DESIGNING A SET OF ENGLISH SPEAKING MATERIALS USING THE ROLE PLAY TECHNIQUE FOR THE TENTH GRADE ACCOUNTING STUDENTS OF SMK NEGERI 1 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

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

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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 references, as a scientific paper should.

Yogyakarta, August 11, 2016

The writer

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ABSTRACT


This study was intended to design a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The designed materials were aimed to help the students to practice speaking in order to develop their speaking skill.

There was a research question in this study. The research problem was how a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta is designed.

In order to answer the research question in this study, the writer adapted the procedures which were taken from Kemp’s Instructional Design Model and Borg and Galls’ Research and Development (R&D) cycle. The writer only focused on designing the materials instead of implementing the materials. This study also employed the theories related to role play and speaking skill. The writer conducted research and information collecting by distributing 32 questionnaires, conducting an interview, and doing class observations. The writer also distributed the questionnaires to four evaluators in the preliminary field test.

A set of English speaking materials was designed based on learners’ characteristics, curriculum applied in vocational school, and material sources which were relevant to the students. The materials consisted of four units. They were I’m Sorry, I understand and Care, Would You Do Me a Favor?, and Do You Need Some Help? Each unit consisted of Warming-Up Time, Dialogs Practice, Language in Use, and Role Play Time. From the result of evaluation, the writer found the average of the evaluation was 3.01 from 4.00 as the maximum score which meant that the designed materials were considered good and acceptable.

Keywords: English Speaking Materials, Role Play Technique, Speaking Skill
ABSTRAK


Studi ini ditujukan untuk merancang seperangkat materi pembelajaran kemampuan bahasa Inggris menggunakan teknik bermain peran untuk para akuntansi kelas sepuluh di SMK Negeri 1 Yogyakarta. Materi-materi yang dirancang ditujukan untuk membantu para siswa untuk berlatih berbicara agar dapat mengembangkan kemampuan berbicara mereka.


Seperangkat materi pembelajaran kemampuan bahasa Inggris dirancang berdasarkan karakteristik siswa, kurikulum di SMK, dan sumber materi yang relevan. Terdapat empat unit di seperangkat materi tersebut, yaitu I'm Sorry, I understand and Care, Would You Do Me a Favor?, dan Do You Need Some Help? Setiap unit memiliki bagian-bagian yaitu Warming Up Time, Dialogs Practice, Language in Use, and Role Play Time. Dari hasil evaluasi, penulis menemukan bahwa rata-rata nilai 3.01 dari 4 sebagai nilai tertinggi yang berarti bahwa materi yang diracang dipertimbangkan baik dan dapat diterima.

Kata kunci: Materi Pembelajaran Kemampuan Bahasa Inggris, Teknik Bermain Peran, Kemampuan Berbicara
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>iv</td>
</tr>
<tr>
<td>PERNYATAAN PERSETUJUAN PUBLIKASI</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xiii</td>
</tr>
<tr>
<td>CHAPTER I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>1. Theoretical Description</td>
<td>7</td>
</tr>
<tr>
<td>2. Instructional Design Model</td>
<td>7</td>
</tr>
<tr>
<td>3. Role Play</td>
<td>12</td>
</tr>
<tr>
<td>4. Speaking</td>
<td>16</td>
</tr>
<tr>
<td>B. Research Problem</td>
<td>22</td>
</tr>
<tr>
<td>C. Research Limitation</td>
<td>4</td>
</tr>
<tr>
<td>D. Research Objective</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>5</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>CHAPTER II. REVIEW OF RELATED LITERATURE</td>
<td>7</td>
</tr>
<tr>
<td>A. Theoretical Description</td>
<td>7</td>
</tr>
<tr>
<td>1. Instructional Design Model</td>
<td>7</td>
</tr>
<tr>
<td>2. Speaking</td>
<td>12</td>
</tr>
<tr>
<td>3. Role Play</td>
<td>16</td>
</tr>
<tr>
<td>4. Review of Related Studies</td>
<td>22</td>
</tr>
<tr>
<td>B. Theoretical Framework</td>
<td>23</td>
</tr>
<tr>
<td>CHAPTER III. RESEARCH METHODOLOGY</td>
<td>26</td>
</tr>
<tr>
<td>A. Research Method</td>
<td>29</td>
</tr>
<tr>
<td>B. Research Setting</td>
<td>30</td>
</tr>
<tr>
<td>C. Research Participants</td>
<td>31</td>
</tr>
<tr>
<td>D. Research Instruments</td>
<td>33</td>
</tr>
<tr>
<td>E. Data Gathering Techniques</td>
<td>34</td>
</tr>
<tr>
<td>F. Data Analysis Techniques</td>
<td>35</td>
</tr>
<tr>
<td>G. Research Procedure</td>
<td>38</td>
</tr>
<tr>
<td>CHAPTER IV. RESEARCH RESULTS AND DISCUSSION</td>
<td>40</td>
</tr>
<tr>
<td>A. Research and Information Collecting</td>
<td>40</td>
</tr>
<tr>
<td>B. Planning</td>
<td>50</td>
</tr>
<tr>
<td>C. Developing the Preliminary Form of the Product</td>
<td>52</td>
</tr>
<tr>
<td>D. Preliminary Field Test</td>
<td>55</td>
</tr>
<tr>
<td>E. Main Product Revision</td>
<td>58</td>
</tr>
</tbody>
</table>
CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS… 63
A. Conclusions ................................................................. 63
B. Recommendations ....................................................... 64

REFERENCES ...................................................................... 66
APPENDICES .................................................................... 68
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>The Questionnaire for the Research and Information Collecting Step…………………………………………… 36</td>
</tr>
<tr>
<td>3.2</td>
<td>The Description of the Questionnaire in the Preliminary Field Test………………………………………………… 37</td>
</tr>
<tr>
<td>4.1</td>
<td>The Result of the Questionnaires…………………… 43</td>
</tr>
<tr>
<td>4.2</td>
<td>The Goal and General Purposes…………………………….. 51</td>
</tr>
<tr>
<td>4.3</td>
<td>The Learning Objectives………………………………… 52</td>
</tr>
<tr>
<td>4.4</td>
<td>The Description of Participants for Preliminary Field Test………………………………………………………………. 56</td>
</tr>
<tr>
<td>4.5</td>
<td>The Results of the Questionnaire in the Preliminary Test……………………………………………………………….. 56</td>
</tr>
<tr>
<td>4.6</td>
<td>The Blueprint of the Revised Product…………………… 61</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Kemp’s Instructional Design Model</td>
<td>11</td>
</tr>
<tr>
<td>2.2</td>
<td>The Steps of Designing Materials Adapted from Kemp’s Instructional Design Model</td>
<td>26</td>
</tr>
<tr>
<td>3.1</td>
<td>The Research and Development Cycle</td>
<td>30</td>
</tr>
</tbody>
</table>
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>72</td>
</tr>
<tr>
<td>C</td>
<td>76</td>
</tr>
<tr>
<td>D</td>
<td>80</td>
</tr>
<tr>
<td>E</td>
<td>86</td>
</tr>
<tr>
<td>F</td>
<td>123</td>
</tr>
</tbody>
</table>

The Letters of Permission ................................................................. 69

The Blueprint and Raw Data of Field Notes in Class Observation .................. 72

The Interview Results ............................................................................. 76

The Blueprint and Questionnaire for Research and Information Collecting .... 80

The Final Revision of the Designed Materials ........................................... 86

Teacher’s Handbook .................................................................................. 123
CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. This chapter is divided into six sections, namely, the research background, research problem, research limitation, research objective, research benefits, and definition of terms.

A. Research Background

English is a compulsory subject in some Indonesian schools. As an international language, English has a special status among foreign languages. Furthermore, the 2006 School-Based Curriculum or Kurikulum Satuan Pendidikan has been designed to integrate all four skills (speaking, listening, reading, and writing). The English learners need to develop their skill to master the target language.

During the writer’s internship as a practice teacher in the tenth grade accounting class for four months (from August until October 2015), the writer had some experiences which developed the writer's interest in exploring more about teaching English at a vocational school such as SMK Negeri 1 Yogyakarta. Besides, the writer found the students’ problems in English class. When the students did some speaking activities, some students had difficulties to be communicative in English language. Based on the writer’s experience, speaking was the most neglected and less emphasized to the tenth grade accounting students of SMK...
Negeri 1 Yogyakarta. On the contrary, speaking is the one of the skills which is important to be develop in order to master English. The students learned other skills much more than speaking.

Bailey and Savage describe “speaking in second or foreign language has often been viewed as the most demanding of the four skills” (as cited in Lazarton, 2000, P. 103). Thus, learning speaking skill is often used to master the English. Lado (1956) also states that listening and speaking are the basis before reading and writing since the primary goal of teaching is using the language to communicate.

The English teacher of the school also said that the students could be enthusiastic if the activities in the learning process were interesting, fun, and enjoyable (Martiwi, personal communication, August 4, 2015). However, the teacher added that she still focused on teaching grammar for the students since grammar always existed in English examination. Furthermore, based on the writer’s observation during the internship from August until October 2015, there was no speaking test for the students’ quizzes in English lesson. It showed that the students need to practice their speaking skill. Therefore, the writer tried to find out a fun and enjoyable technique to be implemented for their speaking practice.

In teaching speaking, there are some communicative techniques that can be used in class such as game, discussion, hot seat, and role play. Freeman (2008) says, “Doing role play is an opportunity to practice communicating in different social contexts and roles for students and it can be structured” (p. 134). Role play activities can be situated in the instruction to do the speaking activity in English class. Role play makes students communicatively use English. Similarly, according
to Donough and Snow (1993), “Role play would be the ideal activity in which students could use their English creatively” (p. 25). It aims to stimulate a conversation situation in which students might find themselves, gives them an opportunity to practice, and develops their communication skill. Therefore, role play can be used in teaching speaking since it gives students many opportunities to use English communicatively and fun.

Therefore, the writer wants to focus on designing a set of English Speaking materials using the role play technique since the students have a problem in using the English language communicatively. Role play is chosen as the technique to improve the students’ speaking skill since the students rarely have an opportunity to practice speaking and make dialog in English. In this study, the role play which is used is like a game in which the students work in pairs or group and practice their speaking skills through the conversation among others. Knowing the situation, the writer would like to design English speaking materials using the role play technique. It is expected that the speaking materials using the role play technique can help the students to solve the problems in learning English.

B. Research Problem

Based on the background above, the writer formulates the problem of the study as follows.

1. How is a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta designed?
C. Research Limitation

This study focuses on designing English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The materials are based on 2006 School-Based Curriculum. The writer chooses four topics and develops them into four units since the topics are suggested by the teacher. The topics are also appropriate to be used in teaching speaking.

D. Research Objective

This study has an objective. The objective is to:

1. Find out how a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta is designed.

E. Research Benefits

There are several benefits of conducting this study for several participants who are involved in this study.

1. For the English Teachers of SMK Negeri 1 Yogyakarta

This study can give contribution for the English teachers of SMK Negeri 1 Yogyakarta to know about students’ characteristics and how role play can be implemented to the students. By studying the problem which was faced by the tenth grade accounting students of SMK Negeri 1 Yogyakarta, the teachers can know the difficulties in developing vocational students’ speaking skill. Then, the teacher can solve the problems.
2. For Future Writers

This study may contribute some ideas to help the future writers who are interested in this topic and area. This study can be their reference for better improvement of solving problems. This study expectedly may enrich their understanding in order to produce other studies.

F. Definition of Terms

1. Speaking Materials

According to Hutchinson (1987) materials provide a stimulus to learning (p. 7). The materials should encourage learners to learn. Moreover, Widdowson (1979) says that speaking is an activity when someone produces the message and the hearer receives the message as well as respond it (p. 80). Speaking is for communicating between the sender and the receiver. Related to this study, speaking materials provide activities guide to have productive interaction and train the language learners to speak the language.

2. Role Play

Paulston and Bruder (1976) state, “Role play is an activity where the learners assigned a fictitious role from which they have to improvise some kinds of behavior toward the other role characters in the exercise” (p. 70). When someone is doing role-play, they experience being the person in such kind of situation. Paulston and Bruder (1976) also add that “The situation makes them try to speak and communicate. The students can represent a character or being someone else” (p. 70). In line with that, Golebiowska (1990) states that role play is a communicative activity in which the learners are given a task to complete. While doing the role
play, the students can speak actively since the students can imagine their role in a particular situation and make their own dialogue.

3. The Tenth Grade Accounting Students of SMK Negeri 1 Yogyakarta

According to Peraturan Pemerintah on chapter 2, the purposes of vocational education are to improve intelligence, personality, moral and personal skills of students to become independent, to enter the workforce. Similarly, according to Rakestraw (1947), vocational education is to prepare persons of employable age for advantageous entrance into skilled trades and occupations (p. 2). Thus, vocational students are expected to be ready in the working world with skills. Then, one of the skills which is speaking skill, is needed by the students.

SMK Negeri 1 Yogyakarta is a public vocational school which is located on Jalan Kemetiran Kidul No. 35, Yogyakarta. It is specified for business management. There are three departments, namely Accounting, Business, and Secretary Department. However, this study focuses on the Accounting Department.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents a discussion of the theories as the foundation of this research. This chapter is divided into two parts. The first part is the theoretical description, and the second part is the theoretical framework. The first part consists of brief information on the instructional design model, the basic theories of role play, speaking skill, and review of related studies. Then, the second part contains the way the writer applies the underlying theories to establish the framework of the study to answer the research problem.

A. Theoretical Description

In this section, the writer would like to describe three parts. The first part is Designing Instructional Materials. In the next part, the writer describes speaking. In the last part, the writer discusses role play.

1. Instructional Design Model

The instructional design theory is used because materials are the part of the whole instructional design. The writer uses an instructional design model proposed by Kemp (1977). The reason why the writer chooses the model because the model is appropriate for designing the materials. Further explanation of the instructional design model is discussed below.
a. Kemp’s Instructional Design Model

Kemp (1977) states that there are eight stages in designing materials. The steps are described as follows:

1) Considering Goals, Listing Topics, and Stating the General Purposes for Teaching each Topic.

