
Dean,



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of a Thesis : Implementation of Role Playing Method to Improve Students' Speaking Skills at UPTD SMPN 22 BARRU (A Classroom Action Research)

Name of Students : Harda S

Student Reg. Number : 18.1300.104

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate No. 3099 year 2021

Date of Graduation : February 23th, 2023

Approved by Examiner Commissions

Dr. Abdul Haris Sunubi, M.Pd. (Chairman) (.....)

Nur Asiza, M.Pd. (Secretary) (.....)

Dr. Magdahalena Tjalla, M. Hum. (Member) (.....)

Drs. Ismail Latief, M.M. (Member) (.....)

Cognizant of:

Tarbiyah Faculty,
Dean,



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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Barru, 09th December 2022
15 Jumadil Awal 1444 H

The Writer



Harda S
18.1300.104


DECLARATION OF RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Harda S
Students Reg. Number : 18.1300.104
Place and Date of Birth : Tellulellange, February 28th, 2000
Study Program : English Education Program
Faculty : Tarbiyah
Title of Thesis : Implementation of Role Playing Method to Improve Students' Speaking Skills at UPTD SMPN 22 BARRU (A Classroom Action Research)

Stated this thesis is truly the result of my own work. If at a later date it is proven that this is copied, duplicated, imitation, plagiarism or made by another person, in part or whole, then the thesis and degree obtained are therefore null and void.

Barru, 9th December 2022
The Writer


Harda S
Reg. Num. 18.1300.104

ABSTRACT

Harda S. *Implementation of Role Playing Method To Improve Student's Speaking Skill at UPTD SMPN 22 Barru (Classroom Action Research)* (Supervised by Abdul Haris Sunubi and Nur Asiza)

The aims of this research was to improve students' speaking skill after implementing role playing method at the eight-grade students' of UPTD SMP 22 Barru. The objective of this research were to find out the way role-playing method out in improving students' speaking skills and to know the students speaking skill after implementation role playing method.

This research was conducted using a type of classroom action research, with research subjects as many as 30 students using research instruments Tests, Observation Checklists, and Interviews. This research was conducted in two cycles with attention to classroom action research procedures, namely planning, action, observation, and reflection.

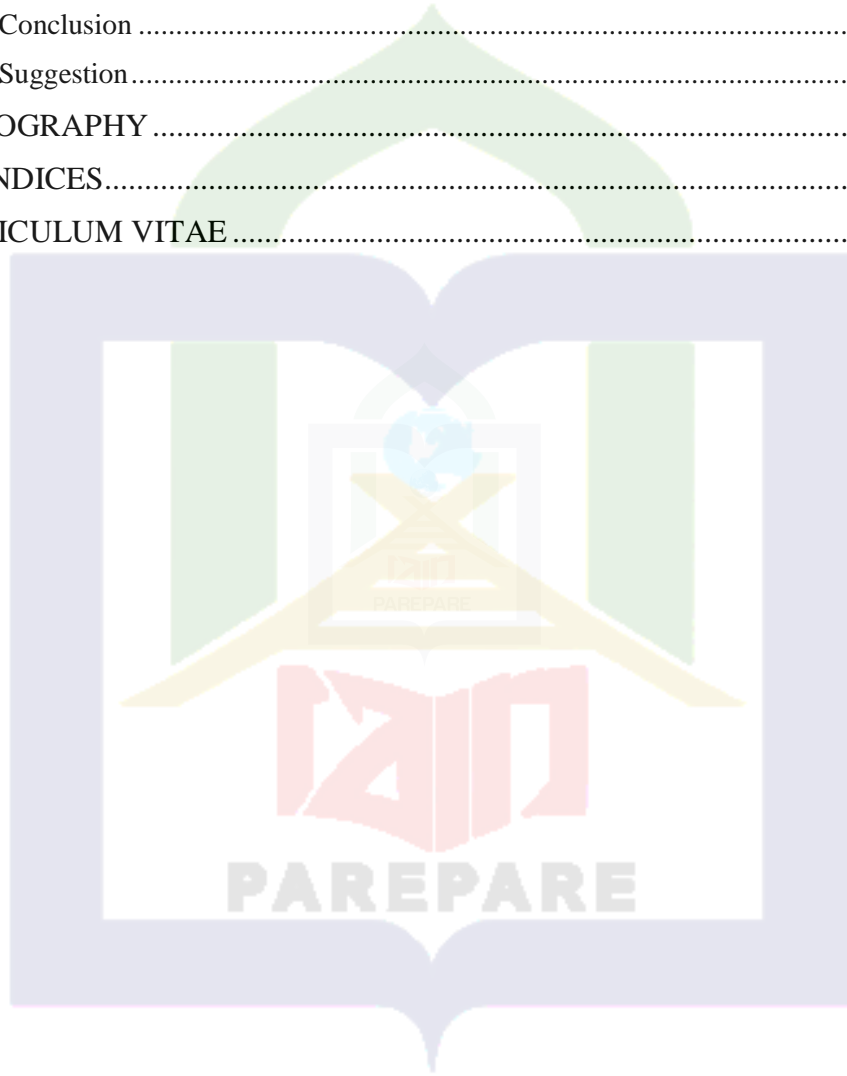
The results of the research during the implementation of the role-playing method, it can be concluded that cycle II is to be successful than cycle I. Based on the results of the tests that have been carried out, it showed that the speaking skill students' improved where the mean score of cycle I was 68,4, and the mean score of the cycle II were 82,4. The observation checklist showed the students' enthusiasm, and better confidence, during learning process. And then, the interview gave positive feedback after implementing the method. So it can be concluded that implementation of role playing method is able to improve speaking skill students'.

Keywords: Speaking Skill and Role Playing Method

LIST OF CONTENT

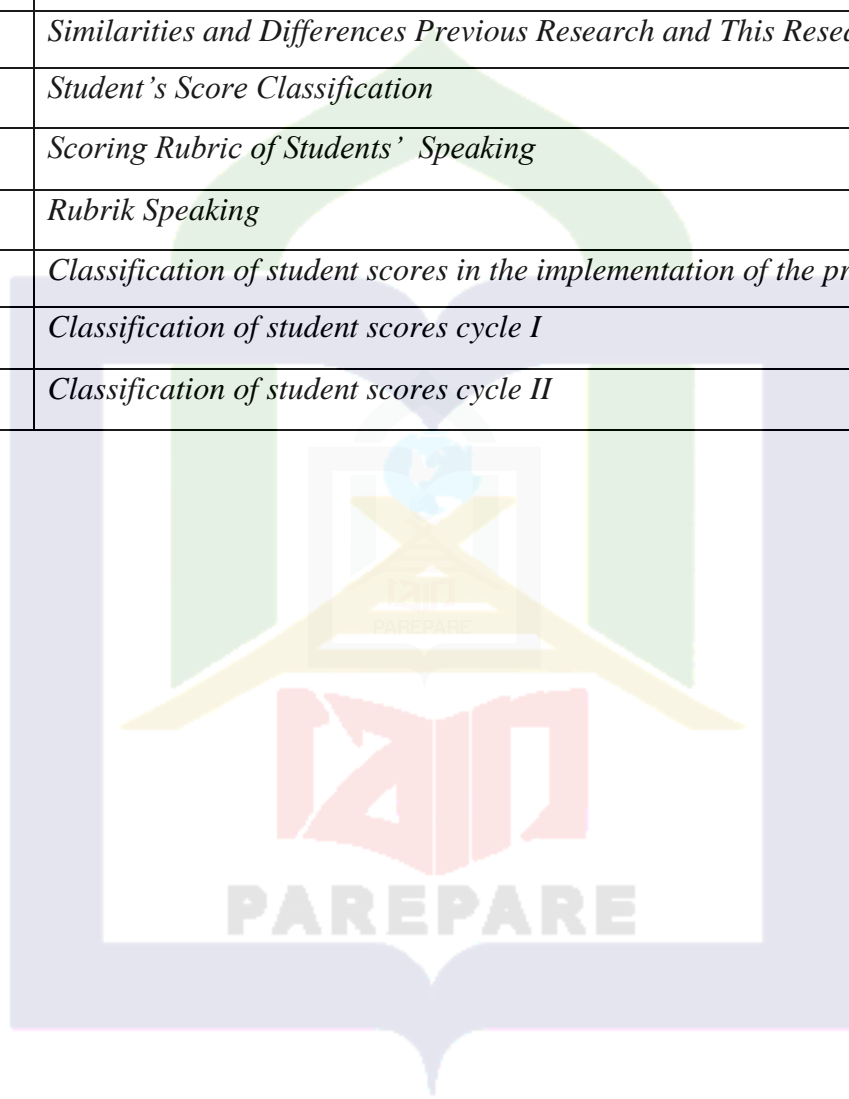
	Page
COVER	iii
PAGE OF TITTLE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGEMENT	v
DECLARATION OF RESEARCH AUTHENTICITY	vii
ABSTRACT	viii
LIST OF CONTENT.....	ix
LIST OF TABLES	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Problem Identification.....	3
C. Research Question.....	3
D. Objective of the Research.....	4
E. Significance of the Research	4
CHAPTER II REVIEW RELATED LITERATURE	5
A. Review of Previous Research Findings	5
B. Some Pertient Ideas.....	11
C. Conceptual Framework	21
D. Hypothesis.....	21
CHAPTER III RESEARCH METHODOLOGY	22
A. Research Design.....	22
B. Subject Of The Research.....	23
C. Location And Time	24
D. Procedure Of The Research.....	24
E. Technique Of Collecting Data.....	29
F. Instrument Of The Research.....	29

G. Technique Of The Data Analysis	31
CHAPTER IV	34
A. RESEARCH FINDINGS	34
B. DISCUSSION	48
CHAPTER V.....	55
A. Conclusion	55
B. Suggestion.....	56
BIBLIOGRAPHY.....	I
APPENDICES.....	IV
CURRICULUM VITAE.....	114



LIST OF TABLES

<i>Table Number</i>	<i>Name of Table</i>	<i>Page</i>
<i>1.1</i>	<i>Similarities and Differences Previous Research and This Research</i>	19
<i>3.1</i>	<i>Student's Score Classification</i>	22
<i>3.2</i>	<i>Scoring Rubric of Students' Speaking</i>	26
<i>3.3</i>	<i>Rubrik Speaking</i>	28
<i>4.1</i>	<i>Classification of student scores in the implementation of the pretest</i>	35
<i>4.2</i>	<i>Classification of student scores cycle I</i>	39
<i>4.3</i>	<i>Classification of student scores cycle II</i>	44



LIST OF FIGURES

Figure's Number	Name of Figures	Page
2.1	Conceptual framework	19
3.1	Kurt Lewin's Model	22
3.2	Procedure Classroom Action Research	26
3.3	Example for Individual/Group Test	28



LIST OF APPENDICES

NO	THE TITLE OF APPENDIX	PAGE
1	LEARNING PLANNING PLAN	53
2	OBSERVATION CHECKLIST	61
3	TOPIC OF EACH GROUP	73
4	SPEAKING TEST	79
5	LIST OF STUDENT'S VALUE	80
6	ASSESSMENT OF STUDENT'S IN GROUP	84
7	THE RESULT OF INTERVIEW	86
8	STUDENT'S ATTENDENCE LIST	92
9	PHOTO OF RESEARCH ACTIVITIES	93
10	STUDENT'S WORK SHEET IN GROUP	97
11	RESEARCH PERMIT APPLICATION LETTER	104
12	RESEARCH CERTIFICATE LETTER	105

CHAPTER I

INTRODUCTION

A. Background

Language is a system of expression of meaning. Its main function is for interaction and communication. In the sense as a language used by humans to know and understand each other.¹Language is the center of human life, because almost all countries use a second language as a liaison between countries, one of which is English.

English is one of the important language that must be mastered because English is an international language used by communicators around the world as the main language, especially in education and learning.

In learning English, there are four skills that must be mastered by students. Among them are Listening, Speaking, Reading, and Writing. However, among the four skills, only one is still not mastered by students, namely speaking. This is because these skills are not used in a community environment so that the accuracy and fluency of speaking English is difficult for students.² In addition, the problem for students in improving students' speaking skills is the learning model used.

From the results of interviews that have been conducted with English teachers at SMPN 22 Barru in class VIII, the average speaking ability of students in English subjects is good, but there are some students whose grades are still lacking because their confidence in speaking English is low, so can affect its value. The low score of

¹Dhani Ram Sharma, "Action Research on Improving Students' Speaking Proficiency in Using Cooperative Storytelling Strategy," *Journal of NELTA Surkhet* 5 (2018). p 97–105.

²S Sintiawati, "Student's Learning Strategies to Improve Speaking Skill," *Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris*, 2020.

these students is known when students are asked to introduce themselves using English, from 31 students in class VIII.1 only 12 (%) people who get a score above the KKM 70 average, which is 80, 10 (%) students get a score of 60 , and 9 (%) other students scored 40, which is a below average score. Therefore, the application of learning strategies in English subjects is needed to improve students' speaking skills.

“Menurut guru bahasa inggris SMPN 22 Barru, rata-rata anak-anak itu masih malu-malu dalam mengungkapkan, kepercayaan diri terhadap bahasa inggris masih kurang, hanya beberapa perempuan (siswa) yang bisa”.³

Based on these problems, it is necessary to conduct classroom action research to improve students' speaking skills. In this study speaking skills are very important, so the researchers emphasize the aspects of asking questions, expressing opinions, answering questions, working well together, respecting friends' opinions and helping friends who have difficulty understanding the learning material.

Expected learning is learning that includes student activities, so that students are directly involved in learning. The efforts that can be made by teachers to make students interested in learning are found in the selection of learning strategies.⁴

One of the learning models Innovative things that can be done are:by applying the learning model role playing. The role playing learning model is one of the social learning models, namely a learning model by assigning students to play the characters in the material or events in the form of simple stories. The role playing learning model was pioneered by George Shaftel with the assumption that role playing can

³ Abdul Muthalib, English Teacher, Interview in SMPN 22 Barru, on Monday, 06 June 2022

⁴ Hamela Sari Sitompul and Intan Maulina, “Penerapan Model Pembelajaran Kooperatif Tipe Make a Match Untuk Meningkatkan Hasil Belajar Siswa Pada Pokok Bahasan Koloid,” *Edu Cendikia: Jurnal Ilmiah Kependidikan* 1, no. 1 (2021): p.11–17.

encourage students to express feelings and raise awareness through spontaneous involvement accompanied by analysis of real-life situations.⁵

This learning method is also known as the acting learning method, where students are asked to play a character according to the theme given by the teacher. This type of learning is generally carried out by several people depending on what theme is given and what character will be played. Therefore, in this learning model all students are expected to be able to speak, so that this role playing learning method can be said to improve students' speaking skills.

Based on the above background, the researchers will conduct classroom action research with the title "Implementation of the Role Playing Method to Improve Students' Speaking Skills (In action research) at UPTD SMPN 22 BARRU".

B. Problem Identification

Based on the problems above, the researcher identified several problems, namely, the level of confidence and ability to speak English in class VIII students of SMPN 22 Barru was still lacking due to the application of an unattractive learning model (lecturing model).

C. Research Question

Based on the background, the researcher formulates problem identification are:

1. In what why does role playing method improve the students' speaking skills?
2. How is the students' speaking skill after implementing role playing method?

⁵Arleni Tarigan, "Penerapan Model Pembelajaran Role Playing Untuk Meningkatkan Hasil Belajar Ips Siswa Kelas Iii Sd Negeri 013 Lubuk Kembang Sari Kecamatan Ukui," *Primary: Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 3 (2017): p.102.

D. Objective of the Research

The following are objective of the research:

1. To find out the way role playing method in improving students' speaking speaking skills.
2. To know the students speaking skill after implementing role playing method.

