APPLYING ROLE PLAY TECHNIQUE TO IMPROVE SPEAKING ABILITY OF ELEVENTH-GRADE STUDENTS' AT SMA NEGERI 1 KAYAN HULU

THESIS

A Research Thesis Presented to the STKIP Persada Khatulistiwa
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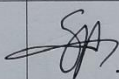
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STATEMENT OF WORKS' ORIGINALITY

Except where references is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis or any other degree or diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

This thesis has not been submitted for the award of any degree of diploma in any other tertiary institution.

All research procedures reported in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics.

Sintang, June 18th, 2024

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ABSTRACT

This research examines the effectiveness of using role play techniques to enhance students' speaking abilities and participation in the eleventh grade of SMA Negeri 1 Kayan Hulu. Role play, an interactive and student-centered approach, allows learners to engage in meaningful conversations and simulate real-life communication scenarios. The study utilized classroom action research and employed observation checklists, interviews, field notes, and documentation for data collection. Results indicated significant improvements in both student participation and speaking performance. In the first cycle, student participation scored 69, which increased to 81 in the second cycle. Similarly, speaking performance improved from 54 in the first cycle to 80 in the second cycle. The researcher concluded that role play techniques effectively enhance speaking abilities and participation among students in class 11A of SMA Negeri 1 Kayan Hulu.

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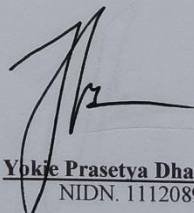
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MOTTO

"If you believe, you will receive whatever you ask for in prayer"

(Matthew 21:22)

"God does not change the fate of a nation before that nation changes its

own destiny"

(Bung Karno)

"Whatever happens, keep Breathing"

DEDICATION

1. Jesus Christ the most gracious and merciful, all praise and gratitude to who has given strength, patience and perseverance to finish this thesis.

2. My parents who always support me.

3. My beloved sisters and brother.

LIST OF TABLE

and continuing through university, teaching English was necessary. The national curriculum defined by the Republic of Indonesia's Ministry of Education and Culture was followed while teaching English. Almost all people from many different countries around the world used it to communicate. And many parents made sure their children achieved good English proficiency. It was because English speaking was one of the ways to communicate.

As social humans, humans always interacted and communicated with each other. Language-based communication was among the most basic parts of the human experience. Communication between people or groups generally occurred via language, whether it was spoken or written. Humans were able to express complicated ideas, thoughts, and concepts through language. Language was a tool for communicating feelings as well. Feelings like joy, sorrow, fear, or adoration were communicated through words, facial expressions, and voice intonation. Informal contact between people or groups was facilitated by language use. Individuals could communicate facts, information, or knowledge to other individuals by speech or writing.

Communication is a human way to exchange information or talk to each other. The way to interact and communicate between humans was by speaking. Speaking was one of the talents or skills in English that allowed us to express our thoughts, make comments, reject the viewpoints of others when they didn't agree with our own, and ask and respond to questions. When we used casual conversation, for example, our purposes maybe were

Understanding instructions, asking questions, expressing viewpoints, debating, giving presentations, and engaging in regular conversations are various instances of speaking. In line with (Kayi 2006;p.1) mentions Speaking is a fundamental aspect of second language acquisition and teaching. Speaking is fundamental for language learning since it is the primary mode of communication in everyday contexts.

The main purpose of speaking skills is to build effective communication, facilitate social interaction, and convey messages clearly and precisely to listeners. (Nunan cited in Bahrani and Soltani 2012;p. 25) stated that Success in language acquisition is measured by the ability for speaking in the target language. That is, the instructor must be able to understand the learning content in order to improve students' abilities, particularly in speaking, so that the aim may be achieved. In accordance with this research on how to teach speaking, the Researcher will employ role-playing techniques supported by similar research, indicating that teaching speaking in class is effective. An interesting class learning approach can help and impact students' comprehension of the content to be presented.

C. Speaking Aspects

Speaking has five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Improving the abilities of students in these five areas requires both theoretical knowledge and practical work.

Speaking was our way of conveying our thoughts, our feelings, our opinions, and others. Speaking was expressing what the speaker wanted to say or talk about, then the listener processed what the speaker meant. Speaking attempts to give conversation a voice, highlighting and giving it the respect it deserves (Grugeon et al, 2012;p.1). Speaking is one of the four skills, namely: speaking, grammar, vocabulary, writing. Speaking is an activity in pwhich we produce speech in the form of words and sentences orally to communicate with others. White another expert, (Luoma 2003; P.10) refers that when people hear someone talk, they naturally focus on their voice. According to the expert, Speaking represents a common component of human behaviour and perception Speaking refers to a person's ability to communicate in everyday situations, especially at school and outside. Speaking is the act of expressing our ideas, opinions, or thoughts to others and transferring them using words or articulation sounds in order to explain, get, or entertain others, which may be learned applying certain instructional learning methodologies.

Speaking is an important way of communication. People use almost constantly. Speaking is an important ability in English language learning as it is used for communication. Communication is a characteristic of human society (Akhter et al 2020; p.6027). As humans who live side by side and carry out social activities we need to express our thoughts, opinions, and feelings to interact in social life. Speaking is not only making sounds when we speak but also ideas and emotions.

Role play is frequently used as a method of active learning because it immediately involves participants, allowing them to learn using direct experience rather than only listening or reading. (Hattings cited in Purnamawati et al 2015; p. 2) stated role play is a creative way for students to practice and improve their English communication skills, it simulates discussion environment. Furthermore, it permits students to be creative and quickly take on the role of another individual. Role play is important for improving speaking abilities since it involves a wide range of communication settings and roles.

F. Purpose of Role Play

Role playing serves as a powerful tool for learning, personal growth, and social interaction, enabling individuals to explore and experiment with different aspects of human behaviour, relationships, and situations. Purpose of role playing in this research is to help students improve their English speaking skill.

Role playing allows participants to practice communicating clearly and effectively in a variety of situations. (Woodhouse 2014;p. 78) mentions that Role play may improve communication and attitude, while also facilitating conversation. This phrase effectively summarizes the many advantages of adding role play into teaching and learning techniques.

Role play allows students to take on many roles, settings, and situations, allowing them to gain not just linguistic skills, but also cultural awareness, empathy, and problem-solving abilities. Students can get confidence, overcome communication difficulties, and enhance their linguistic talents in a more

Grammar, vocabulary, fluency, pronunciation, and comprehension were each aspect of speaking. According to the findings of my pre-observation, students at SMA Negeri 1 Kayan Hulu were still lacking in these five aspects because they were not fluent, felt embarrassed, and lacked confidence in speaking English. Their vocabulary was still very poor due to lack of practice; not having enough opportunities to use or hear new words in everyday contexts, lack of reading; many new vocabulary words could be found in reading. People who did not read regularly had less access to new and varied words, and lack of motivation; lack of motivation to learn new vocabulary could be an obstacle. Due to the lack of practice in daily life, they were not fluent in pronunciation or comprehension in pronouncing each vocabulary word they mentioned.

Based on the problems above, the researcher proposed the title 'Applying the Role Play Technique to Improve Speaking Ability in Eleventh-Grade Students at SMA Negeri 1 Kayan Hulu'. The researcher used role-playing techniques to help students in problem-solving. Students were more interested in learning activities like Role Play by talking to classmates in English, having discussions, and becoming more confident in speaking English, which improved their participation. The researcher took action research to solve students' problems in learning English. The researcher conducted classroom action research because they identified important speaking problems, especially for eleventh-grade students of SMA Negeri 1 Kayan Hulu. Given the importance of speaking problems for

CHAPTER II

LITERATURE REVIEW

In this chapter, it explained related theories, the definition of speaking, teaching speaking, role play, and step-by-step improvement of speaking ability by using the Role Play Technique for eleventh grade at SMA Negeri 1 Kayan Hulu and related studies.

A. Nature of speaking

Speaking was an action in which words helped to express ideas and information to a listener. Speaking was a natural behaviour that society frequently participated in. People were always doing things to communicate with others. This was the most important way for a speaker to express himself by language; speaking was a type of communication that took place in face-to-face interactions and was a component of conversation. Speaking includes not just the production of sounds but also the use of gestures and motions. (Saldaria & Cahyani, 2019; p.20) one type of oral communication is speaking, which involves using spoken language or a spoken tool to express information. Highlighted a core concept of effective communication. Communication was a two-way process in which not only the content communicated was important, but so was how the listener received and understood it. Making one's speech to the audience's needs, interests, and level of comprehension was critical for ensuring that the message resonated and had the intended impact. It appropriately showed speaking as the intentional application of spoken language to communicate thoughts, ideas, or information to others. The statement focused on the communicative function of speaking and the importance of spoken language in promoting this form of expression. Overall, it provided a good definition of the act of speaking.

more flexible and learner-centered approach. Kurikulum Merdeka aimed to provide students more choice in choosing their learning paths, allowing them to explore their interests and abilities while still achieving the needed learning outcomes. The class that the researcher examined was class 11, which already used the Kurikulum Merdeka. Based on the ATP used by class 11, there were several materials that included speaking, one of which was Asking and Giving Opinion. They used and responded to dialogue that expressed Asking and Giving Opinion.

Based on the findings of pre-observations at SMA Negeri 1 Kayan Hulu, the researcher found various issues in the classroom. Students' activity in the classroom to speak English needed to be improved due to the fact that they felt embarrassed and lacked confidence in speaking English. In addition, because English was not a mother tongue, student participation in speaking English at SMA Negeri 1 Kayan Hulu needed to be improved. They believed that because they needed improvement in speaking English, they were unable to participate in speaking English. They only learned English because it was an involved subject in school.

Apart from that, in terms of speaking ability, they also still lacked pronunciation, vocabulary, and fluency which also needed to be improved because this was what caused them to not speak fluently. Moreover, these deficiencies in pronunciation, vocabulary, and speaking fluency required more attention so that they could overcome these obstacles and further improve their overall speaking abilities.

Communication is the process of sending and receiving messages between individuals or groups, which includes the exchange of information, ideas, thoughts, feelings, or opinions. (Cherry, 1956 ;p. 6) Communication is exchanging habits and patterns of life based on established rules. Speaking is essential as a productive skill. In fact, many students spoke English only during English lessons even though outside of English lessons they used their own language. This condition made speaking ability difficult to improve. Students were unable to understand the lesson because they were uninterested in the content offered or because the media used was ineffective due to limitations. Students were afraid to share their thoughts, or they worried that they would be unable to follow the lessons in classSpeaking is a complex process that uses words to express thoughts, ideas, and emotions from one person to another. (Here are some important characteristics about the nature of speaking:

1. **Language and Expression:** Speaking is closely connected to language. It includes choosing and arranging words, phrases, and sentences to express meaning. Expression is essential, since speakers use tone, pitch, loudness, and intonation to communicate emotions and emphasis.

2. **Communication:** Speaking is a type of communication in which information is shared between people. Effective speaking includes not just transmitting information, but also receiving and interpreting the message by the listener.

3. **Purpose:** Speaking styles change depending on the context. Speaking may be used for a variety of purposes, including communicating information, persuading, entertaining, and expressing emotions. The character of speech

1. Pronunciation

   Pronunciation is an essential component of effective communication, and it applies to many aspects of personal and professional life. According to (Harmer 2001;p. 183), Teaching pronunciation not only makes students aware of different sounds and sound aspects and what they mean, but it may greatly improve their speaking. The speaker must be able to pronounce the words and produce physical sounds that convey meaning.

2. Grammar

   Grammar is an essential component of language that contributes significantly to efficient communication. According to (Kay 1979; p.142) Theoretical linguists typically view grammar as an abstract technique that differentiates sentences from non-sentences in a language. Grammatical is highly crucial in speaking because if the speaker does not grasp the grammatical structure, he cannot speak English correctly.

3. Vocabulary

   A rich vocabulary is a must for efficient communication and has an important effect on personal, intellectual, and professional achievement. According to (Hiebert & Kamil 2005;p.2), Vocabulary In general, vocabulary refers to the understanding of word meanings. Our limited vocabulary makes it difficult to communicate.

4. Fluency

   Fluency is frequently described as being able to express oneself in a language with ease, flexibility, and proficiency. Based on (Oppenheimer

6. Picture descriptions:

Participants report a specific image or set of images. This practice improves vocabulary, descriptive language, and the capacity to communicate visual information.

At last including a variety of speaking activities into language learning, such as role-playing, debates, storytelling, speed networking, discussion circles, and picture descriptions, promotes overall language skill development, critical thinking, and successful communication. These interesting challenges not only improve students' ability to handle real-life settings, but also help them gain confidence and express themselves more effectively in verbal communication. Students may actively interact, adapt to different situations, and improve their language abilities in an interactive and progressive learning environment by engaging in a variety of speaking activities.

E. Definition of Role Play

Role playing is a social or educational activity in which participants imitate certain roles and act out certain scenarios or situations. In the role play the individual plays a character identity or role that is different from himself. Role playing can be used in a variety of contexts, including education, theater, training, etc. This allows participants to engage more actively in the thinking and actions of their assigned roles. (Tompkins 1998;p. 1) defines role play: This classroom teaching technique encourages students to take an active part in learning English. The theory highlights role play as a teaching strategy which promotes active participation by students in the English learning process. Role

Role play allowed participants to apply theoretical knowledge in real-world scenarios. Role play allowed us to bring a wide variety of experiences into the classroom and prepared our students to communicate in any situation. Role play was a flexible and successful teaching method that introduced a wide range of experiences to the classroom. Students used role play to recreate and discuss many real-life situations, allowing them to use and practice their language skills, communication strategies, and problem-solving abilities.

I. Disadvantages of Role Play

Although role play has several advantages, role play also has disadvantages, namely:

1. Requires a wider space, to make it easier for students to move later in role playing.

2. Time, requires a lot of time, because students need preparation before they play roles.

J. Procedure of Teaching Speaking Use Role Play

To make sure successful learning and participation, an planned strategy will be employed while teaching speaking skills through role play. Here's a step-by-step guide for using role play to teach speaking: according to (Kodotchigova cited in CJ 2012; p. 334) there are 7 procedure in teaching speaking use Role Play:

CHAPTER 1
INTRODUCTION

In this chapter, the researcher introduced the topics that were discussed in this research. The introduction aimed to introduce an overview of the context, purpose, and significance of the research conducted. The researcher explained the background of the problem that underlined this research and briefly summarized the issues discussed in this research.

A. **Research Background**

English was an international language and a second language in several countries. The main reason why English was considered an international language was that it was used in a variety of global contexts, including business, technology, science, academia, and entertainment. The success of English as an international language helped facilitate the exchange of culture, information, and ideas between communities around the world. Despite efforts to encourage multilingualism and respect for linguistic diversity, English remained the dominant language in many aspects of global life.