Based on Kemp, the first stage aims to identify the need of the target. The first step is deciding the goals. The goals are related to the subject areas. Then, the designer lists the topics as the scope of the course and the basic instruction. Within the curriculum areas and courses, topics are chosen for study, for each of which the teacher explicitly expresses the general purposes. Then, the goals may be derived from three sources. They are society, students, and subject areas. In this study, the writer considers goals, lists topics, and states general purposes which are suitable for the students. The writer considers the goals, topics, and general purposes from the curriculum goals of the tenth grade accounting class in vocational school, especially ones related to speaking and based on 2006 school based curriculum.

2) Identifying Learners’ Characteristics

The best assure of an individual’s success in his or her educational program, the student as an individual learner should be respected and recognized. It aims to gather information about students’ academic background, students’ learning condition and styles (Kemp, 1977). Ideally, each person should be assisted in pursuing learning at his or her own selection of learning experiences and materials. To serve both group and individual means that the information about the learner should be obtained. In this study, the writer identifies the characteristics of the
students. The characteristics are the background of the students, their age, how long they learn the target language, and their difficulties in learning the target language. The information is needed by the writer to develop the materials.

3) Specifying Learning Objectives

As the outcome of an instructional design, learning becomes the concern of objectives and it requires active efforts from the students. (Kemp, 1977) states that learning required active effort by the learners. Therefore, all objectives are stated in terms of activities that is best promote learning. Further, Kemp conveys the three major categories, namely cognitive domain which deals with educational program, psychomotor domain that relates to coordination of skeletal muscles in the physical activities, and affective domain which focuses on attitudes, appreciations, values, and all emotions. In this study, the writer specifies the learning objectives based on the learners’ characteristics.

4) Listing the Subject Content that Supports Each Objective

According to Kemp (1977), listing the subject content involves “the selection and the organization of specific knowledge (fact and information), skills (step-by-step procedures, conditions, and requirements), and attitudinal factors of any topic (p. 44). It aims to find a suitable content which is needed by the students based on the specification of the learning objectives. Therefore, the subject content should be arranged sequentially.
5) Developing Pre-assessment to Determine the Student’s Background and Presenting Level of Knowledge about Topic

The instructional designer should know the general knowledge of individual students in order to make a plan of learning activities and to ensure that the students learn new things. There will be two kinds of test in this step. The first is prerequisite testing, to determine whether the students already have the background or preparation for the topic or they have to start at a lower level. The second is pretesting, it is to determine which of the objectives and the students have already mastered or achieved (Kemp, 1977).

6) Selecting Teaching or Learning Activities and Instructional Resources

Selecting teaching or learning activities and instructional resources that will treat the subject content so that the students will accomplish the objectives should be done in this stage. The instructional designer needs to select the suitable learning activities in the class. It is to reach the goals of lesson. Kemp (1977) says, “The instructional designer must determine the most efficient and effective method and then select material to provide learning experiences that will utilize the content associated with each objective” (p. 55). The activities chosen should be relevant for the students. Therefore, in this step, teaching and learning activities are selected for an instructional design. In this study, the writer chooses teaching or learning activities to be put in the materials. The technique is also implemented.

7) Coordinating Support Services

The instructional designer coordinates support services which are required, for example, budget, media, and schedule to implement an instructional design plan.
(Kemp, 1977). In designing materials, considering the support services in order to enhance the learning process is needed. It is also to prepare in facing unexpected condition when the learning process is running.

8) Evaluating

The instructional designer needs to give evaluation to the learners through their accomplishment of objectives, which lead the instructional materials in making revision to any stages of the plan that need to be improved. Kemp’s instructional model design can be clarified below.

![Kemp’s Instructional Design Model (1977)](image)

Kemp (1977) says that the eight elements are interdependence. The plan relating to one element may affect other and directly related to “revision”. In addition, it will be a flexible process. The instructional designer can start form any step which he or she is ready to start with and the move back and forth to the other steps. In this study, some of Kemp’s theories will be elaborated with the theory of speaking since the designed materials are for practicing the English speaking skill.
2. Speaking

The writer attempts to design English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. Therefore, the theories of speaking are needed. Kemp’s Instructional Design Model is collaborated with the speaking theories since the designed materials are for teaching speaking. In this part, the writer discusses definition of speaking, teaching speaking, and the process of speaking.

a. Definition of Speaking

Widdowson (1979) says that speaking is an activity when someone produces the message and the hearer receives the message as well as respond it. Speaking is for communicating between the sender and the receiver (p. 80). However, Brown and Yule discuss that spoken language consists of short, often fragmentary utterances, in range of pronunciation (as cited in Nunan, 1989, p.26). It is a skill that generally has to be learned and practiced. Paulston and Bruder (1976) state that communicative ability is the production of specific ability to communicate in the target language. It means that speaking is one of production skills and it is used to communicate by people. The aim of speaking activity is to make the learners get the meaning across. In addition, simply instruct the learners to be able to communicate in the target language. In this study, speaking activities will refer the activities that make the students produce the message and the other students as the hearers to receive and respond the message.

b. Teaching Speaking

According to Nunan (2003), there are five principles of teaching speaking
(p. 54-56). The description of the five principles is as follows.

1) Be Aware

   It is better to be aware of the Differences Between Second Language and Foreign Language Learning Contexts

   Speaking is learned in two broad contexts: foreign and second language situations. A foreign language context is the target of language which is not used in communication in the learners’ society. Whereas, the second language situation is one where the target language is the language of communication in the society.

2) Give Students Practice with Both Fluency and Accuracy

   Accuracy is the extent to which students’ speech matches what people actually say when they use the target language. Meanwhile, fluency is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches, et cetera. The students must be given opportunities to develop their accuracy and fluency. Both the accuracy and fluency are important especially in language lessons for the beginning and intermediate level.

3) Provide Opportunities

   It is good to provide opportunities for students to talk by using group or pair work and limiting teacher talk. Pair and group work can be used to facilitate the students to talk more. One further interesting point is that the language teachers can be aware of how much the teacher talks in the class.

4) Plan Speaking Tasks that Involve Negotiation for Meaning

   In teaching speaking, the aims are to check and see whether
understood what someone has said. Clarifying the understanding and confirming that someone has understood will get the purpose of conversation.

5) Design Classroom Activities

Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Designed classroom activities include both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods, and/or services. Speaking activities inside the classroom need to embody both interactional and transactional purposes since the students will use the target language in both interactional and transactional setting.

Further, Davies (2000) discusses that there are some implications in teaching speaking (p. 82). The implications are as follows.

1) Try to Create a Relaxed Atmosphere in the Class

The relaxed atmosphere makes the learner not frightened of speaking in front of the rest of the class. Doing speaking activities in pairs and groups as much as possible can make the learners habitually speak English in the classroom.

2) Practice Pronunciation

Expose the learners to pronounced speech as much as possible and also integrate some pronunciation work into your lessons. The learners will develop their speaking skill by learning the natural speech.

3) Using English in the Classroom

Accustom the learners to use English in the classroom in natural interaction. It will provide a chance for them to practice their listening and speaking skills.
c. The Process of Speaking

Saskatchewan (1997) state that there are three parts of speaking process, they are pre-speaking, speaking, and post-speaking (p. 1). The description of each stage is presented as follows.

1) Pre-Speaking

Students’ experiences, observations, and interactions inside and outside of the classroom have an impact upon what students will say and how they will say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are to choose a speaking topic, determine purpose, determine audience, and determine format.

2) Speaking: Going Public

Students who have been provided with supportive collaborative environments and opportunities to prepare for informal and formal speaking experiences. The informal and formal experiences are more likely to have the confidence needed to “go public” with student ideas and information. In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon the purpose for speaking.

3) Post-Speaking: A Time of Reflection and Setting Goals

Following speaking experiences, the students need to reflect upon their performance. Their reflection can be oral or written. The benefit is that they can grow in their abilities to speak effectively. Afterwards, the teacher can help them set personal goals for improving speaking abilities. The students can begin to
recognize what they have done well and where they require improvement. In this time, the students can discuss about criteria of assessment and personal speaking strengths and needs.

3. Role Play

In this study, the writer emphasizes the use of role play, which is one of communicative activity in the speaking skill. In this section, the writer explains about role play. There are four parts in discussing role play: definition of role plays, teaching with role play, the benefits of using the role play, and assessment for role playing.

a. The Definition of Role Play

Paulston and Bruder (1976) state, “Role play is an activity where the learners assigned a fictitious role from which they have to improvise some kinds of behavior toward the other role characters in the exercise” (p. 70). Golebiowska (1990) states that role play is a communicative activity in which the learners are given a task to complete (p. 5). Whereas, when someone is doing role play, they experience to be the person in such kind of situation. Paulston and Bruder say, “The situation will make them try to speak and communicate” (p. 70). The students can represent a character or being someone else. While doing the role play, the students can speak actively. According to Freeman (2008), “Role play gives students an opportunity to practice communicating in different social contexts and in deferent social roles and it can be structured.” (p. 134).

In this study, role play activities match with speaking activities where the students deliver, receive, and respond the message and they are assigned as the
fictitious roles. The speaking activities are the task to be communicative activity.

b. Types of Role Play

There are several types of role play according to Ladousse (1995). The first is the role play which corresponds to a real need in the students’ lives. Roles as doctors dealing with patients, or salesman traveling abroad can be taken as the examples for this type. The second type is the students play themselves in a variety of situation which may or may not have direct experience. Roles as a customer or a passenger asking for information are the example of this type. The third type is the students play in a variety situation which is experienced directly by themselves. It will be easy to play because the teachers have such vast indirect of them. The example of this type is the television journalist and it is very useful kind of role taken from real life. The last type of roles is fantasy roles, which are fictitious, imaginary, and possible even absurd. In this study, the writer chooses the second type of roles to be used in designing the speaking materials. The writer attempts to provide some situations which may or may not have direct experience by the students such as an employee talking with a boss.

c. The Benefits of Using Role Plays Technique

One of the benefits from using role plays technique is that it can attract the students’ interest and attention. By using role plays, the students can explore their speaking skill in the different characters. Role plays have some advantages which are good fun and motivating (Harmer, 2007). Students’ motivation influences the learning process. The students can enjoy the learning process if they are motivated. Role plays can draw out students’ feelings which they can recognize. These
benefits are reached not only by the role players but also the observers and participants.

Then, using role plays technique in speaking class is to make students fluent in using the language. Harmer (2007) also states, “Role plays are used to encourage general fluency or to train students in specific situation”. Role plays can fulfill the students’ need to develop their speaking skill and make them fluent in speaking the language. Similarly, according to Freeman (2000), “Role plays are very important in communicative language teaching because they give students an opportunity to practice communicating in different social contexts and in different social roles.”

Role plays can give chances to students to practice communicating. Further, Hawley (1975) states, “Role playing is one teaching method that involves student actively in the learning process, both in simulated interactions and in determining what path to take in the discussions that follows the role play and it is a common and natural activity, not just another artificial structure limited in the classroom.”

That is another benefit of role play.

Harmer (1998) states that role play is an excellent way to get students interacting with one another and practicing target vocabulary using life real scenarios. The role players can take the benefits of the role plays activities. They can practice their vocabulary since they make their own dialogs in role playing. Lajooe and Barimani (2013) also state:

English includes both skills and sub- skills. Its skills are as follows: reading, writing, speaking, and listening. And its sub-skills contain vocabulary, grammar, collocation, et cetera. Among these sub-skills, vocabulary is one of the significant parts of English, and its learning in an efficient way is very considerable.
Therefore, learning vocabulary is useful to develop students’ fluency since vocabulary is one of English sub-skills. Pekoz (2008) also states that role play can be used as an opportunity to put grammar to use and relate grammar instruction to real life situation. Another benefit is that role plays can be used to teach grammar implicitly. It means that using the right grammar is suggested and it is not communicated and taught directly.

d. Assessment for the Role Play Activities

Evaluation is useful to introduce learners to peer evaluation and self-evaluation strategies prior to project work (Mansoor, 1997). The first thing to do is that explain what learners can evaluate. After that, the students can do the role play. When the learners are involving to the peer evaluation of oral performance, the students will listen intently and focus on the activity.

e. The Procedures of Using the Role Plays in Speaking Class

Schmuck (1980) reveals that “Role playing is a technique which takes interpersonal attraction and friendly feelings out of hidden areas and places them into an overt and public arena for analysis and understanding” (p. 146). Schmuck also adds that there are eight sequences in using role plays. They are described below.

1) Selecting the Problem

The problems are dealt with through action. the teacher is introducing and identifying the problem. A problem is outlined, acted out, and then discussed. In this sequence, the teacher introduces role play and the topic. The role play is to act
for sake of language learning. It will be enjoyable and exiting experience which be seen as an essential part of learning rather than a mere entertainment.

2) Warming Up

In the warming up, the teacher creates an atmosphere of acceptance where all feelings, views, and behaviors can be explored. Examples from real life or books are illustrate the situation. Questioning and conversation practice are needed. The warming up is also designed to motivate the students in the role play. The warming up focuses on some degree on a problem which confronts the students. It is necessary to develop interest and enthusiasm about the focus of the role play activity. It is also to reduce the students’ anxiety about entering into a role play situation.

3) Setting the Stage by Explaining the Situation, Describing Participant roles, and Audience Roles

Some students are players, others are observers. Selecting roles and players. Individuals involve with the problem or who have strong feelings about the situation may volunteer. You might suggest people who you think will be best able to present or typify the problem. In this sequence, analyzing the roles and assist selection of role players are needed. The setting should be sketched. The information about situation is also needed. The other participants can observe the role play. The guidelines are provided for observers for measuring effectiveness. They may give their comments afterwards. In order to obtain the best results, plan to succeed.

