

# **THE USE OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING AT THE SECOND YEAR OF SMK TAMAN SISWA CIKAMPEK**

**A RESEARCH PAPER**

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2017**

## **STATEMENT**

I hereby certify that this research paper entitled **“THE USE OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING AT THE SECOND YEAR OF SMK TAMAN SISWA CIKAMPEK”** is completely my own work, except where due references are made in the text and that contains no material which has been submitted for the awards of any other Degree or Diploma in any or in Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations are properly acknowledged. If any claim related to this paper persist in the future. I will be fully responsible for clarification.

Cikampek, June 2017

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**APPROVAL SHEET**

**THE USE OF ROLE PLAY TECHNIQUE IN TEACHING  
SPEAKING AT THE SECOND YEAR OF SMK TAMAN  
SISWA CIKAMPEK**



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## **ABSTRACT**

If you have learned a language other than your own, which of the four skill? Listening, speaking, reading, or writing? Did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. The objective of this research entitled “The Use of Role Play Technique in Teaching Speaking at The Second Grade Students of SMK Taman Siswa Cikampek in Academic Year 2016/2017” was to find out whether role play is effective to improve students speaking skill. This research used pre experimental design and quantitative research method. The instrument of this research was pretest and posttest. The population of this research was 67 students of the second grade students of SMK Taman Siswa Cikampek and the sample was 33 students. The data of this research was collected by giving the pretest and posttest to the students. The collected data was analyzed by using SPSS application. The collected data were analyzed by using t-test formula. The result of data writer showed that: mean score of the pretest was 45.60, the mean of posttest was 69.55. the t observed was 19.837 and the t table with df 32 and significant level at 5% was 1.697. Based on the data analysis above, the alternative hypothesis was accepted because the t observed was higher than t table ( $19.837 > 1.697$ ). It means that teaching speaking using role play technique was more effective than teaching without using role play technique.

Keyword: role play, teaching, speaking

## PREFACE

**Bismillahirrahmanirrohim,,,,**

First, praise to Alloh SWT, lord of the world by His blessing family the writer has been able to finish this paper. This paper entitled “The Use of Role Play Technique in Teaching Speaking at the Second Year of SMK Taman Siswa Cikampek”. This paper is written to meet the requirement for finishing the study at the English Study Program of STKIP Siliwangi Bandung to obtain *Sarjana Pendidikan* Degree.

This paper has been greatly improved by some comments, corrections, informations and ideas of many people whose names cannot all be mentioned in this paper. Finally, the writer realizes that this paper is far from being perfect, and she expects some constructive and positive suggestions to improve this paper.

The writer deeply expects that this paper will be useful for the readers.

Cikampek, June 2017

Dian Damawanti

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Cikampek, June 2017

The writer

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## **MOTTO AND DEDICATION**

Motto:

*“Tenderness and kindness are not signs of weakness and despair, but manifestations of strength and resolution.”*

**(Kahlil Gibran)**

*To my parents and family,*

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the writer presents the introduction of the paper. It includes: background of the research, research question, the objective of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper.

### **A. Background of the Research**

If you have learned a language other than your own, which of the four skill? Listening, speaking, reading, or writing? Did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Indonesia is one of the developing countries it is educational curriculum to include English as a foreign language which is studied from elementary school up to the university level. In learning English there are four basic English skills

language namely listening, speaking, reading and writing. Speaking is one of basic skills that is taught in junior high schools or senior high schools.

The mastery of speaking skill is a priority for many second and foreign language learners. Speaking is also a crucial part of the language learning process. Speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well.

According to Harmer (2007:123) There are three main reasons to get students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

The teachers are obliged to choose the suitable approach, method and strategy in order to achieve the teaching purposes easily and using media will make the students to be more motivated. And the teachers can use some strategies, methods and media in teaching learning process to help the students understanding about the material that is explained and to increase the students motivation in learning English, especially in speaking English.

According to Nunan (2003:56-58) there are some classroom techniques and tasks in teaching speaking such as Information gap, Jigsaw activities, role-plays, simulations, and Contact assignment. One of the technique suggested for

developing teaching speaking is a role play. Role play are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language.

Many media and techniques can be applied to teach students' speaking skill. They are discussion, information gap, story-telling, role play and simulation, reporting and interviewing. But one of technique which interests the author is role

play technique because role play is fun. Role-plays are also excellent activities for speaking in relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. For example, one student plays the role of a police officer trying to help the tourist file a report. Role-plays give learners practice speaking the target language before they must do so in a real environment.

Based on the background above, the author interested in carrying research entitled **THE USE OF ROLE PLAY TECHNIQUE IN TEACHING SPEAKING.**

## **B. Research Question and Hypothesis**

### **1. Research Question**

In this research, the problems will focus on the following question:

“Can role play technique improve students' speaking skill significantly?”

### **2. Hypothesis**

There is hypothesis namely alternative hypothesis. The alternative hypothesis which the writer puts is: “the students who are taught by role play technique can improve speaking skill significantly”.

### **C. Objective of the Research**

Based on the research question, the objective of the research is to find out whether or not using role play technique is effective to improve students speaking skill.

### **D. Limitation of the problem**

Teaching speaking skills can be done using a variety of methods. The author will limit the problems examined to find out how is the process of teaching skill by using role play technique in learning English.

### **E. Benefits**

The study is expected to help teachers to improve the students speaking skill using role play technique, make students more creative with role play technique and easier speaking in learning English.