In Indonesia itself, English was a foreign language. English had become a language which had to be mastered by everyone, including in Indonesia itself even though English was a foreign language in Indonesia. English covered all aspects of both the educational and non-educational fields. In education in Indonesia, English had an important role and was studied in schools as a compulsory subject. Beginning in elementary school

to make social contact with people or to establish rapport. When we engaged in discussion with someone, the purpose maybe was to seek or express opinions, to persuade someone about something, or to clarify information. We might use speaking to describe things, to complain about people's behaviour, to make polite requests, or to entertain people with jokes and anecdotes. It was why speaking was so important, especially in speaking English. Therefore, it was important for students in Indonesia to learn English as the target language at school. Speaking was one of the four skills in English, and speaking was a way for us to say something to someone around us.

With speaking, the students could practice their knowledge of English and they could get new vocabularies. Students could improve their speaking in daily life or their classroom. In learning speaking, there were several elements such as vocabulary, grammar, and pronunciation. These elements had to be activated in the speaking learning process so that students were able to use language effectively and appropriately. Many basic speaking abilities included correct word pronunciation, the ability to create sentences accurately and meaningfully, as well as communicate ideas or messages in an easy-to-understand way.

SMA Negeri 1 Kayan Hulu had implemented the Kurikulum Merdeka for grades 10 and 11, while for grade 12 it still used the K13 curriculum. The term 'Kurikulum Merdeka' was used in Indonesian education. It referred to a shift in the curriculum's structure that favored a

eleventh-grade students of SMA Negeri 1 Kayan Hulu, the researcher looked for solutions to improve their speaking by applying the Role Play technique in learning English, especially in speaking. They made role play an activity in teaching speaking. Role play was believed to improve students' speaking skills by acting as a character in a script.

B. **Research Questions**

1. How is the implementation of Role Play to improve the student's participation in speaking activities at the eleventh grade of SMA Negeri 1 Kayan Hulu?

2. How can Role Play Technique improve the student's speaking performance at the eleventh grade of SMA Negeri 1 Kayan Hulu?

C. **Research purposes**

In general, the purpose of the research is to review the research questions. The objective of the research are to find out;

1. To describe the using of Role Play Technique to improve student's participation in speaking activities at the eleventh grade of SMA Negeri 1 Kayan Hulu

2. To explain the improvement of the speaking performance at the eleventh grade of SMA Negeri 1 Kayan Hulu through Role Play Technique

D. **Research significance**

The researcher hopes this research can help teacher and students in dealing with problems in teaching speaking.

1. For Teacher

    The results of this research are expected to help teachers improve students' speaking abilities by using role play techniques to make their students active in speaking.

2. For Students

    The results of this research are expected to increase their knowledge and ability in speaking so they can understand speaking English and use it in everyday life and they can communicating with other students.

3. For School

    The technique in this research will be a technique to improve students' speaking skills at school so that students can improve their speaking skills in the school environment and everyday life.

4. For Researcher

    The results of this research are expected to help other researchers who also want to research using this method in a different focus. This could be an illustration or an example for the researchers.

E. Limitation of the research

Based on the research background, research purposes, and research significances describe above the problem that will be discussed is the limited only on the using of role play technique to develop the students speaking ability.

F. **Terminology**

To avoid misunderstandings in reading this proposal, the researcher provides several explanations of the items as follows:

1. Technique

    A technique is a strategy or systematic approach to doing something or achieving certain objectives. It refers to the efficient use of skills and processes to achieve goals.

2. Speaking Ability

    Speaking ability is our ability to communicate effectively, with the ability to communicate we can express or say what we think and we feel. Speaking ability have an important role in everyday social interactions, both in formal and informal situations.

3. Role Play

    Role Play is interactive activity where participants assume and act out specific roles, often based on fictional or real-life characters or scenario. Students can become anybody or envision in a particular situation. Role Play technique can help to improve speaking ability because it gives another way to practice their speaking.

4. SMA Negeri 1 Kayan Hulu

    SMA Negeri 1 Kayan Hulu is one of state vocational schools which is located in Kecamatan Kayan Hulu, Kabupaten Sintang, Kalimantan Barat. In this Research the researcher choose class eleventh grade as conducted the research.

is determined by the speaker's aim and the context in which communication takes place.

Speaking ought to get the attention of teachers as well as students as it plays an important role in our society. Meanwhile (Donough and Shaw cited in Arung 2016; p. 70) state, Language is a mechanism for expressing meaning. Its fundamental role is to facilitate communication and participation. Besides from fluency, precision and confidence are important objectives while speaking. As a result, speaking is a vital language ability for students to learn as a fundamental component of verbal communication since it allows us to express effectively our thoughts and opinions.

B. Teaching Speaking

One of the greatest times for teaching students to talk is during English class. By participating in various kinds of delightful, easy-to-understand exercises that might help students improve their ability to speak. Role play is one activity that will be used to help students improve their ability to speak. (Rao as cited in Hussain 2017;p.15) stated Speech provides a great introduction to other language learning abilities. Speaking is a natural approach to learn foreign languages. Speaking is an important part of language learning. Speaking allows students to practice making sounds, phrases, and sentences in the target language, which improves pronunciation, intonation, and fluency. It also allows students to communicate with others, receive feedback, and improve their linguistic abilities through realistic conversation conditions.

2008; p. 237), Fluency, or the ease or difficulty of processing information, is a key metacognitive signal for thinking. When speaking effectively, students should be able to understand the point or message.

5. Comprehension

Comprehension is the ability to grasp and interpret information, whether spoken, written, or visual. It means making sense of the text, extracting meaning, and understanding the underlying concepts or ideas. Comprehension is an essential component of efficient communication and learning in a variety of settings.

In this research, the researcher is focused or highlights the aspects of pronunciation, fluency, and nonverbal or gestural expression in role play. In conclusion, it presents a general overview of the speaking process, all of which have a direct connection to the act of communicating through spoken language.

D. Speaking Activities

Speaking activities can help improve language skills, communication talents, and general confidence in expressing oneself vocally. Here are some speaking tasks that may be tailored to various ability levels:

1. Role-Playing:

Participants take on various roles and have talks depending on certain events. This activity allows students to practice real-life scenarios while also improving their conversational abilities. According to (Ladousse 1987; p.6) through role play, we can prepare students for conversation in any context. Role play allows students a simulated environment in which they may

actively participate in discussions, use language skills, and practise communication in a variety of situations.

2. Debates:

Participants debate and dispute about a certain issue, stating and defending their points. Debates promote critical thinking, persuasion, and the capacity to explain ideas clearly.

3. Storytelling:

Participants exchange personal tales or write fictitious stories. This practice enhances storytelling skills, vocabulary, and audience engagement. Based on (Fog et al 2010; p.18) Storytelling is an important component of human culture. Storytelling plays a vital role in human culture as it allows the transmission of knowledge, values, and traditions across generations. Through stories, individuals can share experiences, teach moral lessons, and form emotional bonds with one another.

4. Speed Networking:

Participants engage in brief, timed talks with several partners. This practice helps to build quick thinking, adapt to varied communication styles, and improve spontaneity.

5. Discussion Circles:

Participants form small groups to debate a topic. This allows everyone to participate to the discussion, supporting active involvement and varied perspectives.

play proves that it can help teachers overcome problems in teaching speaking learning.

Role play is strategies that require students to play appropriate roles for certain situations and allows students to be anyone or imagine in certain situations, where the leaner can improvise dialogue or create their own sayings and scenarios like in real life. According to (Chesler & Fox 1966;p .3) in simple terms, role playing allows a student to grow outside of them normal life role, putting over their usual routines of conduct in exchange for the role and patterns of another person. In my opinion, this line successfully highlights the transforming element of role-playing for students. Based on (Deneeve & Heppner 1997; p. 234) Role Play simulations consist of students playing specific roles in a group. Role play simulations can make learning more dynamic and interactive, helping students to retain information more effectively and apply it in real-world situations

Role play is a learning or simulation technique in which individuals or groups take on specific roles in a situation. In role play, participants try to understand and respond to a simulated scenario by adopting the characters, attitudes, and behaviours that are suitable for the role they are demonstrating. According to (Harmer 1998; p, 92) Activities that involve role-playing include students imagining themselves in various scenarios and acting professionally. Effectively communicates the concept that role-playing activities need students to allow themselves in a variety of situations while maintaining professional behaviour.

dynamic and engaging setting by immersing themselves in real-world scenarios. (Suryani cited in Sari & Hamzah 2023; p. 59) describes Role play is a strategy for teaching speaking skills that simulates real-life interactions. Role play is a pedagogical approach used to improve speaking abilities by imitating actual conversation situations.

This approach notes the need of educating students not just for formal and regulated language usage, but also for the spontaneity and adaptability required in everyday discussions. Overall, including role play into language instruction may be a useful technique to improve practical language skills and preparing students for a variety of communication situations. According to (Ampatuan & Jose 2016; p. 19) Role-playing is a common social communication activity within a communicative strategy. Gives a brief explanation of the importance of role-playing in a communicative approach to learning.

G. Types of Role Play

In case of role play activities, Role play is divided into three categories, namely full scripted role play, semi scripted role play, and non-scripted role play. (Harper-Whalen & Morris cited in Bokja 2015; p. 38) states that Full scripted role-playing games are strongly suggested for students with a basic level of knowledge, as this category focuses only by reading and remembering for role play. Semi-scripted allows students to modify the dialogue that they have and design it to the needs of their understanding, meanwhile non-scripted is recommended for students who already have an intermediate to advanced

level of understanding, the sentence area is freed up to create sentence structures, and students are asked to solve problems. Meaning that in teaching speaking using the role play technique, it must be known that role play is divided into three types so that they can understand more deeply the process of teaching speaking using the role play technique. Understanding these three categories is very important because it can help determine the level of ability of each student.

Understanding every student is not easy, therefore it needs an intense understanding of the right techniques in the learning process. The Researcher uses one type of role play, namely semi-scripted. The Researcher uses this technique in conducting research in the eleventh grade of SMA Negeri 1 Kayan Hulu, where students' speaking ability is still low, so the use of this type of technique is very suitable.

H. Advantages of Role Play

The role play technique has several advantages, therefore the Researcher uses this role play technique to improve the ability of class XI students at SMA Negeri 1 Kayan Hulu. Based on (Hamzayevna 2020; p. 32) Role play focuses on the student's oral abilities. This technique has a close relationship between education and social relations, therefore this technique helps improve students' speaking skills. It can be concluded that this role playing technique has several advantages, so the Researcher uses this technique to improve students' speaking skills.

1. Giving instructions on performing the role play.

   During role play, teachers should choose scenarios that allow students to apply their knowledge. At the same time, it became important to put on a role play to make it interest to the students.

2. Putting students into groups.

   The second step is to build role-play scenarios to explore potential outcomes of the problem.

3. Distributing stories to each group.

   The third step is linguistic preparation, which begins with selecting the right role play. To anticipate the language needed, it is recommended to get and improve the role play scenario from students.

4. Give some vocabulary related to the topic.

   The fourth step is to provide students with strong knowledge and role definitions, allowing them to effectively perform their responsibilities. Describe each position in a way that allows students to relate with the characters.

5. Allowing each group to prepare and practice their speech before presenting in front of the entire class.

   The fifth step is choosing roles, starting with one and playing it out as a model.

6. Allowing each group to present their roles in front of the class.

   Students will prepare and act out role-playing scenarios in fron of the class

7. Allowing students to debrief after each group has performed their speech.

The final step is to follow up and spend some time debriefing. The goal is to reflect on the role-playing experience and lessons learnt. In conclusion, using a well-planned strategy is critical for making sure successful learning and participation when teaching speaking skills through role play.

K. Role Play Technique to Speaking Ability on Eleventh Grade Students

In this research, the researchers had four meetings throughout the first cycle. In the first and second meetings, the researcher described the material that the researcher would use in doing this research, which was asking and giving opinion. In the third meeting, the researcher evaluated the material presented in the first and second meetings. At the fourth meeting, the researcher gave a test to the students to evaluate their abilities as well as their acceptance of the content presented by the researcher, who previously served as a teacher.

The research methodology used a systematic approach with four meetings in the first cycle. These meetings were intended to introduce and discuss the research material with a focus on asking and giving opinion, evaluate the usefulness of the content offered in the earlier meetings, and lastly evaluate the students' ability and acceptance through a test conducted by the teacher. This technique proposed a systematic and complete strategy for gathering data and insights for the research's objectives.

L. Related Study

The existence of previous research that became a guideline in conducting research.

1. The first researcher was conducted by Reski Nur Hidayah (2023) in his thesis entitled "The Effectiveness of Role Play Technique to Improve Speaking Skills at SMKN 2 Palopo" The aim of this research is to find out whether it is effective to use role play techniques to improve the speaking skills of students at SMKN 2 Palopo. This research was conducted at SMKN 2 Palopo using Classroom Action Research. From the final results it was found that the use of role play techniques could improve students' speaking skills in five aspects of the speaking assessment. The similarity between previous research and current research is that it uses the same technique, namely Role Play and using CAR. The difference is that previous research did not use drilling while the current research uses drilling.

2. The second research was conducted by Nurina P.S (2011) in her thesis entitled "Improving Students' Speaking Skills by Using Role Playing (Class Action Research on First Grade Students of SMP 251 East Jakarta)" in this case the researcher used Kurt Lewin's PTK model. The results of this research indicate that the application of the Role Play technique has been successfully achieved. The first criterion is that 75% of students achieve the target score > - 65 based on KKM. The research results show that 84.21% of students have achieved the KKM target value. The similarities between previous research and subsequent research are CAR and the technique that

researcher use namely Role Play. There are differences between the previous research and subsequent research. This research focuses on the junior high school level and subsequent research focuses on the senior high school level.

3. The third research was conducted by Ayu Diyah Harni Susanti (2007) in her thesis entitled "Using Role Play in Teaching Speaking." The aim of this research is to find out what problems students have in learning speaking and whether using role play techniques can solve them. This research was conducted at MTs Soebono Mantofani. The similarity between previous research and current research is that they both use role play to improve speaking. The difference is that previous research did not carry out drilling while the current research uses drilling.

	Score	Description	Actual score
Pronunciation (40%)	4	If students can pronounce the words like native speakers	X 10
	3	If students can pronounce the words well in speaking with some errors	
	2	If students can pronounce the words with many errors	
	1	If students can pronounce the words major errors	
Fluency (30%)	4	Students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation	X 7,5
	3	Students are able to express the conversations fluently, clearly, and precisely with little pause or hesitation	
	2	Students are able to express the conversations clearly with much pause or hesitation	
	1	Students are not able to express the conversations clearly	

p. 3) Teachers do action research in their classrooms or schools by designing a study based on their area of interest. To begin the CAR process, researchers or teachers must identify and study problems in a specific context. (Burns 2022; p.992), defined Action research combines action and research into one. Classroom action research works to enhance practice by evaluation and reflection.