4) Enactment

The action should be kept fairly short until a proposed role is clear, character
has developed, the action has expressed a viewpoint or idea, or perhaps an impasse has been reached. The role play should be an enjoyable and exciting experience. The role plays are performed in the classroom. Every group should have a turn.

5) Analysis and Discussion

In this sequence, the action is briefly reviewed. Reviewing the action of role play involves the events, positions, realism, and speaking mastery. An exploration of the motivations and the consequences of actions is important. Then, the major focus is discussed. Most students should feel comfortable and secure in sharing their own points of view. Consequently, discussions often become disorderly when people are so intent on giving their own ideas that they forget to listen to others. Observers are hugely beneficial to participants’ learning. This can be the opportunity to gain from such focused attention. The students do not only have their own response to role play but also benefit from the fellow role players’ observations, the teacher’s point of view, and the feedback from the observers. The class should discuss how successful the role play was.

6) Evaluation

Speaking mastery is evaluated. It involves pronunciation, accuracy, fluency, and diction. The students can evaluate their performances each other. They also should know that they are graded for the easiness in generating language.

7) Re-enactment

This sequence is the time to develop the next enactments. The observers will be the role players and vice versa. The role play enacted is the revised ones.
8) Generalizing to the daily life of the classroom

The essence of role playing is participation in a real problem and the desire for resolution and understanding that participation brings about. Role play provides a vehicle for students to explore feelings and gain insight into their attitudes, values, and perceptions. The teacher should relate the problem situation to real experience and current problems. This is also the time to explore general principles of behavior identified through an analysis of the role play. Everyday life can be easily translated into role play. The teacher and the students, with their inventiveness and life experience and with the help of newspapers, magazines, books, or other things, can devise numerous situations.

4. Review of Related Studies

This section is to review other related studies previously done. The studies have the same topics which is to design a set of English materials using the role play technique. In those studies, Research and Development (R&D) cycle is also used to conduct the study. Yet, the previous studies are designed for various students who are different with the students in this study and the instruments are not the same. Therefore, the writer’s design in this study is different. In order to show the differences, the writer would like to review the previous studies briefly here.

The first one is a study by Pakari (2014). The title is *Designing a Set of English Speaking Materials Using the Role Play for English Conversation Extracurricular Activity in SMP Negeri 2 Mlati*. She employed five steps of Borg and Gall’s research and development and adapted Kemp’s and Yalden’s
Instructional design models. She used interview for the need analysis. Some students of SMP Negeri 2 Mlati and the English teacher were interviewed. There is a difference between a study by Paskari (2014) and writer’s study. In this study, the writer uses three instruments for the research and information collecting which are classroom observation, questionnaire, and interview. The writer uses the three instruments in order to make a deeper analysis about the learner’s need.

The next one is a study by Hapsari (2014). The title is Designing English Speaking Materials for the Eighth grade students of SMP BOPKRI 2 Yogyakarta. The procedure in the Hapsari’s study (2014) used Kemp’s and Yalden’s Instructional Design models and Borg and Galls Research and Development (R&D) cycle. The materials are designed to the eighth grade students of SMP BOPKRI 2 Yogyakarta. However, the study which is conducting now is to design the materials for the tenth grade accounting students of SMK Negeri 1 Yogyakarta.

B. Theoretical Framework

In this section, the writer synthesizes all basic theories discussed in the theoretical description. The theories are about role play and speaking skill. This study aims to design English speaking materials using the role play the tenth grade accounting students of SMK Negeri 1 Yogyakarta. Speaking activity in this study refers to an activity when someone produces the message and the hearer receives and responds the message. Furthermore, the writer uses the theories of teaching speaking principles based on Nunan (2003) and Davies (2000) to observe the English lesson in the school where the learners’ characteristics are analyzed. Then,
the theory of the speaking process according to Saskatchewan (1997) is also used to know the activities in the English lesson.

This study also uses role play as the technique. The role play in this study refers to an activity where the learners assigned a factious role form which have to improvise some kinds of behavior toward the other role characters in the exercise (Paulston and Bruder, 1976). The writer uses one of the role play type based on Ladousse (1995). The writer chooses the role play type which provide some situation which may or may or may not have direct experience by the students such as an employee talking with a boss. The writer uses Schmuck’s theory (1980) which is about using the role play in speaking class as the next underlying theories in designing the materials. The sequences in using role plays involve: (1) selecting the problem; (2) warming up; (3) setting the stage by explaining the situation, participants’ roles, and audiences’ roles; (4) enactment; (5) analysis and discussion; (6) evaluation; (7) re-enactment of the role play; and (8) generalizing to the daily life of the classroom.

This study uses an instructional design model proposed by Kemp (1977). According to Kemp, there are eight stages. The stages are (1) Considering Goals, Listing Topics, and Stating the General Purpose for Teaching each Topic, (2) Identifying Learners’ Characteristics, (3) Specifying Learning Objectives, (4) Listing the Subject Content that Supports each Objective, (5) Developing Pre-assessment to Determine the Student’s Background and Presenting Level of Knowledge about Topic (6) Selecting Teaching or Learning Activities and Instructional Resources (7) Coordinating Support Services, and (8) Evaluation.
However, the writer only uses some of the stages. They are (1) Considering Goals, Listing Topics, and Stating the General Purpose for Teaching each Topic, (2) Identifying Learners’ Characteristics, (3) Specifying Learning Objectives, (4) Listing the Subject Content, (5) Selecting Teaching or Learning Activities, and (6) Evaluation. To obtain a clearer idea on the instructional design which is applied in this study, the writer’s theoretical framework is presented on the next page.
Figure 2.2 The Steps of Designing Materials Adapted from Kemp’s Instructional Design (1977)
CHAPTER III
RESEARCH METHODOLOGY

This section describes about the methodology in this study. The discussion includes the research method, research setting, research participants, research instruments, data gathering techniques, data analysis techniques, and research procedures.

A. Research Method

As written in the first chapter, the research problem of this study is how a set of English speaking materials using the role play for the tenth grade accounting students of SMK Negeri 1 Yogyakarta is designed. Therefore, this study used Borg and Gall’s Research and Development Method (R&D) to solve the formulated problem. According to Borg & Gall (1983), Research and Development (R&D) study in education is to develop and validate the educational products and the steps consisting of studying study findings, developing the product based on the findings, field testing and revising the product. In this study, a set of English speaking materials for the tenth grade accounting students of SMK Negeri 1 Yogyakarta is intended to improve the students’ speaking skill. Therefore, an R&D study matched to the process of designing the materials.

The steps in the R&D are (1) research and information collecting; (2) planning; (3) developing preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) Operational product revision;
(8) operational field testing; (9) final product revision; (10) dissemination and implementation (p. 775). The writer decided to apply some of the steps in order to make suitable designed materials for the students. The writer developed an instructional model designs from Kemp (1985) cycle and used them as the implementation of Educational Research and Development (R&D) method. The five steps were elaborated in the following parts.

1. Research and Information Collecting

   Borg and Gall (1983) state that the step of the research and information collecting includes review of related literature, classroom observation and preparation of the report of state of the art. Thus, the writer conducted library study to find out the theories related to the study, such as reading books about instructional design models, R&D cycle, speaking skill, and role play technique. Moreover, the writer also found out the information about accounting students of vocational school. It was to give information about underlying theories. Research and information collecting related to library study was conducted in September-November 2015.

   Then, the writer conducted classroom observations to know the needs and the students’ characteristics. In order to gather more data, the writer had an interview with the English teacher of SMK Negeri 1 Yogyakarta who was teaching the tenth grade accounting students and distributed the questionnaires to the students. The writer gathered the data by using an interview, class observations, and questionnaires in March 2016.
2. Planning

After doing the first step of R&D cycle, the writer made a plan based on the research and information collecting to develop the designed materials. According to Borg and Gall (1983), “The most important aspect of planning a research-based education product is the statement of the specific objectives to be achieved by the product”. Therefore, the writer identified the goals, selecting topics, and listing general purposes. After that, the writer specified the learning objectives.

3. Developing Preliminary Form of Product

According to Borg and Gall (1983), “Developing preliminary form of product includes preparation of instruction of the instructional materials, handbook, and evaluation devices” (p.779). The writer developed the designed materials based on the data gathered from the interview, class observations, and questionnaires. The writer listed the contents and sequence of the content and selected the instructional strategies which were used.

4. Preliminary Field Testing

According to Borg and Gall (1983), “The purpose of preliminary field testing is to obtain an initial qualitative evaluation of the new educational product” (p. 782). In this step, the writer distributed some questionnaires to an English teacher of SMK Negeri 1 Yogyakarta who was teaching the tenth grade accounting students and some English lecturers of Sanata Dharma University who had the experiences of teaching and designing materials. The preliminary field test was done to get feedback about the designed materials. The results of the questionnaires were important to improve the designed materials.
5. Main Product Revision

Main product revision was the result of the revised materials after the evaluators checked them. The revision aimed to fix the weaknesses of the materials. In addition, the evaluation was used to ensure that the designed materials were good and acceptable for the students. Thus, the main product revision was the last step which was done by the writer.

![Figure 3.1 The Research and Development Cycle]

B. Research Setting

The setting of this study is divided into two parts. The first part is the setting of the research and information collecting and the second part is the setting of the preliminary field testing.

1. The setting of Research and Information Collecting

The writer conducted a library study at the library of Sanata Dharma University. The library study was conducted from September until November 2015. Then, the writer also had chances to teach the participants of this study from August until October 2015 since the writer was doing the internship. The participants were 32 students of the tenth grade accounting of SMK Negeri 1 Yogyakarta in academic
year of 2015/2016. *SMK Negeri 1 Yogyakarta* was located at Jalan Kemetiran Kidul, Gedong Tengen, Kota Yogyakarta, Daerah Istimewa Yogyakarta 55272 Telp (0274) 512148. The writer conducted an interview with the English teacher who taught the participants in March 2016. Then, the class observations were done two times in March 2015. The writer observed the learning process in the English class of the tenth grade of accounting class in the school. In the same month, the writer gathered more data by distributing 32 questionnaires for the tenth grade accounting students of *SMK Negeri 1 Yogyakarta*.

2. The setting of the Preliminary Field Testing

The preliminary field testing was conducted in June 2016. In this step, the writer consulted the designed materials to some study participants who became the material evaluators. The evaluators were the English teacher of *SMK Negeri 1 Yogyakarta* and some lecturers of English Language Education Study Program from Sanata Dharma University.

C. Research Participants

The participants in this study were divided into two groups. The first group was the participants in the research and information collecting and the second group was the participants in the preliminary field testing.

1. The Participants in the Research and Information Collecting

The first participant in the research and information collecting was the English teacher of *SMK Negeri 1 Yogyakarta*. The English teacher was selected due to her experiences in teaching English to the tenth grade of accounting students.
The second participants were the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The level of their English proficiency is in the beginning. From the second participants, the writer obtained relevant information such as the approach in teaching speaking, the materials and classroom activities, the learning media, and also the students’ difficulties in the speaking lessons for the analysis of the questionnaires and the observation. Further, this information would be used to analyze the learner’s characteristics.

2. The Participants in the Preliminary Field Testing

The participants in the preliminary field testing were the evaluators of the designed materials. The first one was the English teacher at SMK Negeri 1 Yogyakarta who was teaching the tenth grade accounting students. The English teacher had teaching experience for 10 years. The other ones were the lecturers of the English Language Education Study program at Sanata Dharma University. The lecturers had teaching experiences for 5 until 35 years. They were also selected by the writer due to their experiences in English language teaching and designing English materials. It was expected that the writer gained evaluation, feedback, and suggestion for improving the designed materials.

D. Research Instruments

In this study, the writer used some kinds of instrument to collect the data. The instruments were an interview, observations, and questionnaires. They were to gather the data in this study. The explanation of those three instruments is presented as follows.
1. Interview

Before designing the materials, the writer did research and information collecting. One of the ways to do that was by conducting an interview. Ary et al. (2002) states that interviews are used to gather data on subjects’ opinions, beliefs, and feelings about the situation in their own words (p. 434). The writer asked open-ended question to gather the data from the teacher, so that the interviewee easily answered the questions. The writer conducted the interview with the English teacher who was teaching the tenth grade accounting class in SMK Negeri 1 Yogyakarta. The interview was held in Bahasa Indonesia in order to gain clearer answers. However, the results were translated into English. This instrument was used to gather the information about the students’ needs and also their difficulties in learning speaking.

2. Class Observation

Gall, Gall & Borg (2007) state that naturalistic observation provides more accurate data that obtained from research participants, which often biased by a set of materials to give a socially desirable response (p. 263). In this study, some observations were done by visiting the tenth grade accounting students. The class observations were done two times on March 16, 2016 and March 21, 2016. The writer observed the classroom activities. The aim was to gather information about students’ needs, interest, and characteristics, and the teaching-learning activities in the classroom. The information was helpful in designing a set of English speaking material for them.
3. Questionnaire

Michael (1998) says that questionnaires are used to tap into the knowledge, opinions, ideas, and experiences of learners, fellow teachers, parents of whatever. In this study, the writer used the questionnaires to do research and information collecting before designing the materials and gathered data in the preliminary field testing. It aimed to support the process of designing the materials and gained the evaluation from the evaluators towards the designed materials.

E. Data Gathering Techniques

The data used in this study were gathered from two sources. They were from the research and information collecting and the preliminary field testing. The data gathering is used to help the writer in conducting the study.

1. Data Gathering Technique in the Research and Information Collecting Step

The writer conducted two class observations in order to gain information related to the students’ characteristics, the students’ needs, and the classroom activities. The observation was conducted when the writer was doing an internship as a practice teacher at SMK Negeri 1 Yogyakarta. After that, the writer collected further information by interviewing an English teacher and some tenth grade accounting students of SMK Negeri 1 Yogyakarta. The writer did an interview with the English teacher by asking some questions related to students’ interest in speaking English, their difficulties in learning English, the English materials in the English class, and the difficulties in the learning process. Besides, the writer also
distributed some questionnaires to gather more data about the students. It was expected to collect complete and clear data by using this instrument.

