IMPROVING STUDENTS’ SPEAKING SKILL USING ROLE PLAY IN ENGLISH EXTRACURRICULAR CLASS IN SMP PANGUDI LUHUR 1 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfilment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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SANATA DHARMA UNIVERSITY
YOGYAKARTA
2018

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
A Sarjana Pendidikan Thesis on

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Yogyakarta, 3 January 2018
Faculty of Teachers Training and Education
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I can do all things through Christ who strengthens me.

Philippians 4:13 (NKJV)

This thesis is dedicated to:

Jesus Christ
Ibu Kaminah
My family
My friends
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 3 January 2018

The Writer

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ABSTRACT


Role play has been widely used as a technique to teach speaking skill for students. Students can involve actively with their friends and have more chances to speak in English. However, in SMP Pangudi Luhur I Yogyakarta, due to the lack of time of speaking practice, the students are not really confident to use English. Therefore, the research implemented role play to teach speaking skill for English extracurricular class in SMP Pangudi Luhur I Yogyakarta.

This research aimed to answer two research problems. 1). What are the challenges of implementing role play activities in SMP Pangudi Luhur I 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 ELESP graduate in SMP Pangudi Luhur I Yogyakarta. This method had 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 I Yogyakarta. The researcher used interview, observation checklist, field notes, tests, and students’ reflection to collect the data.

The researcher used qualitative method to analyse the data.

Based on the two research problems above, the researcher divided the results of this research into two aspects. Firstly, role play 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, students’ attitudes on role play learning in fact showed positive direction proven by the students’ reflection sheet. 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.

Keywords: role play, speaking, classroom action research
ABSTRAK


Role play digunakan sebagai teknik untuk mengajar kemampuan berbicara. Siswa terlibat sangat aktif dengan teman-temannya dan mempunyai lebih banyak kesempatan untuk berbicara dalam Bahasa Inggris. Akan tetapi, yang terjadi di SMP Pangudi Luhur 1 Yogyakarta ada keterbatasan waktu untuk berlatih sehingga siswa menjadi tidak terlalu percaya diri untuk berbicara menggunakan Bahasa Inggris. Maka dari itu, peneliti menerapkan role play untuk mengajar kemampuan berbicara di kelas extrakurikuler Bahasa Inggris di SMP Pangudi Luhur 1 Yogyakarta.

Penelitian ini ditujukan untuk menjawab dua rumusan masalah. 1.) Apa saja tantangan dalam mengimplementasikan role play di SMP Pangudi Luhur 1 Yogyakarta berdasarkan materi yang dirancang? 2.) Apa saja perilaku siswa terhadap pembelajaran menggunakan role play?


Berdasarkan dua rumusan masalah yang ada, peneliti membagi hasil penelitian menjadi dua bagian. Pertama, pembelajaran menggunakan role play mempunyai dua tantangan karena siswa tidak viiocous dalam pembelajaran. Hal ini disebabkan oleh keributan yang dibuat siswa di kelas. Kedua, perilaku siswa terhadap pembelajaran menggunakan role play menunjukkan arah yang positif yang dapat dibuktikan dari hasil refleksi siswa. Siswa menyatakan bahwa mereka menikmati proses pembelajaran menggunakan role play. Akan tetapi siswa juga mengakui bahwa mereka harus lebih berani untuk tampil di depan kelas, viiocous dalam pembelajaran, dan mengikuti pembelajaran dengan baik.

Kata kunci: role play, speaking, classroom action research
ACKNOWLEDGEMENTS

I would like to express my gratitude to all people who have given their prayer, support, and guidance for me to finish my study in the university. First of all, I would like to express my greatest gratitude to Jesus Christ for His great love, blessing, and guidance in my up and down moments in my life. He is the best friend ever who always strengthens me in any situations.

I would like to express my gratitude to my dearest mother, Ibu Kaminah for her prayers, love, laugh, and financial support for my study. I thank her for waiting me to finish my study patiently.

I would like to express my gratitude to my thesis advisor, Paulus Kuswandono, Ph.D. I thank him for his guidance to finish my thesis. I also thank all of the English Language Education Study Program lecturers and staff.

I would like to express my gratitude to Br. Yosep Anton Utmiyadi FIC, S.S. for his permission to conduct my research in SMP Pangudi Luhur 1 Yogyakarta. I would like to thank Bapak Isidorus Sumardiyono, S.Pd. and Ibu Andrea Ismargyaning Utami, S.Pd. for their guidance in conducting my research. I would like to thank students VII D year 2016/2017 in SMP Pangudi Luhur 1 Yogyakarta for their cooperation and fun learning process.

I also give my gratitude to Astrid Pramuningtyas for her time to help me to conduct my research. I thank her for letting me conduct my research in her extracurricular class and being my research collaborator and my research observer.
I would like to thank my friends in PBI 2012, especially for **The A Team**. I thank them for the laugh, tears, and encouragement. They helped me to be who I am. I would thank Maria Alina, Siti Basitha, Ade Amarta, Sylvester Indra, and Margareta Wiwik for their support, time, and encouragement for me to finish my thesis. I also thank Damiana Resya for being my thesis proofreader.

Last but not least, I would like to thank all of the people whom I cannot mention individually who helped me to finish my study.

Hermina Prima
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A Cover Letter for the Headmaster of *SMP Pangudi Luhur 1 Yogyakarta*

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CHAPTER I
INTRODUCTION

This research aims to implement an English speaking material designed by an English Language Education Study Program graduate to improve students’ speaking skill in English extracurricular class in SMP Pangudi Luhur I Yogyakarta. This chapter is divided into four parts namely research background, research questions, research significance, and definition of terms. Further elaboration of each part will be given in detail.

A. Research Background

There are four language skills that must be learned by students in learning a language, which also occurs in learning English, namely reading, writing, listening, and speaking. According to Lado (1965), a teacher should teach listening and speaking skill before teaching reading and writing skill because the main goal of language teaching is the language use for communication (p. 104-105). Therefore, students should develop speaking skill more in order to communicate with others. In speaking, people could express their thought and opinion directly. Poorman (2002) observes that it is better for students to have more chance to practice to create true learning (p. 32).

However, the development of speaking skill is not really good due to some problems faced by students. First, they should learn four skills (reading, writing, listening, and speaking) in the school so the teacher allocates the time. Students
focus to learn reading, writing, and listening skill in the morning lesson from the main curriculum. Therefore, there is an additional curriculum to provide opportunity for the students to practice their English speaking skill. The main goal of English extracurricular class is to improve students’ speaking skill.

Second, students are not really confident to speak in front of the class. It can be seen that they have filler and try to remember what they are supposed to say when they have a speaking performance. It is good to help them to enhance their confident to speak in front of the class. Based on those problems, it shows that role play activities are good to be implemented to improve students’ speaking skill because role play provides opportunity for the students to have English speaking practice.

There are a lot of English speaking materials that have been designed by ELESP graduates. It must be good if those materials are implemented in order to know the effectiveness of them. Thus, the researcher implements an English speaking material designed by an ELESP graduate. An English speaking material designed by C. Nande Gayuh Paskasari has been chosen to be implemented in English Extracurricular class in SMP Pangudi Luhur 1 Yogyakarta. The reason why the researcher chose that material is that the material was designed for English Extracurricular class. The researcher focuses to implement role play in order to improve students’ speaking skill. The English speaking material was designed so that the students have more chance to practice their English speaking skill. It is a good way to improve students’ speaking skill since they can involve actively in the learning process.
The researcher conducts the research in an English extracurricular class in *SMP Pangudi Luhur 1* Yogyakarta. There are more chance for the students to practice their English speaking skill since the main goal of the English Extracurricular class is to improve students’ speaking skill. The teachers do not explain the teaching material too much but they let the students to practice. However, the researcher still needs to help the teacher to increase the students’ confident, look for the benefits and overcome the challenges from the implementation of the role play activities. In addition, the researcher can see the students’ attitudes on the implementation of role play in the English extracurricular class in *SMP Pangudi Luhur 1* Yogyakarta.

**B. Research Questions**

Based on the background above, the researcher has formulated two research questions as follows:

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?

**C. Research Significance**

There are three expected benefits of this study. This research is expected to give benefits to the students in *SMP Pangudi Luhur 1* Yogyakarta, the English teacher in *SMP Pangudi Luhur 1* Yogyakarta, and the students of the English Language Education Study Program. The benefits of this study are stated below.
1. The students of SMP Pangudi Luhur 1 Yogyakarta

There are two benefits for the students at SMP Pangudi Luhur 1 Yogyakarta. The first benefit is the students have more chance to practice their speaking skill through the material. There are many variations of the material so it enriches the students’ knowledge and vocabulary. Second, the students are able to improve speaking spontaneously. Since the main goal of speaking is for communication, the students should be able to respond to conversation spontaneously. At the beginning, they make script for the role play activities but as time goes by they could not depend on it. Therefore, they are able to improve speaking spontaneously by practicing with role play.

2. The English teachers in SMP Pangudi Luhur 1 Yogyakarta

This research is expected to give real example of implementation of English speaking material that has been made, for example an English speaking material by an English Language Education Study Program graduate. The implementation is an alternative strategy to develop students’ speaking skill. It is also expected to encourage the teachers to implement other English speaking materials in classroom activities. By implementing those materials, the teachers will find out other benefits and their effectiveness. Moreover, the teachers are able to improve the implemented material and solve the challenges that they face. The teachers also will find out the students’ attitudes on implementation of the selected material.

3. The students of the English Language Education Study Program

This research is expected to give insight for the students to not only design a set of English speaking material but also to implement it in school. In addition, there
have been plenty of English speaking material designed by ELESP students. If they are implemented, it will be helpful because the ELESP students will know the challenges in implementing each material and how to face problems that may arise. ELESP students also know the students’ attitudes on different learning materials and situations. The students also are able to improve the implemented material after knowing the challenges and the students’ attitudes on the learning process. It is also expected that this research will be helpful for the students who conduct research with the similar topic so that they can have deeper research on this topic.

D. Definition of Terms

In order to give a clearer understanding of this study, the researcher includes the definition of some important terms. They are:

1. Speaking

According to Spratt and Williams (2005), “speaking is almost the same with writing because they are productive skill. In speaking, we produce speech while in reading we produce a text. Speaking involves speech in order to express meaning to other people” (p. 38). That is why people have a conversation with other to express meaning. A speaking needs a participant, a receiver, and the message as the basic requirements.

2. Role Play

According to Burden and Byrd (2010), “role play is a student-directed activity in which students act out or dramatize a particular situation, circumstance, or idea.” (p. 156). The teacher’s role is the facilitator in role play learning and leads the
follow-up discussion. The majority of the class will be involved in observing and analysing enactments. So, the students act out certain situation based on the topic that they learn in the learning activity.

3. English Extracurricular Class

English extracurricular class is a place where the students are able to learn more about English especially for speaking skill. It is an additional curriculum from the main curriculum. This is a compulsory program for grade 7 and grade 8. In this extracurricular activity, they have so many variations of topics to be discussed for the whole semester although they only have one meeting in a week.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to discuss the theories which are used for this research. There are two main parts in this chapter. The first part is theoretical description and the second part is theoretical framework. The first part consists of theories of speaking, role play, and students’ attitude on learning. The second part consists of the relation between the theories and implementation of English speaking material designed by ELESP graduates in SMP Pangudi Luhur 1 Yogyakarta.