### **F. Definition of Key Terms**

To avoid misinterpretation and misunderstanding among the readers, it is necessary to clarify some terms used in this study:

1. Role play is defined as “ a technique which provides an opportunity for student become more deeply involved in thinking about how they would react in real world situation”(Killen, 1998).
2. Speaking is a language skill that is develop in child life, which is produced by listening skill, and at that period speaking skill is learned ( Tarigan, 1990: 3-4).

### **G. Organization of the Research Paper**

The research paper is organized as follows:

Chapter I : Introduction

It provides the background of the research questions, objective of the research, definition of key terms, and the organization of the research.

## Chapter II : Literature Review

It explains the theoretical foundation that is relevant to the research field and be the basis for investigating the research problem.

## Chapter III : Research Methodology

It discusses research method, research design the subject of the research, procedures in collecting the data and analysis.

## Chapter IV : Result and Discussion

It reports the data presentation and data interpretation.

## Chapter V : Conclusion and Suggestion

It contains the results of the research and suggestions.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer explains the theories related to research investigation. These include definition of speaking, characteristics of speaking, elements of speaking, teaching speaking skill, definition of role play, types of role play, strength and weakness, how to teach role play, and previous research.

#### **A. THEORETICAL FRAMEWORK**

##### **1. Definition of speaking**

“speaking refers to the progression of making and communicating sense using verbal and non-verbal symbols in a variety of context” (Chaney & Burk, 1998). It means that speaking is the basic language. The process of speaking skill has happened or precede by listening skill. Increasing listening skill is very useful for speaking ability. Brown (2001), also states that “speaking is an interactive process between speaker, who shares information, and listener, who is receptive to ideas being delivered, in which meaningful communication is built upon both verbal and non-verbal components”. In other word, speaking is not an easy activity to do, but rather challenging and even difficult for some people.

In learning English, speaking skill is one skill that has to be mastered by students in senior high school. Speaking is “the productive skill in oral mode. Like the other skill, such as reading and listening, speaking is more complicated than it seems at first and involves more than just pronounce words” (Harmer, 2007:117).

Based on this statement, the writer can conclude that speaking is a language skill that is developed in child life, which is preceded by listening skill. In other words, speaking is a basic language and increasing listening skill is very beneficial for speaking skill. And the goal of teaching speaking skill is to communicate efficiency.

## **2. Characteristics of Speaking**

According to Brown (2001:270) “there are some characteristics of spoken language: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhyme, intonation and interaction”.

### **a. Clustering**

Fluent speech is phrasal, not word by word. Learners can recognize their output both cognitively and physically (in breath group) through such clustering.

### **b. Redundancy**

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken.

### **c. Reduced Form**

Contractions, elisions, reduced vowels, etc. All form special problems in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

### **d. Performance Variables**

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and correction. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is important characteristic of English pronunciation. These stress-timed, rhythm, of spoken English and its intonation pattern convey important message.

h. Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

### **3. Elements of Speaking**

Harmer (2001:269) states that the ability to speak English presupposes the elements necessary for spoken production as follows:

## 1. Language features

The elements necessary for spoken production are the following:

- 1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning).
- 2) Expressive device: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face – to – face interaction). The use of these devices contributes to the ability to convey meanings.
- 3) Lexis and grammar: teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what are saying.

## 2. Mental/ social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates.

- 1) Language processing
- 2) Interacting with other
- 3) On the spot information processing

### **3. Teaching Speaking Skill**

According to Hornby (1995:37), “teaching means giving the instruction to (a person): give a person (knowledge skill, etc). While speaking means to make use of words in an ordinary voice”. So teaching is giving instruction to person in order to communicate.

According to Brown (2001:22), there are “some items of stages in speaking such as pronunciation, vocabulary, fluency, accent, and grammar”.

### **4. Role Play Technique**

In this research, the writer would like to use role play as a teaching speaking for increasing students’ speaking skill. Role play is more likely to promote active learning among undergraduate students. “the success of role play games as a teaching strategy for education is related to the playfulness of the activity ( without losing moment), the development of verb skills and the responsibility of development of abilities such as cooperation, responding other. Problem-solving, imagination, creativity and use of concepts in practical situations, among other” (Riyis 2004:35)

Killen (1998:171) also states that “role play technique is a technique which provides an opportunity for student to become more deeply involved in thinking about how they would react in world situation”. In addition, role play is a part of drama activity. In details, Killen also described that there are three terms to cover the drama activities. There are mime (mimicry-memorization), role play and simulation.

### **a. Types of Role Play**

According to Livingstone (1998:123) “role play activities can be grouped into two forms”. Those are scripted and unscripted role play.

#### **1. Scripted role play**

This type involves either the text dialogue or reading text in the form of speech. The main function of the text after all is convey the meaning of language items in a memorable way.

#### **2. Unscripted role play**

The situation unscripted role play do not depend on textbook. It is known as a free role play or improvisation.

In addition, there are two types of educational role play that are commonly used the practice of skill and techniques. The second role play deals with the change in cognition, emotion, and attitudes.

Based on the explanation above, the writer use script role play to use speaking narrative story.

### **a. Strengths and Weaknesses of Role play**

Role play can indirectly oblige the students to take an active part in communicating. Brown (1994) as cited in Amstrong (2003:7) argues that role play is “a highly interactive activity that capture the students’ imagination, simulates involvement and allows significant freedom of expression”. Other strength of role play is it can build the students’ confidence.

Richardson and Kleiner (1992) as cited in Amstrong (2003), assert that the students will be more confident to handle a real life interaction as it has already been practiced, and role play is one of activities for the students to practice facing the real world.