In this research, the researcher described the flow of the research
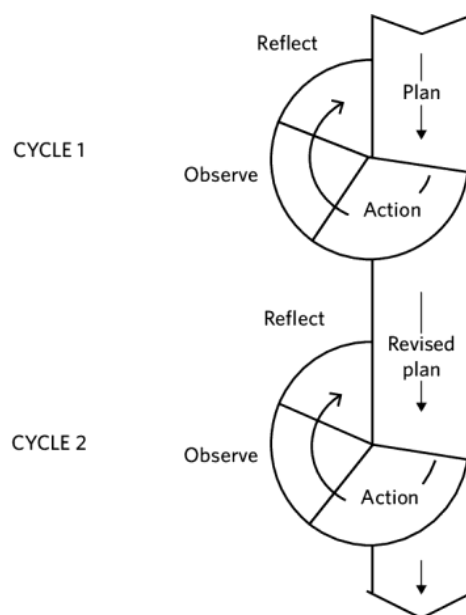
Adapted from Kemmis & McTaggart in Burns (2010; p.9)

Figure 1.1 Classroom Action Research Cycle

Adapted from Kemmis and McTaggart cited in (Burns 2022; p. 994) mentionss that planning, action, observation, and reflection, as follows:

1. Planning

One of an initial process and has a goal to achieve. The plan is the first step in carrying out teaching or after confidently addressing the research problem. Burns explains about how to do and explains the word, why, what, when, and where the researcher conducts his research. In this activity the researcher

CHAPTER III
RESEARCH METODOLOGY

The chapters provided a thorough overview of the background of the study as well as previous research in the field. At that time, the researcher began an important component in this research, which was research design. In this chapter, the researcher went into depth about the approach and methodology used in this research.

A. Research Design

Research design is a systematic framework or plan for planning and carrying out research. The research design involves method selection and data collecting strategies. Research design assists researchers in organising their ideas and describes the operational specifics of the research. The researcher uses Classroom Action Research (CAR) that contained of four stages, they are: Planning, Action, Observation, Evaluation or Reflection. (Based on Efron and Ravid 2013, p. 2) stated the terms action research are frequently used synonymously in the field of education since they both highlight the importance of practitioners in carrying out investigations in classrooms and schools. Cooperative action research has the potential to benefit workers while also improving services, circumstances, and functions in the situation. In education, this activity translates into more practice in research and problem-solving by teachers, administrators, students, and some community members, while the quality of teaching and learning is being improved. Based on the above statement, we can infer that Classroom Action Research is used in education to enhance the quality of instructors, administrators, students, the teaching-learning process, and specific community workers. Furthermore, it produces better results when done collaboratively. According to (O'Connor 2006;

formulates several steps on how to improve students reading skill in narrative text.

The stages in solving the problem, the researcher must be able to find the right steps in solving the problem. The researcher made a lesson plan and instruments to get data such as field notes, observation checklist, and students performance test. The researcher made a lesson plan as a guide for teaching students in the first cycle. The researcher made an observation checklist as a guide for student observations in carrying out the learning process in the classroom the researcher prepared test instrument to see the extent of students understanding.

The researcher prepare materials, strategies in teaching in the classroom, and all of that is need in teaching speaking in the classroom as a learning process. Preparation included in lesson plans, teaching materials, and data collection tools. The researcher also prepared field notes, wrote tests as a data collection tool and observation checklist table everything designed based on reflection notes from previous lessons, observations and the learning process in the classroom.

2. Action

Actions are activities that are made by someone either indirectly or directly. The goal is a carefully considered one that involves some deliberate emphasis in a situation the teaching is carried out over an agreed time. It means that action is the implementation of the plan that has been designed by the researcher Act as the second step for implementing the plan researcher use lesson plans in the

teaching process in the classroom. The stages carried out by researcher in the teaching process are based on learning preparation. Specifically, in the learning process in the classroom. At this stage the researcher decides on actions based on previous preparations. The actions taken in this research were two cycles. All activities in the photos are written in the teaching stage diary. The data obtained from this stage is important to be applied to the next action in the classroom.

3. Observation

When observing the process of implementing learning in class, the teacher is helped by collaborator who observe and share tasks. The teacher gives classes and controls the class, while collaborator observe using observation sheets and field notes. The observation sheet is used to monitor the participation of students, while field notes are used to document actions that are not included in the observation checklist.

4. Reflection

The teacher and collaborator discuss about how they reflect back on cycle 1 and what they accomplished and did not accomplish. If it has not been accomplished, it signifies that the following cycle will be carried out with recommendations on specific aspects that still need to be improved.

B. The Subject of the Research

This research will be conducted in the eleventh grade SMA Negeri 1 Kayan Hulu. This research project will use action research for solving the research

questions. However, the primary goal of this research is to improve the quality of learning and instruction in the classroom. The goal of this research is to demonstrate the use of role play in teaching by showing that this is a suitable technique for the researcher to use. Classroom action research takes a research collaborator, such as an English teacher, to take part in the research. To identify problems inside the classroom, especially during teaching speaking, the researcher will use the role-playing technique for classroom learning and teaching. The researcher will serve as practitioners, teaching student contribution and enthusiasm to learn in the classroom. To obtain information about improving students' speaking, the researcher will use data from students' test scores, which is divided into two cycles, and to observe students' reactions to the role-playing teaching of speaking, the researcher will use student interviews.

In this research, the researcher have a population to be the subject of this research. Conducted at SMA Negeri 1 Kayan Hulu, so in this research the researcher will use samples from eleventh grade at SMA Negeri 1 Kayan Hulu in the 2023/2024 academic year, especially 11A. The subjects in this research included seventh grade students as many as 33 students. With 12 male students and 22 female students. Where these students use their mother tongue in their daily lives.

C. Data Collection Technique and Instrumentation

Data collecting techniques and instrumentation are the methods and instruments used to collect information or data for research purposes. The use

of proper methods and instruments is critical for assuring the reliability and validity of the information collected. According to (Cohen et al 2018; p. 469) this stage provides a detailed analysis of data collection instruments, including their use, construction, strengths and weaknesses, working methods, and considerations for selecting the best option. It effectively highlights the key elements that will be explored, providing a path for the following thorough research.

In this research the researcher used the observation, interview, measurement and documentation to collect the data.

A. Observation

One of the activities carried out by the researcher to obtain information about the research to be carried out. Observation is an important and diverse research approach in the social sciences (Ciesielska et al 2018;p. 33). Observations will be made through the observation sheet. Checklist observations were made to find out the situation in the classroom during the investigation. This allows the researcher to thoroughly relate and reflect on conversations and events that we believe occurred.

B. Interview

One of the form of self-reporting, which is relatively simple approach to data collection. Based on (Griffe 2005; p. 36) Interviews are commonly used to collect qualitative research data as they are viewed as natural communication. Interviews require not any previous statistical knowledge and can be conducted

with interested participants. Furthermore, the lack of needed for statistical skills opens interviews up to a larger range of academics, democratizing the study process. That is, in this research method, the respondent obtains oral information directly face-to-face to obtain information so that it explains the research problem. In this research, only a few classes of students will be interviewed because it would be easier for the researcher to get the research data, namely two students with low scores, two students with an average score, and two students with the highest score.

C. Measurement

One of an assessment that evaluated. Measurements are used to determine physical system aspects (Busch et al 1996; p.25). The quantitative data needed to assess properties such as size, weight, score, temperature, and other characteristics. It means that in this research, the researcher will use the role play technique to make students understand when learning to speak English. When students take the role play test in front of the class, the researcher will give a score based on the speaking rubric.

1) Scoring Rubric and Assessment Indicators

Assessment based on student speaking indicators in rubric design in theory related to this research. The evaluation rubric took only from Knight, the researcher took only three aspects of Knight's opinion, namely pronunciation, fluency and non-verbal, although grammar, vocabulary, retention skills, sociolinguistic skills and content were neglected because the researcher emphasized more on the pronunciation of the students' speakers, the students'

participation ability and increases the motivation. In this research, the researcher emphasized the pronunciation of each student's English language skills because the researcher wants to see an increase in English language skills after using the role-playing technique. So, in this research, the researcher changed the aspects of grammar, vocabulary and comprehension to the students' pronunciation of spoken English sentences.

D. **Documentation**

One way to get information. It is done by the researcher to get information about the research done. The researcher will use activity photos, video recording, student participation lists, student attitudes, and low, medium, and high scores to obtain research findings.

E. **Instrumentations**

The researcher employed before the test and after the test research instruments, utilizing both oral and written tests to gather data. Prior to the test, the researcher instructed the students to engage in a role-playing activity, where they will be given five minutes to demonstrate their proficiency in spoken English. They are expected to focus on pronunciation, fluency, non-verbal cues, understanding, confidence, and a strong motivation to learn, while doing role-plays in front of the class. After completing the lesson, the researcher administered a test to assess the students' level of comprehension of the subject matter. The research population consisted of eleventh-grade students at SMA Negeri 1 Kayan Hulu, and the sample selected for this research comprised 33 eleventh-grade students

This research used qualitative and quantitative data. Qualitative data in the form of observations transmitted to the teacher in the form of an exercise practiced in the classroom and an interview. In addition, the quantitative data consists of measurements that measure the individual scores of each student using an oral exam, which helps the researcher to think whether the activities increased student participation and increased student motivation through the role-playing technique. The researcher uses several research steps in this research, as follows:

a. Observation Checklist

One method is to observe the conditions that start throughout the learning process, which is completed by the English teacher as an observer with the aim to offer an assessment to the researcher and all actions taken by students during the learning process. Observation checklists are often used to identify aspects that impact and improve student learning motivation and participation.

b. Field Notes

The researcher notes the effect of the action and records it in field notes. On the one hand, collaborator record what happened during the researcher's classroom learning process. For example, a collaborator writes a comment suggestion or some obstacles and problems that students and teachers face in the classroom. Collaborator noted the researcher's strengths and weaknesses in teaching students in the classroom how to apply role-playing techniques to students. Researchers took field notes to capture their personal

thoughts, ideas, and questions during study observations and interviews (Lauderdale & Phillippi , 2017; p. 381). This means that in this research the researcher will use field notes to describe the situation. The researcher focused on the important things and problems that came up during the class. Field notes are the most common method of recording data collected during observation. Field notes are tools for collecting data during observations.

c. Interview Guideline

An interview guide is a document that contains a list of questions and topics that have been prepared beforehand to guide a researcher in conducting interviews. This guide helps researchers to stay focused on relevant topics and ensures that all important aspects are covered in the interview. Interview guides usually include open-ended questions designed to elicit in-depth information from the respondent.

d. Speaking Performance Test

The test is used as a way to collect information for assessments of students. The researcher allowed each group of students to do a role play in front of the class, with students naming and reading each character. The researcher gave each group 5-10 minutes to present in front of the class. The researcher totaled up each student's pronunciation, fluency, and nonverbal communication in role play. The researcher assessed students using the 1.2 assessment rubric. This speaking performance test was given at the end of the class, after the use of the role play technique. It is a test

given to students so that the researcher will know whether there is an increase in the learning process by using role play technique.

e. Video

A video is a visual graphic that displays images and contains a duration within the file. This research used video as a tool to display and assess student performance in the classroom, particularly in recognizing three dimensions related to criteria in pronunciation, fluency, and nonverbal dimensions. In addition, it helps researcher handle grading skill.

F. **Data Analysis**

In data analysis, researcher will analyze the data obtained in this research and describe and explain the improvement in the assessment of each task in each cycle. The researcher describes everything that happens during learning or learning. Describe everything that happened during research or research, good and bad.

Data analysis methods are qualitative and quantitative. Qualitative, especially data analysis whose components are in the form of questions, observations, measurements and documentation to support learning activities. Quantitative analysis, on the other hand, is secondary data analysis, which includes observation sheets, interview guides, and videos to measure some data and get an idea of the results of the research in reflecting on the data. Qualitative and quantitative data analysis is used to validate and measure research data and validate that the data is genuine and natural.

1. Qualitative data

    Qualitative research is a method for studying and understanding the meanings that individuals or groups apply to a social or human situation. Based on (Lacey & Luff 2009; p.5) states that Qualitative data analysis involves describing and summarizing words from interviews or observational data. Means that this type of analysis focuses on understanding and summarizing the information collected from interviews or observations. The process of qualitative technique data is divided into five stages by (Burns 2010; p. 104-105). It means that in qualitative there is a process of data collection and guidelines when collecting data, as follows:

a. Assembling data

    The very first step in the research is to analyze the data. This stage captures all data gathered through observations, interviews, field notes, and documentation. The researcher then analyze all of the data and modifies the research question to identify movements and suggestions for addressing the research question.

b. Coding the data

    For easier data management in research, data such as observations, questions, and interviews need to be coded. Coding also makes it easier for researcher to infer research findings. Codes can take forms of letters, numbers, symbols, or other combinations.

c. Comparing data

Researcher will compare all the data obtained. The researcher compared the data between cycles 1 and 2 with the pre-observation data. The purpose is to see if the student's skills have improved.

d. Building Interpretations

In this fourth time, the researcher try to comprehend all of the data acquired. The researcher attempted to understand each form of coding data and compare each data set. The researcher collected the responses to the questions and assessed the complete dataset. A statement that summarizes the findings of this research.

e. Reporting Outcomes

In this degree, the researcher present the background of the research, explain the results in detail, and explain how the research organized all the research.

2. Quantitative Data

Quantitative research use objective measurements to collect numerical data that is used to answer questions or test predefined hypotheses. Quantitative data analysis is a valuable tool for educational research, supporting and improving on qualitative findings (Connolly 2007; p. 2). It means that in quantitative it is more focused on the numbers to be processed.

	4	Students are able to master the direction of eyes gaze, facial expressions, body posture, and body gestures when speaking	
Non-verbal (30%)	3	Students are able to master the direction of eyes gaze, facial expressions, body and posture when speaking	X 7,5
	2	Students are able to master the direction of eyes gaze and facial expressions when speaking	
	1	Students are able to master the direction of eyes gaze without facial expression when speaking	

Adapted from (Cameron 2001; p. 230)

Table 1.1 Scoring Rubric and Assessment Indicator

This is the formula to calculate the students' score

N (Student score) = Pronunciation (obtained score x 10) + Fluency (obtained score x 7,5) + Non-verbal (obtained score x 7,5)

To determine the average scores, the researcher use the following to formula:

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

Information's:

X= Average grade

∑x= Total score

N= Number of students

1) Level Of Student's Speaking Ability

After the test is completed, researcher would determine the speaking level at this school, the speaking level is determined based on the table below:

Criteria	Score range
Excellent	80-100
Good	60-79
Fair	50-59
Poor	0-49

Adapted from Haris cited in Kurniati et al (2015, p. 10)

Table 1.2 Level of Student's Speaking Skill

The speaking level is collected from the total points of the students after the learning, the researcher can determine the speaking level of each student. For example, if student x scores 80, it can be said that the student's speaking level is excellent.

a) Criteria of success

The growth in students' speaking ability is an indicators of success in this classroom action research. The researcher divided the research into two cycles. The success criteria for this research are divided into cycle guidelines, and the following cycle must be fulfilled. There are the three kinds of success criteria. First, observation: if 75 percent of the students participate actively, are motivated, and enjoy participating in the role-playing process in front of the class, the cycle is considered successful.