A. Theoretical Description

1. Speaking

In this study, the researcher emphasizes the development of students’ speaking skill since speaking skill is commonly used in daily life. This part is divided into two parts, they are: definition of speaking and teaching speaking skill.

a. Definition of Speaking

According to Spratt and Williams (2005), as previously mentioned in the definition of terms, “speaking is almost the same with writing because they are productive skill. In speaking, we produce speech while in reading we produce a text. Speaking involves speech in order to express meaning to other people.” (p. 38). When we speak, we talk to somebody about certain matters. That is why speaking expresses meaning to other people. Speaking is the most fundamental skill
to have a conversation with others. People can tell what they want to express to other people directly and they can repeat it easily if other does not understand it.

b. Teaching Speaking Skill

In this part, the researcher discusses teaching speaking skill. A teacher should know about it because teaching speaking skill will be different from teaching another skill. According to Nunan (2003), there are five principles of teaching speaking (p. 54-56). Those principles are:

1) Be aware of the differences between second language and foreign language learning contexts.

Speaking is learned in two wide range contexts; they are foreign language and second language situations. The challenges that teachers face are determined by the target language context. A foreign language (FL) context is where the target language is not the language of communication in the society because they use their local language or the national language. Learning speaking skills is very challenging for students in foreign language contexts since they have small chance to use the target language outside of the classroom. A second language (SL) context is where the target language is the language of communication in the society. Second language learners include international students and immigrants.

2) Give students practice with both fluency and accuracy.

Accuracy means what students say in the target language is the same with what other people say in the target language. Fluency is when the speaker speaks in the target language quickly and confidently. Fluent speaking is not only quick and confident, but also with no filler, no pause, and without a long time to choose the
diction. Beginner and intermediate learners must be given a lot of chances to improve their fluency and accuracy. It is better for teacher not to interrupt students directly when they make a mistake because their fluency would not develop. After students finish the speech, the teacher could correct them if there is any mistake. It is a natural part when people make mistakes in learning a new language.

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

As teachers, we often talk too much in front of the class when we are explaining some materials to our student. Actually, a language teacher who focuses on teaching speaking skill should reduce the amount of talk in order to give chances to the students to practice speaking. One of the ways to increase the amount of time for students to speak in the target language during the class is by providing opportunity working with their friends. Both pair work and group work are good to help them to speak in the target language. When students have a practice, the role of the teacher is a facilitator. The teacher can give students some questions related to the material and offer clarification when there is difficulty.

4) Plan speaking task that involve negotiation for meaning.

The meaning of negotiating for meaning is learners should communicate in target language because the interaction involves trying to understand what they speak in the target language. It is a way to check the understanding of what someone has said and vice versa. By asking clarification, repetition, or explanation during conversations, the speakers would have good understanding because they speak in the target language with the level which can be understood.
5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Interactional speech is communicating with someone for specific purposes such as establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including the exchange of goods and/or services. According to Nunan, interactional speech is more unpredictable than transactional speech. Interactional and transactional speaking are possible to occur in speaking activities in the classroom since the learners have to speak the target language in both transactional and interactional settings. The learners have so many topics to be discussed that is why they have transactional and interactional settings.

2. Role Play

In this study, the researcher emphasizes on the use of role play which is one of communicative ways of teaching speaking. This part consists of six parts: the definition of role play, basic parts of role play, the advantages of role play, disadvantages of role play, the procedures of role play and teaching with role play.

a. Definition of Role Play

According to Burden and Byrd (2010), “role play is a student-directed activity in which students act out or dramatize a particular situation, circumstance, or idea.” (p. 156). Moreover, role playing can be used to clarify and demonstrate attitudes and concepts, plan and test solution to problems, and help students to prepare for a real situation. Nunan (2003) also adds that role-plays are also excellent activities for speaking in the relatively safe environment of the classroom (p. 57). Role-plays
give learners practice speaking the target language before they must do so in a real environment.

b. Basic Parts of Role Play

In this part, the researcher discussed basic parts of role play. According to Paulston and Bruder (1976), the format of a role play consists of three basic parts: the situation, the roles, and useful expressions (p. 70). Occasionally a section on background knowledge is needed for advanced role play. The situation sets the scene and the plot, i.e., explains the situation and describes the task or action to be accomplished. The task can be very simple such as making a telephone call. The situation is a good place to introduce specific cultural information if that is a part of the objective of a given role play.

The roles selection assigns the roles, the list of characters. The roles should all have fictitious names; it aids the willing suspension of disbelief. Here you need to include such information as personality, experience, status, personal problems and desires, and the like. Useful expressions contain the linguistic information, primarily expression, phrases and technical vocabulary (an efficient way to teach vocabulary). Grammar patterns are necessary also fit in here, e.g., WH question for an interview situation. Background knowledge is occasionally an essential section. It is no good at all to ask students to act out roles which demand a general knowledge they do not have.

c. The Advantages of Role Play

In this part, the researcher discussed the advantages of using role play in classroom activities. Wehrli and Nyquist (2003) state that there are several benefits
of using role play activity in the classroom (p. 4). First, students must involve actively because they should work in group. Second, role play adds variety, reality, and specificity to the learning experience. Third, it develops problem-solving and verbal expression skills. Fourth, it provides practice to build skills before real-world application and when real experiences are not readily available. Fifth, it enables learners to experiment in a safe environment with behaviours which strike them as potential useful and to identify behaviours which are not. Sixth, it can provide an entirely new perspective on a situation and develop insights about feelings and relationship. Seventh, it provides teacher immediate feedback about the learner’s understanding and ability to apply concepts. Teacher usually gives feedback, evaluation and suggestion after the role play activity. Eight, it improves the likelihood of transfer of learning from the classroom to the real world.

d. The Disadvantages of role play

Not only discusses the benefits of role play, the researcher also discusses the disadvantages of role play. According to Wehrli and Nyquist, (2003), there are several disadvantages of using role play (p. 4). First, it puts pressure on learner to perform, which can create embarrassment and even resistance. Not all of students are confident to speak in front of many people. So, they are under pressure when they have to do the role play activity. Second, it depends heavily on learner’s imagination and willingness to participate. Each student has different motivation to join class activity. That is why some of them are not really enthusiastic and have strong willingness to do the practice. Third, it can evoke strong emotions related to past experiences, empathy, etc. Role play provides many topics and it might be from
our daily life. Students who have bad experience related to that topic will have strong emotions and empathy on it. Fourth, role play can lack of focus unless well-planned, orchestrated, and monitored. Students will have lack of focus if they do not prepare the role play activity well and the teacher does not monitor the process. Fifth, it can reinforce ineffective behaviours/strategies if performance is not observed by knowledgeable person who provides appropriate feedback. Sometimes the teacher does not give feedback to the students directly and that makes this teaching strategy is not really effective. Sixth, the outcome may be unpredictable. Even if students have prepared it well, there will be unpredictable outcome due to some disadvantages of role play activity. Seventh, it can be time-consuming because role play includes preparation and follow-up work.

e. The Procedures of Role Play

In this part, the researcher discussed the procedures of using role play in classroom activities. According to Huang (2008), there are six major steps in conducting role play classroom activity (p. 2).

1) Decide on the Teaching Materials

The teacher must decide which teaching materials will be used for role play activities. The teaching materials can be taken from text books or non-textbook teaching materials such as picture books, story books, readers, play-scripts, comic strips, movies, cartoons and pictures. To give various materials, the teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decided based on students’ level and interests, teaching objectives and appropriateness for teaching.
2) Select Situations and Create Dialogs

The next step is the situation to be role played should be selected. For every role plays situation, dialogs should be provided (by the teaching materials or by the teacher) or created by the students themselves. The selected situation and dialogue help students to focus on practicing speaking and the teacher is able to guide them.

3) Teach the Dialogs for Role Plays

The teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4) Have Students Practice the Role Plays

Students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5) Have Students Modify the Situations and Dialogs

Once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.
6) Evaluate and Check Students’ Comprehension

Finally, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabularies, sentences and dialogs. There are several ways to do student evaluations. Students can be given oral and listening tests related to the role plays.

f. Teaching with Role Play

Role play can develop students speaking skill because the students practice a contextual script which happen in their daily life. The teacher only needs to explain the material and give instruction for the students. While the rest of the activity will be student-centred. They will prepare the role play script and practice it in front of the class.

As stated by Freeman (2000), the role of the teacher in learning using role play is facilitating communication in the classroom. In this role, one of the teacher’s major responsibilities is to establish situations which are likely to promote communication. During the activities they act as an adviser, answering students’ questions and monitoring their performance. They may make note of the students’ errors to be worked on immediately or later during more accuracy-based activities. This is a student-centred activity so the teacher is less dominant than the students (p. 128). Nunan (2003) added that in this method, teachers often downplay accuracy and emphasize how students communicate when they speak the target language (p. 50). Shaw (2010) states that role-play exercise is just part of a larger body of teaching strategies labelled as “active learning techniques” (p. 1) – techniques that ask students to participate in constructing their own knowledge.
3. Students’ Attitude on Learning

The researcher discusses the students’ attitude on learning in this part. Knowing the theory of students’ attitude on learning is important because students have different learning attitude on each learning process. Attitude is related to motivation, enthusiasm, and interest. According to Masgoret and Gardner (2003), “attitudes toward the learning situation refer to the individual’s reaction to anything associated with the immediate context in which the language is taught” (p. 172-173). It means that students show certain actions as their responses toward the language teaching. If students are interested to a subject, they will follow the learning process enthusiastically. Students’ interest might be affected by their motivation to learn a certain subject. Students’ attitude also affected by classroom environment. So, each student has different reaction toward the language learning.

There are two kind of attitudes in the learning process namely positive attitude and negative attitude. Positive attitude will lead students to achieve better result in the learning process. Students’ positive attitudes can be seen by their effort to put more attention to the learning process. On the other hands, negative attitudes will be obstacles in the learning process. According to Gardner (1985), there are characteristics of positive attitudes, “those with positive ones would be more attentive in the learning situation, would take assessment seriously, would find it more rewarding to simply experience the language, and thus achieve more” (p. 41). Gardner (1985) adds that “Those with favorable attitudes would be more attentive, serious, rewarded, and the like, than those with negative attitudes” (p. 41). It
emphasizes that students who have positive attitudes are more serious and pay attention on the teaching and learning process.

B. Review of Related Studies

The researcher also presents studies that conducted by other researchers with the similar topic to this research. A study was conducted by Bosan (2013) on investigating the effects of role play activities on students’ attitude and motivation towards speaking and interacting in the ESL classroom. The respondents were 28 students year 4 in a primary school in Johor Baru district. The data were collected by using questionnaire, observation, and interview. The result of the study was role play activities was beneficial in helping students to improve their speaking ability through the use of language. It also improved students’ interaction with their friends in class.

Another study was conducted by Liu and Ding (2009) on the implementation of role play to seek the advantage of it in English class. The subject of the research were 30 people who learn English as a foreign language. The data were collected by conducting a teaching process. The result of the study was there are four crucial factors for the success of role play implementation. Those factors were the topic should be real and relevant, the teacher should give appropriate language for the topic, correct errors in a proper way, and the teacher role was as a facilitator, spectator or participant.
C. Theoretical Framework

The researcher employs several theories to answer two research questions. The first research question is what the challenges in implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta based on Paskasari’s designed material are. In order to answer the first research question, the researcher employs the theory of advantages and disadvantages of role play by Wehrli and Nyquist (2003). Those disadvantages that appear in the learning process were used to answer the challenges in implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta based on Paskasari’s designed material.