2. Data Gathering Technique in the Preliminary Field Testing Step

In the preliminary field testing, the data was obtained through evaluation questionnaires. The writer asked some experts to evaluate the materials. The writer asked the English teacher of *SMK Negeri 1 Yogyakarta* and some English lecturers of the English Language Education Study Program of Sanata Dharma University as the evaluators of the designed materials. The feedback, comments, and the suggestions from the evaluators helped the writer in revising and improving the materials.

F. Data Analysis Techniques

1. The Technique for Analyzing the Data from the Research and Information Collecting Step

In this study, some observations were done by visiting the tenth grade of accounting students when they had English class in March 2016. The writer observed the teaching and learning process including the students’ characteristics, the students’ needs, and the teaching-learning activities in the classroom. The information was helpful in designing a set of English speaking material for them.

The writer needed to analyze the data in the step of research and information collecting. The writer conducted the interview by using Bahasa Indonesia. However, the results were translated into English. The results of the interview were raw data. In analyzing the raw data, the writer summarized the content to get the main ideas.
of the interview. The writer made the table of needs analysis questionnaire to recapitulate the number of respondents who chose certain responses.

Table 3.1 The Questionnaire for the Research and Information Collecting Step

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Answer</th>
<th>Participants</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>In my opinion, role play is fun.</td>
<td>1. Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>While doing role play, I can practice using English communicatively.</td>
<td>1. Strongly disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The participants’ opinions in the form of closed-ended questions were shown statically. In addition, the participants’ opinions in the form of open-ended questions were shown in sentences. In analyzing the answers, the data collected would be calculated using percentage as follows.

\[
\frac{n}{N} \times 100\
\]

Note:

- \( n \) = the total number of the students who choose certain answer
- \( N \) = the total number of the students

The writer counted the degree of responses in each question. Next, the writer put the number of result of each answer to ‘participants’ column. After that, the writer counted the percentage of each answer carefully. There were several stages which were conducted to count the percentage. First, the writer divided the number of students who chose certain answers with the total number of students. Second,
the results of the previous step were multiplied by 100%. Finally, the results of percentage were put in the ‘percentages’ column.

2. The Technique for Analyzing the Data from the Preliminary Field Testing Step

In the preliminary field test, the data was obtained through evaluation and feedback questionnaires. The writer used Likert Scale in Part I of the questionnaire. Part I was close-ended questionnaire. There were four points of agreement in the close-ended questionnaire namely (1) strongly disagree with the statements, (2) disagree with the statement, (3) agree with the statement, (4) strongly agree with the statement. The four points meant (1) very poor, (2) poor, (3) good, and (4) very good.

The writer employed descriptive statistical analysis to analyze the data of evaluation. According to Best (1970), “This technique is to analyze a set of measures which has series characteristics. Measures of central tendency, which aims to find an average that can represent the measure can be used.” The central tendency of the responses is shown below.

Table 3.2 The Description of the Questionnaire in the Preliminary Field Test

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Degree of Agreement</th>
<th>N</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The formula to present central tendency or average (Mean) was:

\[ M = \frac{\Sigma x}{N} \]

Notes:
- \( \Sigma \) = Sigma (Sum of)
- \( X \) = Scores
- \( N \) = Number of respondents
- \( M \) = Mean of the score of a statement (central tendency)

This technique aimed to check whether the designed materials are appropriate for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The second part of the evaluation questionnaire contained feedback about the strengths and the weaknesses of the materials, and also the suggestions for improvement.

G. Research Procedure

In this study, the writer had several steps which were used to answer the research problem. The steps used in this study are presented as follows:

1. The writer faced problems which were found in SMK Negeri 1 Yogyakarta. The problems which were found in that vocational school became the research background of this study.

2. The writer found some related theories which could be helpful in developing the material and answered the research problem.

3. The writer described the methodology which was used in this study, analyzed the data, and also developed the instructions of this study. This step contained how the writer collected the data,
4. After deciding the methodology of this study, the writer asked for permission to conduct an interview with the English teacher, class observations, and distributed some questionnaires for the tenth grade accounting students of SMK Negeri 1 Yogyakarta.

5. The writer gained information and made consultation with the English teacher of SMK Negeri 1 Yogyakarta about the tenth grade accounting students in understanding English subject at that school.

6. The writer conducted the interview with the English teacher, class observations, and distributed the questionnaires to the tenth grade accounting students of SMK Negeri 1 Yogyakarta.

7. After collecting the data, the writer analyzed the data.

8. The writer started to develop and designed a set of speaking materials using the role play for the tenth grade accounting students of SMK Negeri 1 Yogyakarta.

9. The writer asked for suggestions and feedback to the English teacher and ELESP lecturers whether the designed materials were appropriate or not.

10. On the last step, the writer made revision and evaluation of this study based on the suggestion and feedback.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

In this section, the writer elaborates the research findings and the analysis of the research. The writer presents the process of collecting data and rationale on answering the research problem which was stated in Chapter I. The problem was how to design a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. In order to answer the research problem, the writer employed Research and Development (R&D) method and used an instructional design model proposed by Kemp. There were five steps of R&D method applied in designing the materials. The steps were clarified as follows.

A. Research and Information Collecting

The writer conducted research and information collecting by identifying the learner’s characteristics. The learners were the tenth grade accounting students of SMK Negeri 1 Yogyakarta. Kemp (1977) says, “The best assure of an individual’s success in his or her educational program, the student as an individual learner should be respected and recognized. It aims to gather information about students’ academic background, students’ learning condition and styles” (p. 18). Ideally, each person should be assisted in pursuing learning at his or her own selection of learning experiences and materials. To serve both group and individual means that the information about the learner should be obtained. The characteristics are the background of the students, their age, how long they learn the target language, and
their difficulties in learning the target language. The information was needed by the writer to develop the materials. Therefore, in the research and information step, the writer identified the learners’ characteristics.

1. Identifying the Learners’ Characteristics (Kemp) and the Results of Research and Information Collecting

The writer identified conducting an interview the English teacher of SMK Negeri 1 Yogyakarta. Then, the writer distributed questionnaires to 32 students of the tenth grade accounting class. The writer also did class observations to gather more data. The details of the information about research and information collecting and the identified learners’ characteristics are presented below.

a. The Results of the Interview with an English Teacher of SMK Negeri Yogyakarta

Before designing the materials, the writer conducted an interview with the English teacher of SMK Negeri 1 Yogyakarta who taught the tenth grade accounting students. The writer conducted the interview on March 15, 2016. The writer obtained some important information related to this study.

The writer obtained information about the students’ responses, learning conditions, and learning strategies toward English speaking in the classroom. The teacher stated that although speaking was one of the basic skills in learning English, it was very hard to be mastered by the tenth grade accounting students of SMK Negeri 1 Yogyakarta. They could not speak fluently in English. In this case, one of the reasons was the limited time. There were only 180 minutes per week to learn English and there
were 32 students in a class. It made intensive speaking practice difficult to be held for the students. Then, all available materials were integrated and there was no specific material to teach speaking skill. The students needed time to practice their speaking. They also needed speaking materials to be used in the class.

The teacher also said that there were no specific materials which were used for teaching the tenth grade accounting class. All departments in vocational school had the same English materials. The teacher could use English materials from many books and sources. The teacher could only follow the curriculum and use the recommended books or sources and others. Therefore, the teacher sometimes prepared her own materials in order to have suitable materials for teaching accounting students. However, the limited time became her challenge to prepare the suitable materials.

Another point that the writer obtained was about the technique used to teach the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The teacher stated that all techniques could be used to teach the students as long as the techniques were not used repeatedly in order not to make the students bored. Therefore, a role play technique would be very good to teach the students if it could be completed with other techniques. Besides, she had ever used role play technique while she was teaching. She used the technique in two ways. The first one was that she asked the students to make the dialogs by themselves and the second one was that she only asked the students to read the dialogs provided. Related to this study, the writer would prepare role plays with some situations which might or might not have direct
experience by the students. In the role play activities, the students would make
dialog based on the situations.

The writer was told that the students’ vocabularies were still limited. The
teacher gave an advice if the writer wanted to make speaking materials using the
role play technique, the writer should give some dialogs as the example so that the
students could read the dialogs and knew how to make a dialog. After that, they
could be given some practices such as reading or acting the dialogs. The students
would be able to create their own script for the role play and performed it in front
of the class.

The writer also asked suitable topics from the teacher. The teacher gave some
topics and the writer chose four topics. They were: (1) regret and apologies, (2)
sympathy, (3) asking for help, (4) offering help. Therefore, the writer would make
designed materials which provided speaking actives so that they could improve
their speaking ability.

b. The Results of the Questionnaire Distributed to the Tenth Grade Accounting
Students of SMK Negeri 1 Yogyakarta

The questionnaires were distributed to the tenth grade accounting students of
SMK Negeri 1 Yogyakarta. There were 32 students who filled the questionnaire.
The questionnaires were used to obtain the data about students’ need. In line with
that, the questionnaires were about the students’ opinion towards English speaking
ability and role play. The questionnaires contained 6 close-ended and 2 open-ended
statements. The data can be seen below.
Table 4.1 The Result of the Questionnaires

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Answer</th>
<th>Participants</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1.</td>
<td>In my opinion, role play is fun.</td>
<td>2. Disagree</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>While doing role play, I practice using English communicatively.</td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>19</td>
<td>59.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td>13</td>
<td>40.7</td>
</tr>
<tr>
<td>3.</td>
<td>I become motivated to speak English fluently after doing role play.</td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>23</td>
<td>71.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td>7</td>
<td>21.8</td>
</tr>
<tr>
<td>4.</td>
<td>I can know my classmates and teacher and it can easily make me do learning activities.</td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>25</td>
<td>78.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>5.</td>
<td>I can enlarge my vocabularies by doing role play.</td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>6.</td>
<td>I can learn grammar by doing role play.</td>
<td>1. Strongly disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disagree</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Agree</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Strongly agree</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>1</td>
<td>What is the benefit you get while doing role play?</td>
<td>1. Fun</td>
<td>10</td>
<td>31.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Increasing speaking skill</td>
<td>21</td>
<td>65.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Others</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>2</td>
<td>What situation do you want to play with role play?</td>
<td>1. In the office</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. In the school</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. In the house</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Others</td>
<td>4</td>
<td>12.5</td>
</tr>
</tbody>
</table>

In the questionnaire the opinions towards the use of role play in the classroom were discussed. There were twenty seven students (84.4%) who agreed that role play was fun and the rest strongly agreed with the statements. There were
nineteen students (59.3%) agreed that role play can be a chance for them to learn English and the rest also strongly agreed with the statements. There were only two students (6.3%) said that role play cannot give motivation to speak English fluently. However, twenty three students (71.9%) agreed and the rest strongly agreed with the statement.

Role play has some advantages which are good fun and motivating and it gives students opportunity to encourage general fluency (Harmer, 2007). Similarly, Freeman (2000) states that students can practice communicating through role play activities. The results showed that the students felt the advantages of role play which were that they could enjoy the role play activities and role play could develop their fluency. Role play activities drew students' attention so that the students explored their speaking skill more.

Related to the benefit of role play as community building, there were only one students disagreed with the statement. Yet, twenty five students (78.1%) agreed and the rest strongly agreed with the statement. Due to the sub-skills of English, twenty students (62.5%) agreed that role play activity can enlarge their vocabularies and the rest strongly agreed with the statement. Most of the students (75%) agreed that they could learn grammar while doing role play and the rest strongly agreed with the statement.

According to Hawley (1975), one of part sequences of teaching concerns is community building and it is the extension of orientation, where the students should be able to find in common with each other and with the teacher. The students agreed that role play could give the benefit as the community building and they could know
their friends or teacher in the class in order to easily follow the learning process. Harmer (1998) states that Role play is excellent way to get students interacting with one another and practicing target vocabulary using life real scenarios. The students took the benefit of role play activities. They agreed that they practiced their vocabulary. Pekoz (2008) also states that role play can be used as an opportunity to put grammar to use and relate grammar instruction to real life situation. The students said that they could learn grammar by doing the role play activities even though role play was the communicative technique used by them in the classroom.

In the next part, the students gave their opinion about other benefits of role play and specific situation they want while doing role play. There were twenty one students (65.7%) said that role play could increase their speaking ability, the ten students (31.2%) said that role play could made the situation in the classroom fun and the rest said that role play gave them a chance to speak. Afterwards, twenty students (62.5%) asked school situation, five students (15.6%) asked office situation for role playing, three students (9.4%) wanted to do role play in the home situation, and the rest (12.5%) wanted to do role play in other situations such as garden or street. The students mentioned the advantages of role play were that role play could encourage their general fluency. Then, the students mentioned their advice about the situations of role play activities.

From the gathered data of distributed questionnaire, the writer can draw a conclusion that role play is helpful and beneficial way to be implemented in the English class. Role play is not only for learning speaking but also for making the students aware about grammar, enlarging students’ vocabularies, giving the
students motivation and chance to learn, and having fun technique to learn. Furthermore, the students also asked for some situations which could be played using the role play technique. There were the situations in the school, garden, office, and home situation. Therefore, the writer would provide the situations in the role play activities of the designed materials based on the situations.

c. The Class Observations of the Tenth Grade Accounting Students in SMK Negeri 1 Yogyakarta

The writer observed the class activities of the tenth grade accounting students in SMK Negeri 1 Yogyakarta. The first class observation was done on 16 March 2016 and the second one on 21 March 2016. The writer noted the activities in class into three steps as pre-activity, main activity, and post-activity.

a. The First Class Observation

1). Pre-Activity

The topic was about simple past tense or telling the past events. At the beginning, the teacher opened the lesson by greeting the students and checking the attendance. Then, the teacher asked about how way the students’ holiday. The teacher asked the students to tell about their holiday.