E. Significance of the Research

The significance could be mentioned as follow:

1. For the students, the results of this study will help increase students' confidence in speaking English.
2. For the Teacher, the results of this study are expected that teachers are able to apply several strategies, method models, and learning materials that are interesting for students, especially in English subjects.
3. For the School, can improve the quality of learning that has a positive impact on schools.
4. For the Research, will be able to assist researchers in gaining some teaching experience.
5. For the Reader, readers will find when looking for some references for his research.

CHAPTER II

REVIEW RELATED LITERATURE

A. Review of Previous Research Findings

Many researchers have conducted research on cooperative learning model type role playing, including the following:

The First in Yusfi Ma'rifatus Sholiha Thesis under the title "The Implementation Of Role Play To Improve The Students' Speaking Achievement At The 7th Grade Of Smp Negeri 6 Jember". The result of this research after analyzing the data, the researcher concluded that using role play in teaching and learning could improve students' speaking achievement. In this case, the students' speaking was improves started from vocabulary and then continue to students' fluency. The use of role play strategy really enhanced the students speaking achievement, especially on the part when the students showed their performance in front of the class and also during the discussion because during repeated their discussion, the students were trained to find their own vocabulary. This things made them had an improvement in vocabulary. The aspect of speaking which got improvement in teaching and learning process were the students' fluency. The students' fluency also improved because when they showed their performance and spoke in front of the class repeatedly. It made them became usual and fluent in speaking beside, the students also had an improvement in the intonation. Their intonation became more clear than before. Therefore, from the result above, it meant that the students' speaking achievement was improved and this research was successful.⁶

⁶Yusfi Ma'rifatus Sholiha, "The Implementation of Role Play to Improve the Students' Speaking Achievement at the 7th Grade of SMP NEGERI 6 JEMBER" (IAIN JEMBER, 2020).

The Second in Mustafa Altun Journal under the title “Using Role-Play Activities to Develop Speaking Skill: A case study in the Language Classroom”. The implementation of role-play activities leads to better communication skills because students are engaged in conversational activities. Teaching English language through role-play is very influential in that it enhances students’ exposure to language which is considered as the key factor to speed up the language learning process. Students via producing speech in role-play activities can have a good command of communicative competence. Moreover, conduct of role-play activities can provide a stress free learning environment where students enjoy using the language. Role-play activities will enable students to gain self-confidence and consequently they will stand a better chance of promoting their speaking skills. Students are motivated to use the language effectively through role-play activities. This study aims to explore the benefits of role-play activities in developing speaking skills. It has been found that role-play activities impact speaking skills of foreign language learners.⁷

The Third Nurlaily Sofyan, Taslim Buaja, Ona Raiyani Rahman Journal under the title “The Implementation Of Role Play Method In Improving Students’ Speaking Skill: A Classroom Action Research At Grade IX Students Of SMP Muhammadiyah 1 Ternate”

Based on the research findings and discussion, it can be concluded that:

1. The implementation of the Role Play Method improves not only students' ability in speaking but also the level of active student participation in the process of teaching and learning. The interaction between teacher and students

⁷Mustafa Altun, “Using Role-Play Activities to Develop Speaking Skills: A Case Study in the Language Classroom,” *International Journal of Social Sciences & Educational Studies* 1, no. 4 (2015): p.1–59.

and students with students were confident because of the existence of sharing and or discussing.

2. The implementation of the Role Play method indicates that this method is effective in increasing student's speaking skills. This is based on what they achieved at their vocal performance which successfully reached the criteria of success and the minimum score (KKM). Besides, the Number of Students Scores Pre-test Post-test 25 65,4 78,2 Average Students' Active Involvement Meeting Average.⁸

The Fourth in Dela Octavia Ayuningtias, Wulandari, YanaJournal under the title "The Use Of Role Play To Improve Students' Speaking Skill".

Based on the research findings and discussion, it can be concluded that

1. Role playing can be considered as the right technique to improve students' speaking skills, especially accounting class X students in SMK 3 Karawang. This test is given in preliminary studies, Cycle I, and Cycle II.
2. From the revised teaching strategy in Cycle II, it was found that role playing techniques would further improve English speaking skills.
3. Playing a role can foster confidence in students to speak English. The results of observations show that students can active participate in teaching and learning activities carried out using role playing techniques.
4. Active participation in student learning shows that they will be able to build their enthusiasm in learning. Thus, it can be seen from the results of the role

⁸Nurlaily Sofyan, Taslim Buaja, and Ona Raiyani Rahman, "The Implementation of Role Play Method in Improving Students' Speaking Skill: A Classroom Action Research at Grade Ix Students of Smp Muhammadiyah 1 Ternate," *International Journal of Scientific and Technology Research* 7, no. 12 (2018): p.267-69.

playing performance of students who can be good technical choices in teaching and improving English speaking skills.⁹

The Fifth in Ni Putu Lindawati, Ni Komang Purwaningsih, Si Putu Agung Ayu Pertiwi Dewi Journal under the title “Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense” Based on research results can be conclude that In this study, before implementing role-playing techniques in learning English speaking, especially in the use of the simple past tense, it was found that the students' speaking ability and understanding of the use of the simple past tense was very low. Based on the results of the study which consisted of two cycles, namely, cycle I and cycle II, it could be concluded that the students' ability to speak using the simple past tense after the application of role-playing techniques increased. This is evidenced by the percentage of the mean value of students who have increased in each cycle. In the pretest results, the percentage of the mean score of students was 46.8% with a poor category which then experienced an increase in post-test I (cycle I) with a percentage of 64.4 which was included in enough category and post-test II (cycle II) with a value of 77% with good category.¹⁰

Based on the explanation above, the researcher concludes that the role playing learning model in improving students' speaking skills is very well applied because based on the results of the research in some of the explanations above, an increase in student scores was obtained in cycles I and II. Therefore, the researcher wants to apply the learning model to obtain the desired results, namely the completeness of

⁹Yana Ayuningtias Octavia Dela, Wulandari, “The Use of Role Play to Improve Students’ Speaking Skill” 2, no. 3 (2019): 416–20.

¹⁰Ni Putu Lindawati and Ni Komang Purwaningsih, “Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense,” *English Language in Focus* 4 (2019): 11–24.

grades in English subjects in speaking because seen from the grades of students in class VIII.1 there are still some students who get scores below the KKM average.

Table 2.1 Similarities and Differences Previous Research and This Research

No	Name/Title of Research	Similarities	Differences
1	Yusfi Ma'rifatusSholiha; "The Implementation Of Role Play To Improve The Students' Speaking Achievement At The 7th Grade Of Smp Negeri 6 Jember".	<ul style="list-style-type: none"> • Both aim to improve students' speaking skills. • Both use classroom action research design according Kurt Lewin 	<ul style="list-style-type: none"> • In this research, the subject selected were Junior High School Students Class VII.
2	Mustafa Altun"Using Role-Play Activities to Develop Speaking Skill: A case study in the Language Classroom"	<ul style="list-style-type: none"> • Both aim to improve students' speaking skills. • Both use Qualitative research method. • The same in increasing students' self-confidence. 	
3	NurlailySofyan, TaslimBuaja, Ona Raiyani	<ul style="list-style-type: none"> • Both aim to improve students' 	<ul style="list-style-type: none"> • In this research, the subject selected

	Rahman Journal under the title “The Implementation Of Role Play Method In Improving Students’ Speaking Skill: A Classroom Action Research At Grade IX Students Of SMP Muhammadiyah 1 Ternate”	<p>speaking skills.</p> <ul style="list-style-type: none"> • The same in increasing students' self-confidence. • Same of using classroom action research. 	<p>were Grade IX Students Of SMP Muhammadiyah 1 Ternate.</p> <ul style="list-style-type: none"> • Classroom action research according Kemmis& McTaggart)
4	Dela Octavia Ayuningtias, Wulandari, YanaJournal under the title “The Use Of Role Play To Improve Students’ Speaking Skill”.	<ul style="list-style-type: none"> • Both aim to improve students' speaking skills. • The same in increasing students' self-confidence. • Same as using classroom action research. 	<ul style="list-style-type: none"> • In this reesearch, the subjects selected were students of class X SMK majoring in accounting in Karawang. • Classroom action research according (Kemmis& McTaggart).
5	Ni Putu Lindawati, Ni KomangPurwaningsih, Si Putu Agung Ayu Pertiwi DewiJournal under the title	<ul style="list-style-type: none"> • Both aim to improve students' speaking skills. • Same as using 	<ul style="list-style-type: none"> • In this reesearch, the subjects selected were students Triatma

	“Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense”	classroom action research design.	Jaya, Badung Vocational High School in grade XI Hospitality
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B. Some Pertinent Ideas

a. The Concept of Role Playing

1. The definition of Role Playing

Role playing is a learning method as part of a simulation directed at creating actual events, or events that may appear in the future. topics that can be raised for role playing, for example playing the role of a campaigner for a party or a description of the situation that may arise in the age of information technology.¹¹

Role playing is a how to master lesson materials through the development of imagination and students' appreciation by playing themselves as living or inanimate characters. Students are treated as learning subjects who are actively doing language practices (asking and answering) with their friends certain situations.¹²

The role playing method is play a role or play a role in dramatization of social problems or psychological. Role playing is wrong one educational game that used to describe feelings attitudes, behavior and values, with the goal is to live the feeling, the angle views and ways of thinking of others.

¹¹Abdul Majid, *Strategy Pembelajaran*, Ed. Engkus Kuswandi (Bandung: Pt Remaja Rosdakarya, 2017).

¹²Khasanah Ushwatun Nurul, Agung Leo, and Wahyuni Sri, “Implementasi Model Pembelajaran Kooperatif Tipe Role Playing Dengan Media Novel Sejarah Untuk Meningkatkan Keaktifan Dan Hasil Belajar Siswa Kelas XI IPS 5 SMA N 6 Surakarta Tahun Pelajaran 2018/2019,” *Jurnal Candi* 19, no. 2 (2019): 1–16.

Role playing is an activity play a game with certain roles, for example the role of parents, students, teachers and so on.¹³

Role playing is a kind of motion game in which there are goals, rules, and edutainment. In role playing, students are conditioned to certain situations outside the classroom, even though when it occurs in the classroom. In addition, role playing is often intended as a form of activity in which the learner imagines himself as if he were outside the classroom and playing the role of someone else.¹⁴

Based on explanation above, the research assumes *Role Playing* is a learning model in which there are role-playing activities in which students are asked to play a character that has been determined by the educator with the aim of expressing the behavior of the character being played.

2. Types of Role Playing

Based on Donn Byrne, role play could be specified into two groups, scripted role play and unscripted role play. As follow :

a. Scripted Role Playing

This type involved interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all was to convey the meaning of language items in memorably way.

b. Unscripted Role Playing

In contrast to scripted role play, the situations of unscripted role play did not depend on textbooks. It was known as a free role play or improvisation. The students

¹³Puji Lestari, “Penerapan Metode Bermain Peran (Role Playing) Dalam Meningkatkan Kemampuan Berbicara Pada Mata Pelajaran Bahasa Inggris Siswa Kelas XII TKJ 2 SMK Negeri 2 Selong Tahun Pelajaran 2018 / 2019,” *Journal Ilmiah Rinjani_Universitas Gunung Rinjani* 7 (2019): 98.p. 92.

¹⁴Huda Miftahul, *Model-Model Pengajaran Dan Pembelajaran : Isu-Isu Metodis Dan Paradigmatis* (Yogyakarta: PUSTAKA PELAJAR, 2016). p.209.

themselves had to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from the teacher and students was really necessary.¹⁵

From the two types of role playing above, the researcher chose unscripted role playing to be applied in learning because the researcher wanted to examine the speaking skills of students in SMPN 22 class VIII.

3. Purpose of Role Playing

The purpose of learning role playing are as follows:

- a) To motivate students
- b) To attract interest and attention student
- c) Give a chance to students to explore situations where they experience emotions, difference of opinion and problems in the environment children's social life
- d) Attract students to ask questions
- e) Develop communication student ability
- f) Train students to take an active role in real life.¹⁶

2. The steps of the role playing learning

The steps of the role playing learning model are as follows:

- a) The teacher explains to the students about the material types of stories fiction and its elements;
- b) The teacher gives a story that packaged in the form of a scenario or the dialogue text used for role playing;

¹⁵Sholiha, "The Implementation of Role Play to Improve the Students ' Speaking Achievment at the 7th Grade of SMP NEGERI 6 JEMBER."

¹⁶Lestari, "Penerapan Metode Bermain Peran (Role Playing) Dalam Meningkatkan Kemampuan Berbicara Pada Mata Pelajaran Bahasa Inggris Siswa Kelas XII TKJ 2 SMK Negeri 2 Selong Tahun Pelajaran 2018 / 2019."p. 93.

- c) The teacher does the division groups or members;
- d) The teacher assigns students to share the roles in the text of the dialogue;
- e) The teacher explains the rules of the role playing;
- f) The teacher gives an example of playing roles based on scenarios there is;
- g) The teacher invites students to practice and understand the content of the story being played;
- h) The teacher calls the group randomly to role play based on stories that have been determined;
- i) The teacher gives praise and rewards for groups that have show his appearance.¹⁷

3. The Advantages and Disadvantages of Role Playing

a. The Advantages of *Role Playing*

There are several advantages that students can get by using this Role Playing learning model, including the following:

- 1) Can give the impression of a strong and long-lasting learning in students' memories;
- 2) Can be a fun learning experience and hard to forget;
- 3) Make the classroom atmosphere more dynamic and enthusiastic;
- 4) To arouse enthusiasm and the spirit of optimism in students and to foster a sense of togetherness; and
- 5) Allows students to directly play something that will be discussed in the teaching and learning process.

¹⁷Dwi Setyowati, Erlin Kartikasari, and Endang Nuryasana, "Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Bahasa Indonesia Siswa SDN Asemrowo II," *Trapsila: Jurnal Pendidikan Dasar 2*, no. 01 (2020):p. 12.

b. The Disadvantages of *Role Playing*

Strategy role playing also has weaknesses, as follows:

- 1) The amount of time that needed;
- 2) Difficulty assigning certain roles to students if they are not trained well,
- 3) The impossibility of implementing role playing if the class atmosphere is not conducive,
- 4) Requires a really thorough preparation that will spend time and energy; and
- 5) Not all subject matter can be presented through role playing.¹⁸

B. *The Concept of Speaking*

1. Definitions of Speaking

In this part the research present some definition of speaking include the following:

Speaking is the production skill that consists of producing systematic verbal utterances to convey meaning. Speaking in an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.¹⁹

Speaking is the action of conveying information or expressing one's through and feeling in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinions by words.²⁰

¹⁸Miftahul, *Model-Model Pengajaran Dan Pembelajaran : Isu-Isu Metodis Dan Paradigmatik*, p. 210.

¹⁹Bahar Kaharuddin A, *Interactional Speaking* (Yogyakarta: TRUSTMEDIA, 2014). p. 1-2.

²⁰Istiqomah Nur, "A Learning Model in Which There Are Role-Playing Activities in Which Students Are Asked to Play a Character That Has Been Determined by the Educator with the Aim of

Speaking is a way to communicate that influences our daily life”. This means that speaking is a way of communicating that can affect someone’s life.

Speaking is the desire of purposes-driven, in the other words we genuinely want to communicate something to achieve a particular ends. this way involve expressing ideas and opinions; expressing wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationships and friendships.²¹

Based on explanation above, the research assumes Speaking is a skill or ability to express oneself, where a person expresses feelings or informs various things through spoken language through words that have meaning that can make people understand what is being said.