However, as the strength of role play, the weakness of role play are also appeared in the implementation of role play method. According to Maddrell (1994), lack of time and material resources discourage many teachers to apply this method. This is line with Ments (1992), and Killen (2006) who states that role play usually consumes large amount of time especially in the preparation stage because the students need to understanding the language function first, then reading or listening the model of the conversation, and practising to perform it.

### **b. How to Teach Role Play**

In doing role play, some experts suggest several steps. Richards (1985) as cited in Tompkins (1998), recommends six steps procedure for playing, they are: preliminary activity, a model dialogue, learning to perform the role play with the help of role cards, listening to the recordings of native speakers performing the role play with role cards, follow-up, and repeating the sequence.

## **A. PREVIOUS RESEARCH**

There are several studies that are related to the implementation of role play in the classroom. One of them, research was confirmed by Ghufron (2009). This study tried to improve the students' speaking ability by applying role play. This study

was conducted in one class of 8<sup>th</sup> year students at MTs Darul Ulum Bojonegoro with 28 participants. The participants were low in speaking ability. Moreover, their mastery of vocabularies, pronunciation, and grammatical structure were also very limited.

The research used classroom action research in conducting the research with three cycles. The first and the second cycle had consisted of one meeting, and the third cycle was conducted in two meetings. The result of the first cycle showed 25% of the students got the target score. However, in the second cycle, the number increased to be 40% and the third cycle became 100% of the students got the target score, even there were some students who got the score more than the target score. Hence, it could be concluded that role play can improve the students' speaking ability and their confidence.

The second research was conducted by Rini (2015). This study is to find out the extent of the students' achievement in speaking by telling narrative story using role play technique. The writer used one group pretest-posttest design and quantitative research method. The population of this research was 30 first year students of SMK PGRI 3 CIMAHI. The instrument used by the writer was test (pretest and posttest). And the collected data were analyzed using SPSS formula.

The result of data showed that, mean score of the pretest was 46.93, mean score of posttest was 67.47. The  $t$  observed was 20.707 and the  $t$  table with  $df$  29 and significance level at 5% was 1.699. Based on that analysis, the alternative hypothesis was accepted because the  $t$  observed was higher than  $t$  table ( $20.707 > 1.699$ ). It also means that teaching speaking using role play technique for



students of SMK PGRI 3 Cimahi was more effective than teaching without using role play technique.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the description of the research method used in the research. It consists of the research design, the research method, population and sample, the research instruments, data collection, and data analysis.

#### **A. Research Design**

According to Tavakoli (2012), as cited in Kaswan & Suprijadi (2016:10), research design refers to:

The architectural plan of a research project. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the research questions and hypotheses to reporting the research findings.

Generally, the research design can be classified into three broad research categories: (1) quantitative research design, (2) qualitative research design, and (3) mixed methods research designs (Tavakoli, 2012; Creswell, 2009; Lavrakas, 2008; Jupp, 2006), as cited in Kaswan&Suprijadi, 2016:11). Research design which would be used in this research is quantitative research design.

Kaswan & Suprijadi (2016: 11) state that “quantitative research is a deductive theory-based research process that focuses primarily on testing theories and specific research hypotheses that consider finding differences and relationships using numeric data and statistical methods to make specific conclusions about the phenomena.

## **B. Research Method**

Experimental research or experiment refers to “ research in which at least one independent variable is manipulated, other relevant variable are controlled, and the effect on one or more dependent variables is observed” (Fraenkell et all, : 265, as cited in Kaswan&Suprijadi, 2016:27).

You use an experiment when you want to establish possible cause and effect between your independent and dependent variables. This means that you try to control all variables that influence the result expect for the independent variable. Then, when the independent variable influences the dependent variable, we can say the independent variable “caused” or “probably caused” the dependent variable (Cresswell, 2012, as cited in Kaswan&Suprijadi, 2016:27). In this research, the writer implemented true experimental design.

Borg and Gall, 1979: 538-9 maintain that:

The one-group pretest-posttest design involves three steps. The first step is the administration of pretest measuring the dependent variable. The second step is the application of the experimental treatment (independent variable) to the subjects,

and the final step is the administration of a posttest measuring the dependent variable again. Differences due to application of the experimental treatment are then determined by comparing pretest and posttest scores (Kaswan & Suprijadi, 2016: 28)

According to Larsen-Freeman (1991) the essential ingredients of a true experimental design are that (1) there are at least two groups included in the study, a control group and an experimental group; and (2) the subjects are randomly assigned to one of those groups (Kaswan & Suprijadi, 2016: 28)

### **C. Population and Sample**

#### **1. Population**

“Population is the group of entities or persons to which the results of a study is intended to apply” (Johnson, 1992: 110)

A population is group of elements or cases, whether individuals, object, or events, that conform to specific criteria and to which we intend to generalize the result of the research (McMillan, 1996:169).

The population of this research are the students of SMK Taman Siswa Cikampek, Kabupaten Karawang.

#### **2. Sample**

“Sample is the smaller group which is a portion of a population” (Tavakoli, 2012: 471) From all students of SMK Taman Siswa Cikampek, the writer will choose one class which contained 33 students.

#### **D. Instruments**

According to Tavakoli (2012), instrument is any device which is used to collect data (Kaswan & Suprijadi, 2016: 86).

