

**USING ROLE PLAY TECHNIQUE TO IMPROVE STUDENTS'
SPEAKING SKILL AT MTs NEGERI 1 MANADO**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd)
in Teaching English



By:

ANNISA DIANITA DARISE






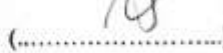
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THESIS RATIFICATION

The thesis entitled "*Using Role-play Technique to Improve Students' Speaking Skill at MTs Negeri 1 Manado*" compiled by Annisa Dianita Darise with student registration number 17.2.6.032, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on September 26th, 2022 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.


BOARD OF EXAMINERS

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Advisor II	: Nikmala N Kaharuddin, M.Hum	

Approved by:

The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado




Dr. Ardianto, M.Pd
NIP. 19760318200641003

ABSTRACT

Annisa Dianita Darise. (2022). Using Role-play Technique to Improve Students Speaking Skill at MTs Negeri 1 Manado, English Education Study Program, Tarbiyah and Teacher Training Faculty, Manado State Institute of Islamic Studies.

This research aimed to find out the improvement of students speaking skill in English lesson by using Role-play technique of the 8th Grade students at MTs Negeri 1 Manado academic year 2021-2022. This research used Classroom Action Research (CAR) and consisted of 2 cycles. every cycle consisted of four phases; planning, acting, observation, and reflecting. The subject of this research was the students in VIII 1 class of MTs Negeri 1 Manado. in collecting the data, the researcher used test interview, observation and documentation.

Based on the research findings, the researcher concluded that the implementation of role-play technique to improve students' speaking skill was successful since the criteria of success was achieved. The criteria of success was 75% of students could pass the target score ≥ 73 based on the KKM. First, based on the test result, in Pre-test there were 9 students or 23,68% students who passed the KKM, in Post-test 1 there were 16 students or 42,10% students who passed the KKM and in Post-test 2 there were 29 students or 76,31% students who passed the KKM. Second, related to the observation result showed that the students were confident and braver in speaking English.

Keywords: *role-play technique, speaking*



ABSTRAK

Annisa Dianita Darise. (2022). Using Role-play Technique to Improve Students Speaking Skill at MTs Negeri 1 Manado, Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berbicara siswa dalam pelajaran Bahasa Inggris dengan menggunakan Teknik *Role-play* pada siswa kelas 8 di MTs Negeri 1 Manado tahun ajaran 2021-2022. Penelitian ini terdiri dari dua siklus dan masing-masing siklus terdiri dari 4 tahap yaitu, Perencanaan, Akting, Observasi, dan Refleksi. Subjek penelitian ini adalah siswa kelas 8 I MTs Negeri 1 Manado. Dalam mengumpulkan data, peneliti menggunakan Observasi, Wawancara, Tes dan Dokumentasi.

Berdasarkan hasil dari penelitian, peneliti menemukan bahwa penerapan Teknik *Role-play* dalam meningkatkan keterampilan berbicara siswa berhasil karena kriteria keberhasilan tercapai. Kriteria keberhasilan siswa adalah 75% siswa dapat lulus dari nilai target yaitu 73 berdasarkan KKM. Pertama, berdasarkan hasil tes, pada pre-test ada 9 siswa atau 23.68% siswa yang lulus nilai KKM. Pada Post-Test 1 ada 16 siswa atau 42.10% siswa yang lulus nilai KKM dan pada Post-test 2, ada 29 siswa atau 76.31% siswa yang lulus nilai KKM. Kedua, berdasarkan hasil dari observasi menunjukkan bahwa siswa lebih percaya diri dan berani dalam berbicara Bahasa Inggris.

Kata Kunci; Teknik *Role-play*, Berbicara

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This thesis is written and intended to fulfill one of the requirement for bachelor degree at the English Education Study Program, Tarbiyah and Teacher Training Faculty of Manado State Institute of Islamic Studies. The title of this thesis is "Using Role-play Technique to Improve Students' Speaking Skill at MTs Negeri 1 Manado". In finishing this thesis, the researcher got many valuable contributions from many people, such as support, nice advice, suggestion, and help. Therefore, the researcher wishes to express thanks to many different persons: they are:

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Finally, the researcher hopefully this thesis can give meaningful contribution for further researcher.

Manado, 26 September 2022

The researcher,

A handwritten signature in black ink, appearing to read 'Annisa D Darise', with a stylized flourish at the end.

Annisa D Darise

17.2.6.032

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Annisa Dianita Darise
NIM : 17.2.6.032
Tempat/Tgl. Lahir : Manado/ 06 Desember 1999
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Wonasa Kapleng Singkil II Lingkungan II
Judul : Using Role-play Technique to Improve Students' Speaking Skill at MTs Negeri 1 Manado

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 26 September 2022

Pepulis



Annisa Dianita Darise
NIM 17.2.6.032

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CHAPTER I

INTRODUCTION

A. Background of the Research

Communication is an important thing for human being. One of the ways to communicate with other people is by speaking. According to Kathleen, "Speaking is a process of interaction where speakers intend to build meaning through producing and processing information.¹ Speaking is a process to convey and sharing ideas and feelings orally. Speaking involves some elements such as accuracy, appropriateness, fluency and vocabulary buildings.

Speaking also explained in Al-Qur'an. The Almighty Allah SWT says in Holy Qur'an in Surah Al-Rahman: 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

3. he has created man 4. taught him eloquence²

In this verse Allah SWT mentions another of his favors, namely the creation of man. This favor is the basis of other favors. After Allah SWT declared the favor of teaching the Qur'an in the previous verse, the in this verse He created the best of His creatures, namely humans and taught Him to be good at expressing what is etched in his heart and what is on his brain, because of the ability to think and speaking of that the Qur'an can be taught to mankind.³

Al Bayan means speak, because Al-Qur'an in the context of Allah SWT Al-Bayan itself says that Allah SWT who created man and taught the humans are good at talking. In the third ayah Allah SWT swords his

¹ M Kathleen Bailey, *Practical English Language Teaching Speaking* (New York: Mc Graw Hill Companies, 2000), 25

² Al-Bayan (2001). *Al-qur'an dan Terjemahannya*. Semarang: Asy Syifa.P.1429

³ Kementerian Agama Republik Indonesia, *Al-Qur'an Terjemahannya dan Tajwid*

expression, which is so grant him the ability to explain what is his mind, the main way to speak well and correctly.⁴

English is a subject that must be learned and taught in schools. In studying English, there are four skills in English Language, namely Speaking, Listening, Reading and Writing. But out of the four skills, speaking seems to be an intuitively important.⁵ According to Jack C Richards and Willy A Renandya on their book that speaking is one of the central elements of communication. In EFL (English as Foreign Language) teaching, it is an aspect that needs special attention and instruction.⁶

Speaking is the basic skill that must be mastered by the students because one of the functions of speaking is to communicate with others, express an idea and thoughts in their surroundings and by mastering speaking the students will be able to express their thought and feeling intelligently based on the situation and context when they speak about the language.

For many students speaking is difficult to be mastered. There are some problems faced by students. According to Penny Ur, many factors causes difficulty in speaking, there are follows: 1) *inhibitions*. Students are worried about making mistakes, fearful of criticism, or simply shy. 2) *nothing to say*. Students have no motive to express themselves. 3) *low or uneven participation*. Only one participant can talk because of large classes and the tendency of some learners to dominate, while others speak very little of not at all. And 4) *mother-tongue use*. Share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.⁷

⁴ Quraisy shihab, *Al-Lubab: Mana, Tujuan dan pelajaran dari surah-surah Alqur'an* (Tangerang: Lentera Hati. 2012), p.17

⁵ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996) P.120

⁶ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: an anthology of current practice*, (Cambridge: Cambridge University Press, 2002), P.210

⁷ Penny Ur, *A Course in Language Teaching. Practice and Theory*, (Cambridge; Cambridge University Press, 1996) P.121

Based on the researcher observation at MTs Negeri 1 Manado, many students found difficulty in learning speaking. According to the English teacher, the students are usually silent during the class. beside they are still lacking in vocabulary mastery, the students also do not feel confident to speak in English and often feel ashamed and afraid of being wrong when speaking in English. The other problem is the student consider that learning English is very difficult so they easily feel bored and lazy to learn. So, the students need an interesting technique to stimulate them to speak in English.

The way for students to be interested in learning speaking is to make speaking in class more fun. One way to vary the kinds of spoken interaction that learners can experience in the classroom is the use of what is called 'role play'. Role-play is an educational technique in which people spontaneously act-out problems of human relations analysis the enactment with the help of other role players and observers.

According to Byrne, "Role-play is a method of acting out particular ways with others in imaginary situations" Role play can make students practice more speaking. Role play can make students act and place themselves as another person such as policeman, a tourist or doctor and many more. Role play also can make students more active and creative to speak in different conditions and situations.

Moreover, according to Penny Ur, "Role play is used to refer to all sort of activities where learners imagine themselves in a situation outside the classroom. It is expected role plays can help some shy students to be active and enjoy their role acting in speaking English.

Based on the background described above, the researcher is curious to know about the Role-Play technique to improving student speaking ability so the researcher will conduct the research with the title **"Using Role-Play Technique to Improve Students' speaking skill at MTs Negeri 1 Manado"**

B. Research Question

Based on the background above, the researcher formulated research question as follows:

1. How does the Role-play technique improve students speaking skill of the 8th grade student at MTs Negeri 1 Manado?

C. Objective of The Research

The objective of the research is to find out how does the Role play technique can improve speaking skill at 8th grade student of MTs Negeri 1 Manado

D. Limitation of The Research

The problem that will be discuss is limited only the implementation of role play technique to improving students' speaking skill at 8th grade students of MTs Negeri 1 Manado.

E. Significance of The Research

1. Theoretically

This research can be presented to be useful for English teacher, especially in teaching speaking, so that the teacher can manage classroom activities communicatively by using role-play technique in classroom in order to encourage their students to speak or to state their ideas orally in English.

2. Practically

- a. For students, this research helps them to understand their problems in speaking activity and it can help them to improve their speaking skill.
- b. For the teacher, this research helps them to solve their problems in teaching speaking.
- c. For the institution of MTs Negeri 1 Manado, this research can be beneficial regarding to improve the education quality.

F. Definition of Key Term

1. According to Chaney “Speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal, in a variety of context”⁸
2. Carol Livingstone states, “Role-play is a classroom activity which gives the students opportunity to practice the language, the aspect of role behavior, and the actual roles he may need outside the classroom.”⁹

⁸ Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language” vol, 12 no.11 (November 2006).

⁹ Carol Livingstone, *Role Play in Language Learning*, (England: Longman, 1983), P.6

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Characteristic of Speaking

1. Definition of Speaking

One of the language skills, which are really important in direct communication is speaking. Speaking is the ability to perform the linguistics knowledge in actual communication, where the students use this skill in daily activity. It is not only a matter of transferring some messages to other person to communicate with.

There are many definitions of speaking according to the experts. According to Chaney “Speaking is the process of building, sharing meaning, expressing ideas through the use of verbal and non-verbal symbols, in a variety of context.”¹⁰

According to David Nunan in *Language teaching Methodology*: “Speaking is oral interactions where the participants need to negotiate the meaning contained the ideas, the feelings, and manage in terms of who is to say what, to whom, and about what.”¹¹

In addition, Kathleen states “Speaking is a process of interaction where speakers intend to build meaning through producing and processing information.”¹²

Based on the previous definitions, it can be said that speaking is a process of communication activity to express and share ideas, information, knowledge and opinion to others person.

¹⁰ Hayriye Kayi, “Teaching Speaking: Activities to Promote Speaking in a Second Language” vol, 12 no.11 (November 2006).

¹¹ David Nunan, *Language Teaching Methodology*, (Prentice Hall International English Language Teaching), p.40

¹² M Kathleen Bailey, *Practical English Language Teaching Speaking* (New York: Mc Graw Hill Companies, 2000), 25

2. Functions of Speaking

According to Brown & Yule in Richards, there are three functions of Speaking. There are talk as interaction; talk as transaction; and talk as performance.

a. Talk as interaction

Talk as interaction refers to “conversation” and describes interaction that serves a primarily social function. The focus is more on the speaker and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

c. Talk as performance

Talk as performance refers to public talk, that is talk that transmits information before the audience, such as classroom presentations, public announcements, and speeches. Speaking as performance tends to be in form of monolog than dialogue, often follow the recognizable format and it is closer to written language than conversational language.

3. Classroom Speaking Performance

According to Brown, there are six types of Classroom speaking performance such as:

a. Imitative

Imitative speaking refers to producing speech by imitating language forms either phonological or grammatical the students practice an intonation contour or try to pinpoint a certain vowel sound. This is ability to repeat back others' speech.

b. Intensive

Intensive speaking goes one step further than imitative. If imitative speaking is generated through drillings, intensive speaking can be self-imitated or it can be even from part of some pair work activity, where learners are going over practice some phonological or grammatical aspect of language. This type of speaking is like reading aloud, completing dialogue.

c. Responsive

Responsive speaking refers to the student speech production in classroom in the form of short replies or student-initiated question comments. Responsive speaking is engaging in classroom interaction like in conversation or dialogue. This kind of speaking helps one to exchange specific information.

d. Transactional

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended from responsive speaking.

e. Interpersonal

Interpersonal speaking refers to an interactional activity which is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue)

Extensive speaking maybe the highest level of speaking since this can only carried out by students at intermediate to advanced levels. Extensive speaking is a monologue like telling story, delivering speech, and oral presentation.¹³

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, 2001), pp. 271-274

4. Types of Speaking Activity

According to Jeremy Harmer on his book, there are several speaking activities that can be implemented by teacher to stimulate students to speak. Such as:

a. Acting from a script

Teacher can ask students to act out scenes from plays and/or their course book, sometimes filming the result. This frequently involves them in coming out to the front of the class.

b. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture (describe and draw), put things in the right order (describe and arrange), or find similarities and differences between pictures.

c. Discussion

One of the reasons that discussion fails (when they do) is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not, anyway, confident of the language they might use to say it. Many students feel extremely exposed in discussion situations.

d. Prepared Talks

A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more 'writing-like' than this. However, if possible, students should speak from notes rather from a script.

Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing, the development of talk, from original ideas to finished work will be of vital importance.

e. Questionnaire

Questionnaire are useful because, by being are planned, they ensure that both questionnaire and respondent have something to say each other. Student can design questionnaire on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The result obtained from questionnaires can then from the basis for written work, discussions, or prepared talks.

f. Simulations and role-play

Many students derive great benefit from simulation and role-play. Students ‘simulate’ a real-life encounter (such as a business meeting, an encounter in an aero plane cabin, or an interview) as if they were doing so in the real world, either as themselves in that meeting or aero plane, or taking on the role of a character different from themselves or with thoughts and feeling do not necessarily share. Simulations and role play can be used to encourage general oral fluency, or to train students for specific situations especially where they are studying ESP.¹⁴

B. Role Play

1. Definitions of Role play

Role-play is a technique of acting out particular ways of behaving or pretending to be other people who deal with new situations. According to Anne Lazarton “Role-play is a kind of speaking activity which is particularly suitable for practicing the socio-cultural variations in speech acts, such as complementing, complaining and the like.”¹⁵

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (Cambridge: Pearson Education Limited, 2001), p. 271-274

¹⁵ Marianne Celce Murcia, *Teaching English as Second or Foreign Language Third Edition*, (USA: Heinle & Heinle, 2001). P.107

Carol Livingstone states, “Role-play is a classroom activity which gives the students opportunity to practice the language, the aspect of role behavior, and the actual roles he may need outside the classroom.”¹⁶

Another expert Nunan states, “Role-plays are also excellent activities for speaking in the relatively safe environment of the classroom. Role-plays give learners practice speaking the target language before they must do so in a real environment.”¹⁷ Besides, according to Diane, “Role-play are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles”¹⁸

The researcher concludes that Role-play is a technique of English teaching that allows students to explore realistic situations by interacting with other people in a managed way in order to develop students’ fluency.

2. The Types of Role-Play

According to Bryne as cited in Suryani, a role-play can be classified into two types: scripted and unscripted role-play such as:

a. Scripted role play

Scripted role play involves interpreting either the textbook dialogue or speaking text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.

b. Unscripted Role play

In contrast to scripted role-play, the situations of unscripted role-play do not depend on textbook, it is known as a free role play or improvisation. The student themselves have to decide what language

¹⁶ Carol Livingstone, *Role Play in Language Learning*, (England: Longman, 1983), P.6

¹⁷ David Nunan, *Practical English Language Teaching*, (McGraw-Hill 2003), p.57

¹⁸ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000). P.134

to use and how the conversation should develop. In order to do this activity, good preparation from teacher and student is really necessary.¹⁹

3. Types of Roles in Role Play

Ladousse viewed that there are several types of role in role play:

- a. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman travelling abroad.
- b. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passenger asking for information.
- c. The third type is the type that few students will have experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life.
- d. The last is fantasy roles, which are fictions, imaginary, and possible even absurd²⁰

4. Reason for Using Role-Play

According to Roger Gower, role play can be used to:

- a. Remind the students of situation they might be in
- b. Give the students an opportunity to try out the language recently introduced or revised and practiced in a more controlled way

¹⁹ Suryani, *The Effectiveness of Role-Play in Teaching Speaking*, ELTIN Journal. Vol 3. No 3. P.107

²⁰ Gillian Porter Ladousse, *Role Play*, (New York: oxford University Press, 1977), p.13

- c. Give the students the opportunity to improve their fluency, through a wide range of language, in a variety of language, in a variety of situations, and with different speakers
- d. Help you plan which areas to work on through the diagnosis of the strength and weaknesses of the language.²¹

5. Advantages and Disadvantages of Using Role-Play

There are advantages and disadvantages in teaching speaking using Role play in the class. they are:

- a. Advantages of using role play
 - 1) With role play, a wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations.
 - 2) The students have very little small talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
 - 3) It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environments of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
 - 4) Role play helps many shy students by providing them with a mask.
 - 5) Perhaps the most important reason for using role play is that it is fun.²²
- b. The Disadvantages of Using Role-play
 - 1) Organization

²¹ Roger Gower, *Teaching Practice: A Handbook for Teachers In Training*, (Oxford; Macmillan Education: 2015), P.105

²² Gillian Porter Ladousse, *Role Play*, (New York: oxford University Press, 1977), p.7

The teachers operate an ideal circumstance. The majority work in classroom which are too small and with too many students. Similarly, the noise level produced by a class of forty, divided into eight role plays group in a small classroom, may be so high as to make concentration impossible.