In order to answer the second research question, namely what the students’ attitudes on role play learning are, the researcher employs the theory of students’ attitude on learning by Gardner (1985). There are characteristics of positive attitudes which is shown by students to indicate that they follow the lesson well. Those who do not show the characteristics show the negative attitudes on learning.
CHAPTER III
RESEARCH METHODOLOGY

This part focuses on the discussion of the methodology used in implementing English speaking material designed by an English Language Education Study Program graduate in SMP Pangudi Luhur 1 Yogyakarta. This chapter consists of six parts, namely research method, research setting, research participants, instrument and data gathering technique, data analysis technique, and research procedures.

A. Research Method

In this part, the researcher explained about the method used in the study. As written in the first chapter, the researcher stated two research questions to be answered: 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?

In order to answer those two research questions, this study used classroom action research. According to NSW Department of Education and Training (2010), “action research is known as teacher research. It is one method teachers use for improvement in both their practice and their students’ learning outcome” (p. 1). Borg and Gall (1963) also explain that “research purpose of action research is to solve a problem or achieve a goal in current practice” (p. 558). The goal of this current practice was to seek the challenges in implementing role play activities in
SMP Pangudi Luhur 1 Yogyakarta based on Paskasari’s designed material and the students’ attitudes on role play learning. In the process of teaching, the researcher’s role was the teacher and the extracurricular teacher as the research collaborator and the observer. As stated by Taylor (2017), research collaborator is “an individual who works in a supportive role to contribute to the production of research.” (p. 72). Burns (1999) adds that collaborative researchers are likely to be more valid, reliable, and generalizable (p. 25).

Kemmis and McTaggart (1982) define the steps to do action research, namely the plan, action, observation, and reflection. The explanation of each steps as follows:

1. **The plan**

The researcher should have a plan for the cycles of action research. The plan should be flexible for the unpredictable teaching action. The plan helps the researcher to find the possible improvement for the next teaching process.

2. **Action**

Action is the process of implementing the teaching material. The action is based on the plan. The next action of action research can be based on the previous action.

3. **Observation**

Observation is the basic step for the next step of action research namely reflection. This step should be planned because it records whatever happen in the research and will be the basis for reflection. Observation also record the unexpected action happens in the teaching and learning process.
4. Reflection

Reflection helps the researcher to recall what happen in the teaching which has been recorded in the observation. Reflection leads to the withdrawal of conclusion of the action research cycle. It also gives the basis for the revised plan.

![Figure 3.1 Kemmis and McTaggart Action Research Model](image)

B. Research Setting

The researcher conducted this research in *SMP Pangudi Luhur 1* Yogyakarta. This school is located in Jalan Timoho 2 no. 29 Timoho, Yogyakarta. The study was conducted from August until October 2016.
C. Research Participants

In this part, the researcher discusses the participants of the study. According to Best and Kahn (2006), a sample is a small part of population that is selected for observation and analysis (p. 13). The participants were the seventh grade students in *SMP Pangudi Luhur 1* Yogyakarta. The researcher only took one class namely 7D class. It consisted of 35 students: 17 male students and 18 female students. The researcher chose them as participant because they were the relevant subjects. In order to get more information about this English extracurricular, the researcher also conducted interview with the teachers who teach English extracurricular.

There are two categories of sampling, they are probability sampling and non-probability sampling. The sampling of this study belongs to non-probability sampling. Cresswell (2008) says that in non-probability sampling, the researcher chooses individuals because they are available and represent the criterion as the researcher needs for the study (p. 144). Non-probability sampling also has some types and this study belongs to purposive or judgmental sampling. Johnson and Christensen (2012) explain that in “purposive sampling, the researcher specifies the characteristic of a population of interest and then tries to locate individuals who have those characteristics” (p. 231). The reason why this study belongs to purposive sampling is the subject chosen based on selection. This study was aimed to be implemented in 7D English Extracurricular class in *SMP Pangudi Luhur 1* Yogyakarta. Thus, that was the criterion for the subject of the study.
D. Instruments and Data Gathering Technique

In this part, the researcher discusses the instruments and the technique to obtain the data. In order to answer the first research question, the researcher used interview, observation checklist, field notes, and test. Whereas, the researcher used interview, observation checklist, and students’ reflection to answer the second research question. The research instruments were as follows:

1. Interview

Before conducting the research, the researcher interviewed the extracurricular teacher and five students to find existing problems in the class. The interview aimed to seek the challenges in implementing role play activities in this extracurricular class and the students’ attitude on role play learning. According to Borg and Gall “interview consists of oral question asked by the interviewer and oral response by the research participant.” (p. 228). An interview also was conducted to the observer and five students after the teaching. The researcher made an interview blueprint in order to get better questions arrangement when conducting the interview (see Appendix F). It aimed to know their responses toward the learning and teaching using role play activities. Ary, Jacobs, Sorensen, & Razavieh (2006) also add that “One of the most efficient ways to collect interview data is to use audio recorder. This is much less distracting than taking notes, and it also provides a verbatim record of the responses.” (p. 439). Based on that theory, the researcher recorded the interview to get detail data in analysing the interview result.
2. **Observation checklist**

The English extracurricular teacher did not teach for the study but the researcher did the teaching. To get better analysis of teaching, the researcher needed an observer. Since it was not possible of being researcher and observer in one time, the researcher asked a help from the English extracurricular teacher as the observer. The observation checklist aimed to seek the challenges in implementing role play activities and students’ attitude on role play learning. The researcher prepared an observation checklist blueprint for the observer (see Appendix H). The observer was asked to fill the observation checklist and give comment on the teaching. Burns (1999) says that “Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.” (p. 80).

The researcher designed the observation checklist based on the theory of advantages and disadvantages of role play by Wehrli and Nyquist (2003). The observation checklist consisted of 15 statements. The researcher used semantic differential theory from Osgood (1957) to develop the observation checklist. There is a scale of 5 to 7 in this semantic differential theory. Ary et.al (2006) say that “qualitative observations rely on narrative or words to describe the setting, the behaviours, and the interactions.” (p. 431). It showed that it was good to describe the detailed situation of teaching and learning process in the class. Due to that theory, the researcher added a column for note from observer to get more description of the learning activity.
3. **Field notes**

According to Ary et al. (2006) “field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation.” (p. 526). Field notes aimed to seek the challenges in implementing role play activities. In the field notes, the researcher wrote what happened during the teaching in the class. It described what the researcher has seen and heard because the researcher also wrote some of the students’ questions. It contained description of the setting, the students, their reaction, and the detailed activity (who, when, and what was done), and also the researcher’s personal feeling. (Ary et al., 2006, p.435). The researcher also wrote the researcher’s personal feeling in facing the students and how to handle them (see Appendix K).

4. **Tests**

Tests aimed to seek the challenges in implementing role play activities. According to Ary et al. (2006) “a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.” (p. 201). Ary et al. (2006) add that the test belongs to achievement test since it aimed to measure students’ mastery and proficiency in speaking skill (p. 201). This assessment was a performance assessment as stated by Ary et al. (2006) that performance test is a technique in which the researcher directly observes and assesses an individual’s performance (p. 204).

The main instrument in this study was test which consisted of test 1, test 2, and test 3. They were used to measure student’s ability of the materials. The difficulty level of test 1, test 2, and test 3 was the same. The test had the same scoring rubric
(see Appendix E). Borg and Gall (1963) state “rubric is a scoring guide that specifies criteria and a measurement scale for different level of proficiency demonstrated by a portfolio.” (p. 216). First, the researcher conducted test 1 to know the students’ speaking ability at the beginning of the research. The researcher conducted test 3 to see the students’ speaking skill after implementing the designed material and learning using role play activities at the end of the research.

5. Students’ reflection

Students’ reflection was a way to reflect the activities that the researcher has done. The students’ reflection helped the researcher to find out what already done well and what needed to be improved in the classroom action research cycles. The students’ reflection also aimed to seek the students’ attitude on role play learning. As stated by Boesh, Reynolds, and Patton (2015), a written reflection helps the researcher to get ideas, thoughts, and feelings out and provide an opportunity to clarify the ideas (p. 450). The researcher asked the students to have a written reflection on the implementation of role play activities at the end of this research. The reflection consisted of three open-ended questions.

E. Data Analysis Technique

In this part, the researcher discusses the technique in analysing the data. In analysing the data, the researcher analysed the result of research instruments to answer two research questions. In order to answer the challenges of implementing role play activities in SMP Pangudi Luhur 1 Yogyakarta based on Paskasari’s designed material, the researcher used observation checklist, interview both with
the teacher and the students, and field notes. Whereas to answer the students’ attitudes on role play learning, the researcher used students’ reflection, students’ interview, and observation checklist.

Another data to answer the first research question was students’ speaking score on test 1, test 2, and test 3. The researcher calculated the students’ average score in each test. According to Best and Kahn (2006), this is the formula to calculate students’ average score:

\[ \bar{X} = \frac{\sum X}{N} \]

Description:
- \( \bar{X} \): mean
- \( \sum \): sum of
- \( X \): scores in a distribution
- \( N \): number of scores

Students’ score was used to know students’ test result in the process of speaking learning using role play. The researcher would be able to see the increase or the decrease of students’ speaking score. Then, the researcher analysed it to answer the challenges of implementing role play activities in SMP Pangudi Luhur 1 Yogyakarta based on Paskasari’s designed material and the students’ attitudes on role play learning.

**F. Research Procedure**

In this part, the researcher discusses the procedures to conduct the study. In order to answer the research questions, there were some procedures that should be done.
The action conducted in two cycles where in each cycle there were four steps namely the plan, action, observation, and reflection. The procedures are as follows:

1. **The Plan**

It was an important step to dig information about this English Extracurricular class before conducting the research. This step aimed to find some problems during the learning process in extracurricular class in *SMP Pangudi Luhur 1* Yogyakarta. It consisted of doing an observation in the classroom during the learning process, interviewing the extracurricular teacher in *SMP Pangudi Luhur 1* Yogyakarta and interviewing some students about their interest in learning speaking and how to solve problem they face. In the beginning, test 1 was conducted to measure the students’ speaking ability before getting the treatment from the researcher.

2. **Action**

In this step, the researcher did the teaching process in two cycles. Each cycle consisted of two meetings. These meetings were based on the lesson plan and teaching material from the designed material by ELESP graduate for English extracurricular class. The researcher also conducted test 1, test 2, and test 3.

3. **Observation**

The researcher conducted the teaching and an observer was invited to observe the teaching and learning process in the class. The observer filled an observation checklist in each meeting. The researcher also did an observation during the teaching and learning process.
4. **Reflection**

In this step, the researcher did a reflection toward the teaching and learning process. It was also based on the result of observation checklist, field notes, and students’ score. This reflection was very useful to make a plan for the next cycle and solve problem in the first cycle.

5. **Evaluating the teaching and drawing a conclusion.**

After the study finished, the researcher analysed the result of the teaching in two cycles and drew a conclusion about this study. The researcher also got a research letter from *SMP Pangudi Luhur 1 Yogyakarta* stated that the researcher have conducted a research in that school (see Appendix B). The researcher also included the research schedule which contained date and activities in each meeting.

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>22 August 2016</td>
<td>Class observation, interview with the English extracurricular teacher and the students</td>
</tr>
<tr>
<td>2.</td>
<td>29 August 2016</td>
<td>Test 1</td>
</tr>
<tr>
<td>3.</td>
<td>5 September 2016</td>
<td>Cycle 1 material explanation</td>
</tr>
<tr>
<td>4.</td>
<td>19 September 2016</td>
<td>Test 2</td>
</tr>
<tr>
<td>5.</td>
<td>3 October 2016</td>
<td>Cycle 2 material explanation</td>
</tr>
<tr>
<td>6.</td>
<td>10 October 2016</td>
<td>Test 3</td>
</tr>
</tbody>
</table>

**Figure 3.2 Research Schedule**

The research schedule above was based on the permitted time to conduct a research in *SMP Pangudi Luhur 1 Yogyakarta*. In summary, the researcher has presented the procedure to conduct a research in *SMP Pangudi Luhur 1 Yogyakarta*. 
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings and discussion would be presented in the explanation of each step in each cycle. The researcher also would answer two research questions elaborated with the evidence of research result.