In this research, the writer used two kinds of test: pretest, which was given to the students before the writer gave the treatment. Then posttest which was given to the students after got the treatment and the instruments were used to collect the data needed. The data will be obtained from those instruments are analyzed to investigate the effectiveness of role play in improving the students' speaking ability. The instrument would be used in this research is written which played by role play. As Kaswan & Suprijadi has stated that "instruments can be presented in written, audio, or visual format. Responses can be gathered via paper-and-pencil tests, computeradministered tests, video camera, or audiotape recorder.

#### **E. Data Collection Technique and Analysis**

Data collection technique and analysis consist of two parts, they are data collection technique and research data analysis.

##### **1. Data Collection Techniques**

According to Kaswan & Suprijadi (2016:80-81):

In the generic split of quantitative versus qualitative research, quantitative research gathers data that are in numerical form. The original data can be in nonnumerical form such as statements that are recoded on some specific numerical scale. Quantitative data separate into categories based on their

measurement type-nominal (e.g., gender), ordinal (e.g., law school class rank), interval (e.g., degrees Fahrenheit), and ratio (e.g., degrees Kelvin).

In collection the data of this research, the writer took the data from pretest and posttest. Pretest was given to the subject before doing teaching and learning process. Meanwhile, posttest was given after applying teaching and learning process. In this study, the writer applied there steps as folloow:

#### 1. Pretest

The test was done before the writer taught speaking by using role play technique in the classroom. It was aimed for knowing the students' speaking skill before treatment. The students were given a test which consisted of conversation about making, accepting and declining an invitation.

#### 2. Treatment

In this step, the writer taught the students about making, accepting and declining an invitation by using role play. The writer did the treatment in four meeting

#### 3. Posttest

The writer gives the post-test to the students. The test is similar with pre-test. However, the posttest is given after the treatment had been done by teaching speaking using role play.

## 2. **Reseach Data Analysis**

In analyzing the data of research, the writer used SPSS (Statistical Package of Science Sciences). Greener (2008: 57) states “ SPSS for window package which is specifically design to analysis quantitative data from social sciences research”.

To analyze the data using SPSS, the writer calculated:

### 1. Mean (x)

Best & Khan (1998: 343), argues that the mean of a distribution is commonly understood as the arithmetic average. The term grade-point average, familiar to students, is a mean value. It is computed by dividing the sum of all the scores by the number of scores. In addition, Hatch & Farhady, 1982: 115) analyzed using the following pretest and posttest formula:

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

Where:

X = the means of sample

n = the total number of sample

$\sum x$  = total number of all the individual sample

### 2. Standard Deviation

Best & Khan (1998:349), argued that “ The standard deviation, the square root of the variance, is most frequently used as a measure of spread or dispersion of scores in a distribution”.

### 3. Variance

Kaswan & Suprijadi (2013: 188) stated “variance is a statistical measure of variability of a set of data around the mean. variance is in fact, the squared value of the standard deviation”.

#### 4. Inferential Statistic

Reference to Best & Khan (1998: 340) “ inferential statistical analysis always involves the process of sampling and the selection of a small group assumed to be related to the population from which it is drawn”. In addition, Kaswan & Suprijadi (2013: 190) stated that inferential statistic refers to the branch of statistic which deals with generalization from sample to the population of values.

#### 5. Standard Error

Kaswan & Suprijadi (2013: 207-208) state that:

##### a. Standard error of the mean

Standard error of the mean is a measure of the extent to which the mean of a population is likely to differ from sample to sample.

##### b. Standard error of the mean is measure

Standard error of the difference in means is an index of the degree to which the difference between two sample means will differ from between other sample.

#### 6. Normal Distribution

According to kaswan & Suprijadi (2013: 197) “Normal curve or distribution: a bell shaped curve or distribution is a theoretical distribution which shows the frequency or probability of all the possible values that a continuous variable can take”.



## 7. T-test

In order to know the significant data, in this research the data were analyzed by using t-test. According to Kaswan & Suprijadi (2013: 203) "T-test or student's t-test is a parametric test which is used to discover whether there are statistically significant differences between the means of two groups".

According to Brown (2004: 172-173), there were at least six oral proficiency scoring categories. They were grammar, vocabulary, comprehension, fluency, pronunciation, and task. But the writer only use only five scoring categories.

Brown's explanation design as follows:

Table 3.1 Oral Proficiency Scoring Categories

### Grammar

| Score | Score criteria                                                                                                                                                                                                |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | Equivalent to that of an educated native speaker.                                                                                                                                                             |
| 4     | Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.                                                                                 |
| 3     | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics. |
| 2     | Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.                                                                                  |
| 1     | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.                                                           |

## Vocabulary

| Score | Score Criteria                                                                                                                                                       |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | Equivalent to that of an educated native speaker.                                                                                                                    |
| 4     | Can understand any conversation within the range of his experience.                                                                                                  |
| 3     | Comprehension is quite complete at a normal rate of speech.                                                                                                          |
| 2     | Can get the gist of most conversations of non-technical subject.                                                                                                     |
| 1     | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase. |

## Fluency

| Score | Score Criteria                                                                                                                                                                                             |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | Has complete fluency in the language such that his speech is fully accepted by educated native speakers.                                                                                                   |
| 4     | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.           |
| 3     | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.                                                                                                        |
| 2     | Can handle with confidence but act with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information. |
| 1     | No specific fluency description. Refer to other four language areas for                                                                                                                                    |

|  |                           |
|--|---------------------------|
|  | implied level of fluency. |
|--|---------------------------|