Second, if 75 percent students answer positively and give good opinions on the learning process using role-playing technique, the cycle may be considered to be successful. Finally, if 75 percent of students improve their test results, the cycle can be considered successful.

In this research, a cycle is considered successful if 75 percent of the students get a good enough minimum score with an average score of 70 to 80. However, the researcher noticed many aspects of the research's success, such as looking at the observation checklist, interviews, field notes, and video recordings. Criteria in the Fort. This is also seen in the students' participation and speaking performance during the learning process, which is carried out using the role play technique. If 75 percent or more students respond positively to learning how to use this role-playing technique, the cycle is considered successful, and the researcher does not need to continue to the next cycle.

presented the material on "Asking and Giving Opinion" during the first meeting. Here the researcher acted as a teacher.

1.) Pre-Activity

During this activity, the teacher instructed students to concentrate on the learning process's aims. The teacher greeted the students first, then asked about their health. The teacher then called students one by one to see where they were in class.

2.) Main-Activity

The teacher provided and explained material, asking and giving opinions to the students. The teacher provided examples of dialogue by asking and giving opinions to students. If students understood, the teacher asked them to complete the questions given to them by the teacher that related to the subject that had been presented. After answering the question, the teacher and students corrected the answer. Then the teacher asked students to create a dialogue about asking and giving opinions to see the extent of the students' understanding of the material provided and their understanding of role play.

3.) Post-Activity

At this point, the teacher invited one of the groups to come to the front of the classroom to practice the

a. Planning

At this point in the research, the researcher completed the following tasks: first, the researcher created a module that would function as a manual for instructing students during the first cycle's first meeting. Second, the researcher used observations to help students complete their assignments in class. Third, the researcher created assessment tools to verify students understanding of the subject matter. To make things easier when studying students, the researcher also kept a student monitoring list.

b. Action

The second stage consisted of plan-related action. Collaborator supported researcher as teacher did action research in the classroom. Teacher teaches students, and collaborator observed class activities and student participation based on the observation checklist and field notes that had been prepared. Cycle 1 was carried out in two meetings, and the data results are presented as follows:

1) The First Meeting

The first meeting took place on March 27th, 2024, Wednesday. The researcher gave a brief overview of the material being presented to the students at the first meeting. Researcher were also looking at the ability of the students. The researcher

dialogue. The teacher corrected students who made pronunciation errors. In the last stage, the teacher presented a few themes to the students and then asked them to write a dialogue based on one of the themes they selected. The teacher allowed students to ask questions related to the material and dialogue they were going to present on the test at the next meeting. If students understood, the teacher offered suggestions and instructions for the test that would be taken at the following meeting. Then the teacher left the class.

Based on the results of the observation checklist and field note collected during the collaboration with the English teacher, the participation of students was proven at the first meeting that student participation needed to be improved. Students were still not performing well at that first meeting; they had pronunciation difficulties and felt embarrassed speaking English.

2) The Second Meeting

The second meeting took place on Wednesday, April 3rd, 2024. Students took a research test in front of the class in the form of a dialogue that they wrote themselves based on the theme they chose for the Asking and Giving Opinion material. The second meeting took the form of a speaking test in the form of a dialogue with asking and giving opinion material to measure

2.) Field Notes

Based on the results obtained from data conducted by collaborators, students are starting to experience improvement in this second cycle. They have begun to appear more active in conversation, actively participating in discussions and engaging with their peers. Additionally, during role plays, they have started to express themselves more confidently, demonstrating increased comfort and assurance in acting out their roles in front of the class.

3.) Interview

From the findings of the interview in cycle 2, the researcher selected various students, including two with high scores, two with medium scores, and two with poor scores. A total of six students were interviewed. The students interviewed reported that they were becoming more comfortable with the learning process and building confidence in role play.

4.) Documentation (video and picture)

In this second cycle, by the video and the pictures was taken, students have show expression or movements while performing the roles or characters

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, researcher explains the research findings. In this chapter, the Researcher focuses on explaining the findings of research done at SMA Negeri 1 Kayan Hulu in class 11A. This research was conducted in two cycles to monitor students' progress in learning speaking through role play.

A. Finding

This research was conducted in class 11 A at SMA Negeri 1 Kayan Hulu. The implementation was carried out by the researcher in two cycles, which each cycle consist that of 2 meeting. Planning, action, observation, reflection were all included in each cycle, with a purpose to improve students' speaking ability and active in the class.

1. Preliminary Research

The researcher contacted the school and asked for permission to conduct the research before beginning any of the research. In addition, researcher got in communication with SMA Negeri 1 Kayan Hulu's English teacher. The purpose of this was to give information regarding the research plan that would be implemented in Class 11A. After approval, the researcher visited the school on March 25th, 2024, to present the principal of SMA Negeri 1 Kayan Hulu with an official letter of research permission. Next, the researcher spoke with the English teacher about the learning models and strategies that would be used with students, as well as preparations for each meeting.

Researcher spent four weeks on two cycles. The first meeting of cycle 1 was held on March 27th, 2024; the second meeting of cycle 1 was held on April 3rd, 2024; and interviews were held on the same date as the second meeting of cycle 1. The first meeting of cycle 2 was held on April 17th, 2024, while the second meeting of cycle 2 was held on April 24th, 2024, and interviews were conducted on the same date as the second meeting of cycle 2.

The researcher discovered that students were still need improvement in learning English, particularly speaking English. Because there is still a need to improve English language skills and the learning style is still passive, students also have difficulty understanding what they read in the learning material. Preliminary research observation and results show that students have difficulty speaking and experience feelings of embarrassment and nervousness when speaking in front of the class. In this way, the researcher tried to give role play activities to enhance students' speaking abilities, particularly with regard to pronunciation, fluency, and non-verbal communication.

2. Cycle 1

Four stages represent the first cycle: planning, action, observation, and reflection. The results of this first cycle have been provided at each stage or cycle in every phase that follows.

O'Connor, K., Greene, H. C., & Anderson, P. J. (2006). A tool for Improving Teacher Quality and Classroom Practice. *American Educational Research Association*, San Fransisco.

Oppenheimer, D. M. (2008). *Trends in Cognitive Sciences.* USA: Cell Press.

Purnamawati, S., Sofian, & Suhartono, L. (2015). The Use of Role Play in Teaching Speaking.

Saldaria , E., Ariawan, V., & Cahyani, I. (2019). Speaking skill of elementary school students reviewed by gender. *Jurnal Prima Edukasia*, 7 (1), 2019, 20-27.

Sari, E. R., & Hamzah, I. (2023). The Use of Role Play to Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning (JELTL)*, 58-63.

Sari, N. P. (2011). Improving Students' Speaking Ability by Using Role Play.

Susanti , A. D. (2007). in her thesis entitled "Using Role Play in Teaching Speaking.

Tompkins, P. K. (1998). Role Playing/ Simulation. *The internet TESL Journal*.

Woodhouse, J. (2019). Role PLay: a Stage of Learning. p. 78.

students' speaking abilities. Researcher used a rubric consisting of pronunciation, fluency, and non-verbal.

c. Observation

At this point, observation checklists were used by the researcher, who took on the role of teacher, for collecting data. While collaborator served as observers and focused on evaluating student participation during the learning process, researcher were responsible for giving instructions to students regarding the activities to be carried out. Collaborator's primary responsibility in this research was to note and mark the researcher's prepared field notes and observation checklist.

d. Reflection

The researcher came to a significant conclusion about the learning process's direction after examining observational data and evaluating the learning process observations made during the first cycle. After all, the researcher should encourage students even more to speak in front of the class in English and to gain confidence while playing out the dialogue that is being played.

From the results of reflection, reflection is when researcher worked together with collaborator to discuss student participation and student speaking performance. Regarding student participation obtained from observations, field notes, interviews, observation checklists, and documentation, several things still needed to be improved: they still felt embarrassed when speaking dialogue, they

were still less active in class. In other words, they still needed improvement.

There were various aspects where speaking performance could be improved, especially pronunciation, fluency, and nonverbal communication. Students seemed to be embarrassed by their pronunciation, felt unsure of themselves, and acted stiffly when performing their dialogue. The researcher should encourage students even more to speak in front of the class in English and to gain confidence while playing out the dialogue that is being played.

From the results of this reflection, there were recommendations as follows:

1. Regarding student activity, teachers must be more able to convince and encourage students in the classroom to be more active.

2. In pronunciation and fluency, the teacher must accompany students with drills so that students can know what the correct pronunciation is, and in the future they can be more confident in pronunciation and carry out dialogue more fluently.

3. In non-verbal communication, students are directed to be more enthusiastic in acting out their roles and tell students with more expression so that the roles they play can be transmitted effectively.

1. Students Participation in First Cycle

In this section, the researcher presents the findings of the research instrument used in this research to find out how much student participation is in implementing role play in the first cycle. In this research, the researcher guided students through the topic that was to be presented and how to apply role play. Before starting, researcher must ensure that students understand.

1) Observation Checklist

From the data that was obtained from the observation checklist carried out by the collaborator, it was found that there were still points that needed to be improved, such as students still not fully focused on the example material provided by the teacher, students were still less active in preparing themselves to do role play in front of the class, students were still lacking in pronouncing sentences and providing expression and fluency in doing role plays, students were still less active in discussions, and there was still a lack of feedback after the learning process was complete.

The observation checklist was divided into three parts: the first was preliminary activities, in which the teacher greeted the students, described the subject that would be explained that day, and closely listened to the use of role play. The second main activity consisted of the teacher explaining the material to the students while they listened closely, followed by role play. The three closing activities included the teacher and students coming to a conclusion based on the subject given that day, followed by the teacher closing the lesson.
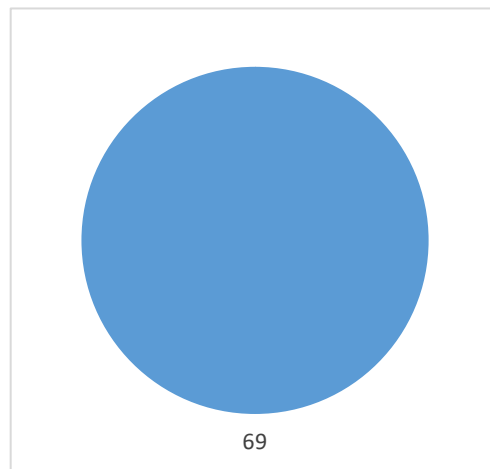
4.1 Average of observation checklist cycle 1

The graphic above shows the findings of the observation checklist from the first meeting of the first cycle. The graphic shows a result of 69.

2) Field Notes

From the findings from field notes gathered by collaborator, students were just listening to the material, but they were less active about listening to the examples offered and participating in conversations, as described in the observation checklist.

3) Interview

Due to the findings of teacher interviews with various students, most of them mentioned a loss of focus while learning, difficulties pronouncing words, feelings of embarrassment, or a lack of self-confidence.

4) Documentation (video and picture)

Based on the data provided in the documentation of videos and pictures, it was clear that students still needed to improve their gestures when performing or acting as characters.

Based on the results of the observation checklist, field notes collected during the collaboration with the English teacher, interview, and documentation, it was proven that student participation needed to be improved. Students were still not performing well at that first meeting; they had pronunciation difficulties and felt embarrassed speaking English.

2. Students Speaking Performance in Cycle I

This section presents the results of the aspects that were collected from the data. The results of this research contain aspects of speech assessment, such as pronunciation, fluency, and nonverbal. The speaking test is designed to check out students' speaking skills. Students have performed dialogue in front of the class. The assessment results for each aspect of speaking are provided below:

1.) Pronunciation
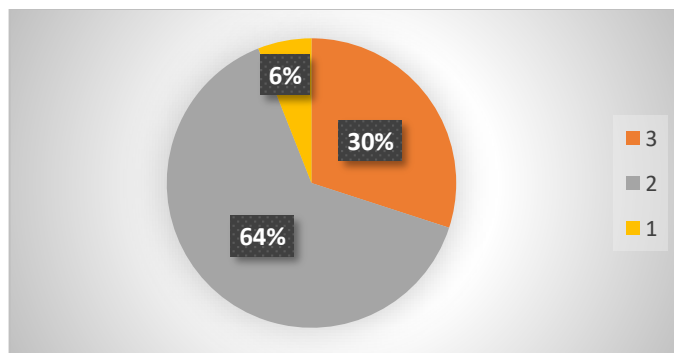
Chart 4.2 Average Pronunciation per student Cycle 1.

Based on the data presented above, 63% received a score of 2, showing that there are students who can pronounce words well with many errors, 30% of students received a score of 3, showing that there are 10 students who can pronounce words well with some errors, and 6% received a score of 1, showing that there were students who could pronounce words with major errors.
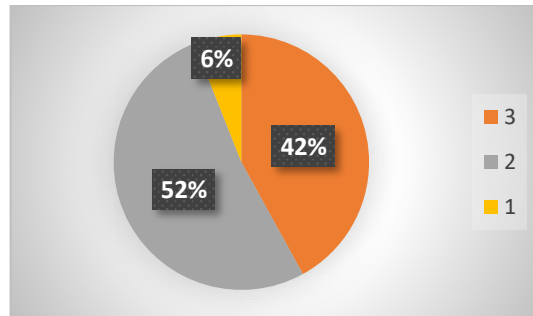
2.) Fluency

Chart 4.3 Average Fluency per student Cycle 1.

Based on the data presented above, it is possible to conclude that 52% of students received a score of 2, meaning that students were able to express the conversation fluently, clearly, and with many pauses or hesitation, 42% of students received a score of 3, meaning that 14 students were able to express the conversation fluently, with little pause or hesitation, while 6% of students received a score of 1, meaning that they were able to express the conversation that has major errors.

3.) Non-verbal
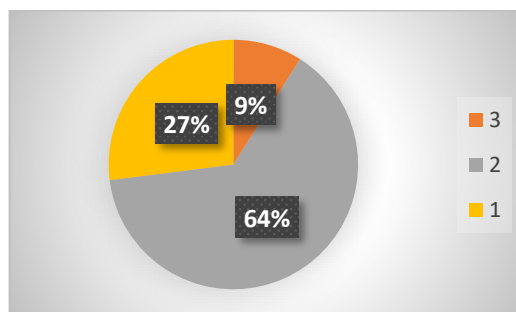
Chart 4.4 Average non-verbal per student Cycle 1.