A. The Result of the Implementation of Action Research

The implementation of this action research was conducted in two cycles and each cycle consisted of two meetings. The first cycle was conducted in September and the second cycle was conducted in October. Before conducting the cycles, the researcher also conducted interview with the teacher and five students. The following explanation presents how the action research was conducted in English extracurricular class in SMP Pangudi Luhur 1 Yogyakarta.

1. Cycle 1 Report

This research employed Kemmis and McTaggart’s cycles of action research which with four steps in each cycle, namely the plan, action, observation, and reflection. The implementation of each step would be explained in two cycles. Cycle one consisted of two meetings which were conducted in September. The explanation of each step would be presented as follows:
a. The Plan

According to Kemmis and McTaggart (1982), the first step of action research is the plan (p. 7). In this step, the researcher prepared the research instruments before conducting the first action research cycle. The researcher prepared the lesson plan and the teaching material (see Appendix C). The teaching material in this research was taken from a material for English extracurricular class designed by an ELESP graduate (see Appendix D). The researcher also prepared a speaking rubric for the speaking test. Then, test 1 was conducted to dig and search problems in this English extracurricular class. After getting the result, the researcher made a plan for teaching activities and consulted with the English extracurricular teacher.

The researcher interviewed the English extracurricular teacher and five students before conducting the action research (see Appendix G). Based on the interview with the English extracurricular teacher, the main goal of this English extracurricular program was communication. Therefore, we needed to live up the conversation practice. The students said that they needed to have speaking practice to overcome their difficulty in learning English speaking skill. The students also explained their difficulty in learning English speaking skill and the activities that have been used in English extracurricular class.

b. Action

Kemmis and McTaggart (1982) said that the second step of action research was action (p. 8). The first cycle was conducted in two meetings. The first meeting aimed to explain the material while the second meeting was conducting test 2. The researcher role was the teacher while the English extracurricular teacher was the
research collaborator and also the observer. The students learned about how to introduce themselves in the first cycle. The detailed explanation of each meeting in cycle one is presented as follows:

1) First meeting

The first meeting was conducted on Monday, 5 September 2016. The topic for this meeting was introducing myself to other. The researcher used a role play teaching procedure from Huang (2008) which requires the researcher to “decide on the teaching materials, select situations and create dialog, teach the dialogs for role plays, have students practice the role plays, and have students modify the situations and dialogs, evaluate and check students’ comprehension” (p. 2). The researcher started the class by having a guessing game. The researcher read a dialogue about introducing self while the students should listen it carefully. Then, the students should answer some questions related to the dialogue. The researcher chose the students who answered the questions randomly. The researcher gave score for those who answered the questions correctly. The next activity was explaining material about introducing self based on a given hand-out. In order to have more exercise, the researcher gave a role play situation and a guideline to make the role play dialogue in pair. In the middle of their work, the researcher and the research collaborator walked around to check their work and answered the students’ questions about their difficulty in doing the assignment. It was in line with Nunan (2003) theory of teaching speaking skill that teaching speaking should increase opportunities to talk using pair work and limiting teacher talk (p. 55). As stated by
Nunan (2003) that teacher acts as facilitator and give clarification when there is difficulty (p. 55).

2) Second meeting

The second meeting was conducted on Monday, 19 September 2016. The researcher started the class by asking a student to lead the prayer. Then, the researcher reviewed on the previous material and checked the students’ preparation to have role play performance. Before conducting the performance, the students had a chance to practice with their partner. After they finished their practice, it was followed by the performance. The researcher arranged the groups’ turn to come in front. After finishing the presentation, the researcher gave a feedback on their performance. It was in line with Nunan (2003) that teacher should correct the mistake after students finish the speech, not interrupt students directly because their fluency would not develop (p. 55).

c. Observation

As explained by Kemmis and McTaggart (1982), a researcher should do an observation toward the learning process because observation is the basic step for the next step of action research (p. 9). The researcher asked the English extracurricular teacher as the observer and research collaborator. The observer observed the learning and teaching activities on in the implementation of role play activities. Then, the observer filled the given observation checklist sheet and wrote some notes on the teaching and learning process. So, the analysis in observation step was based on the observation checklist from the research observer (see Appendix I). The result of observation was presented below.
In the first meeting of this cycle, the observer observed the process of explaining material using role play and making role play dialogue. Based on the observation checklist, there were two points that have already done well in the first meeting. Using a game in the opening activity was good to get the students attention to start the lesson. It was useful since the researcher was able to make it as the probing and prompting question to the main material. The students were also excited to get chances to answer the questions. Another point that was already done well was the use of jargon to get the students attention when they were noisy and did not pay attention to the researcher. The students responded the researcher’s order when the researcher said the clue that they should pay attention to the researcher.

However, there were three points that did not work well in the first meeting. The students did not focus in following the lesson because they had distractions from their friends. The class situation was so crowded with 35 students in the class. When the researcher came to a group of students in order to answer their questions, other students talked with their friends. That kind of situation caused them took more time in making role play dialogue with their friends. Those problems were in line with the theory of disadvantages of role play by Wehrli (2003) that role play was time consuming and lead to a lack of focus (p. 4). Another point that should be improved was the researcher’s low voice volume causing comprehension problems for the students who sat at the back rows.

In the second meeting, the students were very noisy when their friends were having role play in front of the class. It was so difficult for them to pay attention on
their friends so that the researcher should remind them many times. It really affected the students who were having performance because it distracted their focus.

d. Reflection

As stated by Kemmis and McTaggart (1982), the last step of action research was reflection (p. 9). Reflection was the process of reflecting the whole process of an action research cycle. Reflection also provided the basis for the revised plan for the next cycle. The researcher did a reflection on those two meetings in this first action research cycle. The researcher made this reflection based on field notes on each meeting (see Appendix J). Since test 2 score decreased from test 1 score, the researcher had a deeper reflection on it. The researcher found several points to be reflected. It was good to use game as the pre-activity because the students had more chance to speak and practice speaking in English. This is in line with the advantages of role play by Wehrli and Nyquist (2003) that “students involve actively” in learning using role play (p. 4). Moreover, it was good to have a topic which was related to the students’ daily life because the students had a real concept of the situation. It was in line with Wehrli and Nyquist (2003) that role play “provides practice before real world application and students experiment in a safe environment” (p. 4).

However, due to the high number of students in the class, it was quite hard to handle them. The students had tendency to speak to their friends when their friends had a dialogue presentation in front of the class. The noise also distracted the focus of the students who were having presentation. The researcher had to remind them to listen to their friends many times but it did not really work because they would
reduce the noise only for a moment. Moreover, since the class was quite big, the students who sat at the back rows could not hear the researcher’s voice clearly. The researcher tried to speak louder but the voice volume was still quite low for them. The researcher also tried to go to the middle of class when explaining so all of the students could hear the explanation clearly.

2. Cycle 2 Report

The first cycle was followed by the second cycle and its improvement. The second cycle also consisted of two meetings which were conducted in October. As stated by Kemmis and McTaggart (1982), classroom action research consists of two cycles with the same steps. Therefore, the researcher used those four steps namely planning, action, observation, and reflection in cycle two. The explanation of each step in cycle two was presented as follows.

a. The Plan

The researcher came up with some points that should be improved and improved what have already done well in the first cycle after having reflection on the first cycle. As elaborated by Kemmis and McTaggart (1982), the plan should help the researcher to find the possible improvement for the next teaching process (p. 8). Therefore, the researcher planned to use game or teaching media as supplementary media in teaching speaking using role play. The researcher also made sure that the students were ready to have a performance in front of the class.

b. Action

The second cycle was conducted in two meetings. The first meeting was for material explanation while the second meeting for test 3. In this cycle, the students
learned about describing people in detail. The researcher also interviewed the
English extracurricular teacher and five students at the end of this cycle. The action
in cycle two was based on the reflection of cycle one. It was based on Kemmis and
McTaggart (1982) theory that later action of action research can be based on
previous gains (p. 8). The detailed explanation of the meetings in cycle two is as
follows:

1) First meeting

This meeting was conducted on Monday, 3 October 2016. The topic for this
meeting was describing people in detail. The researcher showed a video of
describing people as the opening activity. The students listened carefully especially
the expressions to describe people in detail. The researcher gave questions about
describing people based on that video and the students answered it spontaneously.
The researcher reviewed the expression of describing people from the video and
related it with the material on power point slides. The students asked questions
when they had difficulties about how to describe certain physical appearance and
person’s character. Then, the students had an activity of making role play dialogue
with their group. Each group got a piece of paper to draw a picture of people that
they described. Some groups who have finished the drawing continued the activity
of making role play dialogue about reporting missing people in public places. The
students also coloured the drawing in order to give clearer description of the missing
person. The students did the exercise until the time was over.
2) Second meeting

This meeting was conducted on Monday, 10 October 2016. The class was started with a prayer led by a student. Before presenting the role play, the students asked a chance to have preparation since they wanted to finish the drawing and practiced the dialogue. Then, the researcher asked the students to come in front voluntarily and they did it quite well. After the performance, the researcher gave a feedback on their performance about their performance, pronunciation, and tenses. It was in line with Wehrli and Nyquist (2003) that role play “provides teacher immediate feedback” (p. 4).

c. Observation

The third step of this cycle was observation. In action research theory by Kemmis and McTaggart (1982), observation is an important step because it reflects the learning process and as the basis for the next step (p. 9). The class activity in cycle two was observed by the same observer of the first cycle. The English extracurricular teacher became the observer as well the research collaborator. The observer filled the observation checklist sheet and gave some comments on the teaching process (see Appendix I). The observation checklist result was presented below.

In the first meeting of this cycle, the class activity was discussing how to describe people from both physical appearance and personal character’s side. The observer said that the students followed the class activity actively and followed the researcher’s instruction well. However, the researcher should remind and guide them many times. Although the students followed the class well, it was quite
difficult to get the students’ attention who sat at the back rows. They kept talking loudly even the researcher reminded them to pay attention to the researcher.

The students had role play performance in the second meeting. The observer saw that the students were confident and fluent in the performance. However, the students did not really focus in the performance. The researcher should remind them to listen to their friends who were having performance many times.

d. Reflection

Reflection was the last step in the cycle of action research. According to Kemmis and McTaggart (1982), it recalls action as it has been recorded in observation (p. 9). There were some points that the researcher reflected on this reflection. The reflection on cycle 2 also based on field notes that the researcher wrote on each meeting (see Appendix J). The first one was the researcher should be able to handle a big class. It was quite difficult to make the students reduce their noise and pay attention to their friends who were having presentation. Furthermore, the students had the same situation for role play dialogue.

Another point was it was good to present the material by using video. It helped the students to get into the topic and they were excited to guess about the material that they would learn. In the exercise, the students drew picture of the described person. The practice using picture really helped the students to figure out the physical character. The students also had more practice and that made them more fluent and ready for the presentation.

The researcher also interviewed the English extracurricular teacher after conducting the action research cycles (see Appendix G). The English
extracurricular teacher said that the learning process using role play was interesting because it has various teaching activities that made the students enjoyed the learning process. Moreover, the students engaged actively during the learning using role play activities. The suggestion for implementing role play activities was it was better to divide the students in a larger group because they would get bored to listen the same topic if they worked in pair.