#### Pronunciation

| Score | Score Criteria                                                                                                                                   |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 5     | Equivalent to and fully accepted by educated native speakers.                                                                                    |
| 4     | Errors in pronunciation are quite rare                                                                                                           |
| 3     | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.                                |
| 2     | Accent is intelligible though often quite faulty.                                                                                                |
| 1     | Errors in pronunciation are prequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |

The form for scoring:

$(\text{Grammar} + \text{vocabulary} + \text{comprehension} + \text{fluency} + \text{pronunciation}) / 5 = \text{total score}$

The total score can show the ability of students' speaking skill by seeing the description below:

Table 3.2 Subcategories of oral proficiency scores

| Level | Description                                               |
|-------|-----------------------------------------------------------|
| 0     | Unable to function in the spoken language                 |
| 0+    | Able to satisfy immediate needs using rehearsed utterance |

|    |                                                                                                                                                                                                   |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Able to satisfy minimum courtesy requirements and maintain very simple face-to-face conversation on familiar topics.                                                                              |
| 1+ | Can initiate and maintain predictable face-to-face conversations and satisfy limited social demands.                                                                                              |
| 2  | Able to satisfy routine social demands and limited work requirements.                                                                                                                             |
| 2+ | Able to satisfy most work requirements with language usage that is often, but not always, acceptable and effective.                                                                               |
| 3  | Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. |
| 3+ | Often able to use the language to satisfy professional needs in a wide range of sophisticated and demanding tasks.                                                                                |
| 4  | Able to use the language fluently and accurately on all levels normally permanent to professional needs.                                                                                          |
| 4+ | Speaking proficiency is regularly superior in all respects, usually equivalent to that of a well-educated, highly articulate native speaker                                                       |
| 5  | Speaking proficiency is functionally equivalent to that of a highly articulate, well-educated native speaker and reflects the cultural standards of the country where the language is spoken.     |

For example if a student got 5 in grammar, 5 in vocabulary, 5 in comprehension, 2 in fluency, and 3 in pronunciation, so the student's score will be:

$$(5 + 5 + 5 + 2 + 3) / 5 = 20 / 5 = 4$$

From the total score above, it means that the student is able to use the language fluently and accurately on all levels normally permanent to professional needs.

If the student's score would be changed into decimal. The researcher used the following form:

Total score x 20 = decimal score

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter contains data descriptions of pretest and posttest, statistic test, and discussion.

#### A. RESULTS

Results is divided into four parts, they are the pretest score data, the posttest score data, finding out the t-observed using Kolmogorov-Smirnov test, and t-test.

##### 1. The pretest and posttest score data

The data as result of the pretest was analyzed and described in the table bellows:

Table 4.1 The Pretest and Posttest Score

| No | Name       | Pretest | Posttest |
|----|------------|---------|----------|
| 1  | Student 1  | 40      | 70       |
| 2  | Student 2  | 70      | 85       |
| 3  | Student 3  | 50      | 75       |
| 4  | Student 4  | 35      | 65       |
| 5  | Student 5  | 35      | 65       |
| 6  | Student 6  | 55      | 75       |
| 7  | Student 7  | 40      | 70       |
| 8  | Student 8  | 40      | 70       |
| 9  | Student 9  | 40      | 75       |
| 10 | Student 10 | 35      | 70       |
| 11 | Student 11 | 40      | 75       |
| 12 | Student 12 | 40      | 70       |
| 13 | Student 13 | 40      | 70       |
| 14 | Student 14 | 50      | 70       |

|      |            |       |       |
|------|------------|-------|-------|
| 15   | Student 15 | 40    | 60    |
| 16   | Student 16 | 50    | 65    |
| 17   | Student 17 | 40    | 60    |
| 18   | Student 18 | 40    | 65    |
| 19   | Student 19 | 75    | 85    |
| 20   | Student 20 | 40    | 65    |
| 21   | Student 21 | 45    | 65    |
| 22   | Student 22 | 40    | 65    |
| 23   | Student 23 | 45    | 70    |
| 24   | Student 24 | 45    | 65    |
| 25   | Student 25 | 40    | 70    |
| 26   | Student 26 | 45    | 65    |
| 27   | Student 27 | 45    | 70    |
| 28   | Student 28 | 50    | 75    |
| 29   | Student 29 | 40    | 70    |
| 30   | Student 30 | 70    | 80    |
| 31   | Student 31 | 55    | 70    |
| 32   | Student 32 | 45    | 65    |
| 33   | Student 33 | 45    | 60    |
| Sum  |            | 1505  | 2295  |
| Mean |            | 45,60 | 69,55 |

The data above showed the score in control from 33 students in the class. The smallest score in the pretest was 35 and the highest score was 85. After the application of role play technique as a treatment given in teaching speaking, the students took the posttest. The data showed in posttest that the smallest score was 60 and the highest score was 85.

After treatment, there was an improvement before and after pretest.

## 1. The Result of Mean and Standard Deviasi

Table 4.2 Mean Score and Standard Deviation

| Descriptives   |           |            |
|----------------|-----------|------------|
|                | Statistic | Std. Error |
| Mean           | 45.6061   | 1.71001    |
| Std. Deviation | 9.82325   |            |
| Minimum        | 35.00     |            |
| Maximum        | 75.00     |            |
| Range          | 40.00     |            |
| Mean           | 69.5455   | 1.07405    |
| Std. Deviation | 6.16994   |            |
| Minimum        | 60.00     |            |
| Maximum        | 85.00     |            |
| Range          | 25.00     |            |

Table 4.2 showed that the mean of pretest was 45.60 and the mean of posttest was 69.55 . And the standard deviation of spread of score of the pretest (9.823) was higher than the spread of score of posttest (6.169).