2). Main Activity

The teacher asked the students to read some dialogs from their books. Subsequently, the teacher and students discussed about the dialog and simple past tense. The teacher explained more about interrogative sentences of simple past tense. Then, the teacher added the information about regular and irregular verbs. Next, the teacher asked the students to read aloud other dialogs from the book. The teacher
also gave the examples how to read the dialogs. After that, the teacher and students discussed about the dialogs.

3). Post-Activity

At the end of the lesson, the teacher invited student to share what they got from the lesson. The teacher and students concluded what they had learned that day. Lastly, the teacher closed the lesson.

b. The Second Class Observation

1). Pre-Activity

The topic was about simple past, continues, and future tenses. The teacher opened the lesson by greeting the students and checking the attendance. The teacher asked about what they learned in the previous meeting.

2). Main Activity

The teacher explained about simple past, continues, and future tenses. The teacher differentiated the tenses. Next, the teacher asked the students about the time signals of simple past and continuous tenses. The students listed the time signals. Then, the students were asked to mention about personal pronoun, and verbs for simple past and continuous tenses. After that, teacher held question-answer session. Then, the writer wrote the sentences which were made by the students orally as the examples of simple past, continuous, and future tenses.

3). Post-Activity

At the end of the lesson, the teacher reviewed the lesson. Then, the teacher asked the students to conclude what they had learned. After that, the teacher closed the lesson.
Saskatchewan (1997) states, the three parts of speaking process are pre-speaking, speaking, and post-speaking. It is also important to be considered in teaching a language. Based on the class observations, the writer found out that in the pre-activity, the teacher gave the students opportunities to tell about the topic in the previous lesson in order to make them speaking. After that, the teacher asked the students to read dialogs in the main activity. In the post-activity, the teacher gave the students time to do a reflection. Widowson (1979) states, that speaking is an activity when someone produces the message and the hearer receives and respond the message. The tenth grade accounting students still needed an activity which provided them to be able to produce, receive, and respond the message.

According to Nunan’ theory (2003) about “the five principles of teaching speaking” (p. 54-56), the teacher should have given the students practice with fluency and accuracy. However, the practice was given in short time. The teacher in the class also did not limit her talk. Besides, pair and group work can facilitate the students to talk more. Davies (2000) says, “In teaching speaking, the teacher needs to accustom the learners to use English in the classroom in natural interaction” (p. 82). However, the teacher did not train the students to use English in natural interaction. The writer concluded that the teacher and the students needed to give designed materials which consisted of classroom activities. Therefore, the writer would try to choose suitable classroom activities. Then the materials and technique would complete the classroom activities. Hawley (1975) states, “Role playing is one teaching method that involves student actively in the learning process, both in simulated interactions and in determining what path to take in the discussions that
follows the role play and it is a common and natural activity, not just another artificial structure limited in the classroom.” The materials would be the contents and the role play technique would be the technique chosen since the role play technique can involve students actively in the learning process which has simulated interactions.

Furthermore, the writer considered that the teacher only used the materials from the books provided. As mentioned previously in the interview results, the teacher had limited time to prepare the materials for teaching, especially teaching speaking skill. Therefore, a set of English speaking materials will be useful to help the teacher in teaching speaking skill.

B. Planning

The second step of R&D was planning. In this step, the writer tried to identify the goals, selecting topics, and listing general purposes. After that, the writer specified learning objectives.

1. Identifying the Goals, Selecting Topics, and Listing General Purposes (Kemp)

The writer adopted the goal, general purpose, and topics from 2006 School-Based Curriculum as the basis curriculum applied on the school. The goal of the designed materials was the standard competence. Afterwards, the general purpose was the basic competence. Next, the writer tried to select the topics which where stated by the teacher. Besides, the writer found that the students were interested in learning English speaking through a role play technique. Thus, the writer used the
role play technique in the designed materials. The goal, general purpose, and topics were presented below.

Table 4.2 The Goal and General Purposes

<table>
<thead>
<tr>
<th>The Goal (Standard Competence)</th>
<th>The General Purpose (Basic Competence)</th>
<th>The Topics</th>
</tr>
</thead>
</table>
| Communicating in English at a novice level | 1.4 Giving simple talks using basic English | • Expressing regrets and apologies  
• Expressing sympathies  
• Expressing requests  
• Expressions to offer something |

2. Specifying Learning Objectives (Kemp)

The writer designed a set of English speaking materials for the tenth grade accounting students of SMK Negeri 1 Yogyakarta in the first semester. The topics were based on the topics suggested in the research and information collecting step. The learning objectives which would be gained were based on text genres provided in the curriculum. The curriculum was 2006 School-Based Curriculum.

There were four units in designing the materials. They were Unit 1. I’m Sorry, Unit 2. I Understand and Care, Unit 3. Would you do something for me?, and the last unit was Unit 4. Can I Help You?. Afterwards, there were several learning objectives in every topic. Kemp (1977) states that writing objectives is a developmental activity that requires refinements, changes, and additions as the writer develops subsequent planning steps (p. 24). For this reason, the writer specified the learning objectives after dealing with the goal and general purpose. The learning objectives were listed in the table on the following page.
### Table 4.3 The Learning Objectives

<table>
<thead>
<tr>
<th>The Unit Titles</th>
<th>Basic Competence</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| I’m Sorry                | Giving simple talks using basic English | - Students are able to identify the expressions of regret and apology  
|                          |                  | - Students are able to perform a role play using the expressions of regret and apology |
| I Understand and Care    | Giving simple talks using basic English | - Students are able to identify the expressions of sympathy  
|                          |                  | - Students are able to perform a role play using the expressions of sympathy |
| Would You Do Something for Me? |                  | - Students are able to identify the expressions of wishing to get something, requesting for help, requesting for permission, and requesting for information  
|                          |                  | - Students are able to perform a role play using the expressions of wishing to get something, requesting for help, requesting for permission, and requesting for information |
| Can I Help You?          |                  | - Students are able to identify the expressions of offering things and services  
|                          |                  | - Students are able to perform a role play using the expressions of offering things and services |

### C. Developing the Preliminary Form of the Product

The third step in designing the materials based on the R&D cycle was developing a preliminary form of product. This step aimed to build the preliminary
form of the materials which could be field tested later. Firstly, the writer selected the subject contents and afterwards, the writer determined the teaching-learning activities to conduct using the subject contents.

1. Listing the Subject Content

The students could reach the learning objectives formulated previously by learning some subject contents and materials such as relevant language functions and topics. The writer had listed some topics to be developed into the designed materials. The topics were based on the topics suggested in the research and information collecting step. The learning objectives which would be reach were based on text genres provided in the curriculum. There were four units of the designed materials. They were *I’m Sorry, I Understand and Care, Would You Do Something for Me?*, and *Can I Help You*?

The role play in this study referred to an activity where the learners assigned a fictitious role form which have to improvise some kinds of behavior toward the other role characters in the exercise (Paulston and Bruder, 1976). Furthermore, the writer used one of the role play types proposed by Ladousse (1995) in the designed materials. It was the role play which the students played themselves in a variety of situation which might or might not have direct experience by themselves. Roles as a customer or a passenger asking for information were the example of this type. Therefore, the writer attempted to provide some situations which were related to accountant students and professions since the students were taking accounting program in the vocational school. In this study, the situation referred to the set of things that were happening and the conditions that existed at a particular time and
place. The situations supported the use of the role play type in the designed materials.

2. Selecting Teaching or Learning Activities (Kemp)

The writer selected the activities that would be presented in the materials. The materials were designed using the role play technique. There were four sections in every unit in the designed materials. The four sections were based on the eight sequences of role play (Schmuck, 1980). The sequences involve: (1) selecting the problem; (2) warming up; (3) setting the stage by explaining the situation, participants’ roles, and audiences’ roles; (4) enactment; (5) analysis and discussion; (6) evaluation; (7) re-enactment of the role play; and (8) generalizing to the daily life of the classroom. The writer implemented the sequences randomly and made the four sections to represent the eight sequences of using role play.

The four activities in the designed materials were *Warming-Up Time*, *Dialog Practice*, *Language in Use*, and *Role Play Time*. Every section has an activity to help the students in reaching the learning objectives. These sections also aim to make students enthusiastic to study because they are going to do fun and various activities. The detailed information is described below.

a. *Warming-up Time*

*Warming-Up Time* is at the beginning in every unit. In this part, the students are introduced the topic they are going to learn. This part presents some pictures to guess the topic. There are also some questions related to the pictures. The questions aim to give chance for the students to speak out.
b. Dialogs Practice

In this part, the students are asked to learn about dialogs in particular context. They can practice the dialogs with their friends. The teacher can also give the students evaluation related to their pronunciation. After that, the students practice to fill in the blank with the appropriate expression. They do the activity individually. The answers are discussed one by one.

c. Language in Use

The next part contains the content of the unit. There are the primary expressions, linguistics information, phrases, technical vocabularies and some dialogs. Some examples contain many expressions used in particular situation related to the topic. There are also some new vocabularies discussed in order to students know and remember the meanings, part of speech, and simple pronunciation. Then, some examples of dialog are given to introduce them about role play.

d. Role Play Time

At the end of the unit, the students are encouraged to make role play related to the topic in the unit. After that, the students are given chance to perform their role play in front of the class. The other students and teacher have chance to give their feedback related to the performance.

D. Preliminary Field Test

The fourth step of R&D cycle was preliminary field test. The purpose of the preliminary field test was to obtain an initial qualitative evaluation of the product.
In this step, the designed materials were evaluated by some experts. The results of preliminary field test are clarified below.

1. Evaluation (Kemp)

The writer conducted the evaluation by distributing questionnaires to some participants. The participants were three lecturers of the English Language Education Study Program of Sanata Dharma University. This evaluation was to get some comments and suggestions about the designed materials and to know whether the designed materials were acceptable and good to the tenth grade accounting students of SMK Negeri 1 Yogyakarta.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience (in year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Teacher</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>English Lecturer</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

There were two parts of the questionnaire. The first part contained the respondents’ points of agreement. The writer employed statistical data computation method of central tendency for the first part of the questionnaire. The results of the first part can be seen as follows.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The syllabus is well-formulated</td>
<td>3.25</td>
</tr>
<tr>
<td>2.</td>
<td>The lesson plans are well-formulated</td>
<td>3.25</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Warming-Up</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructions are clear.</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td>The questions are clear.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>The pictures are useful to help students follow the learning process.</td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>The activities are able to stimulate students’ mind to follow the learning process.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>4. Dialog Practice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructions are clear.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The dialogues are relevant to the topic.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The language is suitable for the students.</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>The tasks are appropriate for the students.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>5. Language in Use</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructions are clear.</td>
<td>2.75</td>
<td></td>
</tr>
<tr>
<td>The expressions are related to the topic.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The expressions are helpful to make the dialogues related to the topic</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>6. Role Play Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructions are clear.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The activities are able to make the students to cooperate each other.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The activities are able to make the students use English communicatively.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>The activities are able to encourage the students to speak in front of the class.</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td><strong>7. In general, the teaching activities are well-elaborated.</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>8. The appearance of the materials is able to attract students’ attention.</strong></td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>9. The designed materials are able to encourage students’ motivation to increase their speaking skills.</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>10. In general, the design materials are well-elaborated.</strong></td>
<td>3.25</td>
<td></td>
</tr>
</tbody>
</table>

The results of the first part presented the mean ranged from 2.75 to 3.5 on the scale 4. Then, the average or mean of the central tendency was 3.01 on the scale 4. The data of evaluation revealed that the designed materials were good and acceptable. The well-formulated syllabus, lesson plan, useful pictures, encouraging activities to speak in front of the class, and well-elaborated materials were the strongest features of the designed materials. However, the appearance was the weakest feature of the designed materials.
The second part of the questionnaires contained open-ended questions. The writer obtained the respondents’ comments and suggestions of the designed materials. The respondents commented that the overall designed materials were good, interesting, and helpful to the students to speak English. The respondents also commented that the learning activities were easy to follow and the topics were related to the students’ daily activities.

However, the experts still found some weaknesses of the designed materials. The experts said to match the activities as the sections in every unit with the underlying theory and make the sections arranged smoothly. The experts also mentioned that there were some diction and grammatical mistakes and unclear instructions. Then, the experts also commented that some dialogs were too short and it was better to add more expressions in the explanation of the instructions in the role play section in order to make clear guidelines to the students. Furthermore, the experts said that the appearance of the designed materials were still ordinary and it was better to delete some pictures and change them with the elegant pictures which were suitable with the accounting program.