From the interview with the students, the researcher figured out a result that the students enjoyed the learning process because it was fun and they were learning while playing. The materials were suitable for 7th grader, easy to be understood, and useful for their daily life. They were also happy to use role play activities in the learning process. The students said their speaking skill was improved since they got more chance to have speaking practices, got more knowledge, and knew how to speak in English without feeling ashamed. Interview result from the students were in line with Wehrli and Nyquist (2003) that role play “adds variety, reality, and specificity and improves the learning to the real world” (p. 4).

B. Discussion of the Implementation of Role Play for English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta

After explaining the result of this research step by step, the researcher gathered several points to answer the research questions. Firstly, the researcher would answer the first research question namely the challenges in implementing role play activities in SMP Pangudi Luhur 1 Yogyakarta based on Paskasari’s designed material. From the explanation, the researcher had difficulty to face big number of
students in the class. As stated by Wehrli and Nyquist (2003), role play may “reinforce ineffective behaviours and unpredictable behaviours” (p. 4). It can be seen that the students often make noise during the lesson and also the presentation. That noise quite disturbed the students’ focus and the students who wanted to pay attention to the lesson. As suggested by the research collaborator, it was better to divide the students in larger groups to avoid their boredom of listening to the same topic.

The researcher summarized students’ score on test 1, test 2, and test 3 (see Appendix M). Therefore, another challenge in this research was overcoming the students decreasing score on test 2. As we can see in Figure 4.2, the students score was decreased more than ten point than the test 1.

![Figure 4.1 Students’ Speaking Score Average](image)

In order to face the challenge of the students’ decreasing score in test 2, the researcher distributed a reflection sheet to the students to dig more information about it (see Appendix L). This reflection sheet also would answer second research
question which was what the students’ attitudes on role play learning are. The result of the students’ reflection can be seen in this explanation below.

![Figure 4.2 Fun Things in Learning Speaking Using Role Play](image.png)

Firstly, the students were asked to write fun things in learning speaking using role play in the students’ reflection sheet. As we can see in Figure 4.2, thirty one students said it was a fun learning process. Nineteen students said the learning material was clear. Six students also said they could learn while playing. Five students said they learned about team work through the learning process. Another fun thing in this learning was the students had chance to speak in English. They also learned about pronunciation and grammar when they practice to speak in English. The students also said that the researcher helped them when they had difficulty, patient to face the students, and had clear voice.

Since action research is about improvement for better learning process, the researcher asked the students about what needed to be improved in the learning process. Twelve students said they needed more explanation about the material and
it should be explained slowly. Moreover the learning material source should be clearer. Five students said that the material was difficult to understand while two students said the material should be added. Four students also said they needed to improve their focus on the learning process, for example on the dialogue practice. Sixteen students said they should be serious in learning process, four students said they should not making noise with friend, and two students increase motivation to study. As we can see from the students’ reflection sheet, students did not show the positive attitude of learning because they said they needed to be more serious in the learning process, put more focus, and increase the motivation in study. Whereas, the sign of positive attitudes are attentive and serious (Gardner, 1985, p. 41).

The students also suggested some improvement for the researcher. The researcher should be more fun, be closer with the students, be more patient, and be more firm in teaching. The students also said that they should improve their attitude toward the teacher. For example, they should be polite to the teacher and listen to the teacher carefully. Since the class had so many students, they said that the class should be quieter. The students also said that the teamwork should be increased. From the performance, the students said that they should increase their pronunciation, grammar, fluency, voice volume, and carefulness. The students also said they needed to improve their courage to speak in English and to perform in front of the class. It was in line with Wehrli and Nyquist (2003) that role play may “put pressure to perform and depend on learners’ imagination & willingness to perform” (p. 4).
The score in second test was decreasing. The researcher asked the students to explain the reason of their decreasing score in their reflection sheet. The students said they did not follow the lesson well due to some reason as seen as in the chart above. As shown by the data, most students did not pay attention to the teacher and did not focus to follow the lesson. Moreover, they made noise with their friends and were not serious in following the lesson. In addition, they were lazy, unenthusiastic, and had less motivation to study. It was contradictory with Gardner’s theory of students who show positive attitudes on learning. It means that the students showed negative attitudes on learning since they were not attentive (Gardner, 1985, p. 41).

The students said that one of the reasons of their decreasing score was affected by lesson material. Ten students said that the material and its diction was difficult, nine students said they did not understand the material, six students said the explanation was not clear and one student said that there was too much material. Moreover, the researcher voice was not clear and the researcher was fierce.
Figure 4.4 Students’ Answer about Teaching Material

In the third question answers, the students said that their performance was not really good because they were unprepared, they forgot the material, not fluent, not confident, unintended to do the performance, and had low voice volume.

Implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta was good enough to see the students’ attitudes toward role play learning and helped the researcher to overcome the challenges in implementing role play activities in this extracurricular class. There were two challenges in implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta based on Paskasari’s designed material. Firstly, it was the matter of the big number of students in the class. Due to the amount of the students, their noise distracted the students’ focus both for the students who had performance and the students who wanted to pay attention to the lesson. As suggested by research collaborator, it might be overcome by dividing the students into larger groups and each group had different topics. Second, the challenge was overcoming the students decreasing score in test 2. As stated by the students on their reflection sheet, it was affected by the lesson material and their
attitude of not following the lesson well. Therefore, the researcher should give clearer explanation of the lesson material and gave more chance to practice.

The students’ attitudes on role play learning show that they enjoyed the learning process. It can be seen that the students were able to learn while playing. The students also had more chances to practice speaking in English. However, the students should have more courage to perform, focus in learning process, and follow the lesson well.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts. The first part is conclusion and the second part is recommendations for the teacher and for future researcher who are going to conduct similar research.

A. Conclusions

This research aimed to solve two research questions, namely what the challenges of implementing role play activities in *SMP Pangudi Luhur 1* Yogyakarta based on Paskasari’s designed material are and what the students’ attitudes on role play learning are. The researcher implemented a designed material by an ELESP graduate in *SMP Pangudi Luhur 1* Yogyakarta. This research used classroom action research as the research method. It contains four steps namely the plan, action, observation, and reflection. An interview with the English extracurricular teacher and five students were conducted as the preliminary study. Moreover, the researcher conducted a class observation before the research began. The research instruments were interview, observation checklist, field notes, test, and students’ reflection sheet.

After explaining the result of the research, the researcher comes to the conclusion that role play implementation in English extracurricular class had challenges. It can be seen that the number of students in class is the main challenge to implement role play in English Extracurricular class in *SMP Pangudi Luhur 1*.
Yogyakarta. The second challenge was overcoming the students decreasing score in test 2. Another conclusion was the students’ attitudes on role play learning was they enjoyed the learning process. They also should put more courage to perform, focus in the learning process and follow the lesson well.

B. Recommendations

After drawing the conclusions of this research, the researcher gives some recommendations to the English extracurricular teacher in SMP Pangudi Luhur 1 Yogyakarta and future researchers.

1. English Extracurricular Teacher in SMP Pangudi Luhur 1 Yogyakarta

   The researcher gave three recommendations to the English extracurricular teacher in SMP Pangudi Luhur 1 Yogyakarta. First, it is better to conduct the teaching using role play activities in a smaller class with fewer students. Since there were a lot of students in the class, they tended to speak with their friends so it disturbed the students who performed in front of the class. Second, another solution is dividing the students into larger groups so that they do not only work in pair. Last, the topic for the performance should be more varied to avoid the boredom of listening to the same topic.

2. Future Researchers

   The researcher also gave four recommendations to future researchers who will conduct the similar research. It is better to arrange the research schedule well so the meetings can be done continuously. Future researchers also should consider the number of students in the class to implement a certain teaching material and its
learning activities. The appropriate teaching material and the learning activities should be chosen based on the students’ needs and the class situation. It is better to provide more topics for the role play performance but the topic should be relatable to students’ daily life.
REFERENCES


APPENDICES
Appendix A Cover Letter for The Headmaster of SMP Pangudi Luhur 1 Yogyakarta

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 074/Phk/Kajur/JPBS/VI/15/016
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Sekolah SMP Pangudi Luhur 1 Yogyakarta
Br. Yosep Anton Utmiyadi FIC, S.S.
di SMP Pangudi Luhur 1 Yogyakarta
Jl. Timoho 2 Nomor 29, Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Hermina Prima
No. Mhs : 12140023
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : VIII (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Pangudi Luhur 1 Yogyakarta
Waktu : 1 Agustus 2016 - 30 September 2016
Topik / Judul : THE IMPLEMENTATION OF ROLE PLAY DESIGNED BY AN ELESP GRADUATE FOR ENGLISH EXTRACURRICULAR STUDENTS IN SMP PANGUDI LUHUR 1 YOGYAKARTA

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 22 Juni 2016
u.b. Dekan,

Ketua Jurusan Pendidikan Bahasa dan Seni

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. Dekan FKIP
2. Dekan
3. 
4.
Appendix B Research Letter from SMP PANGUDI LUHUR 1 Yogyakarta

YAYASAN PANGUDI LUHUR PERWAKILAN YOGYAKARTA
SMP PANGUDI LUHUR 1 YOGYAKARTA
TERAKREDITASI “A”
Alamat: Jl. Timoho IV/09 Yogyakarta 55166 Telp (0274)535553, Fax (0274)540661
website: http://www.smppangudiluhur1ykschud email: smppli_yk@yahoo.com

SURAT KETERANGAN
No.: 148 / SMP PL 1 / X / 2016

Yang bertanda tangan di bawah ini:

Nama: Br. Yosep Anton Utmiyadi FIC, S.S.
Pangkat: Penata Tk.I / IId
Jabatan: Kepala Sekolah
Unit kerja: SMP Pangudi Luhur 1 Yogyakarta
dengan ini menerangkan bahwa:

Nama: Hermina Prima
NIM: 121214023
Prodi: Pendidikan Bahasa Inggris
Fakultas: FKIP
Universitas: Sanata Dharma Yogyakarta

telah melaksanakan penelitian di SMP Pangudi Luhur 1 Yogyakarta pada bulan Agustus – Oktober 2016 dengan judul “The Implementation of Role Play Designed by an ELESP Graduate for English Extracurricular students in SMP Pangudi Luhur 1 Yogyakarta.”

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Kepala Sekolah,

[signature]
Appendix C Lesson Plan

LESSON PLAN – UNIT 1: Make a Friend

Subject: English
Grade: VII
Skill: Speaking
Time Allocation: 4 x 40’ (2 meetings)

Standard Competence:
- Expressing the meaning of simple short oral functional text related to the nearest environment.

Basic Competence:
- Expressing the meaning of speech act in simple short oral function text in term of transactional or interpersonal dialogue in accurate, fluent and acceptable manner related to the nearest environment in form of greeting, introducing self, introducing others and closing the conversation.

I. Learning Objectives
1) Students are able to state some expressions of greeting, introducing self, introducing others and closing the conversation in detail.
2) Students are able to perform how to greet people, introduce themselves, introduce others and close the conversation.
3) Students are able to practice how to greet people, introduce themselves, introduce others and close the conversation.
4) Students are able to participate in conversations pertaining to greet people, introduce themselves, introduce others and close the conversation.