2) Time

If the time taken for preparation and to follow-up work is included, then role play will take a lot of classroom time.²³

6. The Procedures in using Role-Play

A teacher can make procedures that are appropriate for his own class including by adjusting level of ability of different student in the class. According to Quisenberry, “The Role-play should be simple, flexible, and does not require much preparation (not long-winded) both on the part of the teacher and students.” Therefore, the following are general guidelines from Van Ments, Marinelli, Maley. Duff and Quisenberry to help teacher prepare themselves to succeed, combine ideas²⁴:

- a. Introducing and demonstrating the advantages of role-playing on the first day on the class.
- b. Developing ideas, warm up through drama, practice vocabulary and mime (it improves language in the mind of students). Don't spend a lot of time in this phase, seems to work best with a minimum structure.
- c. Assigning roles. Role-cards with written cues are very helpful (mainly for beginners and intermediate students).
- d. Rehearsing in pairs or small groups (assign 10 minutes). The classroom will be noisy and busy.
- e. Performing in the classroom (every group should have a turn).

²³ Carol Livingstone, *Role Play in Language Learning*, (Burnt Mill: Longman Group Limited. 1983), P.30

²⁴ Sallies, Tania Gastao, *Teaching Language Realistically: Role Play Is the Thing* (Washington D.C: ERIC Clearinghouses, 1995). P.16

- f. Debriefing.
- g. Evaluating performance.

C. Previous Studies

There are some previous studies related with the use of role play to improve students speaking skill at eight grade students of students at MTs Negeri 1 Manado

The First study is written by Masda, entitled “Using Role Play Technique to Develop Students’ speaking skill at The Second Year of MTsN Parepare.” English Program Tarbiyah and Adab Department State and Islamic and Institute (IAIN) Parepare 2018. The purpose of this research was to find students’ speaking skill before and after the learning process using role play technique and also to find out the student responses to the use of role play in the learning process. This research was conducted as a pre-experimental with One-Group Pretest-Posttest Design. The population of this research was the student of the second year MTsN Parepare. In this study, researcher took one class as a sample. The class is VIII.4 consisted of 29 students as experiments. The sample was taken by using purposive sampling. The researcher gave treatment to the experimental group and used Role-play Technique as a treatment of speaking. The result of this research was indicated that there is significant different between pre-test and post-test result. Post-test (57.10) is better than the pre-test (48.83) results. In pre-test there are two respondents get the total score of 65 and 1 respondent reached 17 as the lowest total score and some students get 17-55 it means that in the Pre-test they speaking skill are poor. In post-test there are one student got 82 score as the highest total score in 56-79 it means that they are speaking skill in Post-test “fair” achieved by students in this post-test. The

students speaking is significant by looking at t-test was (14,853) higher than the value of t-table (2.048) it means that alternative hypothesis is accepted.²⁵

The second study is written by Agi Erma Sari, entitled “The Effect of Role-Play Towards Students’ speaking skill of The First Grade at SMP N 26 Pekanbaru.” English Education Education and Training Faculty Riau Islamic University Pekanbaru 2019. This research designed to know the significant effect of role-play technique towards students’ speaking skill. it aims to finding out how applying Role-play Technique can be used to see the significant effect toward speaking skill of the first grades students at SMP N 26 Pekanbaru. This research was conducted as a quasi-experimental using a quantitative approach with Pretest-Posttest Design. The population of this research is all students at the grade SMP N 26 in academic year 2016/2017 and the sample of this research were 64 students of the first grade at SMP N 26 Pekanbaru, in the 2016/2017 academic year. There were two classes in this research, they were experimental and control class, VII 4 as experimental class and VII 5 as treatment class. the researcher gave two test : pre-test and post-test for each class. Pre-test was given before researcher gave treatment to the experimental class and used role-play technique as a treatment of speaking. During the treatment, the researcher applying the role-play I teaching conducted for six meetings. At the end of the treatment, the researcher gave the student post-test. The data of this research was obtained through oral test, speaking and documentation. that finding show that applying role-play technique is able to give significant changed towards speaking. The result of t_{obs} (6.41) was higher than t_{table} (2000) for the level significant 5% and also t_{table} (2.660) for the level significant 1%. Then, the null hypothesis was rejected and the alternative hypothesis was

²⁵ Masda, “*Using Role Play Technique to Develop Student Speaking Skill at The Second Year of MTsN Parepare*”, English Program Tarbiyah and Adab Department State and Islamic and Institute (IAIN) Parepare 2018

accepted. So, there was a significant effect of Role-play towards students speaking skill of the second years students at SMP N 26 Pekanbaru.²⁶

The third study, wrote Rizky Aulia, entitled “The Implementation of Role-play in Teaching Speaking to Secondary Students.” English Language Education Program Faculty language and Arts University Kristen Satya Wacana Salatiga 2019. The purpose of this research is to describe students’ perception toward role-play activities. This research used direct observation, close-ended questionnaire and semi structured interview. This research used a purposive sampling and the total of participant of this research were 145 of grade VII student at SMP Salatiga. The data was taken from 6 classes and the researcher choose the class randomly. The data participants were from grades VII A, B, C, D, F, G and H. all of the participants’ ages ranged from 13-15 years old. This research was conducted in three phases; observation, questionnaire and interview. First, the researcher observed the subjects six times. Second, the researcher distributed the questionnaire to grade VII students. Approximately 165 of the participants filled out the questionnaire forms. The last, the researcher interviewed 18 students randomly. The findings in the data were divided into five subheadings: role play can improve confidence in speaking, role play can improve vocabulary, role play can improve speaking skill, role play can promote motivation and challenges in role play. The objective of this research is to figure out the perception of the students towards role play activities. According to the result, role play was well received by the students. 81% of the students liked role play activities, while 19% of them found difficulties when engaged in any form of role play activities, and it causing them to not like it as much.²⁷

²⁶ Agi Erma Sari, “*The Effect of Role-Play Towards Student Speaking Skill of The First Grade at SMP N 26 Pekanbaru,*” English Education Education and Training Faculty Riau Islamic University Pekanbaru 2019

²⁷ Rizky Aulia, *The Implementation of Role-play in Teaching Speaking to Secondary Students*, English Language Education Program Faculty language and Arts University Kristen Satya Wacana Salatiga. 2019.

The fourth study, is written by Hermina Prima entitled “Improving Students Speaking Skill Using Role-Play in English Extracurricular Class in SMP Pangudi Luhur Yogyakarta.” English Language Education Study Program Department of English and Arts Education Faculty of Teachers Training and Education Sanata Dharma University, Yogyakarta 2018. This research aimed to answer two research problems. 1). what are the challenges of implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta based on Paskasari’s designed material? 2). What are the students’ attitudes on role play learning? This research used classroom action research method to implement an extracurricular material designed by an ELSP graduate in *SMP Pangudi Luhur 1* Yogyakarta. This method has four steps in each cycle, namely the plan, action, observation, and reflection. This research was conducted in two cycles and each cycle consisted of two meetings. It was based on the permitted time to conduct a research in that school. The research participants were 35 students of VII D year 2016/2017 in *SMP Pangudi Luhur 1* Yogyakarta. The researcher used interview, observation checklist, fieldnotes, test, and student reflection to collect the data. The researcher used qualitative method to analyze the data. Based on the two research problems, the researcher divided the result of this research into two aspects. Firstly, role playing learning showed two challenges as the students could not focus on the learning process. This was because of the noise made by many students in the class. secondly, apart from the challenges, student attitudes on the role play learning in fact showed positive direction proven by the students’ reflection sheets. The students expressed that they enjoyed the learning process using role play activities. Nevertheless, they admitted that they should have more courage to perform, focus in the learning process and follow the lesson well.²⁸

²⁸ Hermina Prima, *Improving Students Speaking Skill Using Role-Play in English Extracurricular Class in SMP Pangudi Luhur Yogyakarta*. English Language Education Study Program Department of English and Arts Education Faculty of Teachers Training and Education Sanata Dharma University, Yogyakarta. 2018

The fifth study, is written by Fenny Yutika Seli entitled “The Effect of Role-play and Self Confidence on English Speaking Skill of Broadcasting Students (A Quasi-Experimental study at the Eleventh Grade of SMK Prima Unggul).” Master of English Education Department Faculty of Educational Sciences Syarif Hidayatullah State, Islamic University Jakarta 2019. This research was to obtain the empirical evidence the effect of Role-play and self-confidence on broadcasting students speaking skill. The population of this research was the second grade of SMK Prima Unggul Students. They were divided into experimental and control groups by using random assignment. For determining whether the students had high or low self-confidence, the instruments used was a Likert scale questionnaire consisting 24 question. A pre-test of speaking including 5 questions was administered to both groups, and the participants were asked to answer them orally. The experimental group was taught speaking in role play technique while the control group was taught speaking in presentation technique. After three sessions of the treatments, the post-test of speaking was administered in which the participants in both groups were asked to answer the post-test question. The data was analyzed through calculating ANOVA coefficient.²⁹

²⁹ Fenny Yutika Seli, *The Effect of Role-play and Self Confidence on English Speaking Skill of Broadcasting Students (A Quasi-Experimental study at the Eleventh Grade of SMK Prima Unggul)*, Master of English Education Department Faculty of Educational Sciences Syarif Hidayatullah State, Islamic University Jakarta. 2019

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is Classroom Action Research (CAR). According to Kemmis in Hammersley, “Action research is a self-reflective enquiry undertaken by participants a social in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices”.³⁰

Bassey in Koshy describe “action research as an enquiry which is carried out in order to understand, to evaluate, and then to change, in order to improve educational practice.”

Michael J Wallace states, “Classroom Action Research is a type of Research carried out by the teacher in order to solve problem or to find answers toward context-specific issues.”³¹

Based on the statement above, the researcher can conclude that Classroom Action Research is a type of research that aims to improve the educational practice and to solve the problem in the class.

In improving the students’ speaking skill, the researcher decided to conduct Kemmis and McTaggart models as cited in Burns. This model consists of four main steps in each cycle, namely: planning, acting, observing, and reflecting. The explanation of each steps as follow:

1. Planning

In this planning phase, researcher identify a problem or issues and develop a plan of action in order to bring about improvements in a specific area of the research context. In this phase the researcher designs a lesson plan from the syllabus which is consulted with English teacher, creating the topics that

³⁰ Martyn Hammersley, *Educational Research: Current Issues*, London: Paul Chapman Publishing Ltd, 1993), p. 177.

³¹ Michael J Wallace, *Action Research for Language Teachers*, (Cambridge University Press, 2006) p.15

are appropriate with the lesson and preparing the materials that will be used at the action phase.

2. Action

Action is the process of implementing the teaching material. The action based on the plan. The purpose of this step is to solve the problem that is the low of students' speaking skill.

3. Observation

In this phase, the researcher observes the students' responses, participations, and achievements which are found during the action process. The researcher also takes a note to write the real situations when the action is occurred.

4. Reflection

Reflection is the fourth step of the research. This phase is very important because it can be used to measure of research success. In this phase, the researcher identifies the problems that are found by seeing the result of observation which should be solved and make a plan for further cycles and correct the weaknesses.

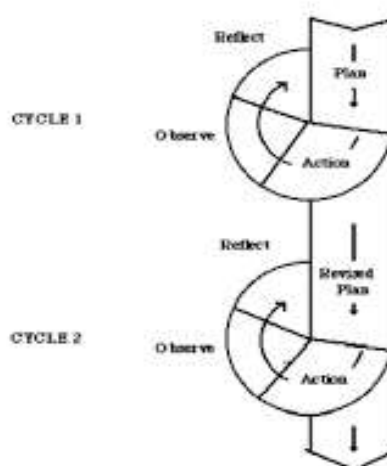


Figure 3.1. Action Research Model from Kemmis and McTaggart³²

³² Burns Anne, *Doing Action Research in Language Teaching A Guide to Practitioners* (London & New York: Routledge, 2010)

B. Research Setting

This research is conducted in MTs Negeri 1 Manado on Bailang Raya street No.293, Kec Bunaken, Manado, Sulawesi Utara. This research was conducted from March to May 2022.

C. Research Subject

The subject of the research is eight grade students of MTs Negeri 1 Manado. It is only one class, VIII I class. they consisted of 38 students.

D. Data Collection Technique

The most important thing in this research is collected the data that can determine the result of the research. Some techniques will be uses in collecting data in this research are:

1. Observation

Observation is to identify teaching and learning process and to reveal problem of student speaking activity in the classroom. During the observation, the researcher collected the data by collecting the data by observing the class situation. It was recorded by the form of observation checklist, field notes and photographs. the observation checklist was used to gather data about students' activity during teaching and learning process. In addition, field notes were used to record facts which cannot be put in the observation forms. The photograph was used to record facts in a picture.

2. Test

According to Arikunto, test is used to measure the basic capabilities and achievements.³³ Test in this research is used to know how far the students speaking ability. The researcher uses oral test for the students. The test in this research divide into pre-test and post-test. The pre-test is done before implementing role plays technique to measure students' speaking ability at first. Then, the post-test is implementing after using role play technique.

³³ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006)

The students will be scored by using the rating scores of oral test by Penny McKay as followed:³⁴

Table 3.1
Five Component of Speaking Grading Scale

Comprehension	Understand everyday conversation and normal classroom discussions without difficulty.	5
	Understand nearly everything at normal speed. Although occasional repetition may be necessary.	4
	Understand most of what is said at slower-than-normal speed with repetition.	3
	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetition.	2
	Cannot understand even simple conversation	1
Fluency	Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker	5
	Speech is everyday communication and classroom discussion in generally fluent, with occasional lapses while the students searches for the correct manner of expression.	4
	Speech in everyday communication and classroom discussion is frequently disrupted by the student’s search for the correct manner of expression.	3

³⁴ Penny McKay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2006) P.290-292.

	Usually hesitant: often forced into silenced by language limitations.	2
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
Vocabulary	Use of vocabulary and idioms approximates that a native speaker.	5
	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	4
	Frequently uses the wrong words conversation somewhat limited because inadequate vocabulary.	3
	Misuse of words and very limited vocabulary to make comprehension virtually impossible.	2
	Vocabulary limitations so extreme as to make conversations virtually impossible.	1
Pronunciation	Pronunciation and intonation approximate that a native speaker.	5
	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	4
	Pronunciation problem necessitate concentration on the part of listener and occasionally lead to misunderstanding.	3
	Very hard to understand because pronunciation problem, must frequently Be asked to repeat in order to be understood.	2
	Pronunciation problem so severe as to make speech virtually unintelligible.	1

Grammar	Grammatical usage and word order approximate a native speakers.	5
	Occasionally make grammatical or word order errors which do not obscure meaning.	4
	Makes frequent errors of grammar and word order errors which occasionally obscure meaning.	3
	Grammar and word order error make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible.	1

3. Interview

Interview is one of the ways to get more information about student difficulties in speaking skill. The researcher interviews the English teacher and students about problem in speaking lesson before using role-play technique in speaking lesson. The interview is conduct structurally by using interview guide.

E. Research Instrument

In collecting the data, the researcher uses four kinds of instruments. They were; observation checklist, test, interview guidelines and field notes.

1. Observation Checklist

Observation checklist help the researcher to obtain data about the students' activity during the teaching and learning process. It aims to seek the challenges in implementing role-play activities and students' attitude on role-playing learning.

2. Speaking Test

Speaking test is used for getting data about student improvement in their speaking skill as the effect of roleplay technique. The researcher used oral test for the student. There are two tests used in this research as follows:

- a. Pre-test is done before implementing Role-play technique. It is used to measure students' speaking ability at first
- b. Post-test is implemented after implementing Role-play technique

3. Interview Guidelines

Interview is used to gain information about teaching and learning process. To obtain the data, the researcher uses interview guidelines to interview English teacher and the students. Interview guidelines help the researcher to make sure the needed information has already been elicited.

4. Field Notes

Field notes were written by the researcher in every meeting during the researcher process. Field notes used to describe researcher thoughts and feelings about teaching and learning process. The researcher recorded everything what happened during teaching and learning process including reflection and evaluation about the implementation of action learning using Role-play technique.