## 2. Statistic Test

a) Finding out the t-observed using Kolmogorov-Smirnov test

The data were tested to look at data distribution using One-Sample Kolmogorov-Smirnov Test with the following result:



**Table 4.3 One-Sample Kolmogorov-Smirnov Test**

|                                |                | Pretest | Posttest |
|--------------------------------|----------------|---------|----------|
| N                              |                | 33      | 33       |
| Normal Parameters <sup>a</sup> | Mean           | 45.6061 | 69.5455  |
|                                | Std. Deviation | 9.82325 | 6.16994  |
| Most Extreme Differences       | Absolute       | .252    | .228     |
|                                | Positive       | .252    | .228     |
|                                | Negative       | -.193   | -.140    |
| Kolmogorov-Smirnov Z           |                | 1.447   | 1.311    |
| Asymp. Sig. (2-tailed)         |                | .030    | .064     |

a. Test distribution is Normal.

Based on the table above, the data are normal because both pretest (0.030) and posttest (0.064).

b) T-test

because the data is normal, so the t-test was used with the following result:

**Table 4.4 Paired Sample Statistics**

|        |          | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | Pretest  | 45.6061 | 33 | 9.82325        | 1.71001         |
|        | Posttest | 69.5455 | 33 | 6.16994        | 1.07405         |

Table 4.2 showed that the mean of pretest was 45.60 and the mean of posttest was 69.55 . And the standard deviation of spread of score of the pretest (9.823) was higher than the spread of score of posttest (6.169).

**Table 4.5 Paired Samples Correlations**

|                           | N  | Correlation | Sig. |
|---------------------------|----|-------------|------|
| Pair 1 Pretest & Posttest | 33 | .714        | .000 |

Based on the table above, the correlation between pretest and posttest was 0.714.

**Table 4.6 Paired Samples Test**

|                           | Paired Differences |                   |                       |                                                 |           | t       | df | Sig.<br>(2-tailed) |
|---------------------------|--------------------|-------------------|-----------------------|-------------------------------------------------|-----------|---------|----|--------------------|
|                           | Mean               | Std.<br>Deviation | Std.<br>Error<br>Mean | 95% Confidence<br>Interval of the<br>Difference |           |         |    |                    |
|                           |                    |                   |                       | Lower                                           | Upper     |         |    |                    |
| Pair 1 Pretest - Posttest | -23.93939          | 6.93244           | 1.20678               | -26.39753                                       | -21.48126 | -19.837 | 32 | .000               |

From these result of table, the data showed that the t-observed was 19.837. the t-table with degree of freedom 32 and significant level at 5% was 1.697. it showed that the alternative hypothesis was accepted because the t-observed was statistically higher than t-table ( $19.837 > 1.699$ ). it means that teaching speaking use role play technique is effective.

## **B. DISCUSSION**

The result of data writer showed that: mean score of the pretest was 45.60, the mean of posttest was 69.55. the t observed was 19.837 and the t table with df 32 and significant level at 5% was 1.697.

Based on the data analysis above, the alternative hypothesis was accepted because the t observed was bigger than t table ( $19.837 > 1.697$ ). It also means that teaching

speaking using role play technique was more effective than teaching without using role play technique.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the writer draws the conclusions and suggestions of this research.

#### **A. CONCLUSIONS**

After processing and analysing the data, the writer concluded as follow: this research is to find out the extent of the students' achievement in speaking using role play technique. The writer used one group pretest-posttest design and quantitative research method. The population of this research was 33 second year students of SMK TAMAN SISWA CIKAMPEK. The instrument used by the writer was test ( pretest and posttest). And the collected data were analyzed using SPSS formula.

The result of data showed that, mean score of the pretest was 45.60, the mean score of posttest was 69.55. the t observed was 19.837 and the t table with df 32 and significant level at 5% was 1.697. Based on that data analysis the alternative hypothesis was accepted because the t observed was bigger than t table ( $19.837 > 1.697$ ). It also means that teaching speaking using role play technique for students of SMK Taman Siswa Cikampek was more effective than teaching without using role play technique.

#### **B. SUGGESTIONS**

The success in teaching doesn't depend on the lesson program only, but more important is how the teacher present the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching speaking

by using role play, the writer gives some suggestion for the teacher and students as follow:

For the teacher:

1. The writer suggested that the English teachers applied role play in teaching speaking.
2. The teacher must choose the material that are interesting and appropriate to students need and managed time as effective as possible in implementing the role play technique.
3. Role play technique can consume time more, because it need long preparation, so the teacher is able to arrange activities accurately.
4. The English teacher especially in teaching speaking to be more creative in improving and modifying their strategies of teaching.

For the students:

1. The students are hoped not to be shy in acting out their role.
2. The students are hoped to be active and creative in enriching their vocabularies.
3. The students are expected to use English when they practice role play activities although it is hard for them.

For the researcher:

1. For the writer further study is suggested the effect of role play technique in different level such as elementary school level or junior high school level.

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMK Taman Siswa Cikampek

Tema : Guest Handling

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Semester : 2

Alokasi Waktu : 2x45 menit

### **A. Standar Kompetensi**

Berkomunikasi dengan bahasa Inggris setara Level Elementary

### **B. Kompetensi Dasar**

2.1 Memahami percakapan sederhana sehari-hari baik dalam konteks profesional maupun pribadi dengan orang bukan penutur asli

### **C. Indikator**

Ungkapan untuk menangani tamu hotel, restoran, travel agency, dll diperagakan dengan benar.