E. Main Product Revision

The last R&D step in designing the materials was main product revision. In this step, the writer improved the materials based on the suggestions from the experts and the basis theory of the role play technique. The revision was done by conducting the following suggestions.
The first suggestion was arranging the activities and matching them with the eight sequences of using role play proposed by Schmuck (1980). Before having the final revision of the designed materials, the writer only made four big sections of the activity in every unit. The writer still implemented the sequences of using role play implicitly. It made each activity in every unit unmatched with the theory. It seemed like the students learned many different activities such as warming up, dialogs practice, special expressions in language in use. Furthermore, the role play activities were put at the end in every unit. Therefore, the writer revised the activities in the designed materials to be eight sections in order to use the eight sequences of using role play explicitly. The eight sections are namely (1) selecting the problem; (2) warming up; (3) setting the stage; (4) enactment; (5) analysis and discussion; (6) evaluation; (7) re-enactment; (8) generalizing to the daily life. The detailed information is described bellows.

a. Selecting the Problem

The teacher gives the outline of the activity to the students to explain what they should do later. The teacher tells the students that the activity outlined and the topic will be acted out and then discussed. After that, the teacher explains to the students about the definition benefit and procedures of role play in order to the students know about the role play.

b. Warming Up

In the warming up, the teacher creates an atmosphere of acceptance where all feelings, views, and behaviors can be explored. The warming up focuses on some degree on a problem which confronts the students. The teacher asks some questions
related to the topic of role play. After that, the teacher gives some expressions related to the topics.

c. Setting the Stage

Some students are players, others are observers. The teacher gives a chance to the students to be role players and observers. Then, the setting should be sketched. The information about situation is also needed. The role players can prepare their conversation in the role play. The observers are given the assessment rubric. They may give their comments after the enactment.

d. Enactment

The action should be kept fairly short until a proposed role is clear, a character has developed, the action has expressed a viewpoint or idea, or perhaps an impasse has been reached. The role play should be an enjoyable and exciting experience. The role plays are performed in the classroom. Every group should have a turn.

e. Analysis and Discussion

In this sequence, the action is briefly reviewed. Reviewing the action of role play involves the events, positions, realism, and speaking mastery. An exploration of the motivations and the consequences of actions is important. Then, the major focus is discussed. Most students should be given a chance to share their own points of view. The observers give their opinion about what went well and what needs to be improved. The observers are hugely beneficial to participants’ learning. This can be the opportunity to gain from such focused attention.
f. Evaluation

Speaking mastery is evaluated. It involves pronunciation, accuracy, fluency, and diction. The students can evaluate their performances each other. They also should know that they are graded for the easiness in generating language.

g. Re-Enactment

This sequence is the time to develop the next enactments. The observers will be the role players and vice versa. The role play enacted is the revised ones.

h. Generalizing to the Daily Life

The students tell about what can be learned by doing the role play. The teacher should relate the problem situation to real experience and current problems. This is also the time to explore general principles of behavior identified though an analysis of the role play. Everyday life can be easily translated into role play. The teacher and the students, with their inventiveness and life experience and with helps of newspapers, magazines, books, or other things, can devise numerous situation.

The blueprint of the preliminary form of the product is described below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting the Problem</td>
<td>Selecting the Problem</td>
<td>Warming Up</td>
<td>Warming Up</td>
</tr>
<tr>
<td>Warming Up</td>
<td>Warming Up</td>
<td>Setting the Stage</td>
<td>Setting the Stage</td>
</tr>
<tr>
<td>Setting the Stage</td>
<td>Setting the Stage</td>
<td>Enactment</td>
<td>Enactment</td>
</tr>
<tr>
<td>Enactment</td>
<td>Enactment</td>
<td>Analysis and Discussion</td>
<td>Analysis and Discussion</td>
</tr>
<tr>
<td>Analysis and Discussion</td>
<td>Analysis and Discussion</td>
<td>Evaluation</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation</td>
<td>Re-Enactment</td>
<td>Re-Enactment</td>
</tr>
<tr>
<td>Re-Enactment of the Role Play</td>
<td>Re-Enactment of the Role Play</td>
<td>Generalizing to the daily of the classroom</td>
<td>Generalizing to the daily of the classroom</td>
</tr>
<tr>
<td>Generalizing to the daily of the classroom</td>
<td>Generalizing to the daily of the classroom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The second suggestion was checking and correcting the diction and grammatical mistakes. The writer revised some dictions to be suitable on the contexts. The writer also did some revision on grammatical mistakes. There were many grammatical mistakes on the articles. Therefore, the writer had tried to fix them.

The third suggestion was giving clearer instructions. The writer decided to accept the suggestion. It was compulsory to give a clear instruction in every section of the unit in order to make students understand what the activity was about and what to do.

The fourth suggestion was adding more sentences in the dialogs. Another suggestion was adding more dialogs in some units. The writer tried to add more sentences in some dialogs and add more dialogs in some units. After that, the writer also made italic some expressions related to the topics based on the experts’ suggestion. The writer also revised the dialogs to be related to accounting field. Then, some pictures related to accounting field were also added.

The fourth suggestion was adding more expressions in making the role play section. One of the experts said that the expressions would be very useful for the students in making their dialog. Lastly, the writer also revised the guidelines and added the pictures related accounting field.

In conclusion, the writer improved the designed materials in order to present the better final revision on the designed materials. The respondents’ comments and
suggestions contributed much in evaluating, revising and improving the designed materials. The final revision of the designed materials can be seen in Appendix E.
CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter presents the conclusions and recommendation. The first part is the summary of the study. Then, the second part is the recommendation for English teachers in SMK Negeri 1 Yogyakarta and future writers.

A. Conclusions

This study was conducted to answer a research problem: How is the set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta designed? In order to answer the research problem, the writer adopted Borg and Gall’s R&D cycle and an instructional design model proposed by Kemp (1977). The writer only focused on designing and developing the materials instead of implementing the materials. In designing and developing the materials, there were six steps which were applied by the writer.

In the step which was research information and collecting, the writer tried to collect much information related to the students’ need. The writer collected the data by conducting an interview and class observations and distributing questionnaires. The writer interviewed the teacher who taught English in the tenth grade accounting class. Furthermore, the writer distributed 32 questionnaires to the students who joined the class. An interview, questionnaires, and class observations became the instruments for the writer to find out the information about the students’ needs from
both the teachers and the students’ perception. After gaining much information, the writer set the planning by identifying the goals, selecting topics, and listing general purposes. Then, the writer specified learning objectives. Afterwards, developing the preliminary form of product was the next step. The writer tried to select teaching/learning activities and develop the materials based on the goals, topics, and the learning objectives which were formulated in the planning step. The next step was preliminary field test. In this step, the writer tried to gain some comments and suggestion about the designed materials to some lecturers of English Language Education Study Program in Sanata Dharma University and the teacher who taught the tenth grade accounting class. They were asked to fill out the questionnaire which was distributed by the writer. Their comments and suggestions were used as guideline to revise the designed materials to be better. The answers of the closed-ended questions in the questionnaires showed that the designed materials were good and acceptable. Finally, the main product revision consisted of four units. They were I’m Sorry, I Understand and Care, Would You Do Something For Me?, and Can I Help You? Each unit consisted of Warming-up Time, Dialogs Practice, Language in Use, and Role Play Time. The final revision of the designed materials can be seen in Appendix E.

B. Recommendation

In this part, the writer would like to give some recommendations for English teachers of SMK Negeri 1 Yogyakarta and for future writers based on the research findings.
1. For English Teachers of *SMK Negeri 1 Yogyakarta*

   The materials are good to enhance students’ speaking proficiency. The teachers are suggested to be more creative in applying the role play activities. Then, the teachers should pay attention to the time allocation and give the students time to prepare. It also suggested for the teachers to use English during the class. It aims to make the students accustomed to speaking English.

2. For Future Writers

   The writer would like to recommend future writers to conduct the need analysis before developing materials. Future writers may use some other instruments to gather the data about the students’ need. In connection with that, future writers are hoped to choose suitable learning activities for the students.
REFERENCES


Lajoe, E. S. and Barimani, S. *Contrastive study on learning vocabulary through role-play and memorization among EFL female learners.* Iran: Islamic Azad University


APPENDICES
Appendix A
The Letters of Permission
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 035/Pltn/Kajur/JPBS/2016
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala Dinas Perizinan Kota Yogyakarta
Jalan Kenari No. 56
Yogyakarta
55165

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Ima Noviana Meyanti
No. Mhs : 121214028
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:
Lokasi : SMK Negeri 1 Yogyakarta
Waktu : 25 Februari 2016 - 25 Mei 2016
Topik / Judul : DESIGNING A SET OF ENGLISH SPEAKING MATERIALS USING ROLE PLAY TECHNIQUE FOR THE TENTH GRADE ACCOUNTING STUDENTS OF SMK NEGERI YOGYAKARTA

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

Yogyakarta, 22 Februari 2016
u.b. Dekan
Ketua Pusat Pendidikan Bahasa dan Seni

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

Tembusan Yth:
1. Kepala Sekolah SMK Negeri 1 Yogyakarta
2. Dekan FKIP
3. 
4.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAHAN KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telephone 514448, 515865, 515866, 516866, 562682 Fax (0274) 555241
E-MAIL : perizinan@jogjakota.go.id
HOTLINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN
NOMOR : 070/0701
1526/54

Membaca Surat : Dari Dekan FKIP - USD Yogyakarta
Nomor : 033/PmtKajur/JP/Bs/I/2016
Tanggal : 22 Februari 2016

Mengingat :
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kecadukan dan Tugas Pokok Dinas Daerah;

Dilanjutkan kepada : Nama : INA NOVIANA MEYANTI
No. Mhs/ NIM : 121021426
Pekerjaan : Mahasiswa FKIP - USD Yogyakarta
Alamat : Pangeran Magoewan, Yogyakarta
Penanggungjawab : Dr. Retno Munari, M.Pd.
Kepatuhan : Melakukan Penelitian dengan judul Proposal : DESIGNING A SET OF ENGLISH SPEAKING MATERIALS USING ROLE PLAY TECHNIQUE FOR THE TENTH GRADE ACCOUNTING STUDENTS OF SMK NEGERI 1 YOGYAKARTA

Lokasi/Responden Waktu
Lampiran
Dengan Ketentuan
1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menyampaikan laporan secara keterbukaan yang berkaitan dengan kerja
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kepentingan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharapkan para Pemeringkatannya setempat dapat memberikan bantuan segera

Tanda Tangan
Pemegang Izin

Dikeluarkan di : Yogyakarta
Tanggal : 24-03-2016
S.d. Kepala Dinas Perizinan

INA NOVIANA MEYANTI

Tembusan Kepada
Yth.
1. Walikota Yogyakarta (sebagai laporan)
2. Ka Dinas Pendidikan Kota Yogyakarta
3. Kepala SMK Negeri 1 Yogyakarta
4. Dekan FKIP - USD Yogyakarta
5. Ybs.
Appendix B
The Blueprint and Raw Data of Field Notes in Class Observation
# A. The Blueprint of Field Notes in Class Observation

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Number of Learners</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
</tbody>
</table>
### B. The Raw Data of Field Notes in Class Observation

<table>
<thead>
<tr>
<th>Date</th>
<th>Wednesday, 16th of March 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>90’ (08.50-09.20)</td>
</tr>
<tr>
<td>Number of Learners</td>
<td>32</td>
</tr>
<tr>
<td>Topic</td>
<td>Simple Past Tense</td>
</tr>
</tbody>
</table>

#### Notes

1. Teacher opens the lesson by greeting the students and checking the attendance.
2. Teacher asks the students to read some dialogs.
3. Teacher and students discuss about the dialogs and simple past tense.
4. Teacher explains about interrogative sentences of simple past tense.
5. Teacher explains about regular and irregular verbs.
6. Teacher asks the students read aloud a dialog from the book.
7. Teacher gives an example how to read the dialog.
8. Teacher and the students discuss about the dialog.
9. Teacher writes the result of discussion in ppt.
10. Teacher closes the lesson.
<table>
<thead>
<tr>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher opens the lesson by greeting the students and checking the attendance.</td>
</tr>
<tr>
<td>2. Teacher explains about simple past, continues and future tenses.</td>
</tr>
<tr>
<td>3. The teacher asks the students about the time signal of simple past and continues tenses.</td>
</tr>
<tr>
<td>4. The asks the students to list the time signal of simple past and continues tenses.</td>
</tr>
<tr>
<td>5. The teacher asks the students to mention about personal pronoun.</td>
</tr>
<tr>
<td>6. The teacher asks the students to mention about to be’s and verbs for simple past and continues tenses.</td>
</tr>
<tr>
<td>7. Teacher holds question-answer session.</td>
</tr>
<tr>
<td>8. Teacher writes the sentences which are made by the students orally as the example of simple past continues, and future tenses.</td>
</tr>
<tr>
<td>9. The teacher discusses about the sentences.</td>
</tr>
<tr>
<td>10. The teacher explains about future tense.</td>
</tr>
<tr>
<td>11. The teacher asks the students to mention the time signal of future tense.</td>
</tr>
<tr>
<td>12. Teacher writes the sentences which are made by the students orally as the example of future tenses.</td>
</tr>
<tr>
<td>13. The teacher asks the students to analyze the sentences.</td>
</tr>
<tr>
<td>14. The teacher differentiates between will and be going to.</td>
</tr>
<tr>
<td>15. Teacher holds question-answer session.</td>
</tr>
<tr>
<td>16. The teacher reviews the lesson.</td>
</tr>
<tr>
<td>17. The teacher closes the lesson.</td>
</tr>
</tbody>
</table>
Appendix C

The Interview Results
The Interview Result with Tutik Martiwi, S.Pd.,
The English Teacher of The Tenth Grade Accounting Class
of SMK Negeri 1 Yogyakarta

Topic of the interview: Learning condition of the tenth grade accounting class
of SMK Negeri 1 Yogyakarta

Goal of the interview: To find the result of need analysis and role play
technique in teaching speaking for the tenth grade
accounting class of SMK Negeri 1 Yogyakarta

1. Apa kesulitan yang anda hadapi ketika mengajar speaking dikelas?
Walaupun dasarnya belajar Bahasa Inggris itu harus bisa berbicara dalam
Bahasa Inggris, tetapi pada kenyataannya kemampuan speaking siswa-siswa
masih sangat kurang. Dalam hal ini, kesulitan yang dihadapi itu sebenarnya
keterbatasan waktu atau limited of time. Dalam 1 pertemuan ada 2 jp, ada 32
siswa dalam 1 kelas, jika latihan speaking yang intensif itu dilakukan maka
waktulah yang menjadi kendalanya. Oleh karena itu, pengajaran speaking agak
susah untuk dilaksanakan. Kemudian, tidak ada materi khusus speaking karena
semua materi yang integrasi atau lengkap dengan skill lainnya.

2. Apakah ada buku khusus untuk mengajar kelas X jurusan Akuntansi?
Tidak ada. Semua buku hanya khusus SMK. Jadi, kelas X untuk semua jurusan
mendapatkan materi pelajaran yang sama. Mereka belajar Bahasa Inggris
secara umum. Terkadang, saya harus menyesuaikan dan sedikit menambahkan
materi saya agar sesuai untuk kelas jurusan akuntansi. Akan tetapi, guru juga
memiliki pekerjaan lainnya disamping mengajar sehingga terkadang waktu
tiduak cukup untuk mepersiapkannya.