F. Technique of Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern of the research, the data collected by the researcher are using qualitatively and quantitatively. the qualitative data obtained in this research were in form of field notes, interview transcript, and observation checklist. The quantitative data of this research were obtained from test (pre-test and post-test). The steps of analyzed data included collecting the data, comparing and cross checking the data from observation checklist, interview transcript, field notes and students' test.

1. Qualitative Data Analysis

In analyses qualitative data, the researcher used data analysis developed by Miles, Hubberman and Saldana. Those stages are explained as follow:³⁵

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the researcher text (observation's notes, interview transcript, and documents). In this research, the researcher selected the data derived from the observation on teaching and learning process and interview to the teacher and students.

b. Data Display

After the data is reduced, the next step is to display the data. Data display is the collection of information that gives the researcher the possibility to draw conclusions and take action. In this process, the researcher managed the information and description of the data that have been obtained by the researcher in order to draw conclusion. The researcher displayed the data by using description based on the results of observations and interview.

c. Conclusion

The last step of analyzing the data is conclusion. The researcher had drawn the conclusion of the observation to know the implementation of using Role-play technique to improve students' speaking skill at MTs Negeri 1 Manado.

2. Quantitative Data Analysis

In completing the numerical data, First the researcher tries to get the average of students speaking score before the implementation of role

³⁵ Miles, Hubberman and Saldana, *Qualitative Data Analysis* 3rd Edition, (London: Sage 2014). P.10-11

play technique and every cycle in order to know how well the role-play technique to increasing student in the classroom. It is the formula:³⁶

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

X: Mean

\sum : Sum

N: number of students

Second the researcher tries to get the class percentage which pass the target score of KKM (73) at MTs Negeri 1 Manado. It is the formula:³⁷

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

P: the class percentage

F: the total score

N: number of students

Then, the researcher analyzes the student speaking score from pre-test to post test. It is use to know whether students improve their score or not. The formula as follow:

$$P = \frac{y1 - y}{Y} x 100\%$$

P: percentage of student improvements

y: pre-test result

³⁶ Sudjana, *Metoda Statistika*, (Bandung, PT. Tarsito, 2002) p.67

³⁷ Anas Sudijono, *Pengantar Statistika Pendidikan*, (Jakarta, PT. Grafindo Persada, 2008), p.43

y1: post-test result cycle 1

$$P = \frac{y2 - y}{Y} \times 100\%$$

P: percentage of student improvements

y: pre-test result

y2: post-test result cycle 2

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Result of Pre-Implementation of the Action

In this research findings, the researcher presents the data that have been collected. The data consist of the data description from observation and interview concerning the real cases happened at MTs Negeri 1 Manado. the researcher explains the result of both observation and interview in the following points:

1. The Result of Pre-observation

The aim of pre-observation is to get to know the teaching and learning process directly before implementing the Classroom Action Research (CAR).

Based on the pre-observation that was conducted by researcher on Tuesday, March 22nd 2022 at 11.00 A.M. at grade VIII I of MTS Negeri 1 Manado in 2021/2022 academic year, it is known that many students found difficulty in learning speaking. According to the English teacher, the students are usually silent during the class. beside they are still lacking in vocabulary mastery, the students also do not feel confident to speak in English and often feel ashamed and afraid of being wrong when speaking in English. The other problem is the student consider that learning English is very difficult so they easily feel bored and lazy to learn. So, the students need an interesting method to stimulate them to speak in English.

2. The Result of Interview

In this research, the interview was done on Tuesday, March 22nd 2022. It was conducted to interview English teacher and students of VIII I of MTs Negeri 1 Manado by using structured interview.

a. The Result of interview with English teacher

The researcher asked several questions to the English teacher related to the general conditions of teaching English, especially teaching speaking. The question asked by researcher was the Speaking ability of grade VIII I, what methods were using in teaching speaking, and others.

From the answers of the English teacher, it can be concluded the students have a low interesting in learning English. Because they do not have enough time to learn English and they often studied online. According to the English teacher, the speaking ability of students grade VIII I was still low. According to her, the students are still lacking in vocabulary mastery, pronunciation and still lack confidence when asked to speak in front of the class because they are fear of making mistake and the response of their friends. They are more courageous if they speak in front of their teacher or speaking with their friends together. Therefore, in teaching speaking she usually uses traditional method teaching, such as interview methods.

b. The result of interview with students

After interviewing the English teacher, the researcher interviewed the grade VIII I students. The Researcher chooses four students of the whole students. Based on the interview result with them, the researcher can conclude that the students have not interesting to learning English. They thought English is a difficult subject to be learned. They also easily get bored when learning English because they mostly studied online and only do the given task. According to them, when the English teacher ask them to speaking in front of the class, they do not brave and feel shy also afraid of making mistake when speaking in English. Because when speaking English, what is spoken is different from what is written. So, they need more English practice.

3. The result of Pre-test

The pre-test was conducted to measure students' speaking skill before at first and it was done before implementing Classroom Action Research. Researchers conducted Pre-test on Wednesday March 23rd 2022. The pre-test was in interview form and the scores were taken in five criteria as stated by Penny McKay, which is Pronunciation, Grammar, Vocabulary, Fluency, and comprehension.

At pre-test, students speaking ability was still low. From 38 students who take the pre-test, only 9 students scored above the KKM. It could be seen from the table list here in student speaking score of Pre-test.

Table 4.1

The students speaking score of Pre-Test

No	Students Name	C	F	V	P	G	Total	Score	Passed/Failed
1	Student 1	2	2	2	2	2	10	40	F
2	Students 2	2	2	3	3	2	12	48	F
3	Students 3	3	3	3	3	3	15	60	F
4	Students 4	2	2	2	2	2	10	40	F
5	Students 5	2	2	3	3	2	12	48	F
6	Students 6	4	4	3	4	4	19	76	P
7	Students 7	4	4	3	4	4	19	76	P
8	Students 8	2	2	3	3	2	12	48	F
9	Students 9	2	2	2	2	2	10	40	F
10	Students 10	1	1	2	2	2	8	32	F
11	Students 11	2	2	2	2	2	10	40	F
12	Students 12	2	2	3	3	2	12	48	F
13	Students 13	4	4	3	4	4	19	76	P
14	Students 14	4	4	3	4	4	19	76	P
15	Students 15	1	2	2	2	2	10	40	F
16	Students 16	2	2	2	2	2	10	40	F
17	Students 17	1	1	2	2	2	8	32	F
18	Students 18	3	3	3	3	3	15	60	F
19	Students 19	2	2	2	2	2	10	40	F
20	Students 20	4	4	3	4	4	19	76	P
21	Students 21	1	1	1	2	2	8	32	F

22	Students 22	1	1	1	2	2	8	32	F
23	Students 23	3	3	3	3	3	15	60	F
24	Students 24	4	4	3	4	4	19	76	P
25	Students 25	3	3	3	3	3	15	60	F
26	Students 26	2	2	3	3	2	12	48	F
27	Students 27	2	3	3	2	2	12	48	F
28	Students 28	2	2	2	2	2	10	40	F
29	Students 29	3	3	3	3	3	15	60	F
30	Students 30	2	2	2	2	2	10	40	F
31	Students 31	2	2	2	2	2	10	40	F
32	Students 32	2	3	3	2	2	12	48	F
33	Students 33	4	4	3	4	4	19	76	P
34	Students 34	4	4	3	4	4	19	76	P
35	Students 35	4	4	3	4	4	19	76	P
36	Students 36	3	3	3	3	3	15	60	F
37	Students 37	3	3	3	3	3	15	60	F
38	Students 38	2	2	3	3	2	12	48	F
Total:								2.016	

$$Score = \frac{Total}{Maximum\ Score} \times 100\%$$

Explanation:

C: Comprehension

F: Fluency

V: Vocabulary

P: Pronunciation

G: Grammar

73: Criterion of Minimum Completeness

Figure 4.1

The Result of Pre-Test in SPSS

Statistics

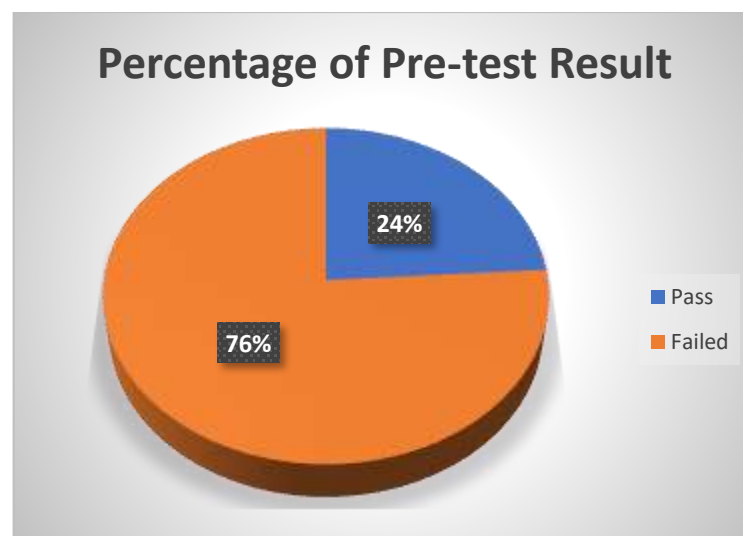
Score_Pretest		
N	Valid	38
	Missing	0
Mean		53.0526
Minimum		32.00
Maximum		76.00

Score_Pretest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.00	4	10.5	10.5	10.5
	40.00	10	26.3	26.3	36.8
	48.00	8	21.1	21.1	57.9
	60.00	7	18.4	18.4	76.3
	76.00	9	23.7	23.7	100.0
Total		38	100.0	100.0	

Figure 4.2

Percentage of Pre-test Result



Based on the pre-test result, the researcher highlighted student the students who pass the KKM (73). The data showed that the mean score was 2.016. There were only 9 students who got the score passing the minimal mastery level criterion. The mean scores derived from the formula:

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

$$X = \frac{2.016}{38}$$

$$X = 53.05$$

Next, to know the class percentage who passed the minimal mastery level criterion (KKM) the researcher used the formula following:

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

$$P = \frac{9}{38} \times 100\%$$

$$P = 23.68\%$$

Based on the result of pre-test, the data showed the mean score of Pre-test was 53.05. There were only nine students or 23.68% of students who got the score passed the minimal mastery level criterion (KKM) and there were 29 students were still below the KKM. From the pre-test result, it could be seen that students speaking ability was still very low.

B. The Implementation the Action

1. Cycle 1

a. Planning

Planning is an arrangement of doing something. In this phase, the researcher made instruments which were needed in this planning stage such a lesson plan as a guide in the action stage, student worksheet that matched the activity and material and the observation sheets to observe student performance and class situations during the teaching learning process. The researcher also prepared the role-cards for post-test 1 to know there is any improvement of students speaking scores from pre-test to post-test 1.

b. Acting

Acting phase is the implementation of the planning phase that has been planned by the English teacher and the researcher as well. The acting phase of cycle 1 was done on March 29th to April 5th 2022. In this phase, the researcher acts as the English teacher who does the action by teaching VIII I class student of MTs Negeri 1 Manado using role play technique.

1. First Meeting

Theme: asking & giving opinion

Day/date: Tuesday, March 29th 2022.

a) Opening

The first meeting of cycle 1 was held on Tuesday, April 29th 2022. The researcher opens the class by saying greeting and asking students condition. Then, the researcher checked student attendance list at the start of the first meeting and also ask the student readiness for learn.

b) Main Activity

In this meeting the researcher attempted to introduce role play technique in teaching and learning activity by using theme that has been determined. First, the researcher explained the material about asking & giving opinion. Then, the researcher used scripted role play in teaching learning activity such as:

Cindy: Hi Sinta

Sinta: Hi Cindy

Cindy: are you busy this afternoon? Let's go to the cinema and watch Spiderman no way home movie

Sinta: I'm sorry but I have watched the movie last night with my sister

Cindy: ooh,, okay. And what is your opinion about the movie?

Sinta: in my opinion the movie is very good. You have to watch it.

Cindy; okay, I will watch it later with my brother.

In the scripted role play, one student act as Sinta and one student act as Cindy. After that, the researcher read the dialogue loudly and asked the students to repeat after her. The researcher also explained about the dialogue. Then, the researcher asked them to find a partner and practice the dialogue together but they should improve the conversation by they own word. The researcher gave them time for practice the conversation. Next, the researcher asked them to performed in front of the class. During their performance, there were some students who mispronounce some words so the researcher helped them. Then the researcher gave feedback to students after their performance.

c) Closing

Before closing the class, the researcher gave general conclusion and asked the student if their have difficulties about the material. The last, the researcher closed the class by saying greetings.

2. **Second Meeting**

Theme: asking & offering help

Day/date: Wednesday, March 30th 2022.

a) Opening

The researcher entered the VIII I class at 01.00 pm. After saying greetings and asking students condition, the researcher started the class.

b) Main Activity

In the second meeting, the researcher introduced new material for students. The material is asking & offering help. The social function of this material is to maintaine relationship with someone by helping them.

First, the researcher explained the material about asking & giving opinion. Then, the researcher read the dialogue followed by students. The researcher reads the dialogue several times so that students know the correct pronunciation. The researcher also explained about the dialogue. Then, the researcher asked them to find a partner and practice the dialogue together but they should improve the conversation by they own word. The researcher gave them time for practice the conversation. Next, the researcher asked them to performed in front of the class. During their performance, there were some students who mispronounce some words so the researcher helped them. Then the researcher gave feedback to students after their performance.

c) Closing

Before closing the class, the researcher asked the student if they difficulties about the teaching and learning activity. The researcher also gives feedback concerning with the student performances. The last, the researcher close the class by saying salam.

3. **Third Meeting**

Theme: asking & giving attention

Day/date: Tuesday, April 5th 2022.

a) Opening

On Tuesday, April 5th 2022, the researcher held the third meeting with the VIII I class. when the researcher entered the class, the students looked ready to learn.

b) Main Activity

At the third meeting, the researcher taught the material about asking and attention to students. As in the previous meetings, first of all the researcher explained about the material. Then, the researcher read the dialogue followed by students. The researcher reads the dialogue several times so that students know the correct pronunciation. The researcher also explained about the dialogue. Then, the researcher asked them to find a partner and practice the dialogue together but they should improve the conversation by they own word. The researcher gave them time for practice the conversation. Next, the researcher asked them to performed in front of the class. During their performance, there were some students who mispronounce some words so the researcher helped them. Then the researcher gave feedback to students after their performance.

c) Closing

Before closing the class, the researcher gave compliments for all students and gave feedback for their performance. Then, the researcher closing class by saying greetings.

c. Observing

Observation was conducted in order to collecting the data about the student activities, student responses and student participations during teaching and learning process using role play technique. The observation was conducted at the same time as the teaching and learning process. And based of the observation's result, is known that the students look enthusiast learn with the researcher using role play technique even though there are some students who did not pay attention when the researcher explained the material, so the students look confuse when the researcher asked them to make their own dialogue.

The class situation turns into a little noisy when the researcher asked them to find a partner and practice the dialogue with pairs. So, the classroom situation become out of control. Some students feel embarrassed to performed in front of class but there are some students who confidents to performed in front of the class. and result from their appearance, the students still need to improve their vocabulary and pronunciation.

d. Reflecting

After finishing the acting phase, the researcher evaluated the result of implementing the cycle 1. The researcher concluded that cycle 1 did not going well because most of students did not passed the minimum mastery criteria (KKM). Based on the data that have been collected by the researcher, it was found that they were only 16 students or 42.10 % students who passed the KKM. There are still many things that need to be improved in cycle 1 such as student

confident, student vocabulary, pronunciations and the class condition that has not been fully controlled.

2. Cycle 2

a. Planning

In cycle 1 it can be seen that students speaking ability still low, which was proven by student post test 1 score. Therefore, the researcher and English teacher decided to conduct cycle 2 with the aims of improving unsuccessfully in cycle 1. The researchers made some changes in cycle 2 such as class management and activities that could motivate students to speak in the class. the researcher also prepared the lesson plan to help her conducting in teaching and learning processes, observation checklist and role cards for post-test

b. Acting

1. First Meeting

Theme: asking & giving direction

Day/date: Tuesday, April 20th 2022

a) Opening

The first meeting of cycle 2 was held on Tuesday, April 20th 2022. The researcher opens the class by saying greeting and asking students condition. The researcher started the class with asked the students a few questions that related with material such as “do you ever been asked where a place is by someone?” and the students said “yes, I have”. And there was a small discussion for students to share their experience.

b) Main Activity

The researcher distributed the worksheet to the students. After that, the researcher asked them to guess what pictures were on the worksheets. All students answered

correctly. After that, the researcher explained the material with using the picture. Next, the researcher reads the dialogue and followed by all the students. They repeated the dialogue several times so they could understand the correct pronounce.

After that, the researcher asked the students to work in pairs and practice the dialogue in front of the class. unlike the cycle 1, the students look more confidents when perform in front of class. the researchers also helped them to correct if there were still mispronounce the words and assessing their performance.

c) Closing

After the bell rang, the researchers closed the class by saying greeting.