2. The Type of Speaking

There are five basic type of speaking, including the following:

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example learners practice an intonation contour out not for the purpose of meaningful interaction, but focusing on some particular element of language form.

b. Intensive

The second type of speaking ability is often used in the context of events in spoken language designed for competence in a narrow band of grammatical,

Expressing the Behavior of the Character Being Played.” *Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris, Parepare, 2020. p.8.*

²¹Mutmainnah, “The Implementation of Practice-Rehearsal Pair Strategy to Improve English Speaking Skills at the Eight Grade of MA DDI Kaballangang,” *Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris, Parepare, 2018. p.8.*

phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, point in time) . The speaker must be aware of the semantic nature in order to be able to respond, and be able to interact with the other person. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity) with perhaps only one or two follow-up questions or retorts:

A. Marry : Excuse me, do you have the time?

Doug : Yeah. Nine-fifteen.

B. T : What is the most urgent environmental problem today?

S : I would say massive deforestation.

C. Jeff : Hey, Steff, how’s it going?

Steff : Not bad, and yourself?

Jeff : I’m good.

Steff : Cool. Okay, gotta go.

d. Interactive

The differences between responsive and interactive speaking in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms transactional

language, which has the purpose of exchanging specific information or interpersonal exchanging, which have the purpose of maintaining social relationship. (in the three dialogues cited above, A and B were transactional, and C were interpersonal). In interpersonal exchanges, oral production can become pragmatic daily complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conversations.

e. Extensive (Monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited. (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, more vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).²²

Of the five types of speaking according to Brown, the researcher chose the responsive type because this type includes interaction and comprehension tests at very short conversational levels or you can say small talk. So, this model is very suitable for role playing learning methods.

²²Nur Alamsyah, "The Implementation of Problem Based Learning Toward Enhance the Students' Speaking Skill at the Second Grade of SMA NEGERI 5 SIDRAP," *Skripsi Sarjana; Jurusan Pendidikan Bahasa Inggris, Parepare*, 2018, 30–32.

3. The Elements of Speaking

There are five aspects in speaking. There are pronunciation, grammar, vocabulary, fluency, comprehension. The five aspects can be explained as follows:

a. Pronunciation

Pronunciation is considered as the way in which a language or particular word is pronounced and it is a particular person's way of pronouncing a word.

b. Grammar

The grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar tells us how to construct a sentence (word order, verb and noun systems, modifier, phrases, clause, etc)

c. Vocabulary

Vocabulary is the total number of words which make up a language. It is defined as the words in a foreign language. Words are perceived as the building blocks upon which knowledge of a second language can be built. Vocabulary is the most important aspect of foreign language learning and also it can be seen as an essential component of speaking expertly.

d. Fluency

Fluency practice usually combines new items of other language as preparation for the new item in conversation, without hesitation, item with some errors. Many language learners regard speaking as the measure of language skill.

e. Comprehension

Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or as the knowledge of what a situation is really like. Based on the explanation above, the researcher can make a conclusion that

these five aspects of speaking will be run well if among students and researcher do the best way in English teaching learning process.²³



²³Megawati, "Improving The Student's Speaking Skill Through Storytelling Technique Toward Eleventh Grade Students at SMK Swasta Cimanggis", *The Journal of English Language Teaching, Linguistics and Literature*, *The Journal of English Language Teaching, Linguistic, and Literature* 2 (2018). p.19.

C. Conceptual Framework

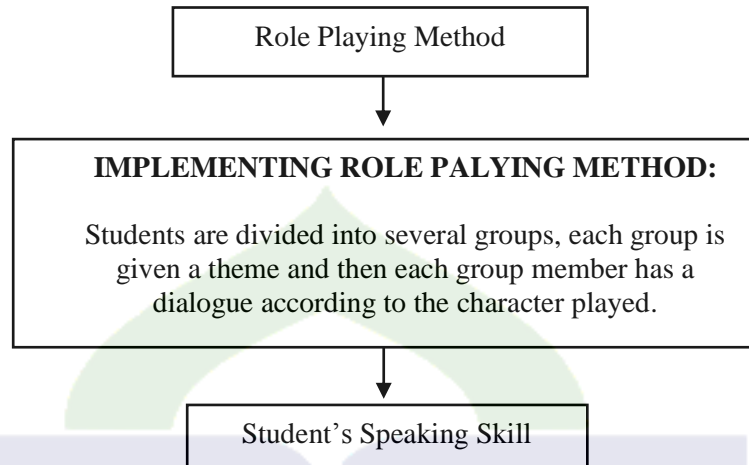


Figure. 2.1 Concetual Framework

Based on the conceptual framework above, the researcher will apply one of the learning method, namely role playing where students will be divided into several, each group is given a theme containing dialogue/conversation, then students act out groups in conversations that aim to improve speaking skillsstudent's.

D. Hypothesis

In this research, the research put forward the hypothesis as follow :

1. H0 (Null Hypothesis) : The implementation of *Role Playing Method*, is not effective to improving the speaking skills students.
2. H1(Alternative Hypothesis) : The implementation of *Role Playing Method*, is effective to improving the speaking skills students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher will use a qualitative approach by applying classroom action research (CAR) where the researcher will go directly into the classroom to conduct research on students.

The definition of CAR is a research that is repetitive (reflective) by doing recycling actions to improve or improve learning practices in the classroom in a more professional manner.²⁴

From various direct action research models, the researcher chose Kurt Lewin's model. Kurt Lewin is an American social psychologist and the first to find a classroom action research design called the Kurt Lewin Model in 1946. Kurt Lewin's model is designed in the form of a cycle consisting of four stages, namely (1) action planning (planning), (2) implementation of action (action), (3) observation (observing), and (4) reflection (reflecting).

There are four recognized components of action research, the relationship between the four components is defined as a cycle, as follows:

²⁴Among Guru, "PTK: Pengertian, Tujuan, Fungsi, Manfaat, Prinsip, Dan Karakteristiknya," Among Guru: Informasi Seputar Pendidikan, Kesehatan, dan Peristiwa Dunia., 2020, <https://www.amongguru.com/ptk-pengertian-tujuan-fungsi-manfaat-prinsip-dan-karakteristiknya/>.

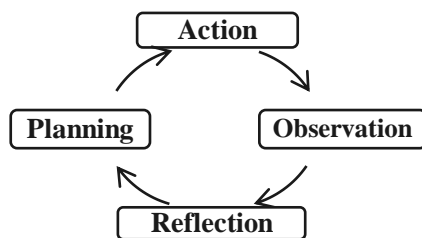


Figure. 3.1. Kurt Lewin's Model

1. Planning of action (planning) is a plan in the form of preparation of learning tools based on the results of the evaluation of the results of the implementation of pre-research/initial reflection.
2. The implementation of the action (acting) is the implementation of learning in the classroom as a teacher model by using learning tools that have been planned.
3. Observation (observing) is the observation of the implementation of the learning process in the classroom simultaneously (simultaneously) as researchers and observations of changes in student behavior on learning actions carried out using data collection instruments.
4. Reflection is a recommendation on the results of data analysis evaluation to be followed up in the next cycle.²⁵

B. Subject Of The Research

The subjects in this research were second grade students of junior high school 22 Barru namely class VIII.1 which this subject was a recommendation from one of

²⁵Saur Tampubolon, *Penelitian Tindakan Langsung: Sebagai Pengembangan Profesi Pendidikan Dan Keilmuan*, ed. Suryadi Saat (Penerbit Erlangga, 2014).

the English teachers, with the reason that these students were easy to study because some students in the class liked learning English and already have a basic in speaking

C. Location And Time

In this research, the researchers chose UPTD SMPN 22 BARRU as the research location, where the place is located in Palanro Village, Mallusetasi District, with a research period of \pm 2 month.

D. Procedure Of The Research

This research procedure was carried out in 2 cycles, cycles I and II. The first cycle is the basis for the implementation of the second cycle, and the second cycle is an improvement from weaknesses and failures in learning that occurred in the first cycle.

Cycle I

The cycle was consisting of planning, acting, observation, and reflecting.

1. Planning

- a) The researcher make lesson plans that will be applied in class.
- b) The researcher prepare the learning topic “WH Question”.
- c) The researcher provided a role playing method to make it easier for students to speak in front of their friends.

2. Action

The step of the action can be explained as follow:

- a) The researcher action in the classroom

Introduction

- 1) Opening with greetings

- 2) Pray by asking one of the students to lead the prayer
- 3) Asking students' condition
- 4) Checking student attendance
- 5) Make introductions
- 6) Deliver basic competencies (KD) to be achieved.

Process (main Activity):

- a. The researcher explained the wh question material before carrying out role playing activities with the aim that students were able to make a sentence;
- b. The teacher does the division groups or members, then students are asked to determine the theme to be used as a dialogue;
- c. The teacher assigns students to share the roles in the text of the dialogue;
- d. The teacher explains the rules of the role playing;
- e. The teacher gives an example of playing roles based on scenarios there is;
- f. The teacher invites students to practice and understand the content of the story being played;
- g. The teacher calls the group randomly to role play based on stories that have been determined;
- h. The teacher gives praise and rewards for groups that have show his appearance.²⁶

The Last Activity

- 1) The teacher reminds students about the material being taught to keep them mastered.
- 2) Provide an overview related to the material to be taught at the next meeting.

²⁶Setyowati, Kartikasari, and Nuryasana, "Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Bahasa Indonesia Siswa SDN Asemrowo II."

3) Closing the lesson with greetings.

3. Observation

At this stage the researcher observes the situation that occurs in the classroom in the application of the role playing learning model and what activities are carried out by students.

4. Reflecting

The researchers evaluate and process data from observations from learning activities that have been carried out in cycle I, and then make improvements in cycle II if the learning is still not perfect.

Cycle II

In this cycle, it is not much different from the first cycle, it's just that in this cycle the researcher makes improvements or improvements from the first cycle.

2. Planning

The researcher the teaching plan based on the result of reflection from in the first cycle.

3. Action

The activities carried out in this cycle are the same as in the previous cycle, the difference is only in the topic of learning being taught

Introduction

Process (Main Activity)

- a. The researchers provide material about “Job”
- b. The teacher gives a story that packaged in the form of a scenario or the dialogue text used for role playing;

- c. The teacher does the division groups or members, then students are asked to determine the theme to be used as a dialogue;
- d. The teacher assigns students to share the roles in the text of the dialogue;
- e. The teacher explains the rules of the role playing;
- f. The teacher gives an example of playing roles based on scenarios there is;
- g. The teacher invites students to practice and understand the content of the story being played;
- h. The teacher calls the group randomly to role play based on stories that have been determined;
- i. The teacher gives praise and rewards for groups that have show his appearance.²⁷

The researcher develop their action stage same with the action in the first cycle.

Doing learning and teaching proses based on the lesson plan.

4. Observation

The researcher makes observation again to see the changes of the result in the first cycle.

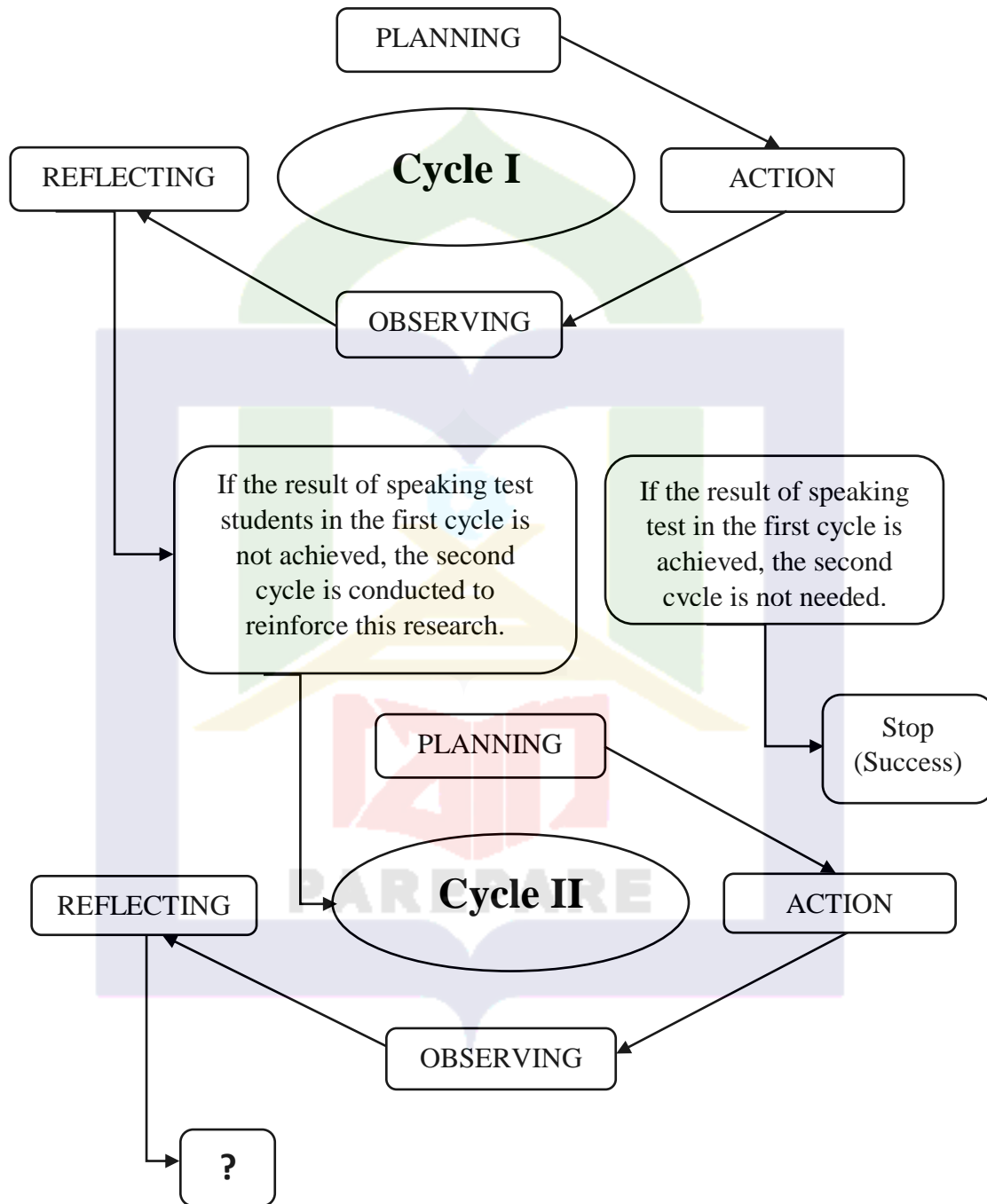
5. Reflecting

The researcher reflection from result of the first cycle then analyzes and make conclusion of the teaching planning to develop and increase the learning activities.

²⁷Setyowati, Kartikasari, and Nuryasana, "Pengaruh Model Pembelajaran Role Playing Terhadap Hasil Belajar Bahasa Indonesia Siswa SDN Asemrowo II."

The following is a classroom action research design.

Figure. 3.2. Procedure of Classroom Action Research



E. Technique Of Collecting Data

The data collection technique used in this study was a test. The test was used to measure the initial ability (pre-test) and learning outcomes (post-test) after the implementation of the role-playing learning strategy.

The data collection procedure is presented as follows:

1. Pre-test

Pre-test is an activity to test the level of students' knowledge of speaking skills, according to the material to be taught. In this section, The pre-test is an activity to test the level of students' knowledge about speaking skills. In this section, students are asked to introduce themselves in English by mentioning their full name, nickname, residence, date of birth, hobbies and ambition.

2. Post-test

After implenting the role playing method, the researcher will conduct a post-test. The post test is the final evaluation that will be carried out by the researcher, at this stage the researcher gives the test to students by asking them to make a dialogue and then present it. The form of assessment given to students is individually and in groups.

F. Instrument Of The Research

The research instruments used in this study are:

1. Test

each group will be given a topic in the form of an activity picture then each group is asked to make a dialogue according to the topic they get, this activity expects students to speak, express opinions about what activities are carried out in the picture

and then practice making dialogues. This aims to determine whether the learning model is effectively used in improving students' speaking skills or not.



Figure. 3.3 Example for Individual/Group Test.

The picture above is an example of a test that will be given to students, which is to explain what activities are in the picture using English.