Based on the data presented above, 64% of students received a score of 2, indicating mastery of eye direction and facial expressions while speaking, 27% received a score of 1, indicating control over eye direction without facial expressions, 9% of students received a score of 3, indicating that 3 students mastered the direction of their gaze, facial emotions, body, and posture when speaking.

3. Cycle 2

In the second cycle, the researcher enhanced the learning process. In this cycle, research was conducted in class 11A at SMA Negeri 1 Kayan Hulu. In this cycle, the researcher achieved good results and improved the learning results from the previous cycle.

a. Revised Planning

At this phase, researcher and collaborator worked together to achieve specific learning outcomes and enhance the speaking learning process. This revised planning was motivated by problems that needed to be improved in performing the results of recommendations from cycle 1. Researcher rewrote modules adapted to aspects that needed to be improved. During this phase, the researcher instructed students to create their own dialogue without the researcher choosing the theme first.

b. Action

Action is a stage where teacher takes action in class with the support of collaborator to improve students' speaking abilities.

1.) The First Meeting

The first meeting was conducted on Wednesday, April 17th, 2024. The first meeting in cycle 2 was similar to the first meeting in cycle 1. The researcher, being a teacher, explained or reminded students about the Asking and Giving Opinion material.

The teacher leads students through a learning process, focusing on the learning process's aims. The teacher greets students, asks about their health, and follows up on their progress. The teacher explains the topic, assists students in practicing their pronunciation, and corrects pronunciation errors. Students are given the opportunity to create a dialogue about asking and giving opinions, which they will present in class. The teacher offers suggestions and provides instructions for the test, which will be administered at the following meeting.

The observation checklist was divided into three parts: the first was preliminary activities, in which the teacher greeted the students, described the subject that would be explained that day, and closely listened to the use of role play. The second main activity consisted of the teacher explaining the material

to the students while they listened closely, followed by role play. The third closing activities included the teacher and students coming to a conclusion based on the subject given that day, followed by the teacher closing the lesson.

2.) The Second Meeting

The second meeting was conducted on Wednesday, April 24th, 2024. At the time, the second meeting was similar to the second meeting in Cycle 1. At this meeting, the test was handled a little differently. In meeting 2, cycle 1, students were asked to create their own dialogue, but the theme was chosen by the teacher. In this test, students had to create their own dialogue without the teacher determining the theme beforehand.

c. Observation

After speaking instruction was completed, observations were conducted to collect data from students during the learning process. The second cycle showed better results than the previous one. The students responded well in this second cycle, getting very good grades, however, there were some students who still had difficulties with pronunciation and received a failing grade. The students were very enthusiastic about interacting in the speaking learning process. Students' speaking ability improved as a result of this activity.

d. Reflection

The result of the observation was that the researcher had learned to talk about applying the role playing technique, which is very interesting. The implementation of the role play technique resulted in students making improvements of students' speaking skill, the researcher conducted a test at the conclusion of the meeting in this second cycle.

Based on the second cycle's reflection results, there was an increase in the number of tests, checklist observations, and field notes completed by collaborator. This is the result of making recommendations in the first cycle and implementing them in the second cycle to help students enhance their abilities.

1. Students Participation in Second Cycle

Researcher conducted research again in the second cycle to see the level of student participation in implementing role playing. During the first cycle, many students needed to enhance their ability to speak using the roll play technique, but there were also some students who were doing well. As a result, research was conducted again in the second cycle to help students' who were still struggling in the first cycle.

they present in front of the class. They additionally

acquire confidence in the characters they play.

2. Students' Speaking Performance in Cycle 2

This section presents the findings of the aspects gathered

from the data. The data in question related to areas of speech

assessment in this research, such as pronunciation, fluency, and

nonverbal. The final test conducted in cycle 2 showed positive and

growing results. Class actions that have been managed show

success in the use of role-playing techniques. Role play can

increase student enthusiasm and improve their speaking skills.

The assessment in this cycle is the same as the assessment in the

previous cycle. The following aspects were obtained during the

second cycle:

1.) Pronunciation
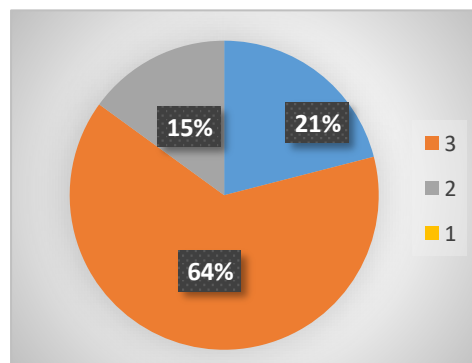
Chart 4.6 Average Pronunciation per student Cycle 2.

Based on the data provided above, it can be

determined that 64% of students received a score of 3,

indicating that there were 21 students who could pronounce

words correctly while speaking with minor faults. 21% of students received a score of 4, indicating 7 students can pronounce words correctly. And 15% of students received a score of 2, indicating that 5 students could pronounce the words with major errors.
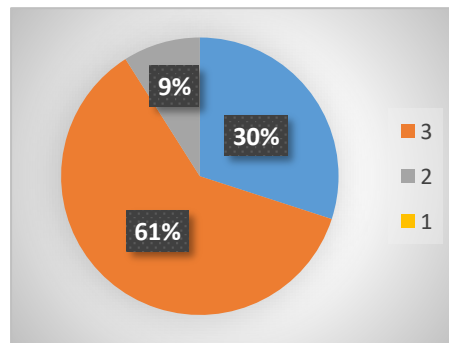
2.) Fluency

Chart 4.7 Average Fluency per student Cycle 2.

From the data presented above, 61% of students received a score of 3, indicating that 20 students were able to express conversations fluently, clearly, and precisely with a little pause or hesitation, 30% of students received a score of 4 indicating that 10 students are able to express the conversations fluently, clearly, and precisely without much pause or hesitation, while 9% received a score of 2, indicating that 3 students were still unable to pronounce the conversation clearly.

3.) Non-verbal
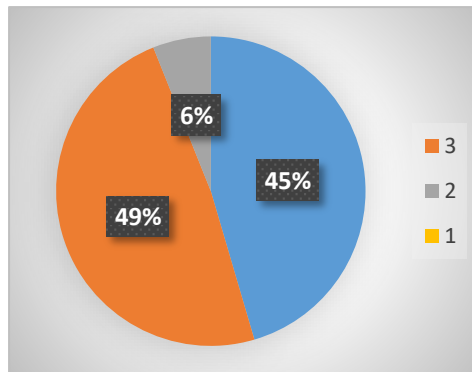
Chart 4.8 Average Non-verbal per student Cycle 2.

Based on the data shown above, there were 49% of students who received a score of 3, indicating that 16 individuals were able to master eye direction, facial emotions, body, and posture while speaking. 45% of students received a score of 4, indicating that 15 students mastered the direction of their eyes, facial expressions, body posture, and body movements while speaking. And 6% of students had a score of 2, indicating that 2 students had mastered the direction of their gaze and facial expression while speaking.

first cycle, the students' test results obtained on average were 54, so in this first cycle, the researcher reflects the results that have been obtained, so that based on the targeted success criteria, 75 did not achieve the expected targets, the researcher chose to continue the research in cycle II. In cycle II, student test results showed an average student score of 80. Similarly, based on the results from cycle II, the researcher concluded that the specified success criteria had been successfully applied in this research. At this point, because the research goal had been met, the researcher opted to end the research in this second cycle. However, the researcher discovered difficulties in the second cycle, as students continued to struggle with pronunciation, although this research was completed successfully due to increased participation and speaking test results. The results of the interviews conducted above show that students gave good responses. There were 6 students interviewed, of which 2 students got the highest score, 2 students got medium scores, 2 got low scores, the data was taken through interviews with 6 students to find out the level of each student's speaking skill level.

Students can effectively express the characters they play in front of the class and interact in English with each other.

The role-play technique implemented at SMA Negeri 1 Kayan Hulu improved XIA students' speaking ability by making them more enthusiastic, active, and confident in English communication. Students acted out characters and communicated efficiently in class. This shows the progress and improvement of students' speaking skills before and after using the role play technique in cycles 1 and 2. Based on the findings of this research, students' abilities are still need to be improve, as is their level of participation. During the first cycle, it was found that students' participation received an average score of 69, while students' speaking performance received an average score of 54. The second cycle showed that student participation received an average score of 81, while the speaking performance of students received an average score of 80. The results of cycles 1 and 2 show that the level of participation and speaking performance improved, which indicates that is research was successful. Based on the results, it can be concluded that the student has a excellent ability level.

In conclusion, the implementation of role-playing strategies can help students solve speaking problems and improve their learning process.

1.) Observation Checklist

Based on the findings of the first cycle, the results was known that students still needed to develop; therefore, the researcher continued with the second cycle. In the second cycle, at the first meeting, the results showed that students had improved, such as beginning to pay close attention to examples of material provided by the teacher, beginning to be active in preparing themselves to appear in front of the class, students' ability to pronounce sentences has increased, as has fluency and gestures in role playing, and some of them provide feedback at the end of the learning process.

81
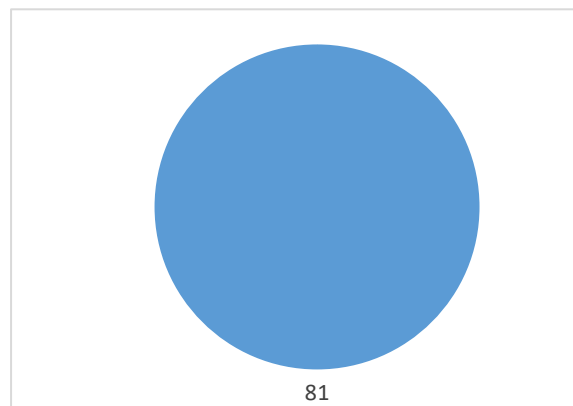
Chart 4.5 Average score of observation checklist cycle 2

The average score for the presentation of the observation checklist in the second cycle was 81. This shows an increase in the average findings of the observation checklist from cycle 1 to cycle 2.

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4. Do you have difficulties with pronunciation and vocabulary?
   Answer: feel embarrassed when pronounce sentence in English

B. **Discussion**

There are 2 questions in this research which are based on the Research Questions in the first chapter. The first discussion is about How is the implementation of Role Play to improve the student's participation in speaking activities at the eleventh grade of SMA Negeri 1 Kayan Hulu?, while the second discussion is How can Role Play Technique improve the student's speaking performance at the eleventh grade of SMA Negeri 1 Kayan Hulu?, Students also actively participate in the speaking learning process. Based on the learning results and students' reactions during the process of applying role-playing techniques, it was found that students improved in speaking, indicating that this research is consistent with the findings. Described in the following section.
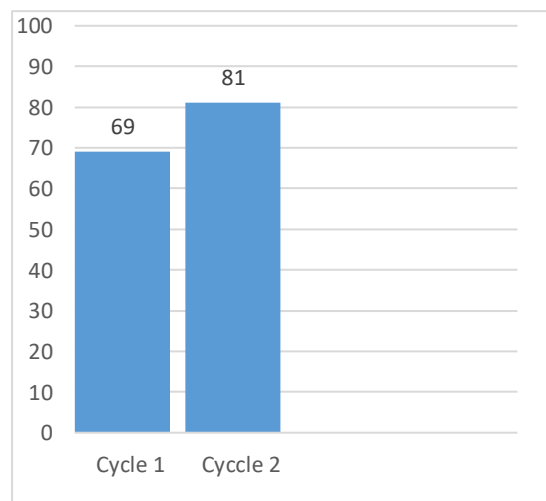
Chart 4.9 Students Participation in Each Cycle

The chart above shows the results of this research, the results obtained from the level of student participation in class in the application of role playing techniques. The chart above shows an increase from cycle 1 to cycle 2, based on the results of observations made by teachers and

collaborator, the results the same as in the observation checklist, where in cycle 1, 69 was obtained for the level of student participation in class during the process. During this phase, the researcher reflects on ways to promote student participation in the learning process and fulfill the expected criteria. As a result, the researcher continued with cycle 2.

The data above shows the results got in the second cycle in line with the observation checklist carried out by the collaborator during the learning process, which, as shown in the graph above, is 81. With these findings, the researcher reflected again, observing that students had improved from cycle 1 to cycle 2. So the researcher decided to discontinue the research in cycle 2 because the degree of student participation and speaking skills had grown. Based on the outcomes of the data collected, it can be identified that this research was successful in answering the research questions in Chapter 1.
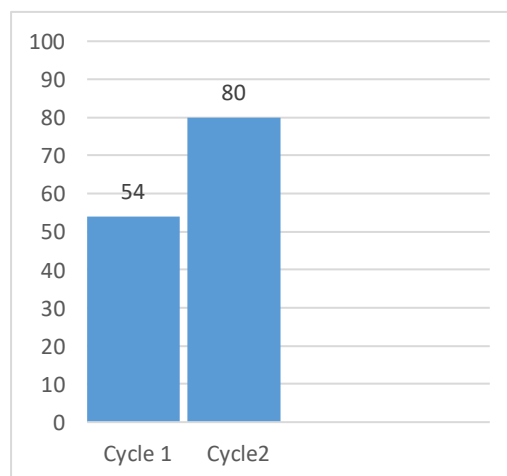
Chart 4.10 Students Speaking Performance in Each Cycle

The chart above shows the results obtained in this research, where the chart above shows an increase in students' speaking test results, in the

C. Suggestions

In following the conclusions of this research, the researcher makes various recommendations to teachers, students, and other researchers in their field of study. It is important for English teachers to be creative in structuring learning activities in the classroom, especially when creating teaching strategies, because this might influence students' interest in the learning process.

This research is recommended for students who have difficulty with pronunciation and also improves communication and students participation, making it ideal for teaching speaking. The recommended technique for teaching speaking improves students' participation and speaking abilities. However, understanding the educational materials is important. The role-playing technique gives priority to students more than teachers and needs additional support for students with lower scores. Teachers should help rather than teach.

After that, other researchers are suggested to implement role-playing strategies, particularly when teaching speaking. This strategy can help students improve their speaking skills.

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Appendix 3

FIELD NOTES

Date and time   : March 27th, 2024; 9.15-10-25 a.m

Education units   : SMA Negeri 1 Kayan Hulu

Class/semester   : 11A/2

Topic   : Asking and Giving Opinion
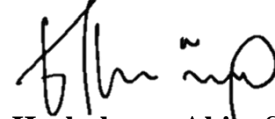
Cycle   : I/ I

Time allocation   : 2x35 minutes

No	Description
	In the first meeting in cycle 1 the teacher explained about the topic Asking and Giving Opinion, it seems that students are still less active, they pay attention but are not focused and in active, no one wants to ask questions during the learning process. During the role play trial process in front of the class the still looked stiff, they played their role without expressions and gestures and they still felt embarrassed.