2. **Second Meeting**

Theme: asking & giving permission

Day/date: Tuesday, May 17th 2022

a) Opening

At the second meetings, before starting the class, the researcher first greeted the students with greetings and asked students condition.

b) Main activity

At the second meeting, the researcher taught students the material about asking & giving permission. The researcher explains first what is asking & givig permission. After that, the researcher continued by giving them examples dialogue, and reading them then followed by students. The researcher also explained the purpose of the dialogue.

After that, the researcher asked the students to work in pairs and practice the dialogue in front of the class. Like

the previous meetings, the students look more confident when perform in front of class and the researchers also helped them to correct if there were still mispronounce the words and assessing their performance.

c) Closing

Because the time of English subject was over and there were several groups who had not performed, the researchers decided to continue their performance tomorrow. The researcher closing the class by saying greetings.

3. Third Meeting

Theme: Expression of Like & Dislike

Day/date: May 18th 2022

a) Opening

The researcher opens the class by saying greetings and asking students' condition. After asking students condition and checking their attendance, the researchers start the class.

b) Main activity

This is the last meeting at the cycle 2. The material of is Expressing Like & Dislike. First, the researcher explained about the material. Then, the researcher read the dialogue followed by students. The researcher reads the dialogue several times so that students know the correct pronunciation. The researcher also explained about the dialogue.

Then, the researcher asked them to find a partner and practice the dialogue together but they should improve the conversation by they own word. The researcher gave them time for practice the conversation. Next, the researcher asked them to performed in front of the class. During their performance, there were some students who mispronounce some words so the researcher

helped them. Then the researcher gave feedback to students after their performance.

c) **Closing**

Before closing the class, the researcher gave compliments for all students and gave feedback for their performance. Then, the researcher closing class by saying greetings.

c. **Observing**

Based on the observation result of cycle 2, most of students paid full attention when researcher explained the material. Students also became more active and participated on class discussion and answered when asked by researcher. Students seems more confident compared to cycle 1. Students pronunciation is also better than cycle 1.

d. **Reflecting**

Based on the observation data and Post-test 2 result in cycle 2, most of the students respond to the researcher actively and the teaching and learning process is done very well. the researcher and the teacher felt satisfied because there were improvement of students speaking score they got from pre-test, post-test 1 and post-test 2. From the result of post-test 2, it showed there were 29 students (76.31%) who passed the KKM. So, it met the requirement of action success which was 75% students passes the Minimal mastery level criterion students in the score 73.

C. The Result of Implementation the Action

1. The Result of Post-Test 1

to know the result of students speaking score of Post-test 1 we can see from the table:

Table 4.2
The Students Speaking Score of Post-Test 1

No	Students Name	C	F	V	P	G	Total	Score	Passed / Failed
1	Students 1	3	2	2	3	3	13	52	F
2	Students 2	3	3	3	3	3	15	60	F
3	Students 3	4	3	4	4	4	19	76	P
4	Students 4	3	2	2	3	3	13	52	F
5	Students 5	3	2	2	3	3	13	52	F
6	Students 6	4	3	4	4	4	19	76	P
7	Students 7	4	3	4	4	4	19	76	P
8	Students 8	3	3	2	3	3	14	56	F
9	Students 9	3	2	2	3	3	13	52	F
10	Students 10	2	2	3	3	2	12	48	F
11	Students 11	3	3	2	3	3	14	56	F
12	Students 12	3	3	3	3	3	15	60	F
13	Students 13	4	3	4	4	4	19	76	P
14	Students 14	4	3	4	4	4	19	76	P
15	Students 15	3	3	2	3	3	14	56	F
16	Students 16	3	2	2	3	3	13	52	F
17	Students 17	3	2	2	3	3	13	52	F
18	Students 18	4	3	4	4	4	19	76	P
19	Students 19	3	2	2	3	3	13	52	F
20	Students 20	4	3	4	4	4	19	76	P
21	Students 21	2	2	3	3	2	12	48	F
22	Students 22	3	2	2	3	3	13	52	F
23	Students 23	4	3	4	4	4	19	76	P
24	Students 24	4	4	4	4	3	19	76	P
25	Students 25	4	3	4	4	4	19	76	P
26	Students 26	3	3	3	3	3	15	60	F
27	Students 27	3	3	3	3	3	15	60	F
28	Students 28	3	2	2	3	3	13	52	F
29	Students 29	4	3	4	4	4	19	76	P
30	Students 30	3	3	3	3	3	15	60	F
31	Students 31	3	2	2	3	3	13	52	F
32	Students 32	3	3	2	3	3	14	56	F
33	Students 33	3	4	4	4	3	19	76	P
34	Students 34	4	3	4	4	4	19	76	P
35	Students 35	3	4	4	4	4	19	76	P
36	Students 36	4	3	4	4	4	19	76	P
37	Students 37	4	3	4	4	4	19	76	P
38	Students 38	2	3	3	3	3	15	52	F

Total	2.408	
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Explanation:

C: Comprehension

F: Fluency

V: Vocabulary

P: Pronunciation

G: Grammar

73: Criterion of Minimum Completeness (KKM)

Table 4.3
The Result of Post-Test 1

No	Post-test 1	Frequency	Percentage
1	Passed (< 73)	16	42,10%
2	Failed (> 73)	22	57,89%

from the table above, the researcher could calculate the mean of students score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students score in speaking from the pre-test to the post-test 1.

The mean score derived from the following formula:

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

$$X = \frac{2408}{38}$$

$$X = 63.36$$

Based on the result of the post-test 1 above, the mean score of the class derived 62,31 in which there are 14 students who passed the KKM (73). It

shows some improvement to students speaking score after implementing role play technique. It can be seen from the pre-test mean score (53.05) to the post-test 1 mean score (63.36). It improves 10,31 (63.36-53.05).

The next step is the calculation to get the percentage of the students who passed the KKM. The researcher used the following formula:

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

$$P = \frac{16}{38} \times 100\%$$

$$P = 42.10\%$$

The last step is the calculation to get the percentage of student improvements score from pre-test to post-test 1. The researcher using the formula as follow:

$$P = \frac{y1 - y}{Y} \times 100\%$$

$$P = \frac{63.36 - 53.05}{53,05} \times 100\%$$

$$P = 19.43\%$$

Figure 4.3

The Result of Post-Test 1 in SPSS

Statistics

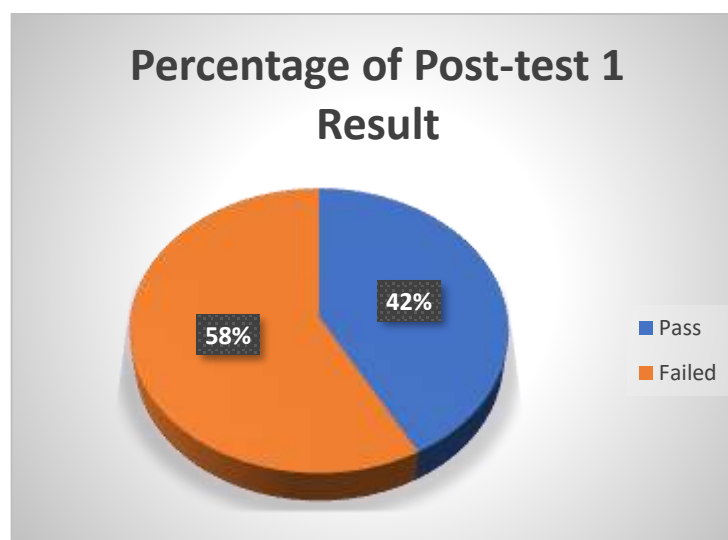
Score_Posttest_1

N	Valid	38
	Missing	0
Mean		63.3684
Minimum		48.00
Maximum		76.00

Score_Posttest_1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 48.00	2	5.3	5.3	5.3
52.00	11	28.9	28.9	34.2
56.00	4	10.5	10.5	44.7
60.00	5	13.2	13.2	57.9
76.00	16	42.1	42.1	100.0
Total	38	100.0	100.0	

Figure 4.4
Percentage of Post-test 1 Result



From the calculation, the researcher known that the mean score of post-test 1 is 63,36, the percentage of students who pass the KKM is 16 students or 42,10% and the students who failed or did not passed the KKM is 22 students or 57,89%. Percentage of student improvements score from pre-test to post-test 1 is 19,43%. But the improvement is still enough yet because the target of success CAR was 75%.

2. The Result of Post-test II

To know the result student speaking score of Post-test 2 we can see it from the table.

Table 4.4
The students speaking score of Post Test 2

No	Students Name	C	F	V	P	G	Total	Score	Passed/Failed
1	Students 1	4	4	3	4	4	19	76	P
2	Students 2	4	4	3	4	4	19	76	P
3	Students 3	4	4	4	4	4	20	80	P
4	Students 4	4	4	3	4	4	19	76	P
5	Students 5	4	4	3	4	4	19	76	P
6	Students 6	4	4	4	4	4	20	80	P
7	Students 7	4	4	4	4	4	20	80	P
8	Students 8	4	4	3	4	4	19	76	P
9	Students 9	4	4	3	4	4	19	76	P
10	Students 10	3	2	2	3	3	13	52	F
11	Students 11	4	4	3	4	4	19	76	P
12	Students 12	4	4	3	4	4	19	76	P
13	Students 13	4	4	4	4	4	20	80	P
14	Students 14	4	4	3	4	4	19	76	P
15	Students 15	4	4	3	4	4	19	76	P
16	Students 16	4	4	3	4	4	19	76	P
17	Students 17	4	4	3	4	4	19	76	P
18	Students 18	4	4	4	4	4	20	80	P
19	Students 19	4	3	3	4	4	17	68	F
20	Students 20	4	4	4	4	4	20	80	P
21	Students 21	3	3	3	3	3	15	60	F
22	Students 22	3	3	3	3	3	15	60	F
23	Students 23	4	4	4	4	4	20	80	P
24	Students 24	4	4	4	4	4	20	80	P
25	Students 25	4	4	4	4	4	20	80	P
26	Students 26	4	4	3	4	4	19	76	P
27	Students 27	4	4	3	4	4	19	76	P
28	Students 28	3	3	3	3	3	15	60	F
29	Students 29	4	4	3	4	4	19	80	P
30	Students 30	4	3	3	4	4	17	68	F
31	Students 31	4	4	3	4	4	19	76	P

32	Students 32	4	4	3	4	4	19	76	P
33	Students 33	4	4	4	4	4	20	80	P
34	Students 34	4	4	4	4	4	20	80	P
35	Students 35	4	4	4	4	4	20	80	P
36	Students 36	4	4	4	4	4	20	80	P
37	Students 37	4	4	3	4	4	19	76	P
38	Students 38	3	3	3	3	3	15	60	F
Total:								2.840	

Explanation:

C: Comprehension

F: Fluency

V: Vocabulary

P: Pronunciation

G: Grammar

73: Criterion of Minimum Completeness (KKM)

Table 4.5
The Result of Post-Test 2

No	Post-test 1	Frequency	Percentage
1	Passed (< 73)	29	42,10%
2	Failed (> 73)	9	57,89%

Figure 4.5

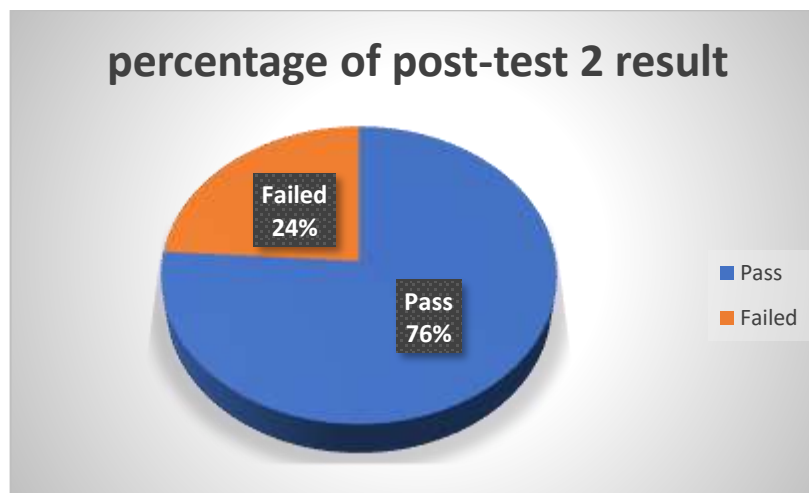
The Result of Post-Test 2 in SPSS

Statistics

Score_Posttest_1		
N	Valid	38
	Missing	0
Mean		74.7368
Minimum		52.00
Maximum		80.00

Score_Posttest_2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52.00	1	2.6	2.6	2.6
	60.00	4	10.5	10.5	13.2
	68.00	2	5.3	5.3	18.4
	76.00	17	44.7	44.7	63.2
	80.00	14	36.8	36.8	100.0
Total		38	100.0	100.0	

Figure 4.6
Percentage of post-test 2 result



from the table above, the researcher could calculate the mean of students score, the percentage of the students who pass the minimal mastery level criterion (KKM), and the improvement of students score in speaking from the pre-test to the post-test 2.

The mean score derived from the following formula:

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

$$X = \frac{2840}{38}$$

$$X = 74.73$$

Based on the result of the post-test 2 above, the mean score of the class derived 74,73 in which there are 29 students who passed the KKM (73).

The next step is the calculation to get the percentage of the students who passed the KKM. The researcher used the following formula:

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

$$P = \frac{29}{38} \times 100\%$$

$$P = 76.31\%$$

The last step is the calculation to get the percentage of student improvements score from pre-test to post-test 2. The researcher using the formula as follow:

$$P = \frac{y_2 - y_1}{Y} \times 100\%$$

$$P = \frac{74.73 - 53.05}{53,05} \times 100\%$$

$$P = 40.86\%$$

From the result, the researcher known that the mean score of Post-test 2 is 74,73. The percentage of students who pass the KKM is 29 students or 76.31% and the percentage of student improvement score from pre-test to post-test 2 is 40.86%. It means the action research has met the

acquisition of action success which was 75% student who pass the KKM in the score 73. It means the implementation of role-play technique in teaching English especially speaking is successful.

From the explanations, the researcher obtained that there are 21.68 (74.73-53.05) of students score had improve within the second cycle or 29 students are passed the KKM while the other 9 students or 23.68% are still below the KKM.

Table 4.6
The Comparison of Students Speaking Score of Pre-Test, Post-Test 1 & Post-Test 2

No	Students Name	Pre-Test	Post-Test 1	Post-Test 2	Passed/Failed
1	Students 1	40	52	76	P
2	Students 2	48	60	76	P
3	Students 3	60	76	80	P
4	Students 4	40	52	76	P
5	Students 5	48	52	76	P
6	Students 6	76	76	80	P
7	Students 7	76	76	80	P
8	Students 8	48	56	76	P
9	Students 9	40	52	76	P
10	Students 10	32	48	52	F
11	Students 11	40	56	76	P
12	Students 12	48	60	76	P
13	Students 13	76	76	80	P
14	Students 14	76	76	76	P
15	Students 15	40	56	76	P
16	Students 16	40	52	76	P
17	Students 17	32	52	76	P
18	Students 18	60	76	80	P
19	Students 19	40	52	68	F
20	Students 20	76	76	80	P
21	Students 21	32	48	60	F
22	Students 22	32	52	60	F
23	Students 23	60	76	80	P
24	Students 24	76	76	80	P
25	Students 25	60	76	80	P
26	Students 26	48	60	76	P
27	Students 27	48	60	76	P

28	Students 28	40	52	60	F
29	Students 29	60	76	80	P
30	Students 30	40	60	68	F
31	Students 31	40	52	76	P
32	Students 32	48	56	76	P
33	Students 33	76	76	80	P
34	Students 34	76	76	80	P
35	Students 35	76	76	80	P
36	Students 36	60	76	80	P
37	Students 37	60	76	76	P
38	Students 38	48	52	60	F
	Mean	53,05	63,36	74,73	

Figure 4.7
Students Score Mean Improvement

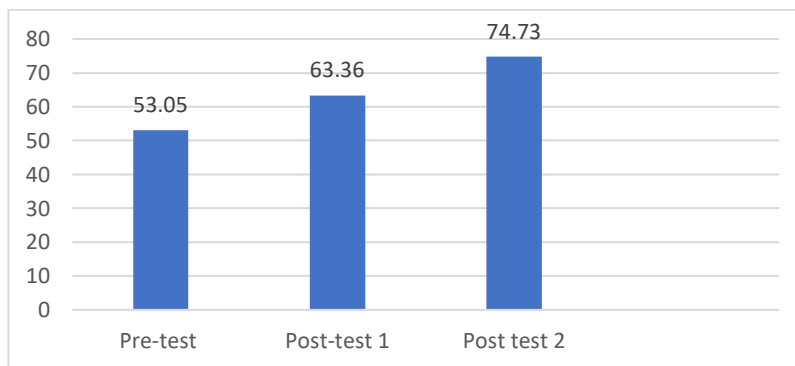
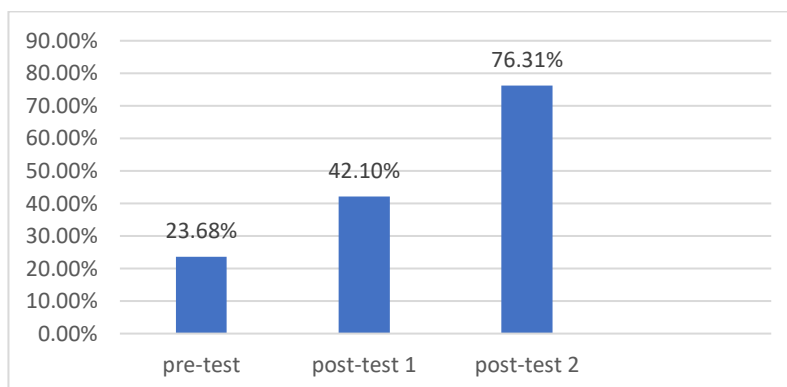


Figure 4.8
Students Score Percentage Improvement



D. The Result of Observation

Observation is a technique to get information about human behavior by watching and recording without any direct contact. By observation, the researcher could obtain the clearer description about social life that is difficult to be gotten by using another technique. The observation result based on the observation checklist and field notes during the action.