2. Observation Checklist

An observation checklist is a document that contains a list of questions that must be answered by the observer (collaborator) about an activity being carried out. The usefulness of this observation checklist is to find out whether the learning activities carried out in the classroom are in accordance with the RPP (Learning Planning Plan) made, it is also used to control teachers or researchers so as not to use other strategies to manipulate the learning process. There are several items in the observation checklist, namely, pre-teaching, teaching process, post-teaching, and the situation in the classroom.

The collaborator here serves to assist researchers by filling out the observation checklist sheet, marking YES or NO when filling out the list of questions during the

learning process. also provide some feedback or input so that the research becomes more specific.

3. Interview

In this research, the researcher will also conduct an interview with the students related to the learning process in the application of the role playing method which aims to add data to make it more valid.

G. Technique Of The Data Analysis

At this stage the researcher analyzed the data that had been obtained from the results of classroom action research observations after implementing the learning process where the data acquisition was seen from the classification criteria obtained by students also using several formulas to determine student success criteria scores, namely:

Student's Score Classification

Table 3.1 Student's Score Classification

No	Score	Classification
1	80-100	Verry Good
2	70-79	Good
3	60-69	Fair
4	40-59	Bad
	Total	

Speaking test scores.

1. To find out the average student score, the researcher used the following formula

$$M = \frac{\sum x}{N}$$

Explanation :

M = The Average of Students' Score (Mean)

$$\begin{aligned}\Sigma &= \text{The Sum of Score} \\ N &= \text{The Number of Students}\end{aligned}$$

2. The result of speaking test were analyzed by using the following formula to find out the percentage score:

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

Notes :

E = The Percentage of students who achieved minimum standard score.

n = The Number of Students who achieved the minimum score.

N = The Total Number of Students.

Table 3.2 Scoring Rubric of Students' Speaking

Students	Aspect					Calculation for Total Score	Final Score
	C	P	V	F	Total	$\frac{\text{Total} \times 100}{10}$	
Indicator							

Explanation :

C = Content

P = Pronunciation

V = Vocabulary

F = Fluency

The students' speaking performance was scored based on the following indicators adapted from Hughes.²⁸

No	Score	Aspect			
		C	P	V	F
1	100-80	All members of group have a good content of conversation and it is easy to understand (use at least 3 kinds of WHQuestion)	Pronunciation is almost very clear/accurate in every conversation	Uses variety vocabulary related with the topic and expression in every conversation	Speak fluently and little hesitation in every conversation
2	79-70	A half members of group use 3 kinds of WH-Question, but most content of conversation is difficult to understand	Pronunciation is usually clear/accurate with a few problem	Uses variety vocabulary related with the topic and expression. Ex make some errors in word choice	Speak with some hesitation
3	69-60	Some members (2/3 students) use 1 or 2 WHQuestion and the content of conversation difficult to follow	Pronunciation errors, sometimes make it difficult to understand	Uses wrong vocabulary related with the topic. Ex it is difficult to understand the other	Speak frequent confused, and unwell conversation
4	59-40	Most of the members in group do not use WHQuestion in their conversation and the content of conversation is too difficult to understand	Frequent problem with the pronunciation	Uses many vocabulary that are not accordance with the topic and uses limited vocabulary related with the topic	Frequent influently and quite conversation

Tabel 3. Rubric of Speaking

²⁸Sholiha, "The Implementation of Role Play to Improve the Students' Speaking Achievement at the 7th Grade of SMP NEGERI 6 JEMBER."

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

This chapter is an explanation of the results of research conducted by researchers related to improving students' speaking skills using the role-playing learning method.

1. Description of the problem in the location

Monday, October 17th, 2022, at 08.40 am the researcher visited the school to check the location as well as deliver the license to the school principal asking for permission to conduct research. After having a conversation with the school principal and being given permission, a teacher brought the researcher to meet with the subject teacher class VIII English namely, Mr. Abdul Muthalib, S.Pd. The researcher and the English teacher then discussed about the research, the researcher explained the type of research used, namely the type of classroom action research (PTK) with 10 meetings including a Pre-test, applying role-playing method, Post-test, and the last is the interview. The teacher then gave the researcher a teaching schedule, namely in class VIII.1, entering around 09.00 every Monday and Wednesday.

On the same day, when the researcher gave the license, the teacher instructed the researcher to introduce herself to students, as well as give instructions for the next meeting. The researcher followed the teacher to go to the classroom. Before the researcher took over the classroom, the teacher opened the class by greeting and informing the students that in the next

meeting, the researcher conducted her research. The researcher thanked the teacher for helping and spending time with the researcher. After doing the introductions and giving directions to students, the researchers then gave a pre-test to students to find out how far the students' speaking ability was in English.

This activity was carried out by having students take turns going up to the front to introduce themselves using English. The researcher gave an example to students by mentioning their full name, nickname, residence, date of birth, hobbies, and ambition. Of the many students in class VIII.1, only a few students were able to speak English, there were 10 students who were able and 18 other students who could not because at the time of the introduction they still opened the dictionary or notebook from the teacher.

Below, the researcher analyzed the results of the students' pre-test.

The researcher analyzed the results of the students' pre-test, as follows.

No	Score	Student's	Classification
1	80-100	-	Verry Good
2	70-79	8	Good
3	60-69	10	Fair
4	59-40	10	Bad
	Total	28	-

Table 4.1. Classification of student scores in the implementation of the pretest

Based on the table above, of the 30 students in class VIII.1 only 28.5% of people got a score of 70-79, namely in the Good category, 35.7% of people in the fair category with a score of 60-69, 35.7% of people in the Poor category

with a score of 59-40, and 2 other people were not included in any category because they did not have time to participate in learning activities due to illness.

The researcher observes the problems that occur in students where students are still lacking in speaking, lack of confidence, and are afraid to argue. So it can be concluded that the results obtained from the Pre-test activities required researchers to carry out research activities by applying the role-playing learning method in class VIII.1 to improve students' speaking skills in English.

2. Description of research results

This section describes the results of the research that was conducted in UPTD SMPN 22 Barru district with 30 students' (The subject was taken from all students in class VIII.1) the results of this research are described in 2 Cycle II. The following are the results of research from each cycle:

CYCLE I

Cycle I was held in 4 meetings. During the implementation of learning activities, the researcher recorded students activities and then observed the students activities. The explanation of the activities carried out during the 4 meetings, are described as follows:

1. Planning

In this part the researcher made preparations and made a learning plan for the role playing method which was carried out in cycle I

- a) The researcher prepares a Learning Planning Plan (RPP) by including a series of teaching materials that will be delivered and prepares the learning method that will be applied.

b) Prepare research instruments consisting of:

- Observation sheet
- Assessment sheet (Individual & Group)
- Themes for scripts.

2. Action

a. The First Meeting

This meeting was held on October 19th 2022, the day when the researcher first gave lessons to students, the activities carried out were to teach students about how to use the WH question in a sentence. Before entering the class, the researcher first met the English teacher for class VIII to show the lesson plan (RPP) that had been made by the researcher. After, the researcher then entered the classroom.

The researcher opened the meeting by thinking of greeting, praying, and assessing student attendance. Among 30 students, only 23 students were present to participate in the learning and teaching process. The absence of students in class was because the 7th people were sick after the flag ceremony. Furthermore, the researcher then taught related WH question material to students where this material would be applied when carrying out role-playing activities. The researcher explained the material for 35 minutes, and the remaining time is using to conduct a question-and-answer process with students, asking students about what they did not understand in the material. The researcher then found several students who still did not understand because their attention was not learning. So, researcher 9 to students to explain in the next meeting because the lesson time is over.

b. The Second Meeting

This meeting was held on October 24th, 2022. On that day, the researcher repeated the material taught earlier with the aim that students would better understand how to use the WH Question in sentences and also aim to provide understanding for students who could not be present at that time. When repeating the material, the students look bored with the explanation given by the researcher. They do other activities like telling stories, asking permission to go to the toilet, and focusing on other subject assignments. So researchers try to increase student learning enthusiasm by providing word connect games. Students who could not answer will sing in front of the class. After the students' enthusiasm for learning increased, the researcher then returned to explaining the material and asked students to try to make example sentences using WH questions while asking them to ask questions about things they did not understand. This activity was carried out until the end of the English lesson.

c. The Third Meeting

On October 26th, 2022, the researcher returned to school to carry out the learning and teaching process. Before entering the class, the researcher first met the English teacher for class VIII to inform him that on the coming Monday/next meeting, the researchers would be with the teacher taking student scores to see the improvement in speaking after implementing the role-playing learning method.

After that, the researcher entered classroom VIII.1 by greeting and was answered by the students. The students then make preparations before carrying out learning. After everyone was ready to learn, the researcher inform the

students about activities that will we do today. "today we will form a group consisting of 5 people". But at that time, the students did not agree because there were only four male students, so 1 group consisted of 6 students, 1 group consisted of 4 students, and 4 other groups consists of 5 students. After dividing them into groups, the researcher asked them to discuss the topic and then make a dialog based on the topic they discussed.

The researcher gave time to the students to make a dialogue for 20 minutes. After that, each group was given 5 minutes to present the results of their discussion. Of the 6 groups, two groups did not present their dialogue results, namely groups 4 and 6, because their dialogue has not been completed.

d. The Fourth meeting

Monday, October 31, 2022, is speaking test day for students. Before the test, the researcher gave directions to the students that today we will do a speaking test. While waiting for the English teacher to take the students' speaking scores, students are advised to form their groups first and then be given different topics to make dialogues. The time given to make the dialogue is 35 minutes, and the time given for each student when presenting the result of their discussion each gets 5 minutes in each group. The researcher also informed the students to be seriously doing the test because their English teacher wo is Mr. Abdul Muthalib, S.Pd take the score.

When the English teacher enters the class, the students prepare before carrying out the activity. After that, the first group was given time to present the results of the discussion, 1st group consists of 4 people, 2nd, 3rd, 4th, and 6th

group consists of 5 students, and 5th group consists of 6 students. This activity was done until the English class time is over.

3. Observation

The observation data obtained from the students' activities from the first meeting to the last meeting when carrying out the role-playing method in the learning and teaching process. In cycle I, at the first meeting of 30 students, only 23 attended and 7 of them were sick after the ceremony. From the start until the end of the learning process, some students often asked permission to go to toilet.

At the second meeting, 30 students attended, the researcher explained the previous learning material that was about using the WH question in a sentence to make the students have better understanding in how to make sentences correctly, the explanation was also for students who was unable to come to school when the researcher conducted the first meeting. But in the learning process activities took several students do not focus on the lesson because they are busy with their own activities, talk to each other, permission to go to the toilet and do another assignment besides english.

In the last meeting, two people were not present because they were sick. Students were divided into several groups to carry out role-playing practices. Among 28 students present, only 18 students carried out role-playing activities, and 10 of them did not carry out these activities because the dialogue they made had not been completed.

The Results of Students' Speaking In Cycle I

On Monday, October 31th 2022, after carrying out the learning process 3 times in cycle I, the researcher gave a test to students to find out whether the students' speaking skill has been improved or not after implementing the role-playing method in the teaching and learning process.

No	Score	Student's	Percentage	Classification
1	80-100	-	-	Verry Good
2	70-79	10	38,4%	Good
3	60-69	11	42,3%	Fair
4	59-40	5	19,2%	Bad
	Total	26	100%	-

Table 4.2. Classification of student scores cycle I

From the explanation above, it can be concluded that students who get a score of KKM average of 70 are 10 students or 38,4% out of 100% in good classification of score, in fair category, there are 11 students or 42.3% out of 100% in bad category, there are 5 or 19,2% out of 100%, 4 of them were not included in any classification because the four students did not take part in the activity because they were sick.

From the test result, it can be concluded that the application of the role-playing learning method in cycle I was not successful because there were still many students who obtained scores below the KKM average of 70, so the researcher decided to conduct the cycle II.

4. Reflection

Based on the results of the first cycle, it can be concluded that the implementation of the role-playing learning method in the first cycle was not to be successful because the scores are still below the KKM average. So the researchers continued the research in cycle II. the researcher then had discussions with the teacher regarding the problems found in cycle I. The problems are described as follows:

- a) Lack of self-confidence of students
- b) Lack of student attention during the learning process takes place
- c) Lack of vocabulary that is known by students

To solve these problem, the researcher added new plans for the learning process in cycle II as follows:

- a) Train students to speak in front of the class as a dialogue with friends
- b) Doing games to increase students' enthusiasm for learning and increase vocabulary understanding
- c) The researcher asked the students to bring a dictionary or download the U-Dictionary.

CYCLE II

Below is an explanation of the activities carried out in cycle II:

1) Planning

At this stage the researcher again made plans for the implementation of learning using the role playing method, as follow:

- Lesson plans (RPP)
- Prepare Observation sheets of student activity

- Prepare assessment sheets (Individual & Group) for teacher and researcher
- Prepare a sheet of questions for interviews
- Setting up themes for dialogs.

2) Action

a. The first meeting

On November 2nd, 2022 the researchers carried out cycle II activities with a total of 3 meetings. At this meeting, the researcher carried out the learning and teaching process activities with different material, the material is about "Job".

Same, as in the previous meeting, the researcher held had discussion about the lesson plan for cycle II with the English teacher. After the lesson plan has approved the researcher then entered the class VIII.1 to carry out the learning process which began with greetings and followed by checked the attendance list, after the activity was carried out the researcher then explained the material to the students, but before explaining the material the researcher first asked the students, namely "what do you think the job is?" and some students answered "work", after asking that the researcher then explained the material, in this meeting students did not talk much because some of them already understood the material, after explaining the material the researcher then gave an overview to students related to the activities to be carried out at the meeting next. Students then feel happy because they will do role-playing activities. Before the break time, the researcher told the students that if the students wanted to go out for a break they had to answer the researcher's questions, this activity also aimed to increase the student's vocabulary.

b. The Second Meeting

At this meeting on November 7th, 2022. Before carrying out this activity the researcher told students to read a prayer together before carrying out learning activities. After that, the researcher divid the students' into groups, the researcher said "As I told you in the six meetings we will make a group consisting of 4-6 students and then do role-playing".

The researcher then asked the students to open their English textbooks, on page 11 of chapter 1 there was a short conversation between a teacher and students, the researcher asked the students to choose the role, whether they are being the teacher or students refering to dialogue. The researcher informed the students that they had to express the characters they got, such as when they became a teacher they had to explain the material as the teacher did. At that time they really tried to portray their chosen role.

c. The Third Meeting

On November 9, 2022, the researcher returned to school to carry out learning activities. The researcher opened the lesson by greeting after that it was continued by checking the presence of the research students and then giving directions to students to form their groups and each group was asked to determine a topic and make a conversation, in this meeting students ask to the researcher about the theme that suitable for theme to use

According to the students, they were look forward to this activity because it makes them involved in the learning process. After that, all groups determined the topic and make their dialog, the students try to talk to each other based on their own roles, so that when they perform they will not feel

embarrassed. At that time the students really tried to portray their roles, some students were very enthusiastic about doing these activities, and there were some students who tried to make jokes during the appearance.

After all the groups did the role-playing, one of the students recommended the researcher to play games before the bell and was agreed by all students, so the researcher gave guessing games, for example, the researcher gave one words in English, and then the students answered in Indonesian. and so on, this also aims to increase the vocabulary of students.

d. The Fourth Meeting

At the fourth meeting on November 14, 2022 the researcher again gave a test to students to see the improvement in their speaking after applying the role playing learning method, the researcher wanted to see the changes that occurred in cycle II whether applying this learning method could actually improve student speaking or not.

Before taking the speaking test the research students first opened the class by greeting after that the researcher asked the students to form their groups. When the formation of the research group informed to the students that "Hari ini kita akan akan melakukan speaking test, jadi saya akan panggil bapak Abdul. Muthalib untuk ambil nilai speakingta". The students seemed not confident but still tried to look calm. The researcher then divided the topics he had made to the students by calling representatives of each group to take the topic. The students were given 30 minutes to make the dialogue. When students make dialogue, the researcher then goes to the teacher's room to inform the teacher at this meeting, and a test will be carried out in cycle II.