Kayan Hulu
Observer

Herkulanus Akim,S.Pd
NIP.

Appendix 1

OBSERVATION CHECKLIST

(For students)

Day/date   : Wednesday, March 27th, 2024

Education Unit   : SMA Negeri 1 Kayan Hulu

Subjects   : English

Class/semester   : 11A/2

Cycle/ meeting   : I/I

Subject matter   : Speaking

Sub material   : Asking and Giving Opinion

Time   : 9.15-10.25 a.m

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	Students respond well to the greetings given by the teacher.				✓
		Students pay close attention to the speaking learning objectives using role-playing techniques.			✓	
		Students listen carefully to the explanation regarding learning to speak using role play techniques.			✓	
2.	Main activities	Students pay close attention to examples in everyday life related to asking questions and giving opinions		✓		
		Students can understand the material given by the teacher well.			✓	

menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara dan nada suara untuk dapat dipahami dalam sebagian besar konteks.

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations and discussion.

They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.

learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.

mencapai tujuan yang

berbeda-beda, dalam bentuk cetak dan digital.

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusions based on the research shown in the chapter before it are discussed in this chapter. Researchers present a general description of the findings of the research in this section.

A. Conclusion

In this research, the researcher found out the difficulties that students have when learning to speak, especially in speaking and pronunciation. There are other students in the class who keep in active when the learning process happens in English class. On the other side, students are shy when speaking English. Others may also be able to speak English, which is still lacking. Research to help students speak English in class so that students are interested and choose to speak using English needs a suitable technique for helping students interested in learning to speak English, especially in speaking.

The research was conducted in two cycles, each consisting of two meetings. The results contain two types of data: qualitative and quantitative. Qualitative data was collected through observation checklists, interviews, field notes, and documentation, while quantitative data was collected through a speaking test.

The implementation of role-play technique with students in class XIA at SMA Negeri 1 Kayan Hulu helped students improve their abilities to speak. Role play also improves students' confidence in speaking English.

		Students can determine the function, role and general theme in the text that will be played			✓	
		Students understand the problem, topic and depth of each character depicted.		•	✓	
		Students can play a role in the role play learning process guided by the teacher.		✓		
		Students can be active in class in preparing themselves to appear in front of the class.	✓			
		Students can be orderly during the learning process		✓		
		Students are motivated to appear in front of the class in role playing		✓		
		Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class .	✓			
		Students can participate actively in giving opinions and questions given by the teacher.			✓	
		Students can understand the learning material well.			✓	

Appendix 2

OBSERVATION CHECKLIST

(For students)

Day/date   : Wednesday, April 17th, 2024

Education Unit   : SMA Negeri 1 Kayan Hulu

Subjects   : English

Class/semester   : 11A/2

Cycle/ meeting   : 2/I

Subject matter   : Speaking

Sub material   : Asking and Giving Opinion

Time   : 9.15-10.25 a.m

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Preliminary activities	Students respond well to the greetings given by the teacher.				✓
		Students pay close attention to the speaking learning objectives using role-playing techniques.				✓
		Students listen carefully to the explanation regarding learning to speak using role play techniques.				✓
2.	Main activities	Students pay close attention to examples in everyday life related to asking questions and giving opinions			✓	
		Students can understand the material given by the teacher well.			✓	

			Students can determine the function, role and general theme in the text that will be played			✓	
			Students understand the problem, topic and depth of each character depicted.			✓	
			Students can play a role in the role play learning process guided by the teacher.			✓	
			Students can be active in class in preparing themselves to appear in front of the class.			✓	
			Students can be orderly during the learning process			✓	
			Students are motivated to appear in front of the class in role playing			✓	
			Students can pronounce sentences well, direction of gaze, body posture, facial expressions, and fluency in role playing well when playing roles in front of the class			✓	
			Students can participate actively in giving opinions and questions given by the teacher.		✓		
			Students can understand the learning material well.			✓	

3.	Closing activities	Students receive learning well by taking an active role in the discussion.			✓	
		Students can provide feedback after the learning process is complete				✓
		Students can be motivated and play an active role in speaking English in closing the lesson.			✓	

Kayan Hulu
Observer

Herkulanus Akim,S.Pd
NIP.

Description

Score	Description
4	Almost all of the students do the activities (30-33 students)
3	Half students do the activities (15-29students)
2	There are some students do the activities (9-14students)
1	Only few students do the activities (0-8students)

$$\text{Total} = \frac{55}{68} X100$$

$$= 80$$

Appendix 4

FIELD NOTES

Date and time   : April, 17th 2024; 9.15-10.25 a.m

Education units   : SMA Negeri 1 Kayan Hulu

Class/semester   : 11A/2
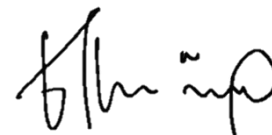
Topic   : Asking and Giving Opinion

Cycle   : 2/ I

Time allocation   : 2x35 minutes

No	Description
	In the second cycle, students have begun to appear active in conversation, and in doing role plays they have begun to make expressions, starting to feel confident in acting out their roles in front of the class.

Kayan Hulu
Observer

Herkulanus Akim,S.Pd
NIP.

Appendix 12

LEMBAR KERJA SISWA

Meeting 1

No	Description	Asking for Opinion	Giving Opinion	Agree with Opinion	Disagree with Opinion
1.	I'm absolutely convinced that …				
2.	I completely agree with your opinion				
3.	How do you feel about…?				
4.	I'm not sure about that.				
5.	What's your opinion about …?				
6.	I beg to differ				
7.	As far as I'm concerned …				
8.	I strongly believe that …				
9.	Would you give me your opinion?				
10.	Your idea is really excellent				

Appendix 5

INTERVIEW GUIDELINE

(For students)

1. What do you think about role play?

2. Give your opinion whether role play techniques can help in speaking!

3. Do you enjoy being involved in role play? Why?

4. Do you have difficulties with pronunciation and vocabulary?

Kayan Hulu
Interviewer

Yunetty Lusiana Sinaga
NIM. 200407145

Appendix 6

TRANSCRIPT OF INTERVIEW WITH STUDENTS

Cycle 1

Student 1

1. What do you think about role play?
   Answer: role play is effective method to understand and practice speaking
2. Give your opinion whether role play techniques can help in speaking!
   Answer: I think role play can be help in learning speaking because role play allow us to practice
3. Do you enjoy being involved in role play? Why?
   Answer: sure, I think I got a lot material and I am very interested to learn
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, there are many vocabulary and I think too difficult to pronounce the word.

Student 2

1. What do you think about role play?
   Answer: role play is a technique that is allow us to be a character
2. Give your opinion whether role play techniques can help in speaking!
   Answer: can increase creativity in playing character
3. Do you enjoy being involved in role play? Why?
   Answer: yes, I am happy because I can express my expression according to the role that I playing
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, little difficulty

Student 3

1. What do you think about role play?
   Answer: role play is a method for understanding in practicing various communication scenario
2. Give your opinion whether role play techniques can help in speaking!
   Answer: this technique really make me interested in learning speaking because this technique more interested and interactive
3. Do you enjoy being involved in role play? Why?
   Answer: yes, it allow me to practice speaking and understanding various communication scenario
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, I have

Students 4

1. What do you think about role play?
   Answer: interesting technique in learning
2. Give your opinion whether role play techniques can help in speaking!
   Answer: very helpful

Elemen	Kompetensi (Isikan kompetensi berdasarkan CP per fase)	Tercapai	Belum Tercapai
Menyimak			
Membaca dan Memirsa			
Berbicara dan Mempresentasikan			
Menulis			

		Teks dapat berbentuk cetak atau digital.
F.5 Memahami ide pokok, isu-isu atau pengembangan plot dalam berbagai teks.	Membaca/Memirsa	
F.6 Mengidentifikasi tujuan penulis	Membaca/Memirsa	
F.7 Merespon berbagai jenis teks fiksi dan faktual	Menulis/Mempresentasikan	
F.8 Menulis ulang beberapa jenis teks.	Menulis/Mempresentasikan	Termasuk koreksi dalam hal tanda baca (*Punctuation*), huruf kapital (*Capitalization*) dan tata bahasa (*Structure*). Kompetensi yang harus dipenuhi terlebih dahulu adalah menulis beberapa jenis teks lalu membuat ulasannya secara detail.

Lembar Kontrol Capaian Pembelajaran

Lembar ini memuat kompetensi yang dikuasai siswa pada akhir fase. Guru Kelas menandai (V) pada kolom ketercapaian jika kompetensi tersebut telah dikuasai siswa berdasarkan asesmen. Catatan ini akan menjadi rujukan guru kelas berikutnya untuk memberikan prioritas pada kompetensi yang belum tercapai.

Mata Pelajaran: Bahasa Indonesia

Fase:

Appendix 7

SPEAKING PERFORMANCE TEST

Day/date: Wednesday, April 3rd, 2024

Cycle/meeting: 1/II

No	Students name	Pronunciation	Fluency	Non-verbal	Total score
1.	TJ	3	3	2	67,5
2.	MPT	3	3	2	67,5
3.	C	3	3	3	75
4.	CM	3	3	2	67,5
5.	RC	2	3	2	57,5
6.	N	3	3	2	67,5
7.	EM	3	3	2	67,5
8.	AP	2	3	2	57,5
9.	G	3	3	3	75
10.	S	3	2	3	67,5
11.	ECF	3	3	2	67,5
12.	YOA	3	3	2	67,5
13.	MA	2	2	2	50
14.	MDA	2	3	2	57,6
15.	ST	2	2	2	50
16.	AM	2	2	2	50
17.	AS	2	2	1	42,5
18.	RN	2	2	1	42,5
19.	K	2	1	1	35
20.	NPS	2	2	1	42,5
21.	SD	2	2	1	42,5
22.	NEP	2	2	2	50
23.	Y	2	3	2	57,6
24.	S	2	2	1	42,5
25.	EK	2	3	1	50
26.	A	1	1	1	25
27.	S	2	2	2	50
28.	S	2	2	2	50
29.	S	2	2	2	50
30.	N	2	2	2	50
31.	UA	1	2	1	32,5
32.	T	2	2	2	50
33.	S	2	2	2	50
Total					1775
Average					54

Appendix 8

SPEAKING PERFORMANCE TEST

Day/date: Wednesday, April 24, 2024

Cycle/meeting: 2/II

No	Students name	Pronunciation	Fluency	Non-verbal	Total score
1.	TJ	3	3	3	75
2.	MPT	4	4	4	100
3.	C	4	4	4	100
4.	CM	4	4	4	100
5.	RC	3	3	4	82,5
6.	N	3	4	4	90
7.	EM	3	3	3	75
8.	AP	4	4	4	100
9.	G	4	4	4	100
10.	S	3	3	3	75
11.	ECF	3	3	3	75
12.	YOA	3	3	4	82,5
13.	MA	3	4	4	90
14.	MDA	3	4	4	90
15.	ST	3	3	3	75
16.	AM	3	3	3	75
17.	AS	4	3	3	85
18.	RN	3	3	3	75
19.	K	2	3	3	65
20.	NPS	3	3	3	75
21.	SD	3	3	4	82,5
22.	NEP	3	3	4	82,5
23.	Y	3	4	3	82,5
24.	S	3	3	4	82,5
25.	EK	3	3	4	82,5
26.	A	2	2	2	50
27.	S	3	3	3	75
28.	S	3	3	3	75
29.	S	2	3	2	57,5
30.	N	3	3	3	75
31.	UA	2	2	3	57,5
32.	T	3	3	3	75
33.	S	2	2	3	57,5
Total					2645
Average					80,1

Appendix 9

Appendix 10

<div align="center">**ATP**</div>

| Mata Pelajaran: Bahasa Inggris

Fase: F

Instansi: SMA Negeri 1 Kayan Hulu | **Capaian Fase F**

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, diskusi, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Peserta didik menggunakan keterampilan berbahasa Inggris untuk mengeksplorasi berbagai teks dalam berbagai macam topik kontekstual. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi dan untuk kesenangan. Pemahaman mereka terhadap teks tulisan semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang. Mereka memproduksi teks lisan dan tulisan serta visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Peserta didik memproduksi beragam teks tulisan dan visual, fiksi maupun non-fiksi dengan kesadaran terhadap tujuan dan target pembaca/pemirsa. |

Alur Tujuan Pembelajaran merupakan sebuah rangkaian sistemik yang menjadi panduan perencanaan dan pengaturan pembelajaran dan asesmen secara garis besar untuk jangka waktu satu tahun. Alur Tujuan Pembelajaran juga digunakan untuk menentukan modul ajar yang kita kembangkan ataupun yang kita pilih.

Elemen Capaian Pembelajaran (Tuliskan Kalimat Capaian Pembelajaran)

Menyimak - Berbicara	Membaca dan Memirsa	Menulis dan Mempresentasikan
Pada akhir Fase F, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Mereka menggunakan dan merespon pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan pemuda. Mereka memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Mereka	Pada akhir Fase F, peserta didik membaca dan merespon berbagai macam teks seperti narasi, deskripsi, eksposisi, prosedur, argumentasi, dan diskusi secara mandiri. Mereka membaca untuk mempelajari sesuatu dan membaca untuk kesenangan. Mereka mencari, membuat sintesis dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks. Mereka mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks. *By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to*	Pada akhir Fase F, peserta didik menulis berbagai jenis teks fiksi dan faktual secara mandiri, menunjukkan kesadaran peserta didik terhadap tujuan dan target pembaca. Mereka membuat perencanaan, menulis, mengulas dan menulis ulang berbagai jenis tipe teks dengan menunjukkan strategi koreksi diri, termasuk tanda baca, huruf besar, dan tata bahasa. Mereka menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Mereka menuliskan kalimat utama dalam paragraf-paragraf mereka dan menggunakan penunjuk waktu untuk urutan, juga konjungsi, kata penghubung dan kata ganti orang ketiga untuk menghubungkan atau membedakan ide antar dan di dalam paragraf. Mereka menyajikan informasi menggunakan berbagai mode presentasi untuk menyesuaikan dengan pemirsa dan untuk

4. Do you have difficulties with pronunciation and vocabulary?
   Answer: I cannot understand how to pronounce a word in English

Student 3

1. What do you think about role play?
   Answer: role play is technique learning in English
2. Give your opinion whether role play techniques can help in speaking!
   Answer: make me enjoy the learning process
3. Do you enjoy being involved in role play? Why?
   Answer: I enjoy it, feel interesting
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, because I am lack confidence in pronounce something in English I afraid it will be wrong

Student 4

1. What do you think about role play?
   Answer: used in various setting such as education
2. Give your opinion whether role play techniques can help in speaking!
   Answer: helping students who have trouble in speaking, and using role play students can act in other character to help in speaking, like more helping
3. Do you enjoy being involved in role play? Why?
   Answer: yes, I am enjoyed
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, I feel lack confidence, and inactive

Student 5

1. What do you think about role play?
   Answer: role playing is a game that allow us to play as what we want
2. Give your opinion whether role play techniques can help in speaking!
   Answer: role play can help us to increase our creativity
3. Do you enjoy being involved in role play? Why?
   Answer: yes, we can more expressive
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, I have

Student 6

1. What do you think about role play?
   Answer: role play is interesting game
2. Give your opinion whether role play techniques can help in speaking!
   Answer: make students more active because we act like character what we want
3. Do you enjoy being involved in role play? Why?
   Answer: yes, I enjoyed

Alur Tujuan Pembelajaran

Kelas: 11

Alur Tujuan Pembelajaran	Elemen (tuliskan elemen yang termuat dalam Tujuan Pembelajaran)	Referensi/Catatan/Inspirasi Adaptasi
F.1 Merespon pertanyaan terbuka dalam berbagai situasi dan tujuan.	Menyimak/Berbicara	Menggunakan strategi memulai, mempertahankan dan menyimpulkan percakapan dan diskusi.
F.2 Merespon opini terkait isu-isu sosial, minat, perilaku dan nilai-nilai.	Menyimak/Berbicara	Asking and Giving Opinion, Agree and Disagreement, Comparison
F.3 Mengidentifikasi ide pokok dan detail dari diskusi atau presentasi	Menyimak/Berbicara	
F.4 Merespon beberapa jenis teks.	Membaca/Memirsa	Teks deskriptif, prosedur, dan eksposisi.