Based on the result of observation and field notes at the first cycle, all students were ready to start the lesson and respond to the researcher greetings. Some of students pay attention to the teacher explanation although students at back talk each other. In cycle 1, the researcher found that the students still confuse about role-play technique and still shy to answer the researcher question and to perform in front of class otherwise some students show their confident.

In cycle 2, there is progress compared to the previous cycle. All of the students pay attention when the researcher explain about the material in front of class. they also followed to the researcher instruction and asked the researcher when they have difficulty. Also, most of students were active in learning and gather in their group. When they perform, researcher found that the students look more bravery and confident to speak English in front of the class.

E. DISCUSSION

This research was conducted to find out the improving of students' speaking skill in English lesson by using Role-play technique. Carol Livingstone states, "Role-play is a classroom activity which gives the students opportunity to practice the language, the aspect of role behavior, and the actual roles he may need outside the classroom."³⁸ Role-play technique was one of learning technique that teacher can used in learning activity to improve students speaking skill

Before the implementation of the role-play technique in improving students speaking skill, the researcher gained the data from observation, interview and pre-test. Based on the observation result, it is known that students were passive in speaking activities in class. Most student do not participate in class discussion and they feel shy to speak in front of the class. Based on the interview with the English teacher and students, it is known that the students have a low interesting in learning English According to the English teacher, the speaking ability of students grade VIII I was still low. According to her, the students are still lacking in vocabulary mastery, pronunciation and still lack confidence when asked to speak in front of the class because they are fear of making mistake and the response of their friends.

Based on the result after the implementation of role-play technique and also speaking score, it was found that the students score was improved. It means there was an improvement of students speaking achievement after implementation of role-play technique. The result of the student pre-test showed that the students mean score was 53.05. The percentage value of students who passed the Criterion Minimum of Completeness or KKM (73) score is 23,68% Which means only 9 students who achieve the KKM score and there were 29 students were still below the KKM.

Next, the researcher conducted the Classroom Action Research by using Role-play technique. This research consisted of 2 cycles. in cycle 1,

³⁸ Carol Livingstone, *Role Play in Language Learning*, (England: Longman, 1983), P.6

the mean score of students in Post-test 1 was 63.36 and there were 16 students who passed the criterion minimum of completeness or KKM Score (73) and 22 students were still below the KKM. It means the improvement of students speaking score from Post-test 1 to Pre-test were 10.31 (63.36-53.05). Moreover, the percentage students who passed the KKM is 42.10%.

In cycle 2, the mean score of Post-test 2 were 74.73. The percentage of student score who passed the KKM is 76.31% with 29 students who pass the KKM score which is 73 and 9 students were below the KKM. The improvement of students speaking score from Pre-test to Pos-test 2 is 39.07%. So, it has met the criterion of the action success.

On the other hand, during the implementation of role-play technique in the classroom, the students really fun, enjoy and enthusiastic learning English used to it. They were very active to help each other in discussion and also showed their performance seriously. It means that they were really responsible for the role that had given before.

Based on the explanation above, the result of the research showed that there was an improvement of students speaking skill by using role-play technique. Role-play could overcome the difficulties and problem in speaking and helped the students confident to speak in English. Role-play also gave an opportunity to practice in communication. It is supported by Dianne theory that “Role-play are very important in CLT because they give students an opportunity to practice communicating in different social context and in different social roles”³⁹

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

³⁹ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 2000). P.134

The result of the research shows that the use of role-play technique to improve students speaking skill are successful. Based on the result of research, the researcher inferred that teaching English especially speaking by using role play technique can improve students' speaking skill. It can be proved through several data such as: pre-test, post-test 1, and post-test 2. The result of pre-test shows that students mean score is 53.05 with the class percentage score of Pre-test is 23.68%. The result of Post-test 1 students mean score is 63.36 with the percentage score of Post-test 1 is 42.10% and in Post-test 2 the students mean score is 74.73 with the class percentage score is 76.31 % and 29 students passed the KKM (73).

Moreover, by implementing role play technique in teaching speaking, the researcher conclude that role-play can improve students' speaking skill. By using role-play technique in teaching English especially speaking, the students have chance to be active and cooperative in learning activity. Role play has various activities that can be effective to teach students in big class and also role play technique could make students speak English bravely and fluently.

B. SUGGESTION

after the researcher makes some conclusion of the research, the researcher would like to give some suggestion to the teacher, students and other researchers.

The referring conclusion above, there are some suggestion that the researcher would be like:

1. For English Teacher

The English teacher could increase the student motivation and interest in learning English by using fun technique such as Role-play technique that can make students express their ideas.

2. For students

For students, they should have confident in learning English and to convey their means. They also should try and practice English in daily activity, so they can enjoy when learning English.

3. For the researcher

The result of this study can be used as an additional reference of further research with different discussion.

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APPENDICES

APPENDIX 1: SCHOOL PROFILE**PROFIL MADRASAH**

NO	IDENTITAS MADRASAH	
1	NAMA MADRASAH	MADRASAH TSANAWIYAH NEGERI 1 MANADO
2	N.S.M	12117170001
3	NPSN	60725168
4	PROPINSI	SULAWESI UTARA
5	KOTA	MANADO
6	KECAMATAN	BUNAKEN
7	KELURAHAN	BAILANG
8	JALAN	BAILANG
9	KODE POS	95241
10	TELEPON/HP	0431-851772
11	EMAIL	mtsnunggulanmanado@gmail.com
12	DAERAH	PERKOTAAN
13	STATUS SEKOLAH	NEGERI
14	AKREDITASI	A
15	SURAT KEPUTUSAN/SK	369 TAHUN 2015
16	PENERBIT SK (DITANDA TANGANI OLEH)	MENTERI AGAMA REPUBLIK INDONESIA
17	TAHUN BERDIRI	1978
18	TAHUN PERUBAHAN	2015
19	KEGIATAN BELAJAR MENGAJAR	PAGI
20	BANGUNAN SEKOLAH	MILIK NEGARA
21	LUAS BANGUNAN	5405 M ²
22	LOKASI MADRASAH	DALAM KOTA

23	JARAK KE PUSAT KECAMATAN	± 3 KM
24	JARAK KE PUSAT KOTA	± 3 KM
25	TERLETAK PADA LINTASAN	KOTA
26	JUMLAH KEANGGOTAN RAYON	11
27	ORGANISASI PENYELENGGARA	PEMERINTAH
28	PERJALANAN / PERUBAHAN SEKOLAH	-

MTs Negeri 1 Manado adalah Sekolah umum bercirikan Agama Islam yang dikelola oleh Kementerian Agama dan satu-satunya Madrasah Tsanawiyah Negeri yang ada di kota Manado. Proses pendiriannya merupakan hasil peleburan PGAN 6 Tahun Manado, dimana kelas I, II, dan III menjadi Madrasah Tsanawiyah sedangkan kelas IV, V, dan VI menjadi PGA Negeri Manado. Perubahan ini sesuai keputusan Menteri Agama RI No. 16 tahun 1979.

Dalam kurun waktu 1 tahun menyelenggarakan pendidikan, Madrasah Tsanawiyah berubah status menjadi Madrasah Tsanawiyah Negeri Manado, dimana proses penyelenggaraan pendidikan berlangsung pada siang hari dan masih menggunakan gedung PGAN Manado (sekarang MAN Model Manado) yang berlokasi di Kelurahan Islam Kecamatan Manado Utara (sekarang Tuminting), sedangkan proses penegeriannya adalah relokasi dari MTs.N Batang Kulur Kiri Kabupaten Muara Tewe Propinsi Kalimantan Tengah sesuai Keputusan Menteri Agama RI No 27 tahun 1980 tentang relokasi Madrasah Tsanawiyah Negeri dan PGAN. Pada tahun 1984, MTs Negeri Manado dipindahkan ke gedung baru milik sendiri (MTs Negeri Manado), yang berlokasi di desa Bailang Kecamatan Wori Kabupaten Minahasa (sekarang: Kelurahan Bailang Kecamatan Bunaken Kota Manado).

Sejak tanggal 18 November tahun 2015, Kementerian Agama menurunkan nomenklatur baru sehingga MTs.Negeri Manado berubah nama menjadi MTs Negeri 1 Manado, berdasarkan surat keputusan Menteri Agama Republik Indonesia No. 369 Tahun 2015, tentang Perubahan Nama Madrasah Aliyah Negeri, Madrasah Tsanawiyah Negeri dan Madrasah Ibtidaiyah Negeri di Provinsi Sulawesi Utara. MTs Negeri Manado dalam kegiatan pembelajarannya menitik beratkan pada pendidikan akhlak, prestasi di bidang keagamaan dan peningkatan *life skill* peserta didik, dengan tidak mengenyampingkan prestasi di bidang akademik. Gedung MTs Negeri 1 Manado terdiri dari 2 lantai dengan jumlah ruang sebanyak 57 ruang dengan rombongan belajar 26S kelas.

Hingga saat ini MTs Negeri 1 Manado telah dipimpin oleh Kepala Madrasah sebanyak 9 (sembilan) orang yaitu:

NO	NAMA KEPALA MADRASAH	MASA KEPEMIMPINAN	
		MULAI	SAMPAI
1	ROSMAIDA DAHLAN.BA	1979	1990
2	ABDULLAH ADJRIA	1990	1999
3	Drs. THAIB TUBAGUS	1999	2001
4	Drs. MOHAMMAD OLI'I	2001	2005
5	ARIF HASAN, S.Ag	2005	2008
6	H. SYAMSUDIN RAUF, M.Pd	2008	2014
7	SYUAIB SULAIMAN, S.Ag, M.Pd.I	2014	2078
8	H. SYARIF AFIAT SALIM RAYA, S.Ag, MM	2017	2018
9	H. FADLI NOH, S.Ag, M.Pd.I	2018	SEKARANG

Visi Misi

- **VISI:**

“Taat dalam IMTAQ, Unggul dalam IPTEK yang berwawasan Riset, serta Terampil dalam Seni, Budaya dan Olahraga.”

- **MISI:**

1. Melaksanakan Penghayatan dan Pengamalan Ajaran Islam Melalui Kegiatan Madrasah.
2. Melaksanakan Pembelajaran dan Bimbingan Secara Efektif dengan menyelaraskan Pendidikan Karakter, Literasi dan HOTS untuk Menghasilkan Peserta Didik yang Berkualitas.
3. Meningkatkan Pembinaan Tenaga Kependidikan yang Professional dan Memiliki Kompetensi dalam Bidangnyanya
4. Meningkatkan Prestasi Ekstrakurikuler untuk Mengoptimalkan Keterampilan dan Kreatifitas Peserta Didik Sesuai dengan Potensi yang dimiliki.
5. Menciptakan Suasana Kooperatif di Kalangan Peserta didik dalam Kegiatan Intrakurikuler dan Ekstrakurikuler
6. Menerapkan Manajemen Partisipatif, Transparan, Akuntabilitas dengan Melibatkan Pihak-pihak yang terkait dalam Penyelenggaraan Madrasah.
7. Menciptakan Suasana Yang Kondusif di Lingkungan Madrasah dengan melibatkan semua komponen yang ada.

Appendix 2: Lesson Plan

LESSON PLAN

School	: MTs Negeri 1 Manado
Subjects	: English
Grade	: VIII (Eight)
Material	: Asking & Giving Opinion
Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

A. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

B. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving opinions, giving ideas, asking feelings, delivering sympathy.

C. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Asking & Giving Opinion.

D. The aims of learning

- Student can identify the vocabulary related the material.
- Student can pronounce the vocabulary related the material.
- Student can identify the expressions of Asking & Giving Opinion.

E. Method/Technique

three phase communication, role-play/demonstration

F. Learning Steps

Activities	Descriptions	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check students attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Asking & Giving Opinion • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. 	30 Minutes

	<ul style="list-style-type: none"> The teacher becomes a facilitator in dealing with the difficulties faced by students. 	
Closing	<ul style="list-style-type: none"> Evaluate the appearance of students Provide feedback on the learning process and result The teacher provides reinforcement and conclusions to students 	5 minutes

G. Instructional Media:

Student Worksheets, Role Card.

H. Evaluation

Assessment Technique: Students speaking assessment

Manado, 29 Maret 2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

LESSON PLAN

School : MTs Negeri 1 Manado
Subjects : English
Grade : VIII (Eight)
Material : Asking & Offering Help
Skill : Speaking
Time Allocation : 2 x 40 Minutes

A. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

B. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving opinions, giving ideas, asking feelings, delivering sympathy.

C. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Asking & Offering Help.

D. The aims of learning

- Student can identify the vocabulary related the material.
- Student can pronounce the vocabulary related the material.
- Student can identify the expressions of Asking & Offering Help.

E. Method/Technique

three phase communication, role-play/demonstration

- **Learning Steps**

Activities	Descriptions	Time Allocation

Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check students attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Asking & Ofering Help • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. • The teacher becomes a facilitator in dealing 	30 Minutes

	with the difficulties faced by students.	
Closing	<ul style="list-style-type: none"> • Evaluate the appearance of students • Provide feedback on the learning process and result • The teacher provides reinforcement and conclusions to students 	5 minutes

- **Instructional Media:**

Student Worksheets, Role Card.

- **Evaluation**

Assessment Technique: Students speaking assessment

Manado, 30 Maret 2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

LESSON PLAN

School	: MTs Negeri 1 Manado
Subjects	: English
Grade	: VIII (Eight)
Material	: Asking & Giving Attention
Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

A. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

B. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving opinions, giving ideas, asking feelings, delivering sympathy.

C. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Asking & Giving Attention.

D. The aims of learning

- Student can identify the vocabulary related the material.
- Student can pronounce the vocabulary related the material.
- Student can identify the expressions of Asking & Giving Attention.

E. Method/Technique

three phase communication, role-play/demonstration

- **Learning Steps**

Activities	Descriptions	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check students attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Asking & Giving Attention • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. 	30 Minutes

	<ul style="list-style-type: none"> • The teacher becomes a facilitator in dealing with the difficulties faced by students. 	
Closing	<ul style="list-style-type: none"> • Evaluate the appearance of students • Provide feedback on the learning process and result • The teacher provides reinforcement and conclusions to students 	5 minutes

- **Instructional Media:**

Student Worksheets, Role Card.

- **Evaluation**

Assessment Technique: Students speaking assessment

Manado, 5 April 2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

LESSON PLAN

School	: MTs Negeri 1 Manado
Subjects	: English
Grade	: VIII (Eight)
Material	: Asking & Giving Direction
Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

A. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

B. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving direction, giving ideas, asking feelings, delivering sympathy.

C. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Asking & Giving Direction.

D. The Aims of Learning

- Student can identify the vocabulary related the material.
- Student can pronounce the vocabulary related the material.
- Student can identify the expressions of Asking & Giving Direction.

E. Method/Technique

Information Gap, Role-play/demonstration

F. Learning Steps

Activities	Descriptions	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check student attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Asking & Giving Direction • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. 	30 Minutes

	<ul style="list-style-type: none"> • The teacher becomes a facilitator in dealing with the difficulties faced by students. 	
Closing	<ul style="list-style-type: none"> • Evaluate the appearance of students • Provide feedback on the learning process and result • The teacher provides reinforcement and conclusions to students 	5 minutes

G. Instructional Media:

Student Worksheets, Role Card.

H. Evaluation

Assessment Technique: Student individual assessment

Manado, 20 April 2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

LESSON PLAN

School : MTs Negeri 1 Manado
Subjects : English
Grade : VIII (Eight)
Material : Asking & Giving Permission
Skill : Speaking
Time Allocation : 2 x 40 Minutes

D. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

E. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving direction, giving ideas, asking feelings, delivering sympathy.

F. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Asking & Giving Permission.

D. The Aims of Learning

1. Student can identify the vocabulary related the material.
2. Student can pronounce the vocabulary related the material.
3. Student can identify the expressions of Asking & Giving Permission.

E. Method/Technique

Information Gap, Role-play/demonstration

F. Learning Steps

Activities	Descriptions	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check student attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Asking & Giving Permission • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. 	30 Minutes

	<ul style="list-style-type: none"> • The teacher becomes a facilitator in dealing with the difficulties faced by students. 	
Closing	<ul style="list-style-type: none"> • Evaluate the appearance of students • Provide feedback on the learning process and result • The teacher provides reinforcement and conclusions to students 	5 minutes

G. Instructional Media:

Student Worksheets, Role Card.