When heading to class VIII.1, the English teacher namely Mr. Akbdul Muthalib asked the researcher "Setelah kegiatan ini, apa yang akan dilakukan selanjutnya" the researcher then answered, "Jika nilai yang nadapat siswa diatas KKM 70 pak, maka dipertemuan selanjutnya dilakukan kegiatan tanya jawab seputar metode pembelajaran role playing”.

Arriving in class VIII.1, the test was immediately carried out the teacher asked the head of class VIII.1 to prepare the class before the test activities were carried out. After that, the teacher invited each group to present the results of their dialogue, and each group was given time 5 minutes to present the dialogue.

3) **Observation**

Observation results obtained in cycle II, the researcher found improvement during the learning process. The improvement was students' enthusiasm as well as their speaking skill got better after implementing the role-playing method. At the 5th meeting on November 2nd, 2022, all students were present and took part in the learning process but, there were 3-4 students who still had other concerns besides learning. At that time, students were looking forward to role-playing learning activities, but the researcher only gave material on the topic to the students. At the 6th meeting on 7th November, 2022, students carried out role-playing activities where the dialogue used was obtained from English subject books. in this meeting, the students participated in these activities because the method used was the same as doing a drama. At the 7th meeting on 9th November, 2022, the researcher gave directions to students to

make dialogue the same as the previous topic material, namely "Job". The students tried to portray their roles and try to make jokes in class.

The Results of The Second Cycle Of Students' Speaking

On Monday, 14 November 2022, the researcher took scores for students by giving a speaking test, the researcher gave a topic to be used as a dialogue and then was given 35 minutes to work on the dialogue with their group mates, and the remaining 30 minutes was used to present the results of the dialogue each group where each group has 5 minutes, this value is taken together with the English subject teacher for class VIII, namely Mr. Abdul Muthalib, S.Pd.

Below is a table of students' speaking test results

No	Score	Student's	Percentage	Classification
1	80-100	24	82,7%	Verry Good
2	70-79	5	17,2%	Good
3	60-69	-	-	Fair
4	59-40	-	-	Bad
	Total	29	100%	-

Table 4.3. Classification of student scores cycle II

From the explanation above, it can be concluded that the scores obtained by students in the very good category were 24 students', 5 students were in a good category, and 1 student was not included in any category because during the speaking test, the student could not attend because he was sick. So it can be concluded that in this second cycle, the application of the role-playing learning method in class VIII.1 can be said to be successful and can improve students'

speaking. Of the many students in class VIII.1, namely 30 students, 96.6% of students passed the KKM average, namely 70.

4) Reflection

Based on the learning process in cycle I to cycle II, starting from October 19th to November 9, 2022, it can be concluded that cycle II can be said to be successful because there has been an increase in students after implementing the role-playing learning method. the application of this method was said to be successful because of the results of the researcher's calculations, out of the number of students in class VIII.1, namely 30 people, 29 students were included in the passing criteria or had achieved an average KKM score of 70, and one other student did not pass or did not reach KKM average score because he did not take part in the speaking test due to illness.

B. DISCUSSION

This section discusses the results obtained after the implementation of the role-playing learning method in improving students' speaking skills in class VIII.1 at UPTD SMPN 22 BARRU.

Before implementing the role-playing learning method or before carrying out research activities, the researcher first conducted a pre-test activity to determine students' initial ability to speak English. To find out this, the researcher asked students to introduce themselves in English. This activity was carried out by having students take turns going up to the front to introduce themselves using English. The researcher gave an example to students by mentioning their full name, nickname, residence, date of birth, hobbies, and

ambition. Of the many students in class VIII.1, only a few students were able to speak English, there were 10 students who were able and 18 other students who could not because at the time of the introduction they still opened the dictionary or notebook from the teacher. After that, the researcher evaluated the results of students speaking in English, there were 35.7% of students were able to speak fluently and 64.2% of students were still lacking in speaking, therefore it was necessary to implement role-playing learning methods to improve students' speaking skills as described in theory professor Kumaran said that “Learners enjoy participating in Role-Playing using a foreign language. Students’ participation enables them to communicate without hesitation and fear in real-life contexts strengthening their process of foreign language acquisition. Instructors should be willing to implement every kind of techniques such as Role-Playing to improve speaking skills in the English class such as songs, indoor games, movement, information and communication technologies, etc.”²⁹

In cycle I, the researcher carried out the learning process for 4th meetings and 1 meeting was used for the implementation of the students' speaking test. For the first meetings the researcher explained the material for 35 minutes, the researcher then found several students who still did not understand because their attention was not learning. In the second meetings when the researcher repeating the material, the students look bored they do other activities like telling stories, asking permission to go to the toilet, and focusing on other subject assignments. From the student learning outcomes during the 3rd

²⁹ Maria Asuncion Rojas and Jhonny Villafuerte, “The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development,” *Theory and Practice in Language Studies* 8, no. 7 (2018): 726–32, <https://doi.org/10.17507/tpls.0807.02>.

meetings, only a few experienced an increase from the results of the previous pre-test. This was because, during the learning process, the students were not focused. After all, they feel bored with the material provided by the researcher. As it is known that practical learning is more effective than lectures based on an explanation from Mawardi Janitra says that "The lecture method is the most frequently used learning method, where the teacher gives material to students orally. Because it does not use media, this learning method is practical and even so, the teacher needs to think about how the delivery of the material can be well received by students because the continuous use of the lecture method can lead to boredom and it is feared that students will not be able to receive learning to the fullest".³⁰

The learning outcomes obtained by researchers in cycle I experienced a slight increase from the results of the previous pre-test, this can be seen from the value of student learning outcomes in class VIII.1, there were 38.4% of students who had completed and 61.5% of students who had not completed. so the increase experienced is, 2.7%. However, the improvement of students' speaking skills in cycle I have not been considered complete due to several factors, as follows:

1. Lack of student attention to learning
2. The learning activities carried out have not motivated students to carry out the learning process,
3. Lack of confidence, and others

³⁰ Mawardi Janitra, "Kenali 8 Macam Metode Pembelajaran Yang Efektif Dan Menyenangkan," Quipper Blog, 2022, <https://www.quipper.com/id/blog/quipper-campus/campus-life/n-jenis-metode-pembelajaran-efektif-menyenangkan/amp/>.

In cycle II the researcher returned to the learning process activities by providing new material to students. The researcher then explained the material to the students, but before explaining the material the researcher first asked the students, namely "what do you think is work?" and some students answered "work", after asking the researcher then explained the material, in this meeting the students did not talk much because some already understood the material, after explaining the material the researcher then gave an overview to students related to the material. The activity that will be carried out at the next meeting is to do a role play. Students then feel happy because they will do role playing activities. After that at the 6th and 7th meetings the researchers carried out role playing activities, in implementing the learning method it was seen that the students were very enthusiastic in the learning process unlike in cycle I, the following students were more active in discussions and dialogues.

From the results of the speaking test obtained by students, there was a lot of improvement compared to the previous cycle. It can be seen from the results of the evaluation carried out by the researcher that only 3.3% of students found an average KKM score of 70 and 96.6% of students scored above the KKM average of 70. The success obtained in this cycle was as long as the learning process students pay attention to the learning material, and the learning methods used can motivate students to carry out learning process activities.

In cycle II the results of the improvement obtained by students experienced a lot of improvement compared to the results of the cycle I, this can be seen from the results of the evaluation carried out by researchers, namely only 3.3% of students found an average KKM score of 70 and 96.6 % of

students who scored above the KKM average of 70. The success obtained in this cycle was that during the learning and teaching process, students paid attention to the learning material, and the learning methods used motivated students to carry out learning process activities.

Based on the results obtained after the implementation of the role playing learning method and also the speaking test, it is known that the scores obtained by students gradually increased from cycle I to cycle II, in the sense that students' speaking skills increased after the implementation. This is evidenced by an increase in the average value of students and the percentage of students who achieved a minimum score, where the average score of students before the implementation of the role playing learning method was 22.5 after the implementation of the role playing learning method in cycle I was 68.4 and cycle II 82.4. The percentage of students before implementation was 28.5% after implementation in cycle I was 38.4% and cycle II was 96.6%.

During the implementation of learning by applying the role-playing learning method in cycle I, only a few students had the enthusiasm to learn. As time goes on, many students have the enthusiasm to learn because they already enjoy the lessons in cycle II. besides that students are also active in group activities, such as participating in the process of making dialogues. They take their appearance very seriously, are responsible for the role that was carried out in role-playing activities. In implementing this method students feel confident to speak in front of the class because they have time to prepare before speaking, so they feel really enjoy the learning process. This result is in accordance with the theory of Professor Kumaran, "learners enjoy participating in Role-Playing

using a foreign language. Students' participation enables them to communicate without hesitation and fear in real-life contexts strengthening their process of foreign language acquisition. Instructors should be willing to implement every kind of techniques such as Role-Playing to improve speaking skills in the English class such as songs, indoor games, movement, information and communication technologies, etc.³¹

In addition, learning using role play also has weaknesses in class, the researcher found that during the implementation of role playing it took a lot of time when students received material and also made dialogues. Implementation of role-playing in the first meeting, the researcher had difficulty managing the class because only a few students participated in the learning process. But, in the next meeting in cycle II the researcher saw the improvement experienced by students because the application of the role-playing learning method in this cycle was more than in cycle I. This is in accordance with the theory Sue Rogers in Yusfi Ma'Rifatus Sholiha journal that said role playing models require a long time.³²

The researcher saw that students also improved when they spoke English, whereas before the implementation of the role-playing activities, there were some students who still looked at the notebooks. The increase experienced by students occurred after the application of the role-playing learning method because their lack of confidence was covered by the presence of group friends

³¹ Rojas and Villafuerte, "The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development."

³² Imroatus Solikhah, "Penerapan Metode Role Play Pada Matakuliah Public Speaking Untuk Mahasiswa Jurusan Pendidikan Bahasa Inggris Di Iain Surakarta," *LINGUA: Journal of Language, Literature and Teaching* 14, no. 1 (2017): p.1.

who were invited to discuss, the intonation when carrying out role-playing was also clear and the vocabulary was also more than before. This result is in accordance with the theory of Nation and Newton, “Identified five possible causes of learners’ reluctance to speak English which includes “inadequate vocabulary, limited control of grammar, lack of fluency, learners' shyness, and lack of encouragement”. However, Role-Playing supports educator's abilities to “create a safe learning environment; provide constructive and goal-directed feedback; and cultivate the ability to communicate”.³³

From the results of the explanation above, it can be concluded that the implementation of the role-playing learning method has increased in each cycle even though the researcher is still not good at managing the class during the learning process.

This study proves that role play can improve students' speaking ability because it can overcome difficulties in speaking and help students speak easily. Role-playing also trains students to have a large vocabulary by looking up several vocabulary words in the dictionary when they make conversations.

³³ Rojas and Villafuerte, “The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development.”

CHAPTER V

CLOSING

In this chapter, there are two parts namely conclusions and suggestions. This conclusion is seen based on the research findings and discussion. Suggestions are taken from the results of the conclusions.

A. Conclusion

Based on data from research results obtained by researchers it can be concluded as follows:

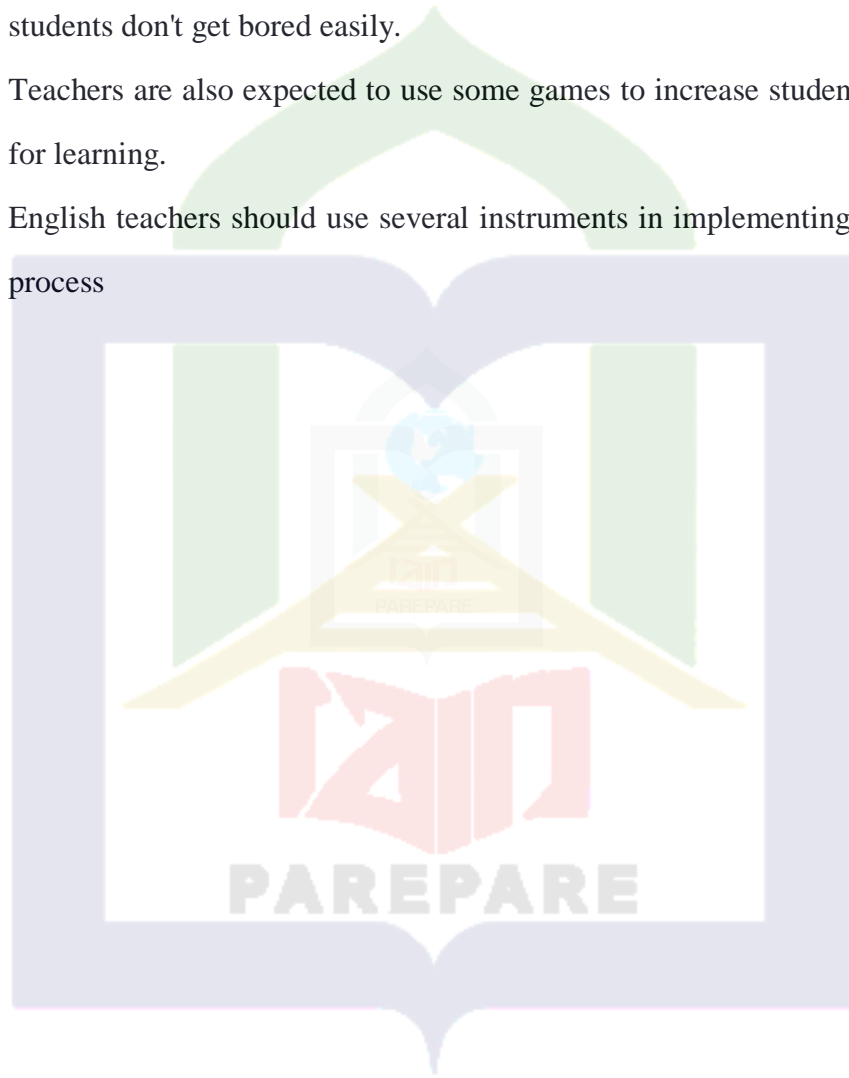
Student activity in cycles I and II in every meeting there is always an increase. In cycle I, in the first meeting, students did not focus on the learning process because their attention was outside the room so they could not follow the lesson properly. At that time the researcher gave an explanation regarding the material on how to use the WH question in a sentence, in the second and third meetings the researcher applied the role-playing learning method but at that time the students still did not understand how to implement the method so that in cycle I the increase obtained was still too low, after implementation of Cycle II at meeting I the researcher gave material about "Job" which would later be used as a topic, at the second and third meetings the same as at the previous meeting the researcher applied for the role-playing learning method at this meeting students had started to show interest in doing role-playing activities.

From the results of the checklist observation data made by the researcher, it can be seen that at each meeting from cycle I to cycle II, there was an increase in students, and the application of the learning method had an impact on students. although the increase was more visible in cycle II

B. Suggestion

From the research results obtained there are several suggestions which are divided into several points as follows:

1. English teachers should use several methods in the learning process so that students don't get bored easily.
2. Teachers are also expected to use some games to increase student enthusiasm for learning.
3. English teachers should use several instruments in implementing the learning process



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APPENDICES



APPENDICES 1



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidik : SMP NEGERI 22 BARRU

Mata Pelajaran : BAHASA INGGRIS

Materi Pokok : It's English Time

Sub Materi : 1. To get Attention
 2. To check if we are understood
 3. To show appreciation to others

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 70 Menit (6 × Pertemuan)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator
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<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya, sesuai dengan konteks penggunaannya., sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Menyebutkan 5 ungkapan mendapatkan perhatian dalam bahasa Inggris. • Menyebutkan 5 ungkapan mengecek pemahaman dalam bahasa Inggris. • Menyebutkan 5 ungkapan meminta dan memberikan pendapat dalam bahasa Inggris. • Menyebutkan 5 ungkapan menghargai pekerjaan seseorang dalam bahasa Inggris.
<p>Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Membuat percakapan pendek yang menggunakan ungkapan serta respon dari meminta perhatian, mengecek pemahaman, menghargai kinerja seseorang, meminta dan memberi pendapat sesuai dengan konteks.