### **D. Tujuan Pembelajaran**

Siswa mampu mengenal berbagai bentuk dan ungkapan menangani tamu hotel, restoran, travel agency dalam konteks kehidupan sehari-hari.

Siswa mampu memperagakan ungkapan untuk menangani tamu hotel, restoran, travel agency dengan benar.

Siswa mampu berkomunikasi dengan baik terhadap tamu hotel, restoran, travel agency.

### **E. Materi Pembelajaran**

Guest Handling

### **F. Skenario Pembelajaran**

Pertemuan 1-2



| No. | Kegiatan                                                                                                                | Waktu | Metode     |
|-----|-------------------------------------------------------------------------------------------------------------------------|-------|------------|
| 1.  | Pendahuluan                                                                                                             | 15    | Tanya      |
| 1)  | Guru memberi salam, menanyakan keadaan siswa dan mempresensi siswa;                                                     | menit | jawab      |
| 2)  | Guru mengatur kondisi kelas yang kondusif dan mempersiapkan materi;                                                     |       |            |
| 3)  | Guru menanyakan pada siswa tentang prosedur dan komunikasi yang digunakan dalam penanganan tamu                         |       |            |
| 4)  | Guru menyampaikan tujuan dan manfaat pembelajaran berbicara khususnya dalam penanganan tamu                             |       |            |
| 2   | Kegiatan Inti                                                                                                           | 65    | Permodelan |
| 1)  | Guru menyajikan contoh reservasi dihotel dengan menggunakan speaker untuk melatih listening ability                     | menit | Diskusi    |
|     | Siswa dikelompokkan untuk mengamati percakapan yang sedang berlangsung                                                  |       | Diskusi    |
|     | Siswa mencatat ungkapan-ungkapan khusus yang berkaitan dengan reservasi ( mengajukan pertanyaan dan memberikan jawaban) |       | Inquiri    |
|     |                                                                                                                         |       | Pemodelan  |

|    |                                                                                                                                                                                                                                                                                                                                                                                |             |                                                |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------|
|    | <p>Guru menanyakan hasil catatan yang diperoleh siswa;</p> <p>Guru menyajikan contoh reservasi (conversation) yang kedua dengan menggunakan speaker</p> <p>Siswa mengisi kata-kata yang belum terungkap</p> <p>Guru mengamati jalannya diskusi dan memberi penilaian</p> <p>Guru bersama-sama siswa membahas/ mengulas conversation tentang reservasi yang kedua.</p>          |             | <p>Penugasan</p> <p>Diskusi</p> <p>Diskusi</p> |
| 3. | <p>Penutup</p> <p>1) Guru bertanya pada siswa, apakah masih menemui kesulitan dalam berkomunikasi dalam guest handling.</p> <p>2) Guru bersama-sama siswa merefleksi hasil pembelajaran guest handling pada hari itu</p> <p>3) Siswa dibantu guru menyimpulkan materi pada hari itu;</p> <p>4) Guru memberikan dorongan kepada siswa untuk berlatih berbicara dalam bahasa</p> | 10<br>menit | Refleksi                                       |

|    |                                                                     |  |  |
|----|---------------------------------------------------------------------|--|--|
| 5) | Inggris sesering mungkin;<br>Guru menutup pelajaran<br>dengan salam |  |  |
|----|---------------------------------------------------------------------|--|--|

## Pertemuan 2

| No. | Kegiatan                                                                                                                                                                                                                                                                                                                                                                                  | Waktu       | Metode                                               |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------|
| 1.  | Pendahuluan<br>Guru memberi salam,<br>menanyakan keadaan siswa<br>dan mempresensi siswa;<br>Guru mengatur kondisi kelas<br>yang kondusif dan<br>mempersiapkan materi;<br>Guru menanyakan pada siswa<br>tentang prosedur dan<br>komunikasi yang digunakan<br>dalam penanganan tamu<br>Guru menyampaikan tujuan<br>dan manfaat pembelajaran<br>berbicara khususnya dalam<br>penanganan tamu | 15<br>menit | Tanya<br>Jawab                                       |
| 2.  | Kegiatan inti<br>Guru mengulas materi guest<br>handling yang telah<br>disampaikan pada pertemuan<br>sebelumnya<br>Guru memberikan contoh<br>dialogue conversation tentang<br>guest handling                                                                                                                                                                                               | 60<br>menit | Review<br><br>Diskusi<br><br>Practice<br><br>Guiding |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |                                                               |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------|
|    | <p>Siswa mengucapkan satu kalimat dalam dialogue tentang guest handling</p> <p>Guru memberi contoh pengucapan dengan pronunciations dan intonasi yang benar.</p> <p>Siswa menirukan dengan pronunciations dan intonasi yang benar.</p> <p>Siswa secara berpasangan mengamati contoh percakapan.</p> <p>Secara berpasangan, siswa mempraktikkan percakapan menggunakan pronunciation dan intonasi yang benar di depan kelas</p> <p>Siswa menganalisis ungkapan yang berkaitan dengan guest handling (mengajukan pertanyaan dan memberikan jawaban)</p> |          | <p>Practice</p> <p>Diskusi</p> <p>Practice</p> <p>Diskusi</p> |
| 3. | <p>Penutup</p> <p>Guru bertanya pada siswa, apakah masih menemui kesulitan dalam berkomunikasi dalam guest handling.</p> <p>Guru bersama-sama siswa merefleksi hasil pembelajaran guest handling pada hari itu</p>                                                                                                                                                                                                                                                                                                                                    | 15 menit | Refleksi                                                      |

|  |                                                                                                                                                                                                                      |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>Siswa dibantu guru menyimpulkan materi pada hari itu;</p> <p>Guru memberikan dorongan kepada siswa untuk berlatih berbicara dalam bahasa Inggris sesering mungkin;</p> <p>Guru menutup pelajaran dengan salam</p> |  |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

#### G. Media

White board

Marker

Speaker aktif

Contoh percakapan

#### H. Sumber Pembelajaran

LKS Bahasa Inggris

Buku Paket

#### I. Penilaian

##### **Instrumen Penilaian**

Make a dialog conversation about guest handling in hotel. Students works in pair to practice handling check-in without reservation. One of them becomes a receptionist and the other becomes the guest. Students use the following Registration Form and Guest Card.