3. Do you enjoy being involved in role play? Why?
   Answer: I am enjoy because I can role in dialogue in a conversation
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: I cannot pronounce word in English as well

Student 5

1. What do you think about role play?
   Answer: role play is interested technique I have ever know
2. Give your opinion whether role play techniques can help in speaking!
   Answer: I can increase learning speaking
3. Do you enjoy being involved in role play? Why?
   Answer: I can involved skill and creativity
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: difficulties to pronounce a word

Student 6

1. What do you think about role play?
   Answer: role play is technique to make conversation more interested
2. Give your opinion whether role play techniques can help in speaking!
   Answer: this technique very helpful in speaking, make us more active and feel brave to play a character
3. Do you enjoy being involved in role play? Why?
   Answer: yes, I am very enjoy
4. Do you have difficulties with pronunciation and vocabulary?
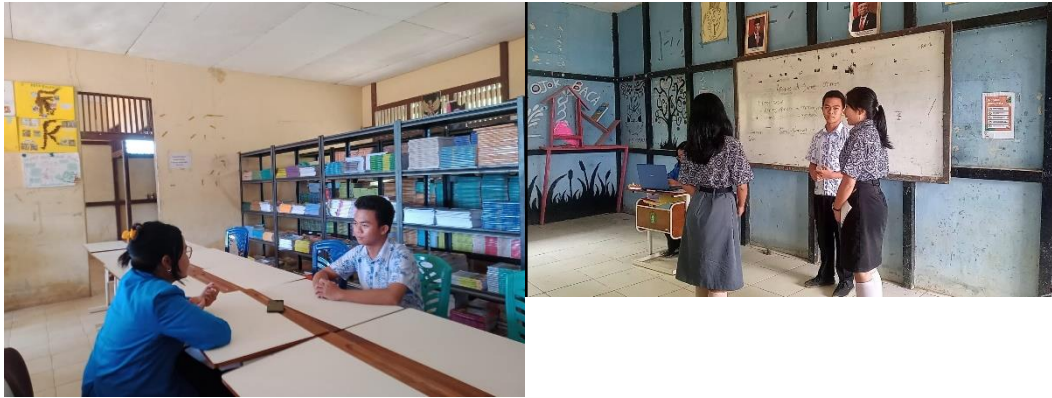   Answer: yes, I have

Cycle 2

Student 1

1. What do you think about role play?
   Answer: role play is a 'bermain peran' make us act as another character
2. Give your opinion whether role play techniques can help in speaking!
   Answer: role play make me directly practice in speaking
3. Do you enjoy being involved in role play? Why?
   Answer: yes it's help me practice speaking
4. Do you have difficulties with pronunciation and vocabulary?
   Answer: yes, I am difficult in pronunciation a word in English

Student 2

1. What do you think about role play?
   Answer: I like it, it's something new for me
2. Give your opinion whether role play techniques can help in speaking!
   Answer: I think this technique is good to helping in speaking, because in this technique we speak in English a lot
3. Do you enjoy being involved in role play? Why?
   Answer: I enjoy it, it's fun

3.	Closing activities	Students receive learning well by taking an active role in the discussion.		✓		
		Students can provide feedback after the learning process is complete		✓		
		Students can be motivated and play an active role in speaking English in closing the lesson.			✓	

Kayan Hulu
Observer

Herkulanus Akim, S.Pd
NIP.

Description

Score	Description
4	Almost all of the students do the activities (30-33 students)
3	Half students do the activities (15-29students)
2	There are some students do the activities (9-14students)
1	Only few students do the activities (0-8students)

Total $= \frac{47}{68}$ X100

$=69$

penjabaran dari Kalimat **meminta dan memberi pendapat**		
f. Guru memberikan pertanyaan tentang materi yang disajikan tersebut.		
g. Siswa menjawab pertanyaan mengenai materi yang disajikan		
Mengorganisasikan siswa belajar		
a. Guru membentuk kelompok yang terdiri 2-3 siswa dan menginstruksikan untuk menganalisis **Kalimat meminta dan memberi pendapat** dan setelah menganalisis guru meminta siswa untuk membuat short conversation menggunakan kalimat meminta dan memberi yang telah mereka analisis.		
b. Siswa melakukan diskusi dalam kelompok masing-masing.		
c. Peserta didik bertanya kepada guru, beberapa hal yang mereka anggap tidak bisa.		
Membimbing penyelidikan individu maupun kelompok		
a. Guru mengecek progress tiap kelompok siswa untuk mengamati dan memfasilitasi peserta didik agar melakukan analisa tentang **Kalimat meminta dan memberi pendapat**.		
b. Masing-masing kelompok menuliskan hasil pengamatan di lembar kerja.		
Mengembangkan dan menyajikan hasil karya		
a. Peserta didik berdiskusi hasil analisa yang diperoleh.		
b. Masing-masing kelompok menuliskan hasil temuannya pada kertas		
c. Perkelompok maju kedepan kelas satu persatu untuk bermain peran melalui		

II. KOMPONEN INTI
A. TUJUAN PEMBELAJARAN

Peserta didik mampu mengidentifikasi dan mencirikan tujuan *Kalimat meminta dan memberi pendapat* lisan dan tulis dengan memberi dan meminta pendapat sesuai dengan konteks penggunaannya dengan teliti
Peserta didik mampu menganalisis dan menangkap makna secara konstektual fungsi social, struktur teks dan unsur kebahasan serta merancang teks interaksi transaksional lisan yang melibatkan Tindakan memberi dan meminta pendapat (*asking & giving opinion)* secara kritis, kreatif dan santun terkait topik fenomena alam dan social dengan tingkat kelancaran dan ketetapan yang optimal
Peserta didik mampu merancang dan menulis *kalimat meminta dan memberi pendapat* lisan dan tulis dengan dengan memperhatikan unsur ketatabahasan memberi dan meminta informasi sesuai dengan konteks penggunaannya dengan bertanggung jawab
Peserta didik mampu mempraktikkan hasil rancangan dan tulisannya mengenai kalimat *meminta dan memberi pendapat* didepan kelas

B. PEMAHAMAN BERMAKNA

Peserta didik mampu menangkap makna dan membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa Kalimat meminta dan memberi pendapat lisan dan tulis dengan memberi dan meminta pendapat (opini) / informasi isu di kehidupan remaja, sesuai dengan konteks penggunaannya.

C. PERTANYAAN PEMANTIK

1. Do you know about Asking and Giving opinion?
2. Have you ever given some opinions about something?

MODUL

MODUL AJAR
PEMBELAJARAN

I. INFORMASI UMUM
A. IDENTITAS SEKOLAH
1. Nama Penyusun   : YUNETTY LUSIANA SINAGA
2. Satuan Pendidikan   : SMA Negeri 1 Kayan Hulu
3. Tahun Ajaran   : 2023/2024
4. Mata Pelajaran   : BAHASA INGGRIS
5. Kelas/Fase   : 11/F
6. Ruang lingkup   : ASKING AND GIVING OPINION
7. Alokasi waktu   : 2 x 90 menit

B. KOMPETENSI AWAL
1. Peserta didik mempunyai pengetahuan dasar tentang Kalimat meminta dan memberi pendapat.
2. Peserta didik mempunyai kemampuan menangkap informasi pada Kalimat meminta dan memberi pendapat.

C. PROFIL PELAJAR PANCASILA
1. Beriman kepada Tuhan Yang Maha Esa dan berakhlak mulia.
2. Bergotong-royong
3. Kreatif
4. Mandiri
5. Bernalar kritis
6. Berkebhinekaan global.

D. SARANA DAN PRASARANA
1. Laptop
2. Smartphone
3. Internet
4. Youtube
5. Modul

E. MODEL PEMBELAJARAN
Diskusi, Presentasi, Demonstrasi, Simulasi Praktik

D. KEGIATAN PEMBELAJARAN

Pertemuan 1

Kegiatan Pembelajaran	Alokasi Waktu	Profil Pelajar Pancasila
Pendahuluan 1. Guru memberi salam dan menanyakan kabar peserta didik. 2. Guru mengajak peserta didik untuk berdoa dengan menunjuk salah satu peserta didik untuk memimpin do'a.. 3. Guru mengecek kehadiran peserta didik. 4. Guru meminta beberapa siswa maju kedepan untuk menyebutkan 5 vocabularry. 5. Guru memberi motivasi belajar peserta didik secara kontekstual dan menyampaikan kebermanfaatan materi dalam kehidupan sehari-hari. 6. Guru mengajukan pertanyaan-pertanyaan yang berkaitan dengan materi yang akan dipelajari dan berkaitan dengan kehidupan peserta didik sehari – hari. *For example:* - *Have you ever asked for someone's opinion or given an opinion?* 7. Guru menyampaikan TP, ruang lingkup materi, dan bentuk penilaian yang akan dilakukan oleh guru terkait materi.	10 menit	➢ Beriman kepada Tuhan YME dan berakhlak mulia ➢ Mandiri ➢ Berkebhinekaan global
Kegiatan inti **Orientasi Siswa dalam masalah** a. Guru memberikan contoh video Asking and Giving Opinion b. Guru memberikan pertanyaan mengenai video yang disajikan *-what do you think about that video?* c. Siswa menjawab pertanyaan tersebut d. Guru memberikan pengetahuan dasar mengenai **Kalimat meminta dan memberi pendapat** e. Guru memberikan materi mengenai	60 menit	➢ Bergotong royong, ➢ Kreatif, ➢ Mandiri, ➢ Bernalar kritis

99

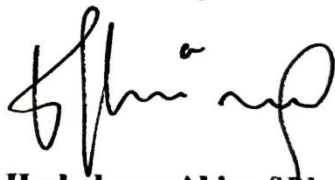|		
short conversation yang telah mereka buat **Menganalisis dan mengevaluasi proses pemecahan masalah** a. Siswa bersama guru menanggapi hasil diskusi kelompok dan memberikan penguatan pada jawaban yang benar. b. Guru mengoreksi pronunciation, fluency, dan gesture dari siswa apakah sudah sesuai dengan peran yang mereka perankan. c. Guru memperbaiki jawaban kelompok bila ada yang kurang tepat.		
Kegiatan penutup a. Guru bersama siswa melakukan refleksi dengan mereview apa yang telah dipelajari b. Guru meminta beberapa siswa mengungkapkan kesimpulan materi yang telah dipelajari, sambil menilai c. Guru dan siswa menyimpulkan manfaat dari apa yang telah dipelajari d. Guru meminta siswa mempelajari materi selanjutnya e. Guru mengajak siswa untuk berdoa bersama sesuai keyakinan masing-masing	10 menit	➢ Beriman kepada Tuhan YME dan berakhlak mulia ➢ Mandiri ➢ Berkebhinekaan global

Pertemuan 2

Kegiatan Pembelajaran	Alokasi Waktu	Profil Pelajar Pancasila

Pendahuluan
8. Guru memberi salam dan menanyakan kabar pesertadidik.
9. Guru mengajak peserta didik untuk berdoa denganmenunjuk salah satu peserta didik untuk memimpin do'a.
10. Guru mengecek kehadiran peserta didik.
11. Guru meminta beberapa siswa maju kedepan untuk menyebutkan 5 vocabularry.
12. Guru memberi motivasi belajar peserta didik secara kontekstual dan menyampaikan kebermanfaatan materi dalam kehidupan sehari-hari.
13. Guru mereview materi sebelumnya dengan mengajukan beberapa pertanyaan.
For example:
   a. *Please mention some example of asking and giving opinion!*
   b. *Please mention some example of agree and disagree opinion!*
	10 menit	➢ Beriman kepada Tuhan YME dan berakhlak mulia
		➢ Mandiri
		➢ Berkebhinekaan global

Kegiatan inti **Mendesain Perencanaan Proyek** 1. Siswa membentuk kelompok yang terdiri dari 2-3 siswa 2. Siswa diberikan LKPD oleh guru 3. Guru memberikan penjelasan tentang LKPD tersebut 4. Setelah siswa memahami LKPD tersebut kemudian siswa menentukan tema Asking and Giving Opinion beserta responnya yang sesuai dengan kehidupan sehari-hari (di sekolah, dikantor, di rumah, di restoran/café, di pusat perbelanjaan) untuk diperankan	60 menit	➢ Bergotong royong, ➢ Kreatif, ➢ Mandiri, ➢ Bernalar kritis

didepan kelas
 	
Memonitor Keaktifan Siswa dan Perkembangan Proyek
   1. Siswa secara berkelompok bersiap untuk membuat conversation sesuai tema yang mereka pilih dan buat
   2. Guru memantau aktifitas peserta didik
 	
Menguji Hasil
   1. Siswa bersiap maju kedepan kelas perkelompok untuk bermain peran sesuai dengan tema yang mereka pilih
   2. Guru memantau keaktifan siswa
 	
Evaluasi Pengalaman Belajar
Guru memberikan apresiasi dan penguatan kepada siswa.		