C. Tujuan Pembelajaran

Setelah mempelajari materi terkait dengan “5 W+1 H siswa diharapkan mampu:

1. Membuat sebuah percakapan pendek terkait dengan menggunakan 5 W + 1 H
2. Memahami penggunaan kata serta dapat merespon dengan tepat ketika ada yang meminta atau memberi pertanyaan.

D. Materi Pembelajaran

1. Fungsi social
 - Menjaga hubungan interpersonal terhadap guru dengan teman.
2. Struktur teks
 - Memulai
 - Menanggapi (diharapkan/diluar dugaan)
3. Unsur kebahasaan

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan.

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach (*Bertanya kepada siswa terkait materi*)
2. Model : CLT (Communicative Language Teaching)
3. Metode : Role play dan penugasan.

F. Media/Alat, dan Sumber Belajar

1. Media/Alat
 - Buku paket
 - Lembaran Scenario/Dialog
2. Sumber belajar
 - Internet.

G. Kegiatan Pembelajaran Pertemuan I (70 Menit)

Kegiatan Pendahuluan	Alokasi Waktu
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka • Berdoa dengan meminta salah satu siswa untuk memimpin doa • Menanyakan keadaan siswa • Memeriksa kehadiran siswa • Melakukan perkenalan • Menyampaikan kompetensi dasar (KD) yang akan dicapai. 	10 Menit
Kegiatan Inti	Alokasi Waktu
<ul style="list-style-type: none"> • Peserta didik membentuk sebuah kelompok dengan jumlah anggota 4-5 orang • Guru/peneliti kemudian memanggil setiap perwakilan kelompok untuk mengambil kertas yang berikan dengan tema yang sudah dibuat oleh guru/peneliti. 	55 Menit

H. Penilaian

a) Keterampilan

- Scoring Rubric of Speaking

No	Aspect	Score			
		1	2	3	4
1	Content				
2	Pronunciation				
3	Vocabulary				
4	Fluency				

- Analytical Scoring Rubric of Speaking

No	Score	Description
1	4	Tidak ditemukan kesalahan dalam penggunaan Grammar, Tanda Baca, maupun <i>Spelling</i> .
2	3	Ada kesalahan dalam penggunaan Grammar, tanda baca, dan <i>Spelling</i> tapi tidak mempengaruhi makna teks.
3	2	Kesalahan penggunaan Grammar, tanda baca, dan <i>Spelling</i> yang mempengaruhi makna.
4	1	Pembaca sulit memahami makna teks.

h) Remedial dan Pengayaan

- Melihat hasil akhir dari analisis hasil test
- Speaking (Berdialog kembali)



Baru, 28 Oktober 2022
Guru Kelas VIII.1

ABDUL MUTHALIB, S.Pd.
NIP. 1977100112006041015

APPENDIX

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidik : SMP NEGERI 22 BARRU

Mata Pelajaran : BAHASA INGGRIS

Materi Pokok : It's English Time

Sub Materi : 1. To get Attention

2. To check if we are understood

3. To show appreciation to others

Kelas/Semester : VIII/Ganjil

Alokasi Waktu : 70 Menit (6 × Pertemuan)

I. Kompetensi Inti

5. Menghargai dan menghayati ajaran agama yang dianutnya.
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar	Indikator
------------------	-----------

<p>Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya, sesuai dengan konteks penggunaannya., sesuai dengan konteks penggunaannya.</p>	<ul style="list-style-type: none"> • Menyebutkan 5 ungkapan mendapatkan perhatian dalam bahasa Inggris. • Menyebutkan 5 ungkapan mengecek pemahaman dalam bahasa Inggris. • Menyebutkan 5 ungkapan meminta dan memberikan pendapat dalam bahasa Inggris. • Menyebutkan 5 ungkapan menghargai pekerjaan seseorang dalam bahasa Inggris.
<p>Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Membuat percakapan pendek yang menggunakan ungkapan serta respon dari meminta perhatian, mengecek pemahaman, menghargai kinerja seseorang, meminta dan memberi pendapat sesuai dengan konteks.

K. Tujuan Pembelajaran

Setelah mempelajari materi terkait dengan “pekerjaan” siswa diharapkan mampu:

1. Mengidentifikasi kata pekerjaan
2. Memahami fungsi dan stuktur teks
3. Membuat sebuah percakapan pendek terkait dengan “pekerjaan”
3. Memahami penggunaan kata serta dapat merespon dengan tepat ketika ada yang meminta atau memberi pertanyaan.

L. Materi Pembelajaran

4. Fungsi social
Menjaga hubungan interpersonal terhadap guru dengan teman.
5. Struktur teks
 - Memulai

- Menanggapi (diharapkan/diluar dugaan)
6. Unsur kebahasaan
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulis tangan.

M. Metode Pembelajaran

4. Pendekatan : Scientific Approach (*Bertanya kepada siswa terkait materi*)
5. Model : CLT (Communicative Language Teaching)
6. Metode : Role play dan penugasan.

N. Media/Alat, dan Sumber Belajar

3. Media/Alat

- Buku paket
- Lembaran Scenario/Dialog

4. Sumber belajar

- Internet.

O. Kegiatan Pembelajaran

Pertemuan I (70 Menit)

Kegiatan Pendahuluan	Alokasi Waktu
<ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka • Berdoa dengan meminta salah satu siswa untuk memimpin doa • Menanyakan keadaan siswa • Memeriksa kehadiran siswa • Melakukan perkenalan • Menyampaikan kompetensi dasar (KD) yang akan dicapai. 	10 Menit
Kegiatan Inti	Alokasi Waktu
<ul style="list-style-type: none"> • Peserta didik membentuk sebuah kelompok dengan jumlah anggota 4-5 orang • Guru/peneliti kemudian memanggil setiap perwakilan kelompok untuk mengambil kertas yang berikan dengan tema yang sudah dibuat oleh guru/peneliti. 	

<ul style="list-style-type: none"> • Kemudian setiap kelompok disuruh untuk membuat percakapan singkat terkait dengan tema tersebut. • Siswa diberikan kesempatan untuk bertanya terkait dengan pembuatan percakapan tersebut. 	55 Menit
Kegiatan Penutup	Alokasi Waktu
<ul style="list-style-type: none"> • Guru mengingatkan kepada siswa terkait materi yang diajarkan untuk tetap mereka kuasai. • Memberikan gambaran terkait dengan materi yang akan diajarkan dipertemuan selanjutnya. • Menutup pembelajaran dengan salam 	5 Menit

P. Penilaian

a) Keterampilan

- Scoring Rubric of Speaking

No	Aspect	Score			
		1	2	3	4
1	Content				
2	Pronunciation				
3	Vocabulary				
4	Fluency				

- Analytical Scoring Rubric of Speaking


No	Score	Description
1	4	Tidak ditemukan kesalahan dalam penggunaan Grammar, Tanda Baca, maupun <i>Spelling</i> .
2	3	Ada kesalahan dalam penggunaan Grammar, tanda baca, dan <i>Spelling</i> tapi tidak mempengaruhi makna teks.
3	2	Kesalahan penggunaan Grammar, tanda baca, dan <i>Spelling</i> yang mempengaruhi makna.
4	1	Pembaca sulit memahami makna teks.

h) Remedial dan Pengayaan

- Melihat hasil akhir dari analisis hasil test
- Speaking (Berdialog kembali)

Mengetahui
Kepala Sekolah
DINAS PENDIDIKAN DAN KEMASYARAKATAN
JURUSAN SMPN 22
Hj. PARLIANA, S.Pd.I
NIP. 19680605 199001 2 001

Baru, 28 Oktober 2022
Guru Kelas VIII.1


ABDUL MUTHALIB, S.Pd.
NIP. 1977100112006041015

APPENDICES 2

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 19th October 2022
 Time observation : 09 : 00 Am

No	Activities	YES	NO
A	Pre-Teaching	✓	
1	Opening with greetings	✓	
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance	✓	
5	Make introductions	✓	
6	Deliver basic competencies (KD) to be achieved.	✓	
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure	✓	
10	Divide students into several groups in speaking activities		✓
11	Use Indonesian and English when explaining	✓	
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made		✓

C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 19th October 2021
 Time observation : 09:00 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya		✓		
2	Siswa jarang bertanya ketika guru bertanya		✓		
3	Siswa menjawab ketika guru menunjuknya		✓		
4	Siswa selalu diam ketika guru menunjuknya		✓		
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru		✓		
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)		✓		
3	Siswa tidak focus pada penjelasa guru (melamun)		✓		
4	Siswa sibuk sendiri		✓		
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti.	✓			
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami		✓		
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami	✓			
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami			✓	
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru	✓			

2	Saling bekerja sama satu sama lain			✓	
3	bekerja dalam bentuk kelompok			✓	
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran	✓			
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.		✓		

Keterangan :

3 = Sangat Baik
 2 = Baik
 1 = Kurang Baik
 0 = Tidak Baik

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Monday, 24th October 2022
 Time observation : 09 :00 Am

No	Activities	YES	NO
A	Pre-Teaching		
1	Opening with greetings	✓	
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance	✓	
5	Make introductions		✓
6	Deliver basic competencies (KD) to be achieved.		✓
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure	✓	
10	Divide students into several groups in speaking activities	✓	
11	Use Indonesian and English when explaining	✓	
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made		✓

C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Monday, 24th October 2021
 Time observation : 09:00 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya		✓		
2	Siswa jarang bertanya ketika guru bertanya		✓		
3	Siswa menjawab ketika guru menunjuknya		✓		
4	Siswa selalu diam ketika guru menunjuknya		✓		
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru		✓		
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)			✓	
3	Siswa tidak focus pada penjelasa guru (melamun)		✓		
4	Siswa sibuk sendiri	✓			
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti	✓			
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami			✓	
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami		✓		
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami			✓	
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru		✓		
2	Saling bekerja sama satu sama lain			✓	
3	bekerja dalam bentuk kelompok			✓	
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran		✓		
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.	✓			

Keterangan :

- 3 = Sangat Baik
- 2 = Baik
- 1 = Kurang Baik
- 0 = Tidak Baik

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 26th October 2022
 Time observation : 08.50

No	Activities	YES	NO
A	Pre-Teaching		
1	Opening with greetings	✓	
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance	✓	
5	Make introductions		✓
6	Deliver basic competencies (KD) to be achieved.		✓
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure	✓	
10	Divide students into several groups in speaking activities	✓	
11	Use Indonesian and English when explaining	✓	
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made	✓	

C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 26th October 2021
 Time observation : ~~08.00~~ 08.50 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya		✓		
2	Siswa jarang bertanya ketika guru bertanya		✓		
3	Siswa menjawab ketika guru menunjuknya		✓		
4	Siswa selalu diam ketika guru menunjuknya		✓		
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru		✓		
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)		✓		
3	Siswa tidak focus pada penjelasa guru (melamun)			✓	
4	Siswa sibuk sendiri			✓	
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti		✓		
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami			✓	
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami		✓		
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami			✓	
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru	✓			
2	Saling bekerja sama satu sama lain		✓		
3	bekerja dalam bentuk kelompok		✓		
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran		✓		
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.	✓			

Keterangan :

3 = Sangat Baik
 2 = Baik
 1 = Kurang Baik
 0 = Tidak Baik

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday , 02th November 2022
 Time observation : 09 :00 AM

No	Activities	YES	NO
A	Pre-Teaching		
1	Opening with greetings	✓	
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance	✓	
5	Make introductions	✓	
6	Deliver basic competencies (KD) to be achieved.	✓	✓
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure		✓
10	Divide students into several groups in speaking activities		✓
11	Use Indonesian and English when explaining		✓
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made	✓	

C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 02th November 2022
 Time observation : 09 :00 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya	✓			
2	Siswa jarang bertanya ketika guru bertanya	✓			
3	Siswa menjawab ketika guru menunjuknya	✓			
4	Siswa selalu diam ketika guru menunjuknya			✓	
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru	✓			
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)	✓			
3	Siswa tidak focus pada penjelasa guru (melamun)			✓	
4	Siswa sibuk sendiri			✓	
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti	✓			
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami			✓	
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami	✓			
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami			✓	
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru	✓			

2	Saling bekerja sama satu sama lain			✓	
3	bekerja dalam bentuk kelompok			✓	
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran	✓			
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.			✓	

Keterangan :

3 = Sangat Baik
 2 = Baik
 1 = Kurang Baik
 0 = Tidak Baik

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Monday, 07th November 2022
 Time observation : 09 : 30 Am

No	Activities	YES	NO
A	Pre-Teaching		
1	Opening with greetings	✓	
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance		✓
5	Make introductions		✓
6	Deliver basic competencies (KD) to be achieved.		✓
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure	✓	✓
10	Divide students into several groups in speaking activities	✓	
11	Use Indonesian and English when explaining	✓	
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made	✓	
C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Monday, 07th November 2022
 Time observation : 09 : 30 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya	✓			
2	Siswa jarang bertanya ketika guru bertanya	✓			
3	Siswa menjawab ketika guru menunjuknya	✓			
4	Siswa selalu diam ketika guru menunjuknya		✓		
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru	✓			
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)		✓		
3	Siswa tidak focus pada penjelasa guru (melamun)		✓		
4	Siswa sibuk sendiri				
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti	✓			
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami		✓		
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami	✓			
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami		✓		
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru	✓			
2	Saling bekerja sama satu sama lain	✓			
3	bekerja dalam bentuk kelompok	✓			
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran	✓			
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.			✓	

Keterangan :

3 = Sangat Baik
 2 = Baik
 1 = Kurang Baik
 0 = Tidak Baik

OBSERVATION CHECKLIST

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 09th November 2022
 Time observation : 09 :00

No	Activities	YES	NO
A	Pre-Teaching		
1	Opening with greetings		
2	Pray by asking one of the students to lead the prayer	✓	
3	Asking students' condition	✓	
4	Checking student attendance	✓	
5	Make introductions	✓	
6	Deliver basic competencies (KD) to be achieved.		✓
B	Teaching Process		
7	The teacher introduces the topic before starting the lesson.	✓	
8	Provide an explanation of the material in accordance with the learning book	✓	
9	Explain the learning procedure	✓	
10	Divide students into several groups in speaking activities	✓	
11	Use Indonesian and English when explaining	✓	
12	Encourage students to actively ask questions and Answer the question.	✓	
13	Using media in teaching speaking	✓	
14	Using learning techniques/models in learning activities	✓	
15	Apply the role playing learning model in accordance with the lesson plans made	✓	
C	Post-Teaching		
16	The teacher reminds students about the material being taught to keep them mastered.	✓	
17	Provide an overview related to the material to be taught at the next meeting.	✓	
18	Closing the lesson with greetings	✓	

LEMBAR OBSERVASI KELAS

Teacher : Abdul Muthalib, S.Pd.
 Observer : Harda S
 Class : VIII.1
 Skill : Speaking
 Topic : It's English Time
 Date observation : Wednesday, 09th November 2022
 Time observation : 09 : 00 Am