H. Evaluation

Assessment Technique: Student individual assessment

Manado, 17 Mei2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

LESSON PLAN

School	: MTs Negeri 1 Manado
Subjects	: English
Grade	: VIII (Eight)
Material	: Expreson of Likes & Dislike
Skill	: Speaking
Time Allocation	: 2 x 40 Minutes

G. Standard competence

To deliver meaning in oral simple short transactional and interpersonal conversation to be applied in the environment

H. Basic Competence

To deliver meaning in oral simple short transactional and interpersonal conversation accurately, fluently, and accepted to be applied in the environment which involved: asking and giving direction, giving ideas, asking feelings, delivering sympathy.

I. Indicators

- Identify the vocabulary related the material
- Pronounce the vocabulary related the material
- Identify the expressions of Likes & Dislike

J. The Aims of Learning

- Student can identify the vocabulary related the material.
- Student can pronounce the vocabulary related the material.
- Student can identify the expressions Likes & Dislike.

E. Method/Technique

Information Gap, Role-play/demonstration

F. Learning Steps

Activities	Descriptions	Time Allocation
Preliminary	<ul style="list-style-type: none"> • Prepare the students follow the process • invite students to pray before studying • check student attendance • Explain learning goals or basic competencies to be achieved 	5 Minutes
Core activities	<p>Exploration</p> <ul style="list-style-type: none"> • The teacher gives and explanation about role play, the advantages of role-play and how to implemented • The teacher gives an explanation about the material Expression of Likes & Dislike • Teacher read the dialogue followed by the students • Students make their own dialogue based on the material • Students perform in front of class according to their roles and with their groups <p>Confirmation</p> <ul style="list-style-type: none"> • The teacher provides positive feedback and reinforcement in the oral and written form, gesture, or reward for student success. 	30 Minutes

	<ul style="list-style-type: none"> • The teacher becomes a facilitator in dealing with the difficulties faced by students. 	
Closing	<ul style="list-style-type: none"> • Evaluate the appearance of students • Provide feedback on the learning process and result • The teacher provides reinforcement and conclusions to students 	5 minutes

G. Instructional Media:

Student Worksheets, Role Card.

H. Evaluation

Assessment Technique: Student individual assessment

Manado, 18 Mei 2022

English Teacher



Devi Ariyani Safitri Tahir, S.Pd

Researcher



Annisa Dianita Darise

APPENDIX 3: STUDENTS NAME LIST

Students Name List
Madrasah Tsanawiyah Negeri 1 Manado
Tahun Ajaran 2021/2022

Subject: English

Class: VIII I

NO	NAME	L/P
1	Al Suqran Aviv Tanaiyo	M
2	Aira Liputo	F
3	Aira Araudah Abdjul	F
4	Alfatir Muhammad Tahir	M
5	Alsally Aprilia Patasatar	F
6	Anisah Ramadani Kampi	F
7	Dewi G. Arfiah Biki	F
8	Fadel Ibrahim	M
9	Fhardan Ramadhan Lamato	M
10	Husein Alhabsy	M
11	Iswan Ismail	M
12	Kaliq Zuhair Bawoel	M
13	Khudriansyah Saputra Prasatio	M

14	Khumaira Ibrahim	F
15	Manohara A. Putri Hani	F
16	Moh. Faldan Abusali	M
17	Moh. Raffi fatir Muchsin	M
18	Muhammad Rafi Huda	M
19	Muhammad Fahrul R Hasan	M
20	Muhammad Fahri P. Madas	M
21	Muhammad Mukarim	M
22	Muhammad Putra P	M
23	Nabila Aprianty Daud	F
24	Nabila Zahra Ariyanti	F
25	Nia Ramadhani Lasimpala	F
26	Nur Alfisyah Nasaru	F
27	Nursila Zakaria	F
28	Nurul Aulia P. Alinggahe	F
29	Queeny Arin S Essa	F
30	Raisya Mutiarani Anshar	F
31	Rifkika Suci Maruf	F
32	Sahna W.A Aringaneng	F
33	Shelyna R. Pakaya	F
34	Sity Khumaira Suratinoyo	F
35	Sri Ajeng E. Yaloma	F
36	Suci Pratiwi Baulele	F
37	Gaddafi Syawie	M
38	Khairul Arif Syawie	M

APPENDIX 4: LEARNING MATERIALS**CYCLE 1****Asking and Giving****ASKING AND GIVING OPINION**

Look at the picture and answer the teacher question.

I just got my haircut. What do you think?

I think it looks good

I think it looks good too. I like it

I like it. Our new office is nice and comfortable

What do you think about our new office?



Expression of asking and giving opinion

Asking opinion	Giving opinion
What is your opinion about?	My opinion is....
What do you think about?	I think/I personally think...
What is your idea?	My idea is....
Do you have opinion about?	Yes. My opinion is
What is your comment?	My comment is...
How is your opinion?	In my opinion...
What do you think of my idea?	I think your idea is
Do you have any idea?	My idea is...

Dialogue 1

Andi: hi Angga

Angga: hi Andi

Andi: have you heard about the violence in senior high school Taruna Palembang?

Angga: yes, i got the information on television last night

Andi: what is your comment?

Angga: my comment is the senior is very brutal

Andi: I think so, I hope next time there is no incident about it again and no more seniority again

Dialogue 2

Cindy: hi sinta

Sinta: hi cindy

Cindy: are you busy this afternoon? Let's go to the cinema and watch spiderman no way home movie

Sinta: I'm sorry but I have watched the movie last night with my sister

Cindy: ooh,, okay. And what is your opinion about the movie?

Sinta: in my opinion the movie is very good. You have to watch it

Cindy: okay, I will watch it with my brother

Dialogue 3

Anna: Good Morning Miss Linda

Miss Linda: Good Morning Anna

Anna: Miss Linda, what is your opinion about my exam result in this semester

Miss Linda: I personally think your exam result in this semester is very good. Keep your grades anna

Anna: thank you so much for your opinion miss linda. I'm very glad to hear that

Asking and Offering Help



Expression of Asking Help

Asking for Help	Accepting	Declining
can you help me?	Yes, I can help you	Sorry, I'm busy
Could you give me a hand?	Sure, what I can do for you?	Sorry, I can't
Can I ask a favor?	Yes, no problem	Absolutely not
Help me, please?	Let me help you	I'm afraid I can't do it
I need some help, please?	Of course. I'd be happy to help you	You better manage it on your own

Expression of Offering Help

Asking for Help	Accepting	Declining
can I help you?	Yes, please	No, thank you
Need any help?	Of course. Thank you very much	No, you don't need to
Do you need a hand?	What a good idea!	Don't bother yourself, thanks
Can I do anything to help?	That's terribly kind. Thank you	That's very kind. But I don't think it is necessary
What can I do for you?	Yes, thank you for your help	No, I can do it by myself

Dialogue 1

Adinda: Irfan, can you help me?

Irfan: sure, what can I do for you?

Adinda: can you help me bring this box? It is so heavy

Irfan: of course. And where do you want me to put this box?

Adinda: on the table

Irfan: okay, is there anything else?

Adinda: no. thank you for your help Irfan

Irfan: anytime

Dialogue 2

Mr David: Good morning. Can I help you?

Dika: Good morning sir. Yes, please, can you help me to take that book? It's too high

Mr David: Sure. This is for you

Dika: thank you Mr David for helping me

Mr David: no problem

ASKING & GIVING ATTENTION



EXPRESSION OF ASKING & GIVING ATTENTION

ASKING FOR ATTENTION	GIVING ATTENTION
May I have your attention?	YES ?
Can I get the attention?	OKAY
Attention, Please!	REALLY?
Listen to me!	SURE!

Dialogue 1

Mrs. Lala : May I have your attention students?

Students: yes maam!

Mrs. Lala: okay, next week we will do mid-examination!

Students: Really?

Mrs. Lala: don't be noisy and listen to me!. The material that should be learned is from chapter 1 until chapter 4. Don't forget to enrich your vocabularies with your exercise!

Students: okay Maam!

Students: okay, that's all for today. Good luck then!

Dialogue 2

Father: Niko, listen to me!

Niko: yes father?

Father: as for tonight, all of you cannot watch TV past 8 PM!

Niko: why?

Father: because I want you study for exam!. Do you understand?

Niko: okay Father

Dialogue 3

Class Leader: attention please,guys!

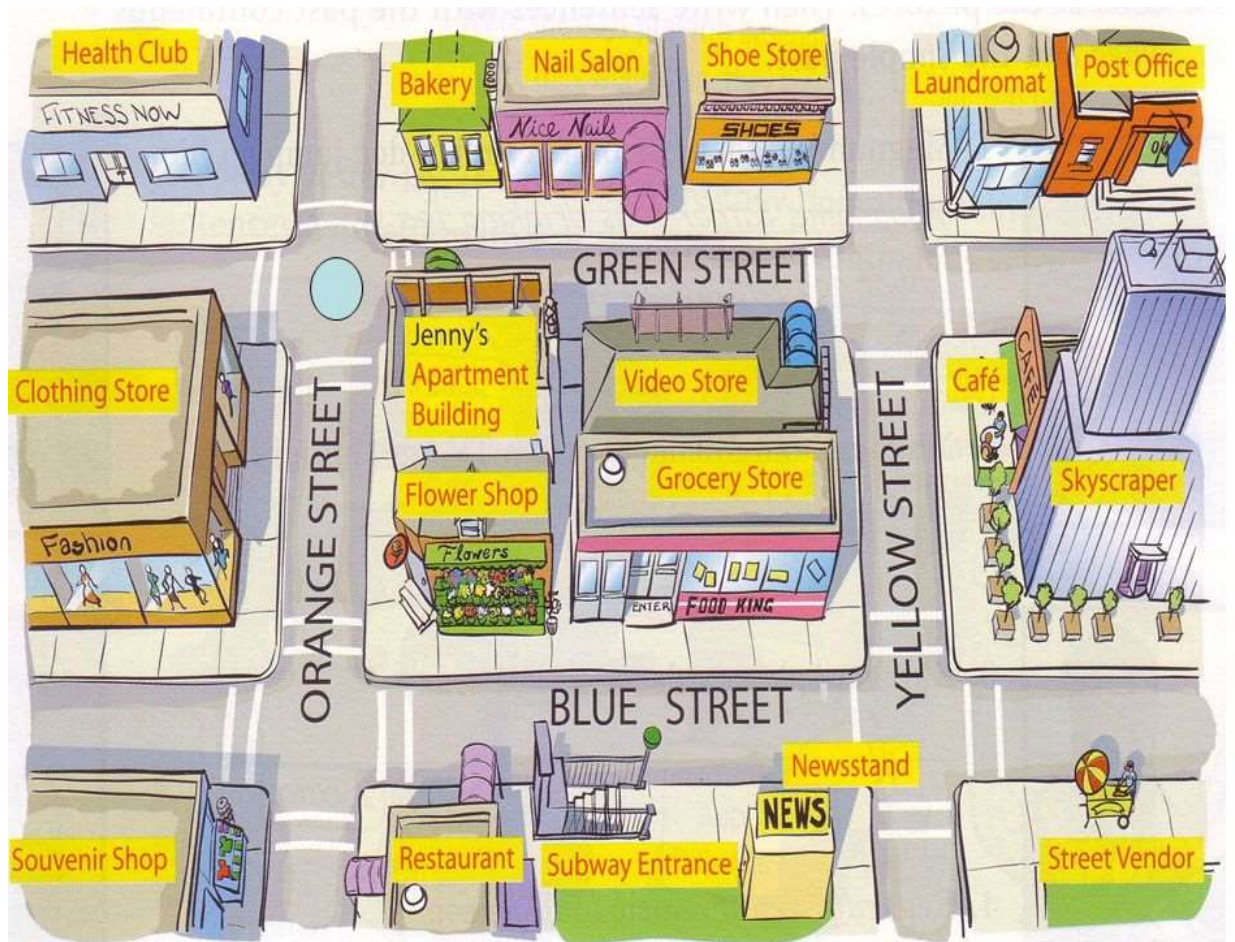
Students: yes. What happens?

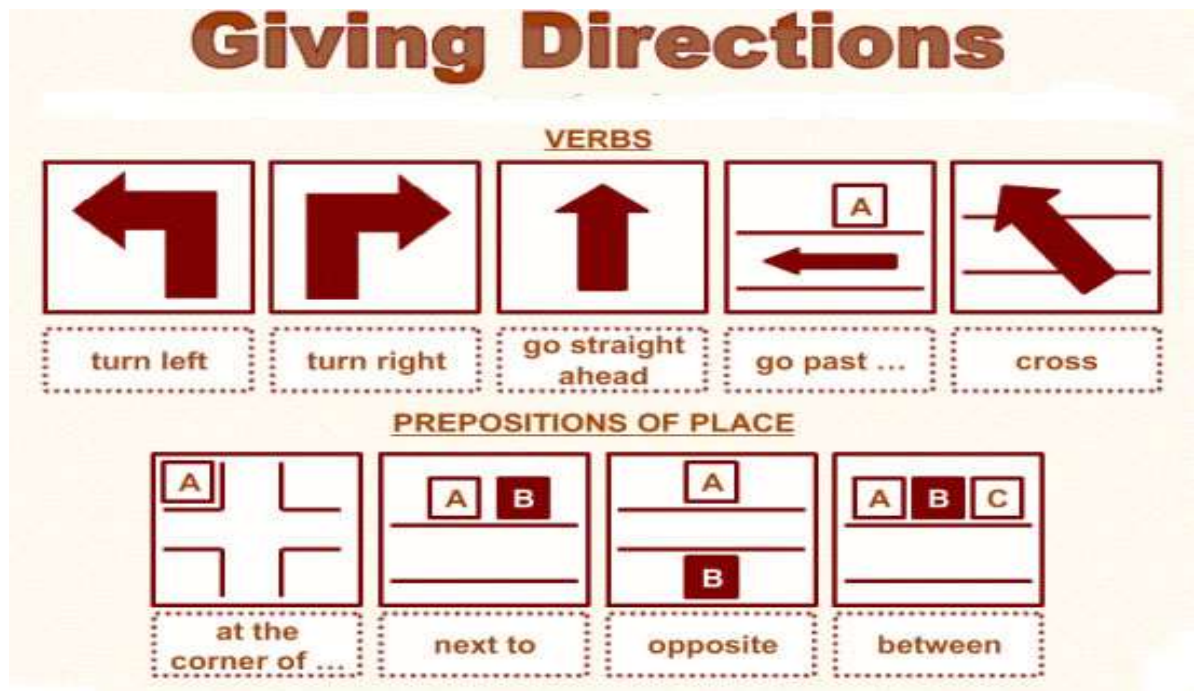
Class Leader : I have information that Miss Nindy can't teach today because she's sick. But she gave an assignment that must be collected tomorrow

Students: okay!

Cycle 2

Asking & Giving Direction





Step by step in asking and giving direction

1. Greeting

Excuse me/ excuse me sir or maam	Permisi/ permisi ibu atau pak maam
Good morning/good afternoon/ good evening	Selamat pagi/ selamat siang/ selamat malam
Pardon sir or maam	Maaf pak atau ibu
Excuse me, could you help me please?	Permisi, bisakah anda membantu saya?
Excuse me sir or maam, I seemed to be lost	Permisi pak atau ibu, saya sepertinya tersesat
May I ask you a minute sir?	Bisakah saya bertanya sebentar pak?

Sorry for bothering you sir/ maam	Maaf mengganggu pak atau ibu
Sorry, I'm not from around here	Maaf, saya bukan dari sekitar sini

2. Asking Direction

Could you tell me where the... Is?	Bisakah anda memberi tahu saya dimana.....?
Would you give me directions to go to.....please?	Bisakah anda menjelaskan kepada saya lokasi.....?
May I ask you the way to...?	Bisakah saya bertanya jalan ke.....?
Would you show me the way to.....?	Bisakah anda menunjukkan saya jalan ke.....?
Where is the.....?	Dimanakah.....?
Where can I find the...?	Dimana kah saya bisa menemukan.....?
Do you know where the.....is?	
Is there a Around here/near here?	Apakah ada..... Di dekat sini?

3. Giving Direction

Go ahead/ go straight	Jalan lurus
Go straight on main street	Jalan lurus ke jalan utama
Go straight on until you come to the crossroad	Jalan lurus sampai kamu bertemu dengan perempatan

Walk down to...	Berjalan turun ke
Go past the...	Melewati
Keep going to...	Terus berjalan ke
Turn right	Belok kanan
Turn left	Belok kiri
Cross	Menyeberang
Near	Dekat
Between	Diantara
Next to	Di sebelah
Behind	Di belakang
In front of/in back of/ in the middle of	Di depan/ di belakang/ di tengah

Dialogue 1

Tita: excuse me sir! I'm sorry for bothering you

Mr. Alex: No. it's okay. What's happening?

Tita: may I ask the way to a flower shop sir?

Mr Alex: of course. From this post office, you have to go straight on green street until you find the crossroad, then you turn left on yellow street and you turn right on the blue street. The flower shop is in front of the restaurant.

Tita: thank you so much sir

Mr.alex: your welcome

Dialogue 2

Dinda: good morning maam

Mrs. Ana: good morning too. can I help you?

Dinda: do you know where is the video store around here?

Mrs. Ana: yes, of course. From this health club go straight on the green street and the video store is in front of the shoe store.

Dinda: thank you so much maam.