II. Learning Materials (from the book)

III. Learning Activity
1. Set Induction activities (15’)
   1) Apperception
      a. Teacher greets students and lead the pray.
      b. Teacher checks students’ attendance.
      c. Teacher explains the activities in this meeting.
   2) Motivation
      a. Teacher explains the importance of the lesson by relating it to students’ daily life and their environment, so they are motivated to do learning activities.
      b. Teacher explains the purpose of the lesson.
“In the end of the lesson, you are expected to be able to...”

2. Main Activity
   1) Exploration
      a. The teacher asks the students to fill some statement related to their self-identity.
         • My full name is ...
         • My nick name is ...
         • I live in ...
         • I was born on ...
   2) Elaboration
      a. Teacher and students discuss several expressions of greeting, introducing self, introducing others and closing a conversation.
      b. Students practice the dialogue given by the teacher.
      c. Teacher and students discuss the dialogue to find out the expression of greeting, introducing self, introducing others and closing a conversation that are used in the dialogue.
      d. Students are asked to do the exercise related to the topic that being learned.
      e. Teacher and students discuss the answer of the exercise given by the teacher.
      f. Students are asked to find a partner to make a role play dialogue.
      g. Students are asked to perform the role-play dialogue in front of the class.
   3) Confirmation
      a. Teacher asks students about the lesson they have learned and review the learning activities they have done.

3. Set Closure
   1) Conclusion and review (15’)
      a. Teacher asks students about the lesson they have learned and review the learning activities they have done.

IV. Resource
   1. English Conversation Book

V. Assessment
   1. Technique : Oral test
   2. Form : Speaking
   3. Instrument :
      (Speaking rubric)
LESSON PLAN – UNIT 2: My Beloved Family

Subject : English
Grade : VII
Skill : Speaking
Time Allocation : 4 x 40’ (2 meetings)

Standard Competence:
- Expressing the meaning of simple short oral functional text related to the nearest environment.

Basic Competence:
- Expressing the meaning of speech act in simple short oral function text in term of transactional or interpersonal dialogue in accurate, fluent and acceptable manner related to the nearest environment in form of describing people.

I. Learning Objectives
1) Students are able to state some expressions used in describing people in detail.
2) Students are able to perform how to describe people.
3) Students are able to practice how to describe people.
4) Students are able to participate in conversations pertaining to describe people.

II. Learning Materials (from the book)

III. Learning Activity
1. Set Induction activities (15’)
   1) Apperception
      a. Teacher greets students and lead the pray.
      b. Teacher checks students’ attendance.
      c. Teacher explains the activities in this meeting.
   2) Motivation
      a. Teacher explains the importance of the lesson by relating it to students’ daily life and their environment, so they are motivated to do learning activities.
      b. Teacher explains the purpose of the lesson.
         “In the end of the lesson, you are expected to be able to...”

2. Main Activity
   1) Exploration
      a. The teacher asks the students to describe the classroom to friend next to them.
   2) Elaboration
a. Teacher and students discuss about several expression describing things.

b. Students practice the dialogue given by the teacher.

c. Teacher and students discuss the dialogue to find out the expression of describing things that are used in the dialogue.

d. Students are asked to do the exercise related to the topic that being learned.

e. Teacher and students discuss the answer of the exercise given by the teacher.

f. Students are asked to find a partner to play a role play based on the given situation.

g. Students are asked to perform the role-play in front of the class.

3) Confirmation
   a. Teacher asks students about the lesson they have learned and review the learning activities they have done.

3. Set Closure
   1) Conclusion and review (15’)
      a. Teacher asks students about the lesson they have learned and review the learning activities they have done.

IV. Resource
   1. English Conversation Book

IV. Assessment
   1. Technique : Oral test
   2. Form : Speaking
   3. Instrument : (Speaking rubric)
Appendix D Speaking Material

Unit 1

Please listen to your teacher. Your teacher will read it for you first.

Hendra: Hi, good morning.
Jessica: Hi, good morning.
Hendra: How are you?
Jessica: I am fine, thank you and you?
Hendra: Fine too thanks. May
Jessica: Yes, of course.
Hendra: My name is Hendra Saputra. What’s your name?
Jessica: My name is Jessica Smith.
Hendra: Where are you from?
Jessica: I am from Australia.
Hendra: Nice to meet you. Jessica.
Jessica: Nice to meet you too Hendra.
Hendra: Good bye. See you later.
Jessica: Bye. See you too.

Read the dialogue again and answer the questions below:

1. Identify expressions used in greeting and introducing self in the dialogue above.
2. Mention the expression and discuss them with your partner.

Didi: Hi, Anna! How are you?
Anna: Hi, Didi! I’m fine, thank you. What are you doing here?
Didi: I’m here with my mom. She is buying fruits over there. What are you doing here Ann?
Anna: I’m accompanying my grandmother to buy some vegetables.
Didi: That’s great. Come on, I would like to introduce you to my mom.
Anna: Ok, I would love to meet your mom.
Didi: Mom, this is Anna. She is my new classmate. Anna, this is my Mom.
Anna: I’m glad to see you, Madam.
Mom: I’m glad to see you, Anna. I heard so much about you.
Anna: Really?
Didi: Come on Mom, Don’t make me embarrassed.
Mom: Nice to meet you, young girl, but we have to go now. We have an appointment at two o’clock.
Anna: Ok, Madam.
Didi: See you, Anna!
Anna: See you too, Didi.

You are attending your friend’s birthday party. There are so many other guesses that you have not known yet. Try to find new friend, introduce yourself and look for some information about your new friend’s identity on the distributed card.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>GREETINGS</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal greeting</td>
<td>Good morning</td>
<td>Good morning</td>
</tr>
<tr>
<td>Formal greeting</td>
<td>Good afternoon</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Formal greeting</td>
<td>Good evening</td>
<td>Good evening</td>
</tr>
<tr>
<td>Informal greeting</td>
<td>Hi, John!</td>
<td>Hi, Dila!</td>
</tr>
<tr>
<td>Informal greeting</td>
<td>Hello, morning Jim!</td>
<td>Morning Tina!</td>
</tr>
<tr>
<td></td>
<td>How are you?</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td></td>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
<tr>
<td></td>
<td>How’re you doing?</td>
<td>Not bad.</td>
</tr>
</tbody>
</table>

Expression of greeting, introducing, and leave taking
<table>
<thead>
<tr>
<th>INITIAL GREETING</th>
<th>RESPONING TO INITIAL GREETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How are you?</td>
<td>• Very well, thank you and you?</td>
</tr>
<tr>
<td>• How’s it going?</td>
<td>• I’m good/okay/alright.</td>
</tr>
<tr>
<td>• How are you doing?</td>
<td>• Very well, thank you.</td>
</tr>
<tr>
<td>• How’s life?</td>
<td>• Oh, pretty good.</td>
</tr>
<tr>
<td></td>
<td>• Not too bad, thanks.</td>
</tr>
<tr>
<td></td>
<td>• Fine, thanks.</td>
</tr>
<tr>
<td></td>
<td>• Excellent</td>
</tr>
<tr>
<td>Pre-Closing</td>
<td></td>
</tr>
<tr>
<td>• Ok then...</td>
<td></td>
</tr>
<tr>
<td>• I’ve got to go now.</td>
<td></td>
</tr>
<tr>
<td>• So, I’ll see you next week.</td>
<td></td>
</tr>
<tr>
<td>• I think I’d better be going now</td>
<td></td>
</tr>
<tr>
<td>• I think it’s already late at night</td>
<td></td>
</tr>
<tr>
<td>• Well, it’s time for me to leave</td>
<td></td>
</tr>
<tr>
<td>• I must be going home</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLOSING/LEAVE TAKING</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Good bye</td>
<td>• Bye bye</td>
</tr>
<tr>
<td>• See you</td>
<td>• Take care</td>
</tr>
<tr>
<td>• See you later</td>
<td>• See you too</td>
</tr>
<tr>
<td>• See you soon</td>
<td>• Ok</td>
</tr>
<tr>
<td>• See you tonight</td>
<td>• Alright</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRODUCING YOURSELF</th>
<th>INTRODUCING SOMEONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First, let me introduce myself</td>
<td>• I would like to introduce you to...</td>
</tr>
<tr>
<td>• My name is...</td>
<td>• Let me introduce you to...</td>
</tr>
<tr>
<td>• Allow me to introduce myself</td>
<td>• Allow me to introduce...</td>
</tr>
<tr>
<td>• I’m...</td>
<td>• I would like you to meet...</td>
</tr>
<tr>
<td>• Excuse me, my name is...</td>
<td>• Do you know...</td>
</tr>
<tr>
<td>• How do you do? My name is...</td>
<td>• Atta, this is Ditto my cousin. Ditto,</td>
</tr>
<tr>
<td>• Hi! I’m...</td>
<td>• this is Atta my new friend.</td>
</tr>
<tr>
<td>• Hello! My name is...</td>
<td></td>
</tr>
<tr>
<td>• Good morning. My name is...</td>
<td></td>
</tr>
</tbody>
</table>
Unit 2

Bita : Good afternoon Miss.
Miss Duma : Good afternoon, Bita. Who will pick you up from school?
Bita : My mother will pick me up Miss. She is the one who always picks me up from school. That is why I love her so much.
Miss Duma : Wow. It seems you have a close relationship with your mother. Is it right?
Bita : Yes, of course Miss. She is not only my mother but she is also my best friend. She is so friendly and kind.
Miss Duma : That sounds good. How does your mother look like? I have not met her yet.
Bita : Hmm. She is in her 30s. She is tall and slim, Miss.
Miss Duma : How about her hair?
Bita : She has long wavy black hair.
Miss Duma : Does she have a round face?
Bita : No, her face is oval and there is a mole above her left eye. She has round eyes and the colours are blue. Her nose is pointed like me.
Miss Duma : Wow, I think your Mom is so beautiful and you look so proud of her.
Bita : Of course Miss. I am really proud of having mom like her. Sorry Miss, but I have to go now because my Mom texted me that she is already in front of the school. Good bye Miss Duma.
Miss Duma : Ok. See you Bita. Good bye.
1. To describe a person’s physical appearance, you can use the following words.

<table>
<thead>
<tr>
<th>Height</th>
<th>Body</th>
<th>Age</th>
<th>Hair</th>
<th>Face</th>
<th>Eyes</th>
<th>Nose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tall</td>
<td>Slim</td>
<td>Young</td>
<td>Long</td>
<td>Round</td>
<td>Big</td>
<td>Pointed</td>
</tr>
<tr>
<td>Short</td>
<td>Thin</td>
<td>Old</td>
<td>Short</td>
<td>Oval</td>
<td>Round</td>
<td>Flat</td>
</tr>
<tr>
<td></td>
<td>Plump</td>
<td>Teenager</td>
<td>Bald</td>
<td>Square</td>
<td>Slanted</td>
<td>Green</td>
</tr>
<tr>
<td></td>
<td>Fat</td>
<td>In 20s, 30s</td>
<td>Straight</td>
<td>Wrinkles</td>
<td>Brown</td>
<td>Blue</td>
</tr>
<tr>
<td></td>
<td>Skinny</td>
<td>30s, 40s</td>
<td>Curly</td>
<td>Pale</td>
<td>Bearded</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Muscular</td>
<td></td>
<td>Wavy</td>
<td>Shaved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Black</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Red</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Blonde</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. To describe a person’s character (qualities & habitual behaviour), you can use the following words.