No	Aktifitas/Kegiatan	3	2	1	0
Interaksi Siswa Dengan Guru					
1	Siswa aktif menjawab ketika guru bertanya		✓		
2	Siswa jarang bertanya ketika guru bertanya	✓			
3	Siswa menjawab ketika guru menunjuknya	✓			
4	Siswa selalu diam ketika guru menunjuknya				✓
Perhatian Siswa Terhadap Guru					
1	Siswa selalu memperhatikan penjelasan guru	✓			
2	Siswa sering memperhatikan penjelasan guru (contoh: kadang mengobrol)	✓			
3	Siswa tidak focus pada penjelasa guru (melamun)				✓
4	Siswa sibuk sendiri			✓	
Keaktifan Siswa Ketika Bertanya					
1	Siswa selalu mengajukan pertanyaan jika ada hal yang tidak dimengerti	✓			
2	Siswa jarang bertanya tentang hal yang tidak dimengerti atau tidak dipahami			✓	
3	Siswa terkadang bertanya ketika ada hal yang tidak dimengerti atau dipahami	✓			
4	Siswa tidak pernah bertanya ketika ada hal yang tidak dimengerti atau dipahami				✓
Siswa Berusaha Mengerjakan Tugas-Tugas Yang Diberikan					
1	Siswa semangat dan langsung mengerjakan tugas yang diberikan oleh guru	✓			

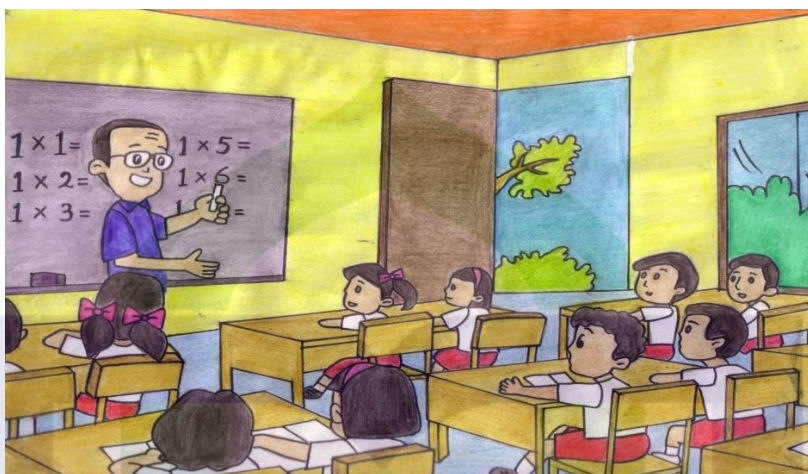
2	Saling bekerja sama satu sama lain	✓			
3	bekerja dalam bentuk kelompok	✓			
Disiplin Dalam Kehadiran					
1	Siswa selalu datang untuk mengikuti pelajaran	✓			
2	Siswa tidak datang dikarenakan bolos, izin, atau sakit.			✓	

Keterangan :

3 = Sangat Baik
 2 = Baik
 1 = Kurang Baik
 0 = Tidak Baik

APPENDICES 3

TOPIC OF EACH GROUP TEACHING AND LEARNING PROCESS IN CLASS



1. In group consist of 5 students.
2. 4 students as the students and 1 student as the teacher.
3. The material about WH question.
4. The conversation between students and teacher as like “How are you today?”
5. The teacher gives name tag to each student according to the role.
6. The media that will use as like book for the teacher and the students and something else related the material in teaching and learning process.

Example of media:



SHOPPING IN THE MARKET



1. In group consist of 5 students.
2. 3 Students as seller, 2 students as buyer.
3. The material about WH question
4. Example of conversation such us the seller offer her/his merchandise to the buyer e) with WH question as like “what do you want to buy?” or the buyer ask to the other seller about the place as like “ where is the place of vegetable seller Mrs/ Mr?
5. The teacher gives name tag to each student according to the role.
6. The media is from the teacher as like picture of vegetables, picture kinds of fish, and etc.

Example the picture of media:



MEDICAL EXAMINATION



1. In group consist of 5 students.
2. 2 students as patient, 2 students as nurse, and 1 student as doctor.
3. The material about WH question.
4. The example conversation between doctor and patient is, doctor “Good morning, how are you today?”, patient “What can I do to get rid of it?”.
5. The media that will use as like book for the teacher and the students and something else related the material in teaching and learning process.
6. The teacher gives name tag to each student according to the role.
7. The media is from the teacher as like picture of medicine, temperature, pressure gauge.

Example of media:

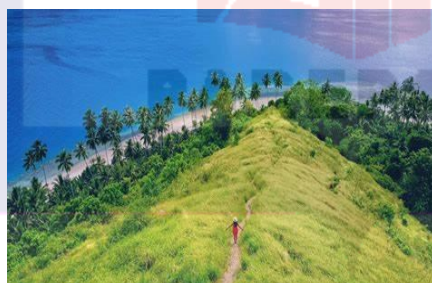


HOLIDAY/VACATION



1. In group consist of 5 students.
2. 5 students as the students.
3. The material about WH question.
4. The conversation of each students is “Where do you want to go on next week?”.
5. The teacher gives name tag to each student according to the role.
6. The media is from the teacher as like picture of sea, mountain,hat, and etc.

Example of media:



HOLIDAY IN THE ZOO



1. In one group consist of 4 students.
2. 2 students as the visitors and 1 students as the zoo keeper, and 1 student as teacher
3. The material about WH question.
4. The example of conversation as like the visitors ask to the zoo keeper “where is the place we can see the elephant sir/ miss?” or “ How do you keep the zoo clean?”
5. The teacher gives name tag to each student according to the role.
6. The media is from the teacher as like kinds of picture of animals that usually in the zoo: Example the picture of media:



DINNER IN RESTOURANT



1. In one group consist of 6 students
 2. 2 Students as customer, 2 students as waiter/waitress, and 1 student as cashier, 1 students as koki
 3. The material is WH Question
 4. The example of conversation between waiter and customer is like “ what would you like to order?” or between customer and cashier “ how much should I pay for this food?”
 5. The teacher gives name tag to each student according to the role.
 6. The media is from the teacher as like picture of food, list of menu and bill
- Example of the media:



APPENDICES 4

SPEAKING TEST

School : UPTD SMPN 22 Barru

Class : VIII.1

Name of Group :

1. Make 6 groups of 4-5 people
2. Make a conversation or dialogue based on the topic with your group and put at least 3 kinds of WH-Question in your conversation
 - 1) Study Tour at the Zoo
 - 2) Teaching and Learning Process
 - 3) Holiday or Vacation
 - 4) Shopping in the Market
 - 5) Dinner in the Restourant
 - 6) Medical Examination
3. Divide the role based on your theme with your group.
 - 1) Group 1 : 2 students as student's, 1 student as teacher, and 1 student as zoo keeper.
 - 2) Group 2 : 1 student as teacher, and 4 student's as student's
 - 3) Group 3 : 5 student's as students
 - 4) Group 4 : 2 student's as buyer the other student's as seller
 - 5) Group 5 : 1 Student as koki, 1 Student as cashier, 2 student's as customer, and 2 student's as waiter
 - 6) Group 6 : 1 student as doctor, 2 student's as nurse, and 2 student's as patient
4. All groups have time for about 35 minutes for discussion
5. Present your result of your conversation in front of the class
6. You have 5 minutes for finish.

APPENDICES 5

LIST OF STUDENT VALUE CYCLE I

DAFTAR NILAI SISWA

KELAS : VIII.1 (Delapan Satu)

MATA PELAJARAN : BAHASA INGGRIS

SEMESTER : GANJIL

No	Nama	NIS	L/P	Score
1	A. NUR REZKY HILDA FAUSIAH	7581	P	69
2	ALIFAH IZZATULLAH PUTRI MASUL	7586	P	79
3	ALIFIAH SYIFAH DZAHFIRAH	7587	P	68
4	ANDI SITI ARIMBI SARIPUTRI TESSIOJA	7640	P	76
5	ANDI SYAIKHAH RAMDHANI PUTRI	7589	P	-
6	ANDINI	7590	P	58
7	ARWINA MUSLIMAH HARMONA	7592	P	76
8	AULIYA FITRA RUSMADIR	7594	P	55
9	AYNI NUR RAMDANI	7620	P	65
10	AYU RIANTI EKASARI	7621	P	78
11	AYUNI ASTINA	7595	P	-
12	BIANA SALSABILA	7674	P	69
13	CITRA KIRANA PUTRI	7596	P	70
14	DESWITA ZAHRANIF	7644	P	69
15	FARID ATALLAH YUSRI	7597	L	65
16	FITRI NURHALIZA	7598	P	65
17	KAYLAA REZKY AULIA	7649	P	70
18	MARDHIYAH	7599	P	76
19	MEYVA RAMADHANTI. A	7600	P	75
20	MUH. ABDILLAH	7651	L	79
21	MUH. FARID DARMAN	7628	L	69
22	NUR APIKA ASISA	7688	P	75
23	NUR APRILIA PANGERAN	7608	P	69
24	NUR FATIMAH YUSUP	7687	P	69
25	NUR ZAKYLA CHAIRIL A	7610	P	-
26	NURJIHAN	7609	P	65
27	NURUL AULIA	7660	P	55
28	RADITYA AL-DAFFA SOLONG	7661	L	-
29	TRIASTIKAYANTI	7693	P	58
30	TRYE MUTIARA NAWAWI	7637	P	58

The mean of student's was score :

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.780}{26}$$

$$M = 68,4$$

Notes:

M = The average of students score (mean)

$\sum x$ = The sum of score

N = The number of student

To know the class percentage which pass the standard minimum score by using formula as follows:

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

$$E = \frac{10}{26} \times 100\%$$

$$E = 38,4 \%$$

Notes:

E : The percentage of student who achieved minimum standard score

n : The number of students who achieved the minimum score

N : The total number of students

LIST OF STUDENT VALUE CYCLE II

DAFTAR NILAI SISWA

KELAS : VIII.1 (Delapan Satu)

MATA PELAJARAN : BAHASA INGGRIS

SEMESTER : GANJIL

No	Nama	NIS	L/P	Score
1	A. NUR REZKY HILDA FAUSIAH	7581	P	82
2	ALIFAH IZZATULLAH PUTRI MASUL	7586	P	87
3	ALIFIAH SYIFAH DZAHFIRAH	7587	P	81
4	ANDI SITI ARIMBI SARIPUTRI TESSIOJA	7640	P	85
5	ANDI SYAIKHAH RAMDHANI PUTRI	7589	P	85
6	ANDINI	7590	P	79
7	ARWINA MUSLIMAH HARMONA	7592	P	85
8	AULIYA FITRA RUSMADIR	7594	P	-
9	AYNI NUR RAMDANI	7620	P	80
10	AYU RIANTI EKASARI	7621	P	85
11	AYUNI ASTINA	7595	P	78
12	BIANA SALSABILA	7674	P	82
13	CITRA KIRANA PUTRI	7596	P	83
14	DESWITA ZAHRANIF	7644	P	82
15	FARID ATALLAH YUSRI	7597	L	80
16	FITRI NURHALIZA	7598	P	80
17	KAYLAA REZKY AULIA	7649	P	83
18	MARDHIYAH	7599	P	85
19	MEYVA RAMADHANTI. A	7600	P	84
20	MUH. ABDILLAH	7651	L	87
21	MUH. FARID DARMAN	7628	L	82
22	NUR APIKA ASISA	7688	P	84
23	NUR APRILIA PANGERAN	7608	P	82
24	NUR FATIMAH YUSUP	7687	P	82
25	NUR ZAKYLA CHAIRIL A	7610	P	81
26	NURJIHAN	7609	P	80
27	NURUL AULIA	7660	P	78
28	RADITYA AL-DAFFA SOLONG	7661	L	90
29	TRIASTIKAYANTI	7693	P	79
30	TRYE MUTIARA NAWAWI	7637	P	79

The average of student;s score (mean) :

$$M = \frac{\sum x}{N}$$

$$M = \frac{2.390}{29}$$

$$M = 82,4$$

Notes:

M = The average of students score (mean)

$\sum x$ = The sum of score

N = The number of student

The result of student's speaking test :

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

$$E = \frac{29}{30} \times 100\%$$

$$E = 96,6 \%$$

Notes:

E : The percentage of student who achieved minimum standard score

n : The number of students who achieved the minimum score

N : The total number of students

APPENDICES 6

ASSESSMENT OF STUDENTS IN GROUP

LEMBAR PENILAIAN SISWA

SCHOOL : UPTD SMPN 22 BARRU
 CLASS : VIII.1 (Eight One)
 LESSON : ENGLISH LANGUAGE
 FOR : ENGLISH TEACHER

NO	Name of Group	Score				Note
		C	P	V	F	
1	GROUP 1	80	80	79	80	—
2	GROUP 2	80	80	75	80	—
3	GROUP 3	79	75	70	80	Semua anggota group aktif berbicara namun ada beberapa yang laear dan ada yang tidak
4	GROUP 4	79	70	70	79	Semua anggota group berbicara namun ada yang laear dan ada yang tidak
5	GROUP 5	80	80	75	80	—
6	GROUP 6	70	70	70	68	Sebagian besar anggota group masih malu-malu dalam berbicara

LEMBAR PENILAIAN SISWA

SCHOOL : UPTD SMPN 22 BARRU
 CLASS : VIII.1 (Eight One)
 LESSON : ENGLISH LANGUAGE
 FOR : RESEARCHER

NO	Name of Group	Score				Note
		C	P	V	F	
1	GROUP 1	90	89	89	80	2 diantara 4 siswa masih kurang dibagian (fluently).
2	GROUP 2	90	80	80	80	—
3	GROUP 3	80	79	80	79	Pronouciation dan fluentlynya masih kurang.
4	GROUP 4	80	75	80	79	pronunciation dan fluentlynya kurang.
5	GROUP 5	90	80	80	80	—
6	GROUP 6	78	70	79	69	Pronunciation, vocabulary, fluently, masih kurang.



APPENDICES 7

THE RESULT OF INTERVIEW

Time and Place of Interview

1. Day/Date : Wednesday, 16th November 2022
2. Place : Class VIII.1
3. Time : 09:30 Am

GROUP 1

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	S1 = Seru S2 = Seru karena bisa buat dialog dalam bahasa inggris
2	Bagaimana perasaan kalian selama penerapan metode pembelajaran role playing?	Senang
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	S1 = Iya S2 = Sedikit membantu, ada beberapa vocab yang didapat dalam dialog
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan	S1 = Pembelajaran bapak lebih ke ceramah jadi cepat mengantuk S2 = Pembelajaran kakak seru tapi sedikit mengantuk S3 = Senang, Baik, Seru, dan Mengarang. Jadi metode ini sedikit membantu untuk meningkatkan speaking.

	keterampilan berbicara kalian?	
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GROUP 2

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	Bagus, sangat menambah wawasan dapat memotivasi dalam berbicara bahasa inggris.
2	Bagaimana perasaan kalian selama penerapan metode pembelajaran role playing?	Ada gugupnya, ada senangnya, karena semua tidak berkaitan dengan pembelajaran, karena lebih ke game.
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	Iye kak meningkat karena dapat menambah wawasan dalam speaking sama menambah vocabta
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan keterampilan berbicara kalian?	Kalau dari bapak lebih banyak hafalan, kalau pembelajaran ini lebih mendalami speaking.