Mrs. Ana: no problem

Dialogue 3

Tourist: hello

Citizen: hi, what can I help you?

Tourist: sorry to bother you. Could you tell me where the grocery store is?

Citizen: sure, from this café just go straight on the yellow street then turn left on the blue street. The grocery store is next to the flower shop

Tourist: ooh I see. Thank you very much for your information

Citizen: you're welcome

Asking & Giving Permission



EXPRESSION OF ASKING & GIVING PERMISSION

ASKING PERMISSION	GIVING PERMISSION	REFUSING PERMISSION
Can i?	Yes, of course	Sorry...
May i?	Yes, sure	I'm afraid you can't
Could i?	certainly	I'd rather you didn't
Would it be...?	Go ahead	unfortunately
Do you mind if I?	No problem	No, please don't

Dialogue 1

Lisa: good morning mom

Mom: good morning lisa

Lisa: can I go with mary tonight?

Mom: Yes, of course. Where are you going?

Lisa: were just going to the festival

Mom: okay. Have fun and don't come home late

Dialogue 2

James: john, sorry but I forgot to bring my pen. May I borrow your pen?

John: certainly. I brought three pens. Here you are

James: thank you Jhon. Is it if I borrow your ruler to?

John: Yes, of course. Just use it!

James: thank you so much Jhon!

Jhon: No problem

Dialogue 3

Anna: hi Aisyah, are you free this afternoon?

Aisyah: hi Anna

Anna: are you free this afternoon? May I come to your house to study together?

Aisyah: I'm sorry Anna. I have to accompany my mother to go to grocery shopping

Anna: it's okay. How about tomorrow morning?

Aisyah: that's a great idea! See you tomorrow morning Anna

Anna: see you

Expressing Like &

Dislike



EXPRESSION OF LIKES & DISLIKE

LIKES	DISLIKES
I LIKE	I DON'T LIKE
I LOVE	I DISLIKE
I ENJOY	I HATE
I'M MAD ABOUT	I CAN'T STAND
I'M KEEN ON	I'M NOT TOO KEEN ON

DIALOGUE 1

Laura: what do you want to eat Cinta?

Cinta: I want to eat Spaghetti Carbonara

Laura: you like pasta?

Cinta: of course. I love pasta. Don't you like it?

Laura: no. I don't like Pasta. It tasted bad

Cinta: no way. Pasta's are delicious

Laura: it's for you. Not for me

DIALOGUE 2

Rara: what do you like doing in your free time?

Kiki: playing badminton and sometimes I like cooking. What about you?

Rara: I like reading. Reading is my hobby

Kiki: do you like cooking?

Rara: I don't really like it. I know many food recipes, but I'm too lazy to cook

Kiki: what if we cook together?

Rara: that's a good idea!

APPENDIX 5: PRE-TEST QUESTION

Oral test question for Pre-test

1. What is your name?
2. How are you today?
3. Where are you from?
4. Where do you live?
5. how old are you?
6. Tell me about your family!
7. Do you like English?
8. Do you like watching movies?
9. What movie do you like?
10. What is your ambition?

APPENDIX 6: ROLE CARDS FOR POST-TEST

ROLE CARDS FOR POST-TEST 1

ROLE 1

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend in class and greet him/her • You ask your friend “what are you doing” • You show him/her your new shoes and ask him/her opinion 	<ul style="list-style-type: none"> • You meet your friend and respond to him/her • You answer your friend question • You give your opinion about your friend new shoes

ROLE 2

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You see your friend reading a book and go to him/her • You ask your friend, “what book are you read?” • You ask your friend about he/her opinion about the book 	<ul style="list-style-type: none"> • You are sitting in class while reading novel and your friends comes to you • You answer your friend question • You express your opinion the book

ROLE 3

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend in classroom and greeting him/her • You ask your friend “did you watch the news last night?” • You ask your friend opinion about the bullying news on tv last night 	<ul style="list-style-type: none"> • You meet your friend and respond to him/her • You answer your friend question • You express your opinion about the bullying news

ROLE 4

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend and greet him/her • You ask your friend “are you ever watched harry potter movies?” • You ask your friend opinion about harry potter movies 	<ul style="list-style-type: none"> • You meet your friend and respond to him/her • Your answer your friend question • You express your opinion about harry potter movies

ROLE 5

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend and greet him/her • You ask your friend if he/she had heard new rules at school about no littering • You ask your friend opinion about the rules 	<ul style="list-style-type: none"> • You meet your friend and respond to him/her • You answer your friend question • You express your opinion about the new rules

ROLE 6

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend and greet him/her • You ask your friend “have you ever visited to the newly Italian restaurant that just opened last week?” • You ask your friend opinion about the food there 	<ul style="list-style-type: none"> • You meet your friend and respond to him/her • Your answer your friend question • You express your opinion about the food there

ROLE 7

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You meet your friend and greet him/her • Your friend ask what are you watching? • You ask your friend opinion about he/her favorite youtuber 	<ul style="list-style-type: none"> • You are watching youtube about your favorite youtuber and your friend came to you • You answer your friend question • You express your opinion favorite youtuber

ROLE 8

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You saw your friend listening music and come to him/her • You ask your friend “what song are you listening?” • You ask your friend opinion about the song 	<ul style="list-style-type: none"> • You are listening your favorite and your friend come to you • You answer your friend question • Your express your opinion about your favorite song

ROLE 9

STUDENT A	STUDENT B
<ul style="list-style-type: none"> • You see your friend watching Korean drama and come to your friend • You ask what Korean drama she/he is watching • You ask your friend opinion about the Korean drama 	<ul style="list-style-type: none"> • You are watching Korean drama and your friend come to you • You answer your friend question • You express your opinion about the Korean drama

ROLE 10

STUDENT A	STUDENT B
<ul style="list-style-type: none">• You meet your friend and greet him/her• You ask your friend if she/he watched the football match last night• You ask your friend for their opinion about the football match	<ul style="list-style-type: none">• You meet your friend and greet him/her• You answer your friend's question• You express your opinion about the football match

ROLE CARDS FOR POST-TEST 2

1

You are in **GROCERY STORE** and you want to go **HEALTH CLUB**. Ask your friend how to go there

2

You are in **RESTAURANT** and you want to go **NAIL SALON**. Ask your friend how to go there

3

You are in **POST OFFICE** and you want to go **HEALTH CLUB**. Ask your friend how to go there

4

You are in **GROCERY STORE** and you want to go **BAKERY**. Ask your friend how to go there

5

You are in **CLOTHING STORE** and you want to go **LAUNDROMAT**. Ask your friend how to go there

6

You are in **NEW STAND** and you want to go **JENNY APARTMENTS**. Ask your friend how to go there

7

You are in **SOUVENIR SHOP** and you want to go **SHOE STORE**. Ask your friend how to go there

8

You are in **NAIL SALON** and you want to go **STREET VENDOR**. Ask your friend how to go there

9

You are in **POST OFFICE** and you want to go **RESTAURANT**. Ask your friend how to go there

10

You are in **SKY CRAPPER** and you want to go **HEALTH CLUB**. Ask your friend how to go there

11

You are in **VIDEO STORE** and you want to go **SUBWAY ENTRANCE**. Ask your friend how to go there

12

You are in **SUBWAY ENTRANCE** and you want to go **SHOE STORE**. Ask your friend how to go there

APPENDIX 7: OBSERVATION CHECKLIST

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Tuesday, March 29th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		The students already sit on their chair and ready for study.
2	the students pay attention to the teacher		✓	Students at back talk each other
3	The students follow the teacher instructions	✓		Students do what the researcher tells them to do
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties		✓	Students did not have their courage to ask the ask the researcher about their difficulties.
6	The students gather in their groups		✓	Students are good in group work but some students are just chatting
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity		✓	Some students are active in learning although the other students are silent
9	The students perform in front of class with confident		✓	the students are still shy to perform in front of class and their voices still low

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Wednesday, March 30th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		The students already sit on their chair and ready for study.
2	the students pay attention to the teacher		✓	Students at back talk each other
3	The students follow the teacher instructions	✓		Students do what the researcher tells them to do
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties		✓	Students still did not have their courage to ask the researcher about their difficulties.
6	The students gather in their groups	✓		Students are good in group work but some students are just chatting
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity		✓	Some students are active in learning although the other students are silent
9	The students perform in front of class with confident		✓	the students are still shy to perform in front of class and their voices still low

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Tuesday, April 05th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		Some students are not in the class.
2	the students pay attention to the teacher		✓	The student already pay attention to the researcher
3	The students follow the teacher instructions	✓		Students do what the researcher tells them to do
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties	✓		Students have their courage to ask the researcher about their difficulties.
6	The students gather in their groups	✓		Students are good in group work but some students are just chatting
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity		✓	Some students are active in learning although the other students are silent
9	The students perform in front of class with confident		✓	the students are still shy to perform in front of class and their voices still low

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Tuesday, April 20th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		The students already sit on their chair and ready for study.
2	the students pay attention to the teacher		✓	The student listens when the researcher explain the materials
3	The students follow the teacher instructions	✓		Students follows the instructions well
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties	✓		Students raise their hands and ask the researcher about their difficulties.
6	The students gather in their groups	✓		Students look focused and work well in groups
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity	✓		Some students are active in learning activity
9	The students perform in front of class with confident	✓		the students look confident to perform in front of class but their voices still low

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Tuesday, May 17th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		The students already sit on their chair and ready for study.
2	the students pay attention to the teacher	✓		The student listens when the researcher explain the materials
3	The students follow the teacher instructions	✓		Students follows the instructions well
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties	✓		Students raise their hands and ask the researcher about their difficulties.
6	The students gather in their groups	✓		Students look focused and work well in groups
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity	✓		All students are active in learning activity
9	The students perform in front of class with confident	✓		the students look confident to perform in front of class and their voices are increased

OBSERVATION CHECKLIST OF THE STUDENTS ACTIVITY

School: MTs Negeri 1 Manado

Class: VIII I

Date: Wednesday, May 18th 2022.

Please give the check on the column yes or no based of the student activities in the class. Give comment if needed.

No	Statement	Yes	No	Comment
1	the students prepare a book and ready for study	✓		The students already sit on their chair and ready for study.
2	the students pay attention to the teacher	✓		The student listens when the researcher explain the materials
3	The students follow the teacher instructions	✓		Students follows the instructions well
4	the student responses to the teacher	✓		Students reply to the researcher greetings and answer the researcher question
5	The students ask teacher when they have difficulties	✓		Students raise their hands and ask the researcher about their difficulties.
6	The students gather in their groups	✓		Students look focused and work well in groups
7	The students can answer teacher questions	✓		Some students can answer the researcher question
8	The role play technique makes the students active in the learning activity	✓		all students are active and enthusiast in learning activity
9	The students perform in front of class with confident	✓		the students look confident to perform in front of class and their voices are increased

APPENDIX 8: STUDENTS SCORE**STUDENTS SCORE IN PRE-TEST, POST-TEST 1, POST-TEST 2**

No	Students Name	Pre-Test	Post-Test 1	Post-Test 2
1	Al Suqran Aviv Tanaiyo	40	52	76
2	Aira Liputo	40	60	76
3	Aira Araudah Abdjul	60	76	80
4	Alfatir Muhammad Tahir	40	52	76
5	Alsally Aprilia Patasatar	40	52	76
6	Anisah Ramadanani Kampi	76	76	80
7	Dewi G. Arfiah Biki	76	76	80
8	Fadel Ibrahim	48	56	76
9	Fhardan Ramadhan Lamato	40	52	76
10	Husein Alhabsy	32	48	52
11	Iswan Ismail	40	56	76
12	Kaliq Zuhair Bawoel	48	60	76
13	Khudriansyah Saputra Prasatio	76	76	80
14	Khumaira Ibrahim	76	76	76
15	Manohara A. Putri Hani	40	56	76
16	Moh. Faldan Abusali	40	52	76
17	Moh. Raffi fatir Muchsin	32	52	76
18	Muhammad Rafi Huda	60	76	80
19	Muhammad Fahrul R Hasan	40	52	68
20	Muhammad Fahri P. Madas	76	76	80
21	Muhammad Mukarim	32	48	60
22	Muhammad Putra P	32	52	60
23	Nabila Aprianty Daud	60	76	80
24	Nabila Zahra Ariyanti	76	76	80
25	Nia Ramadhani Lasimpala	60	76	80
26	Nur Alfisyah Nasaru	40	60	76
27	Nursila Zakaria	48	60	76
28	Nurul Aulia P. Alinggahe	40	52	60
29	Queeny Arin S Essa	60	76	80
30	Raisya Mutiarani Anshar	40	60	68
31	Rifkika Suci Maruf	40	52	76
32	Sahna W.A Aringaneng	48	56	76
33	Shelyna R. Pakaya	76	76	80
34	Sity Khumaira Suratinoyo	76	76	80
35	Sri Ajeng E. Yaloma	76	76	80
36	Suci Pratiwi Baulele	60	76	80
37	Gaddafi Syawie	60	76	76
38	Khairul Arif Monoarfa	40	52	60
	Mean	50,73	62,31	74,31

APPENDIX 9: FIELD NOTES

FIELD NOTES 1

Date: Tuesday, March 22th 2022

Time: 10.00 am

Activity: Asking research permission & Pre-Observation

Place: Teacher Office & VIII I Classroom

At 10.00 am the researcher went to MTs Negeri 1 Manado to meet with the English teacher to ask permission to conduct research in his class. When she arrived at the school, the researcher met Maam Devi, the VIII I grade English teacher, then introduced herself and explained the purpose of her arrival. Ibu Devi also approved the research plan of the researcher and explained about the state of the class being taught. Before starting the research, Ms. Devi brought the researcher to meet with the Deputy Head of Curriculum to accompany the researcher to ask for permission to conduct research at MTs Negeri 1 Manado. After being given permission by the Deputy Head of Curriculum, the researcher started his research. First, the researcher conducted an interview with Ibu Devi to determine the speaking ability of the 8th grade students she taught. After that, the English teacher invited the researcher to join his class to conduct initial observations.

After the researcher finished the initial observation, the researcher called some students to be interviewed about their English learning in class. After that, the researcher met with Ms. Devi again to ask about the schedule for learning English in class VIII I. After that, the researcher thanked Ms. Devi for her willingness and said goodbye.

FIELD NOTES 2

Date: Wednesday, March 23th 2022

Time: 13.40-14.20 a.m

Activity: Pre-Test

Place: VIII I Classroom

The researcher gave a pre-test to the students of class VIII I. This pre-test aimed to determine the extent of the students' speaking ability before applying the Role-play Technique. The researcher entered the class together with the English teacher. The English teacher again introduced the researcher to the class VIII students and was greeted with enthusiasm by the students. The researcher greeted the students briefly and explained the purpose and purpose of the researcher's arrival on that day. The researcher also called the students according to the order of their absence to come forward.

The pre-test that the researcher will do is in the form of an oral test. There are several questions in English that must be answered by students. Because the English lesson time is only 40 minutes, the researcher calls 3 students at once to sit in front of the researcher. The researcher also asked them one meeting while the other students waited their turn to be called. The students answered the questions given by the researcher well, although there were several questions to answer them. When the students answered the questions posed by the researcher, the researcher assessed their speaking ability. Meanwhile the situation in the classroom was a bit noisy. Researchers also had to be students several times.

The pre-test ended when the school bell rang. All the students who were present that day also did the pre-test and did well. The researcher closed the class that day by saying greetings.

FIELD NOTE 3

Date: Tuesday, March 29th 2022

Time: 11.10-11.50 am

Activity: First Meeting in the Cycle 1

Place: VIII I Classroom

The researcher started the first meeting in Cycle 1 on April 5th, [2022](#). The researcher entered class VIII I together with the English teacher. The students looked enthusiastic when they saw the researcher enter the class. The researcher opened the class by greeting and asking the students' condition which they answered well. After checking the students' attendance, the researcher started the learning activities that day.

Researchers distributed worksheets to students. After all the worksheets have been divided, the researcher asked the students, "Have you ever asked or gave opinions to other people? The students answered, "yes Maam. I have". The researcher continued to explain about the material. The researcher also explained how to ask questions or give opinions in English and gave examples of dialogue. The researcher read the dialogue first and then followed by all students. During explaining, some students focus on listening and some students don't.

Then the researcher gave assignments to students to practice the dialogue with their respective partners and appear in front of the class. When choosing a partner, the class atmosphere turned noisy because students were looking for their groups. After each student has got their group partner, they start to practice the dialogue. There are those who dare to appear directly in front of the class, there are also those who are still embarrassed to appear in front of the class. As a result, out of 19 groups, only 8 groups dared to appear in front of the class. Researchers also gave feedback on their appearance. After the bell rang, the researcher closed the class that day by saying greetigs.

Date: Wednesday, March 30th 2022

Time: 13.40 – 14.20 p.m

Activity: Post-Test 1 in Cycle 1

Place: VIII I Classroom

The researcher entered class VIII I and opened the class by greeting. The researcher then greeted the students and checked their absences. After that, the researcher asked the students whether they still remember the material yesterday and they answered it still. The researcher also asked some questions to the students to test their memory, and they were answered well. The researcher also briefly explained yesterday's material again. Next, the researcher asked the students to make groups in pairs like yesterday.