<table>
<thead>
<tr>
<th>Character</th>
<th>Opposite Character</th>
<th>Other character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Careful</td>
<td>Careless</td>
<td>Cheerful</td>
</tr>
<tr>
<td>Intelligent/Smart</td>
<td>Stupid</td>
<td>Energetic</td>
</tr>
<tr>
<td>Confident</td>
<td>Shy</td>
<td>Friendly</td>
</tr>
<tr>
<td>Extrovert</td>
<td>Introvert</td>
<td>Humorous</td>
</tr>
<tr>
<td>Generous</td>
<td>Stingy</td>
<td>Humble</td>
</tr>
<tr>
<td>Diligent</td>
<td>Lazy</td>
<td>Stubborn</td>
</tr>
<tr>
<td>Active</td>
<td>Passive</td>
<td>Sensitive</td>
</tr>
</tbody>
</table>
Appendix E Speaking Score Rubric

<table>
<thead>
<tr>
<th>Aspects</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Errors are noticed 75% of the time</td>
<td>Errors are noticed 50% of the time</td>
<td>Errors are noticed 25% of the time</td>
<td>No detectable problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overuse of filler words (more than 5 filler words)</td>
<td>3 -5 filler words</td>
<td>1-2 fillers words</td>
<td>No filler words</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td>More than six errors</td>
<td>4-6 errors</td>
<td>1-3 errors</td>
<td>No detectable errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Errors detract from message to the point where it is difficult to</td>
<td>Audience notices and is</td>
<td>Audience may not notice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>follow or is lost</td>
<td>distracted from the message</td>
<td>Errors do not affect message</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>Actions detract from the message throughout speech</td>
<td>3-5 inappropriate actions</td>
<td>1-2 inappropriate actions that do not seriously affect message</td>
<td>Body language supports and enhance message delivery</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audience notices inappropriate actions</td>
<td></td>
<td>No detectable inappropriate actions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Message is negatively affected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>More than six errors</td>
<td>4-6 errors</td>
<td>1-3 errors</td>
<td>No detectable errors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Errors detract from message to the point where it is difficult to</td>
<td>Audience notices errors and</td>
<td>Audience may not notice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>follow or is lost</td>
<td>is distracted from the message</td>
<td>Errors do not affect message</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Unable to use expression correctly</td>
<td>Uses some incorrect expression</td>
<td>Rarely uses incorrect expression</td>
<td>Uses correct expression</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Message is lost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total

Taken from: Teaching and learning research exchange. Tammy Jung, Heidi Osterwalder and David Wipf, 2001, Saskatoon (Canada).
Appendix F Interview Blueprint

Interview guideline before CAR

List of questions for teacher
1. Are students interested in learning English?
2. What are the difficulties in learning English speaking skill?
3. What do you do to solve the problem(s)?
4. What activities that have been used in practicing English speaking skill?

List of questions for students
1. Do you like English subject?
2. What are the difficulties in learning English speaking skill?
3. What do you do to solve those problem(s)?
4. What activities that have been used in practicing English speaking skill?

Interview guideline after CAR

List of questions for teacher
1. What do you think about the learning process?
2. What improvements do you see during learning using role play activities?
3. What are your suggestions for these activities?

List of questions for students
1. What do you think about the learning process?
2. Do you enjoy the learning process?
3. What do you think about the materials? Are they interesting?
4. Are you happy to use role play activities in the class?
5. What do you think about your speaking skill? Is there any improvements?
Appendix G Interview Results

Before CAR

1. Are students interested in learning English?
   Masih enak diarahkan kalo kelas 7. Kalo kelas 8 itu sukar. Mereka merasa mereka sudah senior, punya adik kelas, percaya diri kebablasen, belum ada tanggung jawab ujian.

2. What are the difficulties in learning English speaking skill?

3. What do you do to solve the problem(s)?

4. What activities that have been used in practicing English speaking skill?
   Game, film (nanti kan ditanya title, pelaku, berapa orang), pairing. Siswa itu butuh reinforcement karena salah itu ngga berdosa dan ngga dimarahi.

Students 22
R : Good afternoon. I’d like to ask you some questions.
S : Good afternoon. Yes.
R : Do you like English subject?
S : What?
R : Kamu suka Bahasa Inggris nggak?
S : Yes, I love it.
R : What are the difficulties in learning English speaking skill?
S : Well, in speaking you have to use so right grammar, and you have to speak without really right. What you say is supposed to be about English. Well, like that.
R : What do you do to solve the problem?
S : You have to always practice, you have to practice with your friends to speak because if you always speak and going to practice it would be very easy to speak with the good grammar.
R : What activities that have been used in practicing English speaking skill?
S : The activities like we just do, like dialogue or maybe teamwork or you can also play a game and have a communication with each other.
R: Okay. Thank you for the interview.

Students 35
R: Good afternoon. I’d like you ask you some questions.
S: Good afternoon. Okay.
R: Do you like English subject?
S: Yes. Actually I like it very much.
R: Do you have difficulty in learning English speaking skill?
S: Emm a little bit and sometimes. But mostly not.
R: What are the difficulties?
S: Eee grammar and pronunciation and especially the verb or the something like that.
R: What do you do to solve the problem?
S: Eh?
R: What do you do to solve the problem?
S: I ask my teacher, of course.
R: Any other solutions?
S: Emm maybe only that maybe ask someone else that great in English.
R: What activities that have been used in practicing English speaking skill?
R: Thank you for the interview.

Student 10
R: Good afternoon. I’d like you ask you some questions.
S: Good afternoon.
R: Do you like English subject?
S: Yes.
R: What are the difficulties in learning English speaking skill?
S: Emm maybe verb, oh tenses maksudnya.
R: What do you do to solve the problem?
S: I took private les, study alone.
R: What activities that have been used in practicing English speaking skill?
S: Maybe quiz.
R: What kind of quiz?
S: And maybe ummm reading dialogue. Uum maybe read a story or storytelling.
R: Thank you for the interview.
Student 4
R : Good afternoon. I’d like you ask you some questions.
S : Good afternoon. Yes.
R : Do you like English subject?
S : Umm gimana ya?
R : Not really maybe?
S : Aduh. Bingung e.
R : Do you have difficulty in learning English speaking skill?
S : Umm no.
R : So, can you do it well if you have speaking test?
S : Yes.
R : What activities that have been used to practice English speaking skill?
S : Yes.
R : Umm aktivitas apa aja buat latihan speaking?
S : Umm apa ya apa ya?
R : Kalo speaking test gimana bentuknya? Apa aja?
S : Ummm dari youtube doang aja sih kalo aku.
R : Kalo di kelas gimana?
S : Kalo di kelas quiz biasanya.
R : Quiz nya bentuknya yang kayak gimana?
R : Pertanyaan dijawab secara langsung?
S : Iya. Kalo enggak nanti kayak percakapan gitu.
R : Ok. Thank you for the interview.

Student 39
R : Good afternoon. I’d like you ask you some questions.
S : Good afternoon.
R : Do you like English subject?
S : Yes.
R : Do you have difficulty in learning English speaking skill?
S : Umm I think no.
R : What did you do if you have difficulty in learning English speaking skill?
S : Umm hehehe.
R : Ngga tau?
S : Hehehee
R : Do you ask your teacher?
S : Ummm ummm
R : Brarti kalo ngga ada masalah kalo test berbicara di depan kelas?

R: Berarti latihan?

S: Iya.

R: Trus kalau latihannya itu kan biasanya di kelas ada aktivitasnya kan, apa aja biasanya buat aktivitas speaking?

S: Buat speaking tu ya latihan gitu.

R: Berdialog dengan teman atau latihan sendiri?

S: Kadang tu sama guru les, kadang latihan sendiri, kadang sama temen atau bareng guru.

R: Jadi hanya latihan gitu ya untuk speaking?

S: Iya.

R: Ok. Thank you for the interview.
After CAR

1. What do you think about the learning process?
   The learning process was interesting. There were various teaching activities that made the students enjoy the learning process.

2. What improvements do you see during learning using role play activities?
   The students were more active than before, because in the role play they involve in the activity. Besides, they active because can follow the flow of learning process.

3. What are your suggestions for these activities?
   Because this is a huge number of students it is better to divide the member in a big number not in pairs. Because they will get bored to hear the product of the topic such as speak up in front of the class.

Student 22
R : Hi. What do you think about the learning process with Miss Prima?
S : Yaaa I think the... it is fun. You can learn and also play. The students can more know the description of people a lot that Miss give already learned. So basically students can having fun, not only learning but they can play with a lot of methods.
R : Do you enjoy it?
S : Yeah I enjoy it.
R : What do you think about the material? Is it interesting? Is it easy to be understood?
S : It is... The material is interested because it was... the material for seventh grade actually, and it was usually like that. Umm it is interesting.
R : Okay. Are you happy to use role play? I mean you’re trying to practice with your friends.
S : Yeah I was happy.
R : Okay. What do you think about your speaking skill? Is it helpful to help you to practice more?
R : Yeah. It do help my grammar more, so yeah my conversation is going to be very more good and the grammar is getting more.... good grammar.
S : Okay. Thank you so much.

Student 35
R : What do you think about the learning process?
S : I think... it’s... yeah I think it’s good. There is something from about the whole class is very noisy sometimes but the program is very good for me.
R : Do you enjoy the learning process?
S: Yeah.
R: What do you think about the material that we have learned so far?
S: Ummm it is really really really interesting because yeah we learned about the conversation, right? And describing people. I never actually learn that before. So that’s kind of a little new for me.
R: What do you think about your speaking skill? Is that helpful for you to practice? Is there any improvement?
S: Yeah.
R: Could you give me the explanation?
S: Because we definitely need this because sometimes when we lost or we need the conversation at least.
R: Okay. Thank you for the interview.

Student 39
R: What do you think about the learning process?
S: Seru.
R: Jadi, kamu menikmatinya?
S: Menikmati.
R: Bagaimana menurutmu dengan materinya? Kan kita belajar tuh kemarin tentang perkenalan trus deskripsiin orang, trus pake game juga.
S: Jelas kok.
R: Trus kamu seneng ngga pake role play? Jadi latihan nih kita ngobrol gitu kalo di kelas.
S: Ya suka sih, suka banget. Hehe
R: Trus membantu ngga sih untuk kemampuan speakingnya?
S: Ngebantu banget.
R: Ngebantunya gimana?
R: Oh ya. Terima kasih.

Student 30
R: Gimana sih proses belajar selama ekstrakurikuler ini?
S: Menyenangkan.
R: Menyenangkan? Gimana menyenangkannya?
S: Enggak bosen.
S : Sangat berguna bagi kehidupan. Hehehe
R : Waah. Gunanya gimana?
S : Kalo ketemu orang Inggris biar bisa kenalan.
R : Oooh gitu.
R : Trus seneng ngga sih pake role play? Jadi kamu latihan tuh sama temen-temen di kelas.
S : Seneng.
R : Trus gimana menurutmu tentang kemampuan speakingnya? Itu bantu ngga buat latihan?
S : Bantu.
R : Emang gimana bantunya? Ceritain dong.
S : Bantunya nek kita ngomong-ngomong jadi lebih tau yang bener tu apa, ngga malu.
R : Ooh jadi belajar ya. Oke terima kasih.