GROUP 3

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	Bagus metodenya, tapi banyak siswa terbebani, tapi sejauh ini kak english speakingta lebih baik.
2	Bagaiaman perasaan kalian selama penerapan metode pembelajaran role playing?	Bercampur aduk, takut, excited juga, cemas tidak bisa menampilkan yang terbaik
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	Sangat membantu, karena mengubah keterampilan dalam berbicara.
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan keterampilan berbicara kalian?	<p>S1 = Kalau dari bapak lebih ringan</p> <p>S2 = Belum pernah ada tugas tentang percakapan</p> <p>S3 = Wawasan semakin bertambah dan ilmu english speaking jauh lebih baik.</p>

GROUP 4

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	Agak susah karena belum lancar untuk berbahasa inggris, tapi ini lebih mudah karena bermain peranki
2	Bagaimana perasaan kalian selama penerapan metode pembelajaran role playing?	Sedikit gugup, tapi senangki juga
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	Dapat, karena sudah mudah berbahasa inggris
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan keterampilan berbicara kalian?	Pembelajaran ini lebih mudah karena model pembelajaran yang dikasi ki kalau bapak itu lebih kehafalan i

GROUP 5

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	Seru, menyenangkan, mudah (gampang)
2	Bagaimana perasaan kalian selama penerapan metode pembelajaran role playing?	Lega, masih mau drama lagi tapi dengan topik yang berbeda lagi
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	Sangat membantu
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan keterampilan berbicara kalian?	<p>S1 = Metode role playing, karena bapak lebih ke hafalan, kalau pembelajaran role playing lebih menyenangkan karena diperluas vocabta, mudah dipahami sama melatihki buat dialog sendiri jadi banyak didapat vocab.</p> <p>S2 = Bapak lebih ke lagu-lagu, hafalan benda-benda sekitar. Kalau penerapan ini saling interaksi sesama teman bercakap menggunakan bahasa inggris dan membuat kita lebih akrab dengan teman.</p>

GROUP 6

No	Researcher	Student's
1	Bagaimana pendapat kalian tentang penerapan metode pembelajaran role playing?	Asik, seru, menyenangkan
2	Bagaimana perasaan kalian selama penerapan metode pembelajaran role playing?	Senang, suka dengan penerapan model pembelajaran role playing dibandingkan metode ceramah
3	Apakah strategy pembelajaran ini dapat membantu kalian dalam berbicara bahasa inggris?	Pembelajaran role playing dapat membantu meningkatkan speaking
4	Menurut kalian metode pembelajaran yang digunakan oleh guru mata pelajaran kalian dengan metode pembelajaran yang diterapkan selama beberapa pertemuan ini yang mana dapat meningkatkan keterampilan berbicara kalian?	Metode ini karena lebih ke games.

APPENDICES 8

STUDENT ATTENDANCE LIST

DAFTAR HADIR SISWA

KELAS : VIII. 1 (Delapan Satu)

MATA PELAJARAN : BAAHASA INGGRIS

SEMETER : GANJIL

No	NIS	Name	M/ F	Meeting										
				1	2	3	4	5	6	7	8	9	10	
1	7581	A. NUR REZKY HILDA FAUSIAH	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	7586	ALIFAH IZZATULLAH PUTRI MASUL	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	7587	ALIFIAH SYIFAH DZAHFIRAH	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	7640	ANDI SITI ARIMBI SARIPUTRI TESSIOJA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	7589	ANDI SYAIKHAH RAMDHANI PUTRI	P	✓	S	✓	✓	S	✓	✓	✓	✓	✓	✓
6	7590	ANDINI	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7	7592	ARWINA MUSLIMAH HARMONA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	7594	AULIYA FITRA RUSMADIR	P	✓	S	✓	✓	✓	✓	✓	✓	S	S	✓
9	7620	AYNI NUR RAMDANI	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	7621	AYU RIANTI EKASARI	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	7595	AYUNI ASTINA	P	✓	✓	✓	S	S	✓	✓	✓	✓	✓	✓
12	7674	BIANA SALSABILA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	S
13	7596	CITRA KIRANA PUTRI	P	S	S	✓	✓	✓	✓	✓	✓	✓	✓	✓
14	7644	DESWITA ZAHKANIF	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15	7597	FARID ATALLAH YUSRJ	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16	7598	FITRI NURHALIZA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17	7649	KAYLAA REZKY AULIA	P	✓	S	✓	✓	✓	✓	✓	✓	✓	✓	✓
18	7599	MARDHIYAH	P	✓	S	✓	✓	✓	✓	✓	✓	✓	✓	✓
19	7600	MEYVA RAMADHANTI. A	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20	7651	MUH. ABDILLAH	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21	7628	MUH. FARID DARMAN	L	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22	7688	NUR APIKA ASISA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	7608	NUR APRILIA PANGERAN	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24	7687	NUR FATIMAH YUSUP	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25	7610	NUR ZAKYLA CHAIRIL A	P	✓	S	✓	S	S	✓	✓	✓	✓	✓	✓
26	7609	NURJIHAN	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
27	7660	NURUL AULIA	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28	7661	RADITYA AL-DAFFA SOLONG	L	S	S	✓	✓	S	✓	✓	✓	✓	✓	✓
29	7693	TRIASTIKAYANTI	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30	7637	TRYE MUTIARA NAWAWI	P	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

APPENDICES 9

PHOTOS OF RESEARCH ACTIVITIES



The researcher explained the learning material to the students



Students begin to form groups and then discuss the topic



The student's showed their performance



The student's showed their performance



The researcher conducted a question and answer process to student's





The researcher conducted a question and answer process to student's



APPENDICES 10

GROUP 1

Study Tour at the Zoo

Teacher : Our student we are going to the Zoo, in that Zoo we are going to learn about some animal.

Student : wow !! i love animal i cant wait to learn about animal in that Zoo

1 hour later

Zoo Keeper : Hey everyone welcome to the zoo, in this zoo we have alot of animal for example we have penguin, Shark, Lion, and more

Teacher : Our student the first animal we are going to see is penguin

Zoo Keeper : Fun fact about penguin, penguin is always in a big group

Student: i have a question sir, why penguin is always on a big group

Zoo Keeper : good question penguin as always in a big group because they keep them self warm even when weather is so cold

Teacher : our next destination is whale

Zoo Keeper : Fun fact about whale is one of the mammals that live in the ocean, even the blue whale is the largest animal or species in the ocean

Student: i have a question how big is whale

Zoo Keeper : that whale is 41,000 kg

Zoo Keeper : what do you think about Zoo

Student: its great

No.:

Date:

Zookeeper : who want to ask a question ?

Student 2 : What ~~this is~~ ^{the} zoo name ?

Zookeeper : the zoo name is Sukamaju zoo

Student 1 : When ~~des~~ this zoo was made ?

Zookeeper : this zoo was made in 2015

Student 2 : where this is zoo ?

Zookeeper : ~~in the park~~ ~~to~~ Sukamaju

Teacher : I think our time is up stu

Student 1 : Ok sir

1st ?

NAMA kelompok 1 :

1. Raditya al Daffa Solong

2. Muh. Abdillah

3. Farid Atallah yusri

4. Muh. Farid Darman



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GROUP 2

Teaching And Learning Process

Teacher = Good morning every body
(Mardhiyah)

Student = Good morning too miss

Teacher = How are you today
(Mardhiyah)

Student = I'm fine thank and you

Teacher = I'm fine thank
(Mardhiyah)

Teacher = prepare class leader

A-saka = Attention, Please!
(class leader)

Teacher = Are you ready studying
(Mardhiyah)

Student = ~~Yes~~ I'm ready miss

Teacher = Okeh, have you done the task?
(Mardhiyah)

Jihan = what!

Meyva.R.A = when miss give us an assignment

Teacher = I give your assignment on
(Mardhiyah) wednesday

Reziy = Ya miss I remember and im done

A. saka = Yes I'm done too miss

Jihan = sorry friend what is the assignment about

Reziy = write the names of 5 objects in the class.

Meyva.R.A = sorry miss I forgot to do it

Jihan = me too, miss

Teacher = please do now
(Mardhiyah)

Jihan = yes, miss

Teacher = Because you both forget to do it then
(Mardhiyah) both of you memorize it

Meyva.R.A = Ready, miss..

Jihan = yes, miss

2

GROUP 3

Holiday/Vacation

- AINI = How about your last vacation Aulia ?
- AULIA = I and my family want to Singapore !
- Ayu = Really? It's definitely a very interesting experience right ?
- Kiran: Fitri vacation was to the USA
- Fitri: Do not be too proud of my vacation Kiran. I will be considered as an arrogant.
- Auliya: So where did you last holidays Kiran?
- Kiran: I did not go anywhere.
- Ayni: Huh I thought you went with Fitri to USA.
- Ayu: It certainly would not be possible!
- Fitri: Hey, do not tempt Kiran too much
- Ayni: Anyway the vacation time is almost coming. We have to plan where we're going to go.
- Ayu: How about taking a holiday together?
- Fitri: It's a very good idea. I agree with Ayu.
- Kiran: I strongly agree. We never spend holiday together? So this is the right time!
- Auliya: I'm sorry. I cannot go this time.
- Ayni: What .. why is that so?
- Auliya: I was invited by my father to visit grandma. But this is just a plan, if it is canceled I will go with you.
- Ayu: We hope that we can hear a good news from you.
- Kiran: So where we'll go?
- Ayni: How about going to Bandung? We can see Tangkuban Perahu Mountain and visit the Trans Studio.
- Fitri: That is a great idea! I agree with you!
- Kiran: If Fitri agree, I also agree with that decision.
- Ayu: So do I.
- Ayni: So we have decided that we will go to Bandung!
- Auliya: Sth teacher has come. Be quiet!

GROUP 4

Shopping in the Market

Kayla: Excuse me!

Fatihah: How may I help you?

Kayla: Do you know where I can find yogurt 0.250 ml?

Fatihah: You will find it in the drink aisle on the same shelves as milk, or you can find it in the refrigerator.

Kayla: I was there, but I only found the 70 ml ones.

Fatihah: Oh, I am afraid we are out of stock.

Kayla: It is okay. Thanks.

Arimbi: Do you have 5 instant noodles spicy special?

Alifah: The spicy special is not in stock right now.

Arimbi: That is too bad.

Alifah: Would you like the regular one instead? It is on special buy one get one offer.

Arimbi: No. Thanks.

\$

Fika: Hello is this everything for you today?

Fatihah: Yes.

Fika: Okay. Do you have our store member card?

Fatihah: No, I don't.

Fika: Would you like one? It gives all kind of offers and discounts.

Fatihah: No, thanks.

Arimbi: All right. Your total comes to Rp. 64.000. Will this be cash or charge?

Alifah: Charge, please.

Arimbi: All right, please swipe your card in the machine.

Alifah: Okay.

Arimbi: Sorry, can you try it again, please.

Alifah: Is there any problem with my card?

Arimbi: Your credit card apparently has been declined. Do you have another card?

Alifah: Can I pay with debit?

Arimbi: Yes, you can.

Alifah: Nice.

Fika: Please swipe your card.

Kayla: It is going through fine this time, isn't it?

Fika: Yes, it is. Please sign here.

Kayla: There you go.

Fika: Thank you very much. Have a nice day.

Kayla: Yeah, you too.

GROUP 5

Dinner in the Restaurant

DINNER IN THE RESTAURANT

Alifah: Excuse me, can i help you?

Arwina: What is the most recommended food?

Alifah: The most food recommended for you is Roast, Sweet Rolls, Chiken, Cereal, Pie, and Pudding.

Arwina: Ok, I will order Roast and Soda.

Deswita: I will order sweet rolls and drink water.

Alifah: Wait a minute, I will prepare you order.

* IN THE KITCHEN

Alifah: We have to some order in the five table.

Biana: Ok. I'm going to make it.

Biana: Kyla, please give this dish to the five table

Kyla: Ok. I'm going to the five table

Kyla: Excuse me, this is your order.

Wina and Deswita: Ok, thank you.

Kyla: You're welcome.

* In the cashier

Deswita: The bill please

April: Here the bill, that will be Rp. 250.000,00-

April: Ok, Thank you

Deswita: you're welcome.

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GROUP 6
Medical Examination

Doctor : Andini

Nurse I : Trye Mutiara Nawawi

Patient II : Tri Astika yanti

Nurse II : Ayumi Astika

Patient's family : Nurul aulia

Patient's family : Good Afternoon Doc.

Doctor : Afternoon, is there anything I can help you with?

Patient's family : Doc, please check my sister if there is any abnormality or disease in her body

Doctor : ok then please lie down, in bed later I will tell my nurse to check

Patient : ✓ sister did I get checked it didn't take long?

Nurse I : Take it easy it won't take long and it's okay

Doctor : Sus, can you please examine this patient

Nurse II : ok, oh doc, what's your complaint?

Patient : ✓ I've been feeling dizzy lately, nauseous, vomiting, and have no appetite.

Patient's family : Sus, my sister also can't eat salty food

Nurse II : then I'll just check

Patient : ✓ ok, nurse please

Patient's family : how did it go Nurse

Nurse I : Turns out your sister has hypertension

Patient : ✓ Sus, what disease is hypertension?

Nurse I : Hypertension is blood pressure that exceeds normal limits

Patient : ✓ oh that's right, you can still heal

Nurse II : oh don't worry you can do it

Patient's family : my sister always deserves to be dizzy and nauseous

Doctor : If so, I will give you a prescription for the medicine, I'll pick it up at the pharmacy

Patient's family : Doc how do you drink it?

Doctor : drink 3x a day (morning, afternoon, evening after eating)

Patient's family : Thank you doctor

Doctor : the same, don't forget to take the medicine

APPENDICES 11



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Anas Bakri No. 08 Sorong Parepare 91132 telp (0421) 21307 Fax-24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.4169/In.39.5.1/PP.00.9/10/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Barru
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Barru

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare:

Nama : Harda S
Tempat/Tgl. Lahir : Mallawa, 28 Februari 2000
NIM : 18.1300.104
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Dusun Tellulellange, Desa Mallawa, Kec. Mallusetasi,
Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kab. Barru dalam rangka penyusunan skripsi yang berjudul **"Implementation Of Playing Method To Improve Student's Speaking Skill (In Action Research) At UPTD SMPN 22 Barru"**. Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 07 Oktober 2022

Pengetahui dan Mengetahui
Dekan I,
Bakhter



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

APPENDICES 12



**PEMERINTAH KABUPATEN BARRU
DINAS PENDIDIKAN
UPTD SMP NEGERI 22 BARRU**

Alamat: Jl. Poros Makassar-Pare, PalanroKec. MallusetasiKab. Barru 90753 / TLP (0427) 2324 892

SURAT KETERANGAN PENELITIAN
Nomor :422 /166 / UPTD.SMPN.22.BR/MLTS/2022

Yang bertanda tangan di bawah ini, Kepala UPTD SMP Negeri 22 Barru, Kecamatan Mallusetasi Kabupaten Barru, dengan ini menyatakan bahwa mahasiswa (i) yang tersebut di bawah ini :

Nama : HARDA S
NIM : 18.1300.104
Fakultas/Jurusan : TARBIYAH/Pendidikan Bahasa Inggris
Alamat : Tellulellange, Kel. Mallawa, Kec. Mallusetasi, Kab. Barru

Telah melakukan Penelitian di UPTD SMP Negeri 22 Barru, Kecamatan Mallusetasi Kabupaten Barru dan terhitung tanggal 17 Oktober 2022 s/d 16 November 2022 dalam rangka penyusunan skripsi yang berjudul “Implementation of Role Playing Method to Improve Student’s Speaking Skill (in Action research) at UPTD SMPN 22 Barru”

Demikian Surat Keterangan ini di buat untuk dipergunaka sebagaimana mestinya.

Palanro, 19 November 2022

Pada Kepala UPTD SMPN 22 BARRU



CURRICULUM VITAE



Harda S, the writer was born on February 28th 2000 in Mallawa. He is the fourth of five children of the married couple Sulaeman and Hj. Hariana, S. Sos. he has three sisters and one brother. started his education in 2005 at SD Negeri 3 Mallawa and graduated in 2012, in the same year he continued his education at SMPN 1 Mallusetasi then graduated in 2015 and in the same year he continued his education at MAN 2 Barru and graduated in 2018. After graduating, in 2018 the author continued his education to obtain a bachelor's degree at one of the institutions in the city of Parepare, namely the State Islamic Institute (IAIN) Parepare. he then successfully completed his education in 2023 by completing his research with the tittle “*Implementation of Role-Playing Method to improve students’ speaking skill at UPTD SMPN 22 BARRU (In Classroom Action Research)*”