There were a total of 19 group pairs. After that, the researcher distributed cards containing the theme for role play randomly. The cards are marked with numbers 1 – 10 and students are asked to choose the number they want, so cards are dealt according to the card number they chose. So, there are several groups who find the same role play theme. After distributing the role play cards, the researcher then explained how to create a role play dialogue according to the theme on their cards. And couples who choose the same card, cannot make the same dialogue. The students began to make dialogues according to the researcher instructions. When making dialogue, the atmosphere turned a little noisy with the voices of students practicing and discussing. Researchers also tried to calm them down. And after waiting for the students to make dialogues and practice, finally there were several groups that had finished and appeared in front of the class. Researchers also assessed their appearance and provided input on their appearance. And due to insufficient time, the other groups will appear at the next meeting. When the bell rang, the researcher closed the class for the day by greeting and the students prepared to go home.

FIELD NOTES 5

Date: Tuesday, April 05th 2022

Time: 11.10-11.50 am

Activity: Second Meeting in Post-Test 1

Place: VIII I Classroom

The researcher entered class VIII I by greeting and was also greeted by the students of class VIII I. The researcher also checked the attendance of the students before starting the class. Then the researcher asked how the students were after meeting again after a long holiday. The students answered that their news was good. After that, the researcher started the class that day.

The activity in class VIII I that day was to continue the post-test 1 at the previous meeting. Before that, the researcher asked some short questions about yesterday's material to make sure whether they remembered the previous material. Thank God they still remember yesterday's material.

Because there are still many groups that have not advanced, so the researcher immediately asked the groups that were not ready to immediately come forward and appear in front of the class. There are students who are still practicing with their respective partners. There is also a direct forward. finally all students in the class finished doing post-test 1. The researcher closed the class that day by saying hello..

Date: Wednesday, April 20th 2022

Time: 11.10-11-50 a.m

Activity: Cycle 2

Place: VIII I Classroom

The researcher entered the class by greeting and greeted the students with greetings as well. The researcher greeted the students and asked their condition. They replied that they were fine. After checking the attendance list, class started. Before starting the class, the researcher asked the students first. "Have you ever been asked where a place is by someone else?" Student responses varied. Some answered loudly, some whispered with their friends. They said they had already been asked. The researcher asked again, "usually you are asked where" one of the students answered "on street Miss. Someone passed by and asked where the pharmacy was." The researcher asked again, "Oh yeah? Then how do you feel when asked?" the student answered. "nice miss. Because it can help people." The atmosphere in the class became crowded because students took turns telling their experiences. The researcher also explained that that day they would learn how to ask other people for addresses using English. They welcomed him enthusiastically.

The researcher also distributed worksheets to students. After all were divided, the researcher also explained how to ask others for directions using English, and read the dialogue while all students followed. The researcher repeated several times so that students knew the correct wording. After that, the researcher asked the students to find a partner and come to the front of the class to practice the dialogue on the worksheet, but the dialogue was changed slightly according to their imagination. Unlike last week, this time many students were enthusiastic and came to the front of the class. Researchers also assessed their appearance. After the bell rang, the researcher closed the class that day by saying greetings.

FIELD NOTE 7

Date: Tuesday, 17th May 2022

Time: 13.20-14.20 am

Activity: Post-Test 2

Place: VIII I Classroom

The researcher entered the class by greeting. The students also answered by saying greetings as well. The researcher asked how the students were after the holidays. The students answered enthusiastically. After checking the student attendance list, the researcher started class that day.

The researcher opened the class with questions. "Do you still remember the previous material?" the students also answered that they still remember the material. The researcher also asked several questions and briefly explained the past material to remind them of the previous material. After that, the researcher asked them to find a partner like before to make a dialogue and appear in front of the class. The researchers also distributed cards containing the themes they had to choose to create a dialogue. This time the researcher distributed 12 cards so that several groups had the same theme. After all the cards are distributed, the students make their dialogues.

For students who have finished performing, the researcher asks them to translate the dialogues in the worksheets and the dialogues they have made. To increase their vocabulary. The students looked serious when making their dialogues. There are also those who are still confused and some ask the researchers. After waiting, some students appeared in front of the class. They appear with more confidence than before. Researchers also assessed their appearance and provided input. After several students appeared, the bell rang. Because there are still some who have not performed, the researcher asked them to perform tomorrow. The researcher closed the class by greeting.

FIELD NOTE 8

Date: Wednesday, May 19th 2022

Time: 13.40-14.20 am

Activity: Second Meeting in Post-Test 2

Place: VIII I Classroom

The researcher entered the class by greeting. The researcher was greeted by the students enthusiastically. The researcher also asked how the students were and they answered well. After checking the student attendance list, the researcher started class that day.

Before starting post-test 2 for students who have not performed yet, the researcher played a game together with class VIII I students. The game was like, "Anyone know the meaning of good morning? And "who knows the meaning of health club? And other vocabulary contained in the worksheets" the students scrambled to raise their hands and answer. The students actively played and answered the researcher. This proves that their English vocabulary has improved.

After playing the game, the researcher asked, "How many students have not performed today?" some students raised their hands. The researcher also asked those who had not appeared to appear in front. They also asked for time to practice a little before appearing in front of the class. Once ready, they appear in class. Researchers also assessed their appearance carefully and provided input for their appearance. Finally, all the students had finished performing to coincide with the bell ringing. The researcher also thanked the students for participating in this study and said goodbye. The researcher closed the class that day by greeting.

APPENDIX 10: INTERVIEW GUIDELINES

List of question for English Teacher

1. What do you think about the interest in learning English in class VIII I?
2. Of the four English skills (speaking, listening, reading and writing), What do you think about the speaking ability of students in class VIII I?
3. When teaching English, especially speaking, what obstacles do you often encounter?
4. What method do you often use in teaching speaking?
5. How are students' attitudes during English lessons?
6. How is the level of students' confidence in using English in class?

List of question for students

1. Do you like English Subject?
2. In your opinion, how is English learning in class VIII I
3. Why you do/ don't like English subject?
4. What is your favorite English lesson?
5. Have you ever learned to speak in class?
6. If you have, what methods do English teacher use to speak in class?
7. Are you interested in learning English with practice?
8. Do you have any obstacle in learning English in class?
9. Which part of English lesson is the most difficult for you?

APPENDIX 11: INTERVIEW TRANSCRIPT

Interviewee: Devi Ariyani Safitri Tahir S.Pd

Date: March 22nd 2022

Location: Teachers Office

1. What is your name?

Devi Ariyani Safitri Tahir

2. What do you think about the interest in learning English in class VIII I?

I think the interest in learning English in class VIII I is still lacking. Especially during the pandemic, they don't learn English and don't practice English

3. Of the four English skills (speaking, listening, reading and writing), what skills have you and your students acquired?

So far, only listening to what hasn't been taught

4. What do you think about the speaking ability of students in class VIII I?
- still low. Because students' mastery of words is still low and the pronunciation of words is still wrong. But if they read the text, they can already

5. When teaching English, especially speaking, what obstacles do you often encounter?

The obstacles are many. One of them is because schools often hold online schools and so I don't practice speaking with students. Then another factor is because students' vocabulary mastery is still lacking, so students feel doubtful and afraid to speak in English because they are afraid of being wrong. They also feel insecure when they stand up to come to the front of the class because they are ashamed and afraid that their friends will laugh at them.

6. In teaching speaking, what kind of obstacles do you feel?

less practice. Because many schools have holidays and online schools. So I practice less and more work

7. What method do you often use in teaching speaking?

Method of dialogue and appearing in front of the class, method of interview and discussion but not often

8. How are students' attitudes during English lessons?

Their response is good and listening. But if the afternoon class they are not too focused.

9. How is the level of students' confidence in using English in class?

Still not enough. They still feel ashamed and not confident when appointed to come forward in front of the class. But this time to speak before me, they dared. So I mostly use the interview method to practice their speaking.

Interviewee: Dewi G. Arfiah Biki

Date: March 22nd 2022

Location: VIII I Classroom

1. What is your name?

Dewi G Arfiah Biki

2. Do you like English lessons?

Yes, I do

3. In your opinion, how is English learning in class VIII I

Nice, but a little boring

4. Why do you like / dislike learning English?

Because English is important. Mom told me to take English lessons

5. What kind of English lesson do you like?

Which has a lot of practice

6. Have you ever learned to speak in class?

Yes, I have. but rarely because we learn more online

7. If you have, what methods do English teachers use in teaching speaking in class?

The method is like telling me to memorize the dialogue and then coming to the front, then also interviewing with mem devi

8. Are you interested in learning English with practice?

yes, I am interested

9. Do you have any obstacle in learning English in class?

Yes, i have. Because sometimes I don't understand how to read it with the way it's pronounced

10. Which part of English lesson is the most difficult for you?

Speaking part. Because I'm afraid to say the wrong thing. Then the one in front of the class is afraid of being wrong, then many friends see that they are embarrassed

Interviewee: Khudriansyah Saputra Prasatyo

Date: March 22nd 2022

Location: VIII I Classroom

1. What is your name?
Khudriansyah Saputra Prasatyo
2. Do you like English lessons?
Pretty like
3. In your opinion, how is English learning in class VIII I
nice
4. Why do you like/dislike learning English?
Because learning English is cool
5. What is your favorite English lesson?
The one who has a lot of practice
6. Have you ever learned to speak in class?
It's rare, because we study more online
7. If you have, what methods do English teachers use in teaching speaking in class?
Learning is like an interview by memorizing and memorizing the dialogue then moving forward, then also interviewing with mem devi
8. Are you interested in learning English with practice?
yes, i'm interested
9. Do you have any obstacle in learning English in class?
There are many, the words are hard to read. and still shy when you speak in front of the class, all of my friends laugh
10. Which part of English lesson is the most difficult for you?
Reading. Because the words are hard to read

Interviewee: Muhammad Fahri P Madas

Date: March 22nd 2022

Location: VIII I Classroom

1. What is your name?
Muhammad Fahri P Madas
2. Do you like English lessons?
Don't like it too much
3. In your opinion, how is English learning in class VIII I
It's just normal. a bit boring
4. Why do you/don't like learning English?
Because English is hard bro
5. What is your favorite English lesson?
Which has a lot of practice and it's easy
6. Have you ever learned to speak in class?
already
7. If you have, what methods do English teachers use in teaching speaking in class?
Like an interview with mem kak and memorize the dialogue and then move forward, then also an interview with mem devi
8. Are you interested in learning English with practice?
Pretty interested
9. Do you have any obstacle in learning English in class?
There are many. the words are difficult to read because what is read is different, Sis. The way you say it is also difficult bro
10. Which part of English lesson is the most difficult for you?
The speaking part. And sometimes I don't really understand the material

Interviewee: Nabila Zahra Ariyanti

Date: March 22nd 2022

Location: VIII I Classroom

1. What is your name?

Nabila Zahra Ariyanti

2. Do you like English lessons?

I really like it

3. In your opinion, how is English learning in class VIII I

good

4. Why do you like/dislike learning English?

Because English is important for education

5. What is your favorite English lesson?

Which has a lot of practice and is easy to understand

6. Have you ever learned to speak in class?

yes, I have.

7. If you have, what methods do English teachers use in teaching speaking in class?

Like the interview with mem kak and memorize the dialogue and then move forward, then also interview with mem devi. There is also a discussion, but the others are not active

8. Are you interested in learning English with practice?

I'm very interested. Because so far there is rarely practice

9. Do you have any obstacle in learning English in class?

The speaking and reading. Because the pronunciation is different. And sometimes the material is hard to understand

10. Which part of English lesson is the most difficult for you?

speaking and reading

APPENDIX 12: LETTER OF INTERVIEW

Name : Devi Ariyani Safitri Tahir, S.Pd

Position : English Teacher

Stating thus that the subject had been interviewed regarding thesis discussion under the title “The Use of Role-play Technique to improve

Student Speaking Skill At MTs Negeri 1 Manado”

So this letter was made to be used properly.

Manado, 22 Maret 2022

Interviewee

A handwritten signature in black ink, appearing to read 'Devi Ariyani Safitri Tahir'.

Devi Ariyani Safitri Tahir, S.Pd

LETTER OF INTERVIEW

Name : Khudriansyah Saputra Prasatio

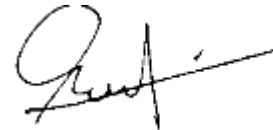
Position : Student

Stating thus that the subject had been interviewed regarding thesis discussion under the title “The Use of Role-play Technique to improve Student Speaking Skill At MTs Negeri 1 Manado”

So this letter was made to be used properly.

Manado, 22 Maret 2022

Interviewee



Khudriansyah Saputra Prasatio

LETTER OF INTERVIEW

Name : Muhammad Fahri P. Madas

Position : Student

Stating thus that the subject had been interviewed regarding thesis discussion under the title “The Use of Role-play Technique to improve Student Speaking Skill At MTs Negeri 1 Manado”

So this letter was made to be used properly.

Manado, 22 Maret 2022

Interviewee



Muhammad Fahri P. Madas

LETTER OF INTERVIEW

Name : Dewi Arfiah G. Biki

Position : Student

Stating thus that the subject had been interviewed regarding thesis discussion under the title “The Use of Role-play Technique to improve Student Speaking Skill At MTs Negeri 1 Manado”

So this letter was made to be used properly.

Manado, 22 Maret 2022

Interviewee

A handwritten signature in black ink, appearing to read 'Dewi Arfiah G. Biki', written over a horizontal line.

Dewi Arfiah G. Biki

LETTER OF INTERVIEW

Name : Nabila Zahra Ariyanti

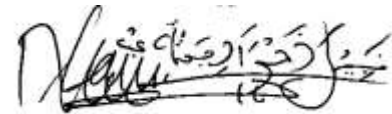
Position : Student

Stating thus that the subject had been interviewed regarding thesis discussion under the title “The Use of Role-play Technique to improve Student Speaking Skill At MTs Negeri 1 Manado”

So this letter was made to be used properly.

Manado, 22 Maret 2022

Interviewee

A handwritten signature in black ink, appearing to be 'Nabila Zahra Ariyanti', written over a horizontal line.

Nabila Zahra Ariyanti

APPENDIX 13: DOCUMENTATION**STUDENTS DISCUSS TO MAKE THE DIALOGUE****STUDENTS ASK THE RESEARCHER ABOUT THE MATERIAL**



THE STUDENTS PRACTICE THE DIALOGUE INFRONT OF THE CLASS



THE STUDENTS ARE PERFORM ROLE-PLAY IN CYCLE 1



THE STUDENTS ARE PERFORM ROLE-PLAY IN CYCLE 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundejang Kawasan Ring Road I Kota Manado Telp./Fax (0431) 860618 Manado 95128

Nomor : B-019 /In. 25/F.II/TL.00.1/03/2022
Sifat : Penting
Lamp : -
Hal : **Permohonan Izin Penelitian**

Manado, 20 Maret 2022

Kepada Yth :
Kepala MTs N 1 Manado
Di
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Annisa D. Darise
N I M : 17.2.6.032
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Using Role-Play Technique To Improve Student Speaking Skill as MTs N 1 Manado"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. Nurhalima, M.Hum
2. Nikmala Nemin Kaharuddin, M.Hum

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Maret 2022 s.d Mei 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga.

Musmainah

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KEMENTERIAN AGAMA KOTA MANADO
MADRASAH TSANAWIYAH NEGERI (MTs.N.) 1 MANADO PLUS RISET
 Jalan Kuala Buha Kecamatan Bunaken Kota Manado
 Telepon (0431) 851772 EMAIL: mtsnunggulanmanado@gmail.com

Nomor : B. 02 /Mts.23.01.1/PP.00.5/05/2022
 Lampiran :
 Perihal : Rekomendasi Izin Penelitian

Manado, 17 Mei 2022

Kepada
 Yth. Dekan FTIK
 IAIN Manado

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat yang kami terima dari Institut Agama Islam Negeri (IAIN) Manado nomor: B-819/IN.25/F.II/TL.00.1/03/2022 tanggal 28 Maret 2022 Hal: Permohonan Izin Penelitian maka dengan ini disampaikan bahwa Kepala MTs. Negeri 1 Manado Plus Riset menerima dan memberikan izin kepada mahasiswa :

Nama : ANNISA D. DARISE
 N I M : 17.2.6.032
 Semester : X (sepuluh)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris (TBI)

Untuk melakukan penelitian di MTs.N 1 Manado Plus Riset dalam penyusunan skripsi yang berjudul: **"Using Role-Play Technique to Improve Student Speaking Skill as MTs.N Manado"**.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Kepala,

H. Fadli Noh, S. Ag., M. Pd. I
 NIP. 196810261990031002

RESEARCHER BIOGRAPHY

Name : Annisa Dianita Darise
Place and Date of Birth : Manado, 06 December 1999
Address : Wonasa Kapleng, Singkil II Lingkungan II
Phone Number : 0882-4254 6140
Email : annisa.dianita1999@gmail.com
Parents' Name
Father : Gusti Darise
Mother : Suryati Hasyim
Educational Background
Elementary School : SDN 07 Manado (2005-2011)
Junior High School : MTs Negeri 1 Manado (2011-2014)
Senior High School : Man Model 1 Manado (2014-2017)
Organizational Experience: -

Manado, 26 September 2022

The researcher,

Annisa D Darise

17.2.6.032