Dialogue

Receptionist : Good afternoon, sir. What can I do for you?

Guest : Yes, I wonder if you still have a double room for tonight.

Receptionist : Could I have your name, please?

Guest : Rudi Salam.

Receptionist : Mr. Rudi Salam. R-u-d-i S-a-l-a-m.

You haven't made a reservation, have you Mr. Salam?

Guest : No, I haven't.

Receptionist : Alright, Mr. Salam. You want a double room for tonight. Could you wait for a moment? (*Check whether the room needed is available or not.*) ... I have some good news for you Mr. Salam. There is one double room left on the top floor. The price is US\$ 100. Would you like to take it?

Guest : That's fine. I'd love to.

Receptionist : May I have your ID card please?

Guest : Just a moment. Here you are.

Receptionist : Would you fill in this registration card?

Guest : Certainly. Is a deposit required?

Receptionist : Yes, Mr. Salam. The deposit is the rate for one night's stay at least.

Guest : Ok, US\$ 100. Here you are.

Receptionist : Thank you. And here are your ID card, receipt and the guest card.

Our bellboy will escort you to your room. (*give the key to the bellboy*)

Have a pleasant stay, Mrs. And Mr. Salam.

Guest : Thank you.

Pedoman penilaian

Skor maksimal setiap kategori penilaian adalah 5.

(grammar +vocabulary+comprehension+fluency+pronunciation / 5 = skor

total siswa = skor total x 20

## J. Rubik Penilaian

### a) Rubik Penilaian Aspek Sikap

| No. | Nama siswa | Jujur | Disiplin | Tanggung jawab | Percaya diri | Nilai |
|-----|------------|-------|----------|----------------|--------------|-------|
| 1   |            |       |          |                |              |       |
| 2   |            |       |          |                |              |       |

Ket : 5: sangat baik

4: baik

3 : cukup baik

2: kurang baik

1 : tidak

Total skor : total skor siswa : skor maksimal x 100

Contoh : 15 : 20 X 100 = 75

### b) Rubik Penilaian Aspek Pengetahuan (berbicara)

| No | Nama Siswa | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation | Nilai |
|----|------------|---------|------------|---------------|---------|---------------|-------|
| 1  |            |         |            |               |         |               |       |
| 2  |            |         |            |               |         |               |       |

Ket : 5: sangat baik

4: baik

3 : cukup baik

2: kurang baik

1 : tidak

Total skor : total skor siswa : skor maksimal x 100

Contoh : 14 : 20 x 100 = 70

c) Rubik Penilaian Keterampilan

| No | Nama Siswa | Content | Text organization | Vocabulary | Grammar | Appropriateness of language convention | Nilai |
|----|------------|---------|-------------------|------------|---------|----------------------------------------|-------|
|    |            |         |                   |            |         |                                        |       |
|    |            |         |                   |            |         |                                        |       |

Ket : 5: sangat baik

4: baik

3 : cukup baik

2: kurang baik

1 : tidak

Total skor : total skor siswa : skor maksimal x 100

Contoh : 20 : 25 X 100 = 80

Cikampek, 22 April 2017

Mengetahui:

Guru Mata Pelajaran Bahasa

Inggris SMK Taman Siswa

Mahasiswa

Lisa Wisuda N. S.Pd

NIP;

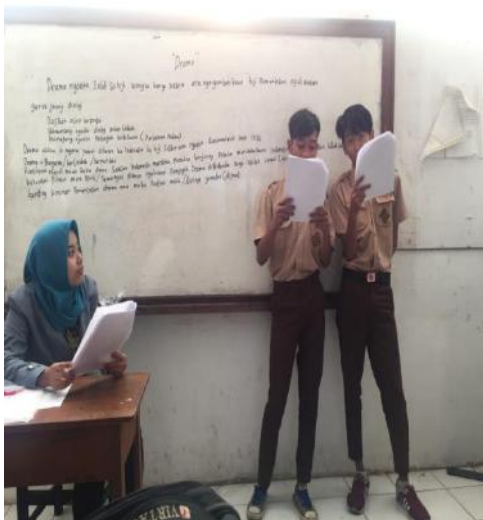
Dian Damawanti

NIM; 13220299



## DOCUMENTATIONS









## AUTOBIOGRAPHY



Dian Damawanti is her name. She is a girl who was born in Karawang on Sunday, December 20<sup>th</sup> 1992, as the third daughter of Main and Awen. She graduated from Elementary school (SD) Negeri Situdam 1 in 2005, Junior High School (SMP) Negeri 1 Jatisari in 2008 and Senior High School (SMA) Negeri 1 Cikampek in 2011. And the last, she chose Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Siliwangi Bandung in English Education Department by the next institution for her study. She started it from 2013 until now.