3. Apa yang Anda ketahui tentang teknik role play?
Role play adalah seperti mini drama, dalam artian bermain peran. Dalam role
play itu biasanya tidak dalam durasi yang lama, hanya sekitar beberapa menit
saja, dialognya pun simple atau tidak se-complicated seperti drama.
4. Pernahkah anda mengajar menggunakan teknik role play?
Pernah. Mereka hanya membaca dialog pendek dan tidak sampai menghafalkan.

5. Apakah teknik role play sesuai untuk dipakai dikelas X Akuntansi SMK Negeri 1 Yogyakarta?
Menurut saya, teknik role play sesuai saja untuk dipakai dikelas X Akuntansi SMK Negeri 1 Yogyakarta. Teknik apapun dapat dipakai untuk mengajar kelas ini asalkan tidak dilaksanakan secara berulang-ulang agar anak tidak menjadi bosan. Teknik role play sangat bagus juga jika dilengkapi dengan teknik-teknik yang lainnya.

6. Apa saja perkembangan yang dialami siswa-siswa setelah melakukan role play dikelas?
Perubahan yang kelihatan ketika mereka beberapa kali melaksanakan role play adalah ketikan mereka berbicara dalam Bahasa Inggris atau mengucapkan kata-kata Bahasa Inggris tidak terlalu kaku. Kebanyakan dari siswa itu Bahasa Inggrisnya pasif, tidak aktif. Sedangkan role play, baik itu menghafal maupun membaca, mereka akan aktif berbicara. Jadi menurut saya, dengan teknik role play anak-anak akan lebih mudah belajar berbicara dalam Bahasa Inggris dan dalam hal pengucapan kata-kata Bahasa Inggris.

7. Mengapa anda menggunakan teknik role play?
Role play dalam tahap tidak menghafalkan, yaitu hanya membaca saja, paling mudah untuk dilakukan oleh siswa karna mereka sudah mengetahui apa yang ingin diucapkan. Jadi mereka tidak berbicara spontan tapi terencana. Jadi menurut saya role play adalah kegiatan yang paling bisa dilakukan oleh siswa. Kecuali mereka sudah memiliki kosakata yang banyak, saya rasa mereka bisa melakukan role play secara spontan.

8. Apakah ada evaluasi setelah melakukan role play?
Ya ada. Saya lebih banyak memberikan feedback tentang cara pengucapan mereka. Karna kalau untuk intonasi itu agak sulit, mengasih feedback untuk intonasi sangat sulit karna itu masalah kebudayaan. Jadi saya tidak terlalu menggomentari juga tentang penekanan yang mereka ucapkan namun setidaknya untuk pengucapan saya lebih sering memberikan feedback.
9. Apa saran yang bisa anda berikan kepada peniliti dalam pembuatan materi untuk kelas X jurusan Akuntansi di SMK Negeri 1 Yogyakarta?
Siswa-siswa kelas X itu masih memiliki kosakata yang sedikit. Alangkah lebih baiknya jika materi tersebut terdapat contoh sehingga mereka dapat membaca dan mengenal cara membuat buat dialog dari contoh yang diberikan. Setelah itu, mereka dapat diberi latihan-latihan seperti membaca, memperagakan atau memerankan dialog. Pada akhirnya, mereka akan mampu membuat kalimat sediri untuk naskah role play mereka dan menampilkannya di depan kelas.

10. Kompetensi dasar dan topik apa yang sesuai untuk belajar menggunakan teknik role play?
- Regret and apologies, sympathy, asking for and giving information, offering things and services;
- Asking and giving directions; atau
- Responding to questions dealing with invitations
Appendix D

The Blueprint and Questionnaire for Research and Information Collecting
## Questionnaire Blueprint

### A. Closed-Ended Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Theory</th>
<th>Category</th>
</tr>
</thead>
</table>
| 1. | Bagi saya, permainan peran atau *role play* sangat mengasyikkan.          | “Role play has some advantages which are good fun and motivating”  
  Harmer, J. (2007)                                                                 | Students’ perception on the implementing of role play                                                                                                                                             |
| 2. | Saat melakukan permainan peran atau *role play*, itu adalah kesempatan saya untuk berlatih berbicara dalam Bahasa Inggris | “Role plays are very important in communicative language teaching because they give students an opportunity to practice communicating in different social contexts and in different social roles”  
| 3. | Saya menjadi termotivasi untuk dapat berbicara dalam Bahasa Inggris dengan lancar setelah melakukan permainan peran atau *role play*. | “Role play is used to encourage general fluency or to train students in specific situation”  

"PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI"
4. Dengan adanya permainan peran atau *role play*, saya dapat mengenal teman-teman sekelas dan guru saya dan memudahkan saya untuk melakukan aktivitas belajar.  

| “Role playing is one teaching method that involves student actively in the learning process, both in simulated interactions and in determining what path to take in the discussions that follows the role play and it is a common and natural activity, not just another artificial structure limited in the classroom” | **Hawley, R. C. (1975)** |
| “One of part sequences of teaching concerns is community building. It is the extension of orientation, where the students should be able to find in common with each other and with the teacher” | **Hawley, R. C. (1975)** |

5. Saya dapat menambah kosakata Bahasa Inggris dengan melakukan permainan peran atau *role play*  

| “Role play is excellent way to get students interacting with one another and practicing target vocabulary using life real scenarios” | **Harmer (1998)** |

6. Saya dapat belajar tentang tata bahasa saat melakukan permainan peran atau *role play*  

| “Role play can be used as an opportunity to put grammar to use and relate grammar instruction to real life situation” | **Pekoz, B. (2008)** |

| “English includes both skills and sub-skills. Its skills are as follows: reading, writing, speaking, and listening. And its sub-skills contain vocabulary, grammar, collocation, et cerata. Among these sub-skills, vocabulary is one of the significant parts of English, and its learning in an efficient way is very considerable” | **Lajoee, E. S. and Barimani, S. (2013)** |
## B. Open-Ended Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Theory</th>
<th>Category</th>
</tr>
</thead>
</table>
| 1  | Manfaat apa yang kamu dapatkan saat melakukan permainan peran atau *role play* dalam belajar berbicara atau *speaking* Bahasa Inggris? | “Role play has some advantages. They can encourage general oral fluency, train students for specific situations, be good and fun, are thus motivating”  
   *Harmer, J. (2007)*                                                                             | Students’ perception the use of role play technique                                                                                       |
| 2  | Situasi apa yang ingin kamu mainkan ketika belajar menggunakan permainan peran atau *role play* | “Role play has some advantages. They can encourage general oral fluency, train students for specific situations, be good and fun, are thus motivating”  
   *Harmer, J. (2007)*                                                                             |                                                                                                                                         |
KUESIONER

Nama : 
Jenis Kelamin : L/P
Asal SMP : 
Lama belajar Bahasa Inggris : ______ tahun

Berilah pendapatmu terhadap kelas Bahasa Inggris yang kamu ikuti sekarang serta harapanmu terhadap pembelajaran berbicara atau speaking dalam Bahasa Inggris berikut ini.

A. Berilah tanda centang (√) pada salah satu dari pilihan jawaban yang mewakili pendapatmu.

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Skala</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Sangat Tidak</td>
</tr>
<tr>
<td>1.</td>
<td>Bagi saya, permainan peran atau <em>role play</em> sangat mengasyikkan</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Saat melakukan permainan peran atau <em>role play</em>, itu adalah kesempatan saya untuk berlatih berbicara dalam Bahasa Inggris</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya menjadi termotivasi untuk dapat berbicara dalam Bahasa Inggris dengan lancar setelah melakukan permainan peran atau <em>role play</em></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Dengan adanya permainan peran atau <em>role play</em>, saya dapat mengenal teman-teman sekelas dan guru saya dan memudahkan saya untuk melakukan aktivitas belajar</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Saya dapat menambah kosakata Bahasa Inggris dengan melakukan permainan peran atau <em>role play</em></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Saya dapat belajar tentang tata bahasa saat melakukan permainan peran atau <em>role play</em></td>
<td></td>
</tr>
</tbody>
</table>
B. Tulislah pendapatanmu pada tempat yang tersedia.

1. Manfaat apa yang kamu dapatkan saat melakukan permainan peran atau role play dalam belajar berbicara atau speaking Bahasa Inggris?
   a. Suasana belajar menjadi lebih menyenangkan.
      Alasan: ..............................................................................................................
   b. Kemampuan berbicara atau speaking meningkat.
      Alasan: ..............................................................................................................
   c. Lainnya, sebutkan:________
      Alasan: ..............................................................................................................

2. Situasi apa yang ingin kamu mainkan ketika belajar menggunakan permainan peran atau role play?
   a. Situasi di kantor
      Alasan: ..............................................................................................................
   b. Situasi di sekolah
      Alasan: ..............................................................................................................
   c. Situasi di rumah
      Alasan: ..............................................................................................................
   d. Situasi lainnya, sebutkan:________
      Alasan: ..............................................................................................................

Terimakasih 😊
APPENDIX E

THE FINAL REVISION OF THE DESIGNED MATERIALS
English Speaking Materials

Using the Role Play Technique

Specially designed
For the Tenth Grade Accounting Students
of SMK Negeri 1 Yogyakarta

Compiled by Ina Noviana Meyanti
In completing this unit, the students are supposed to be able to:

- identify the expressions of regret and apology
- perform a role play using expressions of regret and apology
What is a role play?
A role play is an activity that the students should perform in pairs or group in front of the class.

What kind of role play which we will play?
The role play which the students play themselves in a variety of situation which may or may not have direct experience by themselves.
E.g. a customer or a passenger asking for information.
The situation is related to accountant students and professions since the students are taking accounting program in the vocational school. In this meeting, we will have a role play of a situation in a palm oil company.

What are the benefits?
By have a role play, we can get some benefits which are good fun and motivating, to encourage general fluency and communicative learning, and to practice target vocabulary and relate grammar to real life situation. In this meeting, we will have the role play activities. The procedures of role playing:
- Learning what the role play is
- Warming the atmosphere up
- Setting the stage by explaining the situation, describing participants roles, and audience roles. The students will have one situation in pairs or group and make a short conversation based on the situation. The other students become the audiences and observers.
- Enact the role play by acting it out in front of the class.
- Analyzing and discussing the role play
- Evaluating the role play
- The next role play is re-enacting
- Having a reflection by generalizing to the daily life of the classroom
What do you think about a palm oil company?

When you make a mistake while working, what will you say?

These are some useful expressions to apologize.

- I’m sorry.
- I’m really sorry.
- I’m extremely sorry for my fault.
- I’m sorry, I wasn’t very well yesterday.
- I’m very sorry. I didn’t see you.
- I’m terribly sorry. It won’t happen again.
- I’m afraid it’s all my fault.
- Please, forgive me.
- Excuse me, I’ll be more careful next time.
- Pardon me, I’ll finish it before I go home.
Setting the Stage

Source: www.shutterstock.com

The situation: There is an accounting staff in a palm oil company. She/he is late to attend a morning meeting in the office because she/he has a flat tire on the way. She/he apologizes to the manager about her/his lateness. Make a role play based on the situation. The following is some expressions that may be said.

- I’m really sorry.
- What was happening?
- I have been late for the meeting.
- It will not happen again.
- I had a flat tire on the way.

The roles:

1. The accounting staff
2. The manager
3. Other staffs
4. Observers
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Enactment

Perform the role play in front of the class. Every student should have a role of being the role player and observer.

Analysis and Discussion

Discuss the role plays with your friends and teacher. The observers and other students can give their opinion about the role plays.

What went well?

What needs to be improved?
After that, the observers give the sheets evaluation to the teacher.

<table>
<thead>
<tr>
<th>No.</th>
<th>Grading aspects</th>
<th>8-13</th>
<th>14-19</th>
<th>20-25</th>
<th>Score</th>
</tr>
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<td>Pronunciation</td>
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<tr>
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<td>Diction</td>
<td>Use inappropriate dictions</td>
<td>Almost dictions are appropriate</td>
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<td></td>
</tr>
</tbody>
</table>

Re-Enactment

Perform the next role play in front of the class. Every student should have a role of being the role player and observer.

Source: www.linkedin.com
Reflection: Generalizing to the Daily Life

Make a reflection about what you have learned through the role play.
UNIT 2

I UNDERSTAND AND CARE

In completing this unit, the students are supposed to be able to:

喇叭 identify the expressions of sympathy,

喇叭 perform a role play using the expressions of sympathy.
What is a role play?
A role play is an activity that the students should perform in pairs or group in front of the class.

What kind of role play which we will play?
The role play which the students play themselves in a variety of situation which may or may not have direct experience by themselves.
E.g. a customer or a passenger asking for information
The situation is related to accountant students and professions since the students are taking accounting program in the vocational school. In this meeting, we will have a role play of a situation in a hotel.

What are the benefits?
By have a role play, we can get some benefits which are good fun and motivating, to encourage general fluency and communicative learning, and to practice target vocabulary and relate grammar to real life situation. In this meeting, we will have the role play activities. The procedures of role playing:

- Learning what the role play is
- Warming the atmosphere up
- Setting the stage by explaining the situation, describing participants roles, and audience roles. The students will have one situation in pairs or group and make a short conversation based on the situation. The other students become the audiences and observers.
- Enact the role play by acting it out in front of the class.
- Analyzing and discussing the role play
- Evaluating the role play
- The next role play is re-enacting
- Having a reflection by generalizing to the daily life of the classroom
What do you think about a bank?

How do you express sympathy to someone experiences a personal loss or is going through difficult time?

These are some useful expressions to give sympathy.