Kegiatan penutup
 	
  f. Guru bersama siswa melakukan refleksi dengan mereview apa yang telah dipelajari
  g. Guru meminta beberapa siswa mengungkapkan kesimpulan materi yang telah dipelajari, sambil menilai
  h. Guru dan siswa menyimpulkan manfaat dari apa yang telah dipelajari
  i. Guru mengajak siswa untuk berdoa bersama sesuai keyakinan masing-masing
	10 menit	➢ Beriman kepada Tuhan YME dan berakhlak mulia
		➢ Mandiri
		➢ Berkebhinekaan global

III. PENILAIAN

1. Asesmen formatif :
    - Penilaian sikap (Observasi profil pelajar Pancasila)
    - Perfoma (Penilaian presentasi/simulasi praktik)
2. Asesmen sumatif :
    - Soal isian

Kepala SMAN 1 Kayan Hulu

Melky Yulius, S.Pd., M.Pd
NIP. 198503082009031007

Guru Mata Pelajaran,

Herkulanus Akim, S.Pd
NIP.

LAMPIRAN

MATERI PEMBELAJARAN

<center>"Asking and Giving Opinion"</center>

❖ Asking for opinions

Formal	Semi-Formal	Informal
• What's your position on …? • I was wondering where you stood on the question of …? • Would you give me your opinion? • What are your views on …?	• What do you think of …? • What do you think about …? • What's your opinion? • What's your opinion of …? • What's your opinion about …?	• How do you feel about …? • What about …? • How do you like …?

❖ Giving Opinion

Giving a Neutral Opinion	Giving a Strong Opinion
• I think … • I feel that … • In my view … • It seems to me … • In my opinion … • In my experience … • As far as I'm concerned …	• I'm absolutely convinced that … • I'm sure that … • I strongly believe that … • I have no doubt that … • There's no doubt in my mind that …

❖ Showing Agreement and Disagreement

Agreement	Disagreement
• I absolutely agree with your idea • I'm in line with your opinion • I couldn't agree with you more • Exactly • I think so • I completely agree with your opinion • I see exactly what you mean! • You're right. That's a good point. • That's right. • I totally agree with your opinion. • Your idea is really excellent	• No, I'm not so sure about that. • I don't agree! • I totally disagree! • Absolutely not! • That's not right! • I'm not sure about that. • I disagree with your idea. • I don't think so. • No way. • I'm afraid I disagree. • I beg to differ. • I'd say the exact opposite. • Not necessarily • That's not always true. • That's not always the case.

IV. Asking Opinion

Secara bahasa, *asking* artinya meminta sedangkan *opinion* memiliki arti opini/pendapat. Apabila kedua kata tersebut digabung, *asking opinion* berarti "meminta pendapat" atau "menanyakan pendapat". *Asking opinion* digunakan ketika kamu ingin bertanya atau membutuhkan pendapat dari orang lain.

V. Giving Opinion

Jika di atas kita belajar mengenai menanyakan pendapat, sekarang kita akan melihat bagaimana cara untuk memberikan pendapat atau *giving opinion*. Sebelum mengutarakan pendapat atau ide yang ada di pikiranmu, kamu harus tahu bagaimana mengawali kalimat yang tepat.

VI. Tata Bahasa

Simple present tense (I do not agree)
WH Question (What do you think? What is your opinion? ….
Possessive adjective (my opinion, your idea, my view …)

Contoh Percakapan Asking & Giving Opinion

Vic: Hi Kev, have you heard about the new bakery store? (Halo Kev, apakah kamu sudah mendengar tentang toko roti yang baru?)
Kev: Yes, I have (Ya, sudah)
Vic: What do you think about it? (Bagaimana menurutmu mengenai hal itu?)
Kev: Personally, I think the flavor is little bit too sweet (Secara pribadi, menurutku rasanya agak terlalu manis)
Vic: Hmm, I disagree with you. (Hmm, aku tidak setuju denganmu.)
Kev: Then, what is your point of view? (Lalu, bagaimana menurut pandangmu?)
Vic: In my opinion the cake and bread is delicious. (Dari sudut pandangku, kue dan rotinya enak)
Kev: Fair enough, As far as I am concerned they're still new so they can still develop. (Cukup adil, Setahu saya mereka masih baru jadi masih bisa berkembang.)
Vic: *Yes, I totally agree with you.* (Ya, aku sangat setuju denganmu)

1. Social Function of

Inquiring Opinion is to ask other peoples opinion on an issue.

Giving Opinion is to express an opinion on a matter or issue.

2. Generic Structure

Issue : stating the issue which is to discussed.

Argument pro : presenting the point in supporting the presented issue.

Argument cons : presenting other point which disagree to the suppoting point.

Conclusion / recomendation : Stating the writer recomendation of the source.

3. Example:
   - What your opinion about this lockdown?
   - I think this is important for all people
   - Do you agree about the self quarantine?
   - I agree, to reduce the risk of infection
   - People must wash their hands frequently since COVID-19
   - What can you say about goverment action for this COVID-19?
   - In my view they must be more agile in handling this
   - How do you feel about the people affected by COVID-19?
   - I feel sorry for them, their family must becareful
   - They must obey the rules from now on

Agree and Disagree

A. Agreeing with someone

It is easy to agree with someone, on any level of formality: "I agree completely with what you said in your lecture", or "Yeah, that's right, Dave." The only way to get into trouble is by being insincere and only pretending to agree. A person who always agrees with someone else and never has an individual opinion is not respected. This is especially true in employer-employee relationships. If the employee always agree with the boss, the employee is called "Yes-man". It is OK to disagree with superiors, as long as it is expressed in an acceptable way.

Disagreeing with someone.

We disagree with someone when the statement doesn't stand with our belief or own thoughts. It is okay, to disagree with someone as long as you state it directly. There are two ways to disagree with someone: directly and indirectly.

Direct

Mina   : The show finishes at ten o'clock.

Carla : No, it doesn't. They told me eleven.

Indirect

Mario : The show finishes at ten o'clock

Chico : Oh, really? That's strange. They told me it would be around eleven.

If you are questioning someone's opinion or judgment, it is better to use indirect techniques, such as:

1. Turning a statement into a question: "Are you sure …?"

2. Agreeing with part of the other person's idea: "I agree that X, but Y …."

3. Using introductory remarks: "I could be wrong, but …"

(Vocabulary Bank)

1. Position: Kedudukan
6. Opposite: Berseberangan, Bertentangan

2. Wonder: Ingin tahu
7. Respect: Menghargai

3. View: Pandangan
8. Sincere: Tulus

4. Convince: Yakin
9. Judgment: Penilaian

5. Doubt: Ragu-ragu
10. Statement: Pernyataan.

Adjective that come from verbs (participles) can make two forms:

Verb	Adjective 1: Present Participle	Adjective 2: Past Participle	Meanings
Amuse	Amusing	Amused	**menghibur**
Bore	Boring	Bored	**membosankan**
Embarrass	Embarrassing	Embarrassed	**memalukan**
Excite	Exciting	Excited	**menggairahkan**
Interest	Interesting	Interested	**minat, perhatian**
Satisfy	Satisfying	Satisfied	**memuaskan**
Shock	Shocking	Shocked	**kaget**
Surprise	Surprising	Surprised	**mengejutkan**
Worry	Worrying	Worried	**khawatir**

a.) We used the *–ed* form to talk about

how people feel. Examples:
- I'm *interested* in English
- Galuh was *excited* to go on a bus around Jakarta.

b.) We use *–ing* form to talk

about the subject. Examples:
- It was *surprising* that he got 750 for the TOEIC test.
- Vira thinks Math is *interesting*.

Note:

Every time you use adjectives in your sentence, always put **'to be'** in front of them –or if you already have any verbs in the sentence. 'to be' can be in every tense.

Present	Past	Future
am is are	was were	will be

Modal Auxiliary "Should"

a. We use should for giving advice.
   Examples:
1. You *should* speak to him about it.
2. He *should* see a doctor.
3. We *should* ask a lawyer.

b. We use **should** to give an opinion or recommendation.

   Examples:
1. He *should* resign now.
2. We *should* get a second opinion.
3. They *should* do something about this critical situation.

c. **Should** expresses a personal opinion and is much weaker and more personal than **must** or
   have to. It is often introduces by **I think**.

   Examples:
1. I think they *should* talk to him.
2. I don't think they *should* keep the contract.
3. Do you think we *should* tell her about this?

Verbs followed by "that" clause.

If we want to clauses with "that", follow the following rules:

a. after verbs of thinking:

think	believe	expect	decide	hope
know	understand	suppose	guess	imagine
feel	remember	forget		

Examples:
1. I hope *that* you will enjoy your holiday.
2. She didn't really think *that* it would happen.

3.I knew *that* I had seen her somewhere before.

b. after verbs of saying:

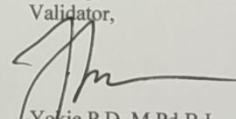| say	admit	argue	reply	agree
claim	deny	mention	answer	complain
explain	promise	suggest		

Examples:
1. They admitted *that* they had made a mistake.
2. She argued that *they* should invest more in the business.
3. The children complained *that* they had nothing to do

Appendix 17

HASIL VALIDASI INSTRUMEN PENELITIAN TA

Nama Mahasiswa : Yunetty Lusiana Sinaga
NIM : 200407145
Judul TA : Applaying Role Play Technique to Improve Speaking Ability of Eleventh-Grade Students' at SMA Negeri 1 Kayan Hulu

No.	Variabel	Saran/Tanggapan
1	OC	acceptable.
2.	FN	Acceptable.
3	IG	Acceptable.
4	SPT	Acceptable.
5	MAP	Acceptable.
6	LKS	Acceptable.
	Komentar Umum/Lain-lain: Accepted without revision	

Sintang, 19 Maret 2024
Validator,

Yokie P.D, M.Pd.B.I
NIDN. 1112089001

Appendix 14

SURAT IZIN PENELITIAN

Nomor   : 303/B-6/G1/III/2024
Lampiran   : 1 (satu) lembar
Perihal   : Izin Penelitian

Kepada

Yth. Kepala SMA Negeri 1 Kayan

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama   : Yunetty Lusiana Sinaga

NIM   : 200407145

Jurusan   : Pendidikan Bahasa dan Seni

Program Studi   : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"Applying Role Play Technique To Improve Speaking Ability of Eleventh Grade at SMA Negeri 1 Kayan Hulu". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 22 Maret 2024

Mengetahui
Ketua STKIP Persada Khatulistiwa

Didin Syafruddin, S.P.,M.Si
NIDN. 1102066603

Kepala Prodi PBI

Sijono, M.Pd.
NIDN. 1115028901

Appendix 15

VALIDASI INSTRUMENT

FORMULIR SURAT PERMOHONAN VALIDASI INSTRUMEN PENELITIAN TA

Kode :	Edisi	Revisi	Tanggal Terbit
018FA3-1	1	1	1 Agustus 2021

Hal   : Permohonan Validasi Instrumen TA
Lampiran   : 1 Bendel

Kepada Yth. Bapak Yokie P.D, M.Pd.B.I
Dosen Prodi Pendidikan Bahasa Inggris
Di
Tempat

Dengan hormat,
Sehubungan dengan pelaksanaan Tugas Akhir (TA), dengan ini saya:
Nama   : Yunetty Lusiana Sinaga
NIM   : 200407145
Program Studi : Pendidikan Bahasa Inggris
Judul AT   : Applaying Role Play Technique to Improve Speaking Ability of Eleventh-Grade Students' at SMA Negeri 1 Kayan Hulu
mohon Bapak/Ibu berkenan memberikan validasi terhadap instrumen penelitian TA yang telah saya susun. Sebagai bahan pertimbangan, bersama ini saya lampirkan; (1) Proposal TA, (2) kisi-kisi instrumen penelitian TA, dan (3) draft instrumen penelitian TA.

Demikian permohonan saya, atas bantuan dan perhatian Bapak/Ibu diucapkan terima kasih.

Mengetahui,
Kaprodi Pendidikan Bahasa Inggris

Sintang, 19 Maret 2024
Pemohon

Sijono, M.Pd
NIDN. 1115028901

Yunetty Lusiana Sinaga
NIM. 20040714

Appendix 16

SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN TA

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA **STKIP PERSADA KHATULISTIWA SINTANG** SINTANG-KALIMANTAN BARAT *Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387* Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id			
	FORMULIR SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA			
Kode :	**Edisi**	**Revisi**	**Tanggal Terbit**	
019FA3-1	1	1	**1 Agustus 2021**	

SURAT PERNYATAAN VALIDASI INSTRUMEN PENELITIAN TA

Saya yang bertanda tangan di bawah ini:
Nama   : Yokie Prasetya Dharma, M.Pd.B.I
NIDN   : 1112089001
Prodi   : Pendidikan Bahasa Inggris

menyatakan bahwa instrumen penelitian TA atas nama mahasiswa:
Nama   : Yunetty Lusiana Sinaga
NIM   : 200407145
Program Studi : Pendidikan Bahasa Inggris
Judul TA   : Applaying Role Play Technique to Improve Speaking Ability of Eleventh-Grade Students' at SMA Negeri 1 Kayan Hulu
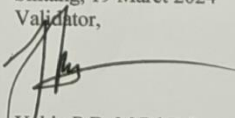
Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan:

✓	Layak digunakan untuk penelitian
	Layak digunakan dengan perbaikan
	Tidak layak digunakan untuk penelitian yang bersangkutan

dengan catatan dan saran/perbaikan sebagaimana terlampir.

Demikian agar dapat digunakan sebagaimana mestinya.

Sintang, 19 Maret 2024
Validator,

Yokie P.D, M.Pd.B.I
NIDN. 1112089001

☐ Beri tanda √
Catatan:

BIOGRAPHY

The researcher's name is Yunetty Lusiana Sinaga. The researcher was born in Sintang, January 22th 2003. The researcher is the eldest from the couple Ericson Sinaga and Lodiana Leny. The researcher is the eldest of four children and has two sisters that name Jesica Majunetty Sinaga and Jennifer Anastasia Sinaga, and one brother that name Michaell Adelardo Sinaga. The researcher is an Indonesian citizen who is Kristen Katolik.

The researcher attended SDN 8 Sintang which graduated in 2014. The researcher continued her education at SMPN 3 Sungai Tebelian which graduated in 2017. After that, the researcher graduated from SMAS Panca Setya Sintang in 2020. In 2020 the researcher continued her education at STKIP Persada Khatulistiwa Sintang and choose an English Language Education Study Program as her first major. After the researcher had studied for almost four years at STKIP Persada Khatulistiwa, The researcher was declared to finish her study in 2024.

This research is her final result of her writing which is expected to be useful for many people likely for teacher, lectures, and students.

Appendix 13

LEMBAR KERJA SISWA

Meeting 2

Buatlah conversation dengan tema yang sesuai dengan kehidupan sehari-hari (di sekolah, dikantor, di rumah, di restoran/café, di pusat perbelanjaan) secara berkelompok, kemudian praktekkan didepan kelas dengan melakukan role play!!