Student 32
R : Menurutmu gimana belajar sama Miss?
S : Yaaa menyenangkan, ngga bosenin.
R : Jadi kamu menikmatinya?
S : Iya.. sangat.
R : Sangat? Wah terima kasih. Materinya gimana menurutmu?
S : Yaa mudah dipahami trus apa ya.. Cuma ngga.. Cuma ngga miss nya doang yang ngomong. Jadi kita bisa ngomong kayak mraktekin gitu.
R : Trus apakah kamu seneng belajar pake role play?
S : Ya seneng.
R : Gimana menurutmu tentang kemampuan speakingmu? Terbantu ngga? Bertambah ngga?
R : Nambah apa?
S : Nambah ilmu.
R : Oke terima kasih.
### Appendix H Observation Checklist Blueprint

#### Observation Checklist Sheet

| School       | SMP Pangudi Luhur 1 Yogyakarta          | Date          | ______________________________ |
|--------------|-----------------------------------------|---------------|
| Class        |                                         | Time          | ______________________________ |

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Scale</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are confident in the role play performance.</td>
<td>1 2</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students are fluent in performing the dialogue in the role play performance.</td>
<td>3 4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students participate in making the role play dialogue.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students ask questions to the teacher when they have difficulty.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students show strong emotion expression in the role play performance.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students are focus in having role play performance.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students’ performance is observed by the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students get feedback from the teacher after the performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students produce dialogue out of the dialogue that has been made.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students need more time to prepare the role play dialogue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students need more time to present the role play dialogue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students have many learning activities in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Role play situation is real in students’ daily life.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Students use expression that they have learned in the role play performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Students are able to work in their group.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Notes from observer:

___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
___________________________________________________________________________________________________________
Observer:

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# Appendix I Observation Checklist Result

## Observation Checklist Sheet

<table>
<thead>
<tr>
<th>School</th>
<th>SMP Pangudi Luhur 1 Yogyakarta</th>
<th>Date</th>
<th>5/9, 19/9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>7D</td>
<td>Times</td>
<td>13.30 – 15.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Scale</th>
<th>Notes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students are confident in the role play performance.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Students are fluent in performing the dialogue in the role play performance.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Students participate in making the role play dialogue.</td>
<td>2,3,4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Students ask questions to the teacher when they have difficulty.</td>
<td>2,3,4</td>
<td>1</td>
<td></td>
</tr>
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<td>Students show strong emotion expression in the role play performance.</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students are focus in having role play performance.</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

1. They do not really focus because the distraction from their friends (some) 80% focus.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Students’ performance is observed by the teacher.</td>
<td></td>
<td>2,4</td>
</tr>
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<td>8.</td>
<td>Students get feedback from the teacher after the performance.</td>
<td></td>
<td>2,4</td>
</tr>
<tr>
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<td>Students produce dialogue out of the dialogue that has been made.</td>
<td></td>
<td>2,4</td>
</tr>
<tr>
<td>10.</td>
<td>Students need more time to prepare the role play dialogue.</td>
<td></td>
<td>1,2,3,4</td>
</tr>
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<td></td>
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<tr>
<td>13.</td>
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<tr>
<td>14.</td>
<td>Students use expression that they have learned in the role play performance.</td>
<td></td>
<td>2,4</td>
</tr>
<tr>
<td>15.</td>
<td>Students are able to work in their group.</td>
<td></td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>
Notes from observer:

1. It is better to memorize little bit from the dialogue
   Your voice is a lit low. It’s hard for students who sitting at the back to hear your voice
   The students act very enthusiastic in the classroom role play.

3. The students are actively following the class activities. The most active students are the students who sit on the front side. It seems difficult to get students’ attention who sits at the back. They keep talking loudly all the time even the teacher reminds them. But still they are following the activities. They follow the instruction well even though the teacher should remind them many times guiding them.

Observer: Astrid Pramuningtyas
Appendix J Field Notes

Cycle 1 meeting 1 (5 September 2016)

Observer
This was the first meeting for the researcher to conduct action research in this extracurricular class. There was an observer who observed the learning and teaching activity. The observer gave a check on the provided observation checklist and wrote notes about the learning and teaching activity. The observer wrote that the students were very enthusiastic in participating the classroom role play (when the researcher gave an example of role play dialogue). In this meeting, the students asked questions to the researcher when they had difficulty. The students also participated in making role play dialogue with their group actively. The students were not really focus in the learning process because there was distraction from their friends. Only 80% of students who were focus in the class. The observer added that the researcher’s voice volume was quite low so it was not really clear for the students who sat at the back rows.

Researcher
This meeting was started at 13.30. In the beginning of the meeting, the students were not ready to start the lesson. The class was so crowded because there were 35 students in this class. The researcher started the class by giving a jargon in order to get students’ attention. When the researcher said “one two three eyes on me”, the students replied it with “one two three eyes on you”. Then the researcher checked the class to make sure that they really paid attention to the researcher. This jargon quite worked because the students paid attention to the researcher although for a moment. That jargon was used several times especially when the students were busy with themselves and did not pay attention to the teacher. Then, the next activity was the researcher read a dialogue about how to introduce to new person and the students listened it carefully. After that they answered teacher’s questions related to the topic on that meeting. The researcher threw a ball to the class randomly and the students caught the ball. The researcher gave a question to the student who got the ball and he/she answered it directly. If he/she could not answer it, the opportunity was given to other students. Next, the students were given a handout about expression how to introduce to new person. They also had a situation to make role play dialogue in pair. Although they did not really pay attention to the material explanation, they did the exercise well. Several students asked question to the researcher when they did not understood the instruction and the material when they made the role play dialogue. The researcher also said that the role play dialogue
would be presented in front of the class in the next meeting. They put more effort when they knew that the exercise would be scored by the teacher. In this meeting, the researcher saw that students who followed the learning quite well were the students who sat at the front rows. The students asked about the meaning what teacher said since they did not the meaning in Bahasa. A student said “Bahasa Indonesiana apa?” and “Wah aku tu ngga bisa Bahasa Inggris e.”

**Cycle 1 meeting 2 (19 September 2017)**

**Observer**

In this meeting, the students had test 1. The observer noticed that the students were not confident in the role play performance. And also the students were not fluent in performing the dialogue in the role play performance. Moreover, the students were not focus in the role play performance. The observer also saw that the students were very noisy when other students had their performance even though the researcher warned them.

**Researcher**

This meeting was started at 13.30. The students had role play performance because they have made the dialogue two weeks ago. They said that they needed more time to prepare the performance. Several students were confused which one the assignment was. The researcher gave more time for them to practice. Most students did not really pay attention to the students who had role play performance in front of the class. They were so noisy and busy with themselves so that the researcher reminded them to keep silent and respect those who were having role play performance. The students kept silent only for some minutes after the researcher reminded them, and then they made noise loudly. It was quite disturbing because the researcher could not hear the voice of the students who were having performance. The researcher reminded them to keep silent many times because it was so hard for them to do it. It happened until the class end. It seemed that most students have not prepare for the role play performance because they had many pauses in presenting the dialogue. And also some of them forgot the dialogue.

**Cycle 2 meeting 1 (3 October 2016)**

**Observer**

The observer said that that the students followed the class quite well. The students followed the class activities actively. The active students were the students who sat at the front rows. It was difficult to get students’ attention who sat at the back rows.
They talked loudly all the time even when the researcher reminded them. But they still followed the class activities. They followed the instruction well even though the researcher reminded them many times in guiding them to do the exercise.

**Researcher**

The class was started at 13.30. In this meeting, the students learned about how to describe people. The researcher started the activities by giving a short video about conversation of describing people. The video was played three times and the student should pay attention on it carefully because they would get some question related to the video after watching it. Before starting the questioning, the researcher used jargon in order to get the students’ attention because they started to make noise. The researcher gave seven questions to the students randomly. They were very enthusiastic to get chances to answer the questions. All of them had correct answer and other friends agreed with their answer. It means that they paid attention to the video, especially how to describe people for others. After that, the researcher showed slides about how to describe people from the physical appearance and the character. From those slides, the researcher and the students tried to identify the description that appeared in the video they watched. The researcher asked the students to ask question if they did not understand the meaning of difficult words in the slides. They asked about the difficult words actively. The researcher asked other students to answer it if they knew the meaning of the words. The next activity was making role play dialogue based on certain situation. There was a person who reported that he/she missed their friend/family in the public places. They should describe the missing people so that the police was able to announce the description of the missing people. The researcher also explained the instruction group by group when the researcher walked around. Teacher motivated them to draw the right drawing because there were a group who draw out of the context. After they finished the drawing, the researcher asked them to make a conversation between the reporter and the police. The drawing was used to help them to describe the missing people. They were quite excited because they could draw people based on their imagination and colour the drawing. Although they talked a lot during the pair work, they did the exercise well. Since the time was over, they should continue it in their home and they would have presentation in the next meeting.

**Cycle 2 meeting 2 (10 October 2016)**

**Observer**

The observer saw that the students’ confident and fluency were good in this performance. The students also asked question to the researcher actively, moreover
before the performance. The observer saw that the students were very noisy when their friends had their performance so that teacher should remind them continuously.

**Researcher**

The class was started at 13.30. After the opening prayer, the researcher asked the students about the assignment in the previous week. Several students said they did not bring the drawing that they made and others students were still working on the drawing. When the researcher asked about their preparation for the performance, they asked more time to have a practice for a moment. The researcher walked around in the class to check their progress and their readiness. The students also asked question to the researcher to make sure about their dialogue and their drawing were correct. The researcher did not have to arrange the groups’ turn because they came in front spontaneously. Although they came spontaneously, they did not snatched away their turn. When a group has finished the presentation, another group came in front immediately. Since the beginning of the presentation, it was quite difficult to make them keep silent. They kept silent when the researcher reminded them to keep silent in order to respect their friends who had presentation. The researcher also corrected their dialogue after the presentation because some groups using the incorrect grammar to describe a person.
Appendix K Students’ Reflection Blueprint

Nama : 
Nomor urut siswa : 

Jawablah pertanyaan dibawah ini dengan jelas!

1. Apa saja hal-hal menyenangkan belajar speaking menggunakan role play bersama Miss Prima? (jawaban minimal 5 kalimat)

2. Apa saja yang perlu ditingkatkan dalam pembelajaran tersebut? (jawaban minimal 5 kalimat)

3. Nilai test dalam test 2 mengalami penurunan dari test 1, apa yang menyebabkan nilaimu menurun? Berikut dilampirkan materi test untuk mengingat kembali materi tersebut dan hasil test. (jawaban minimal 5 kalimat)
Appendix L Students’ Reflection Result

Nama :
Nomor urut siswa :

Jawablah pertanyaan di bawah ini dengan jelas!

1. Apa saja hal-hal menyenangkan belajar speaking menggunakan role play bersama Miss Prima? (Jawaban minimal 5 kalimat)
   Saya sangat senang belajar speaking bersama Miss Prima. Miss Prima sangat sopan, seru, dan ramah. Cara belajar speaking yang digunakan memudahkan saya untuk menangkap bahasa Inggris. Saya juga menambah suatu keahlian baru dalam belajar speaking. Role play yang dilakukan juga menambah kepercayaan diri saya dalam bahasa Inggris.

2. Apa saja yang perlu ditindaklanjuti dalam pembelajaran tersebut? (Jawaban minimal 5 kalimat)
   Saya perlu meningkatkan konsentrasi dan keterampilan dalam proses pembelajaran. Tidak boleh ada ketidaksamaan dalam pembelajaran, baik dalam kelas maupun di luar kelas. Saya juga perlu melakukan refleksi terhadap hasil belajar saya untuk fokus dan konsentrasi dalam pembelajaran.

3. Nilai test 2 mengalami penurunan dari test 1, apa yang menyebabkan nilai menurun? Berikut dilampirkan materi test untuk mengingat kembali materi tersebut dan hasil test. (Jawaban minimal 5 kalimat)
   Saya perlu berusaha lebih serius dalam belajar. Saya perlu memahami dan mengingat materi habis-habisan. Saya juga perlu melakukan refleksi terhadap hasil test. Saya perlu berusaha lebih baik agar nilai test meningkat.
### Appendix M Students’ Speaking Score

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