- I am sorry to hear that.
- I am sorry for your loss. My thoughts are with you and your family.
- I was deeply saddened to hear of your loss.
- You have my deepest sympathies on the death of your uncle.
- May the comfort of God help you during this difficult time.
- Oh, that’s ghastly. I hope your mother will be okay soon.
- I’m thinking of you.
- She/he was a wonderful person. I will miss him/her.
- This must be so hard for you.
- Pardon me, I’ll finish it before I go home.
The situation: Fira is Nadia’s colleague in a bank. Fira and Nadia are working in the same office. Fira’s sister just passed away yesterday. Nadia shows that she cares about Fira’s loss. She shares how much she will miss Fira’s sister and an unforgettable moment with her. Here are some the expressions that can be used in the situation.

- I’m really sorry to hear about your sister.
- She got an accident, I must accept the fact but it’s hard for me right now.
- She was such a great girl. I will never forget our last trip in Japan last year. So, how are your parents taking it?
- It’s been really hard on them.
- Once again, I am very sorry for your loss.
- Thank you. It would really mean a lot to me.

The roles:

1. Fira
2. Nadia
3. Observers
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Source: www.theatlantic.com
Enactment

Perform the role play in front of the class. Every student should have a role of being the role player and observer.

Source: www.linkedin.com

Analysis and Discussion

Discuss the role plays with your friends and teacher. The observers and other students can give their opinion about the role plays.

What went well?

What needs to be improved?
After that, the observers give the sheets evaluation to the teacher.

<table>
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<tr>
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</tr>
<tr>
<td>4</td>
<td>Diction</td>
<td>Use inappropriate dictions</td>
<td>Almost dictions are appropriate</td>
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<td></td>
</tr>
</tbody>
</table>

Perform the next role play in front of the class. Every student should have a role of being the role player and observer.

Source: www.linkedin.com
Reflection: Generalizing to the Daily Life

Make a reflection about what you have learned through the role play.
UNIT 3

WOULD YOU DO ME A FAVOR?

In completing this unit, the students are supposed to be able to:

- identify the expressions of wishing to get something, requesting for help, requesting for permission, and requesting for information
- perform a role play using the expressions of wishing to get something, requesting for help, requesting for permission, and requesting for information.
What is a role play?
A role play is an activity that the students should perform in pairs or group in front of the class.

What kind of role play which we will play?
The role play which the students play themselves in a variety of situation which may or may not have direct experience by themselves.
E.g. a customer or a passenger asking for information
The situation is related to accountant students and professions since the students are taking accounting program in the vocational school. In this meeting, we will have a role play of a situation in a book store.

What are the benefits?
By have a role play, we can get some benefits which are good fun and motivating, to encourage general fluency and communicative learning, and to practice target vocabulary and relate grammar to real life situation. In this meeting, we will have the role play activities. The procedures of role playing:
- Learning what the role play is
- Warming the atmosphere up
- Setting the stage by explaining the situation, describing participants roles, and audience roles. The students will have one situation in pairs or group and make a short conversation based on the situation. The other students become the audiences and observers.
- Enact the role play by acting it out in front of the class.
- Analyzing and discussing the role play
- Evaluating the role play
- The next role play is re-enacting
- Having a reflection by generalizing to the daily life of the classroom
What do you think about a book store?

How do you express a request?

These expressions may be used to express a request:

<table>
<thead>
<tr>
<th>The expressions</th>
<th>Respond</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could I see you for a minute?</td>
<td>By all means.</td>
<td>Wishing to get something, or to get something done</td>
</tr>
<tr>
<td>Would you pass the salt, please?</td>
<td>Sure, here you are.</td>
<td></td>
</tr>
<tr>
<td>Would you do me a favor?</td>
<td>Well, it depends</td>
<td>Request for help</td>
</tr>
<tr>
<td>I wonder if you could help me move this table.</td>
<td>Oh, sure.</td>
<td></td>
</tr>
<tr>
<td>Do you mind if I go to sleep?</td>
<td>Not at all. Go right ahead.</td>
<td>Request for permission</td>
</tr>
<tr>
<td>May I come a little later?</td>
<td>Yes, that will be quite all right.</td>
<td></td>
</tr>
<tr>
<td>Excuse me, but could you tell me the way to Malioboro street?</td>
<td>Yes, it’s not far from here. Go straight down here and take the first turn to your right. After you find an intersection, go ahead, and you will arrive. It’s ten past eight.</td>
<td>Request for information</td>
</tr>
<tr>
<td>Could you tell me the time, please?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The situation: In the bookstore, you and your friend are discussing which book that you must buy. The following is some expressions that you and your friend may say.

- Come on, I’m confused. Which book must I buy?
- Don’t be so confused. Would you agree if I choose this book? That book is quite expensive.
- Of course not. I can’t agree with you. That book is quite expensive.
- What about this one?
- No, I disagree with you. That’s not a good book. Some say the author imitates from another book.
- I’m so tired. Just help me to choose, I know you’re the expert. But give me one with a reasonable price.

The roles:

1. Buyer A
2. Buyer B
3. Other buyers
4. observers
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Source: www.theatlantic.com
Enactment

Perform the role play in front of the class. Every student should have a role of being the role player and observer.

Source: www.linkedin.com

Analysis and Discussion

Discuss the role plays with your friends and teacher. The observers and other students can give their opinion about the role plays.

What went well?

What needs to be improved?
After that, the observers give the sheets evaluation to the teacher.

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
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<td>Use inappropriate dictions</td>
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<td></td>
</tr>
</tbody>
</table>

Perform the next role play in front of the class. Every student should have a role of being the role player and observer.

Source: www.linkedin.com
Reflection: Generalizing to the Daily Life

Make a reflection about what you have learned through the role play.
In completing this unit, the students are supposed to be able to:

- identify the expressions of offering things and services
- perform a role play using the expressions of offering things and services.
What is a role play?
A role play is an activity that the students should perform in pairs or group in front of the class.

What kind of role play which we will play?
The role play which the students play themselves in a variety of situation which may or may not have direct experience by themselves. E.g. a customer or a passenger asking for information. The situation is related to accountant students and professions since the students are taking accounting program in the vocational school. In this meeting, we will have a role play of a situation in a hotel.

What are the benefits?
By have a role play, we can get some benefits which are good fun and motivating, to encourage general fluency and communicative learning, and to practice target vocabulary and relate grammar to real life situation. In this meeting, we will have the role play activities. The procedures of role playing:

- Learning what the role play is
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- Enact the role play by acting it out in front of the class.
- Analyzing and discussing the role play
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- The next role play is re-enacting
- Having a reflection by generalizing to the daily life of the classroom
What do you think about a book store?

How do express a request?

These expressions may be used to offer something.

<table>
<thead>
<tr>
<th>The expressions</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let me carry your book.</td>
<td>Thank you.</td>
</tr>
<tr>
<td>Allow me to help you.</td>
<td>That’s very kind of you.</td>
</tr>
<tr>
<td>Can I help you?</td>
<td>I’d appreciate that.</td>
</tr>
<tr>
<td>Shall I carry your bag?</td>
<td>You’re too kind.</td>
</tr>
<tr>
<td>Do you want me to bring the camera with me?</td>
<td>No, thanks. I can manage it.</td>
</tr>
<tr>
<td>What can I do for you?</td>
<td></td>
</tr>
<tr>
<td>May I help you</td>
<td></td>
</tr>
</tbody>
</table>
The situation: In a hotel, a front office staff is carrying some papers of financial reporting. She/he wants to give the paper to an accounting staff in the hotel. Another staff offers help to her to carry the papers. There are some expressions which may be used.

- What is that? Are you carrying some important papers?
- These are some papars of financial reporting
- Do you need some help?

The roles:

1. A front office
2. An accounting staff
3. Another staff
4. Observers
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Source: www.theatlantic.com
Perform the role play in front of the class. Every student should have a role of being the role player and observer.

Discuss the role plays with your friends and teacher. The observers and other students can give their opinion about the role plays.

What went well?

What needs to be improved?
After that, the observers give the sheets evaluation to the teacher.

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</tr>
</tbody>
</table>

Perform the next role play in front of the class. Every student should have a role of being the role player and observer.
Reflection: Generalizing to the Daily Life

Make a reflection about what you have learned through the role play.
References

  Bandung: Penerbit Erlangga.

APPENDIX F
TEACHER’S HANDBOOK
Teacher’s Handbook

English Speaking Materials

Using the Role Play Technique

Specially designed
For the Tenth Grade
Accounting Students
of SMK Negeri 1 Yogyakarta

Compiled by Ina Noviana Meyanti
How to Use the Materials

The aim of this study is to design a set of English speaking materials using the role play technique for the tenth grade accounting students of SMK Negeri 1 Yogyakarta. The role play is used to develop the materials. The designed materials are suitable to be used by implementing the role play technique.

The writer provides the information that is needed to begin teaching. The information guides the teacher through each lesson related to each step of the learning and teaching activities. The role play technique in the designed materials give the students an opportunity to practice communicating. Thus, the designed materials emphasize the eight sequences of using role play proposed by Schmuck (1980). The sequences in using role plays involve: (1) selecting the problem; (2) warming up; (3) setting the stage by explaining the situation, participants’ roles, and audiences’ roles; (4) enactment; (5) analysis and discussion; (6) evaluation; (7) re-enactment of the role play; and (8) generalizing to the daily life of the classroom. The strategies are used to give knowledge about the topic of each unit and give opportunities for the students to speak in English. Based on the result of research and information collecting, there are four relevant language functions as the topics which arranged below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Functions</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Expressing apologies and regrets</td>
<td>I’m Sorry</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing sympathies</td>
<td>I Understand and Care</td>
</tr>
<tr>
<td>3.</td>
<td>Expressing requests</td>
<td>Would You Do Me A Favor?</td>
</tr>
<tr>
<td>4.</td>
<td>Expressions to offer something</td>
<td>Do You Need Some Help?</td>
</tr>
</tbody>
</table>
The writer designed the materials consisting of eight sections in every unit. The four sections were based on the sequences of role play (Schmuck, 1980). Every section has an activity to help the students in reaching the learning objectives. These sections also aim to make students enthusiastic to study because they are going to do fun and various activities. The detailed information is described belows.

a. Selecting the Problem

The teacher gives the outline of the activity to the students to explain what they should do later. The teacher tells the students that the activity outlined and the topic will be acted out and then discussed. After that, the teacher explains to the students about the definition benefit and procedures of role play in order to the students know about the role play.

### Outline

1. The teacher should explain what a role play is, the benefits, and the procedures. A role play is an activity that the students should perform in pairs or group in front of the class. The students will play the role play which the students play themselves in a variety of situation which may or may not have direct experience by themselves. Roles as a customer or a passenger asking for information are the example of this type. There will be some situations which are related to accountant students and professions since the students are taking accounting program in the vocational school.
2. The benefits of using role play are:
   - Good fun and motivating
   - To encourage general fluency and communicative learning
   - To practice target vocabulary and relate grammar to real life situation

3. The procedures of role playing:
   - Learning what the role play is
   - Warming the atmosphere up
   - Setting the stage by explaining the situation, describing participants roles, and audience roles. The students will have one situation in pairs or group and make a short conversation based on the situation. The other students become the audiences and observers.
   - Enact the role play by acting it out in front of the class.
   - Analyzing and discussing the role play
   - Evaluating the role play
   - The next role play is re-enacting
   - Having a reflection by generalizing to the daily life of the classroom

b. Warming Up

In the warming up, the teacher creates an atmosphere of acceptance where all feelings, views, and behaviors can be explored. The warming up focuses on some degree on a problem which confronts the students. The teacher asks some questions related to the topic of role play. After that, the teacher gives some expressions related to the topics.
c. Setting the Stage by Explaining the Situation, Describing Participant roles, and Audience Roles

Some students are players, others are observers. The teacher gives a chance to the students to be role players and observers. Then, the setting should be sketched. The information about situation is also needed. The role players can prepare their conversation in the role play. The observers are given the assessment rubric. They may give their comments after the enactment.

d. Enactment

The action should be kept fairly short until a proposed role is clear, a character has developed, the action has expressed a viewpoint or idea, or perhaps an impasse has been reached. The role play should be an enjoyable and exciting experience. The role plays are performed in the classroom. Every group should have a turn.

e. Analysis and Discussion

In this sequence, the action is briefly reviewed. Reviewing the action of role play involves the events, positions, realism, and speaking mastery. An exploration of the motivations and the consequences of actions is important. Then, the major focus is discussed. Most students should be given a chance to share their own points of view. The observers give their opinion about what went well and what needs to be improved. The observers are hugely beneficial to participants’ learning. This can be the opportunity to gain from such focused attention.
f. Evaluation

Speaking mastery is evaluated. It involves pronunciation, accuracy, fluency, and diction. The students can evaluate their performances each other. They also should know that they are graded for the easiness in generating language.

g. Re-Enactment

This sequence is the time to develop the next enactments. The observers will be the role players and vice versa. The role play enacted is the revised ones.

h. Generalizing to the Daily Life of the Classroom

The students tell about what can be learned by doing the role play. The teacher should relate the problem situation to real experience and current problems. This is also the time to explore general principles of behavior identified though an analysis of the role play. Everyday life can be easily translated into role play. The teacher and the students, with their inventiveness and life experience and with helps of newspapers, magazines, books, or other things, can devise numerous situation.
Preface

Role play technique can be used to teach speaking skill. The technique can help the students to practice speaking in order to develop it. This role play technique is used in a set of English speaking materials. The set of English speaking materials is designed to implement the role play technique. Moreover, the set of English speaking materials using the role play technique supports the students to be able to communicate in the target language. The set of English speaking materials using the role play technique also assists the English teachers as learning aids.

A set of English speaking materials using the role play technique provides many opportunities for the students to practice and improve their speaking skill. The students can learn how to speak in English through dialogs practice, exercises, useful expressions, and the role play technique. The relevant language functions as the topics in the designed materials are suitable for the tenth grade accounting students in vocational school. The set of English speaking materials is accompanied by preface, how to use the materials, the underlying theories or the blueprint, syllabus, lesson plans, and answer keys.

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