IMPROVING STUDENTS’ SPEAKING ABILITY USING REALIA AND ROLE PLAY

(A Classroom Action Research for the Eighth Grade Students of MTs Sudirman Getasan in the Academic Year 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2016
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s ideas except the information from the references. This declaration is written by the writer to be understood.

Salatiga, March 14th 2016

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ATTENTIVE COUNSELOR’S NOTE
Case: Darus Salam’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr.wb.

After reading and correcting name’s graduating paper entitled IMPROVING STUDENTS’ SPEAKING ABILITY USING REALIA AND ROLE PLAY (A CLASSROOM ACTION RESEARCH FOR THE EIGHTH GRADE STUDENTS OF MTS SUDIRMAN GETASAN IN THE ACADEMIC YEAR 2015/2016), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.
Wassalamu’alaikum wr.wb.

Counselor

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A GRADUATING PAPER

IMPROVING STUDENTS' SPEAKING ABILITY USING REALIA AND ROLE PLAY

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has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 14th 2016, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

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MOTTO

“Be yourself, Ignore people who judge you, Allah always guides you”
(The writer)

“Encountering problems with grateful”
(Ustad Wijayanto)
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT, My Lord My God Almighty thanks for guiding me to face everything in this life.

2. My beloved mom Harni and my father Jawali (Almarhum). Thanks for love, patience and motivation which are given to me. You are my everything.

3. My beloved sister Widi Astuti and my younger brother Robikh Alba’i also Endika Hadi Suryo. I love you so much.

4. My grandmother Suwarni My encouraging people who always pray for me.

5. My beloved mother (Harni), my father (Alm. Jawali), and my beloved sister (Widi Astuti), my younger brother (Robikh Alba’i and Endika Hadi Suryo) for their love, endless prayer, understanding and encouragement that have meant very much in my graduate study.

6. My grandmother Suwarni who always give me support and pray for me.


8. A kind Girl Farrah Zakiyah Anwar, thanks for your help, care, support and everything.

9. All my friend in English Education Department ’11 class A until E especially in E class whose names cannot be mentioned one by one, thank you for being my friends in happiness and sadness.
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Assalamu’alaikum Wr. Wb

Alhamdulillahirabil’aalamiin, firstly the writer says as praise and thanks to Allah SWT, the most gracious and merciful. Because of Him, the writer could finish this graduating paper as one of the requirement for the Degree of Educational Islamic Studies (S.Pd.I) at English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2016.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without a support, guidance, advice, help, and encouragement from individuals and institutions. Thus, the writer would like to thank to:

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2. Suwardi, M.Pd., Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
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6. All of the staff that helped the writer in processing of graduating paper administration.

Salatiga, March 14th 2016

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ABSTRACT


Keywords: Speaking Ability, Classroom Action Research, Realia, Role play.

This research is aimed to develop the students’ speaking ability through the classroom action research by using realia and roleplay. The aims of his research are to know the condition of English teaching learning at MTs Sudirman Getasan especially teaching learning process, to know the process of teaching speaking by using realia and roleplay improves the ability of the speaking teaching learning process and to find out the students’ improvement when realia and roleplay are implemented in the class. Thirty students of the eighth grade students of MTs Sudirman Getasan were instructed through the classroom action research by using realia and roleplay to improve their speaking ability. The methodology of this research is Classroom Action Research (CAR). It is conducted in two cycles. Each cycle consist of planning, action, observation, and reflection. The researcher found several findings on it. The findings show that the students’ speaking ability were low because they lack of vocabularies, most of them have problem in speaking, it is showed by the mean of the pre-test 64.67. The other finding are many students have difficulties to share the ideas orally, many of them preferred to be silent and use Javanese and Indonesian rather than use English in the class. In the pre-test 33.33% students pass the standardize score, in post-test I 50% students and in post-test II 76.7% students pass the standardize score. The mean of pre-test 64.67, the mean of post-test I, 65.6, and the mean of post-test II 71.47. The first T-calculation is 3.46 and the second T-calculation is 5.44. The result shows that the T-calculation higher than T-table (2.045). It means that the classroom action research by using realia and roleplay is able to improve the students’ speaking ability.
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a significant asset that people need for communication. In every communication, people do an interaction with others and share their messages. As we know, human as a social creature who cannot live without interaction with others. Human must be able to communicate each other well to create a good communication.

Language learning can become very important to human being. It will help people communicate each other around the world. Language is special skill which is complex to communicate ideas or feelings by using signs, voices, gestures, or codes (Brown Douglas, H. 2007: 6). From the statement above, language is a vital aspect that used for communicating and conveying a message from one person to others. Through language, people can express their ideas, thinking and feelings.

English is the international language. This language is used all over the world. English is one of subject in the curriculum of school that must be taught by teacher well. Although it is a foreign language, the students have to master that language in order to develop their skills in communication.

In English language teaching there are four skills, they are: speaking, reading, listening and writing. But many students feel that speaking is the most difficult one because speaking happens in a spontaneous time.
Speaking is very important for communication. Because by mastering speaking skill, people can make a conversation with others, give the ideas and exchange the information with others. To master this skill is not an easy thing, it needs a motivation to speak with English and decrease their anxiety to make errors.

Based on the explanation above, students feel difficult to speak in English, because they usually use Bahasa Indonesia for daily communication. Furthermore, there are some reasons why they feel difficult to study English especially in speaking skill. Students usually feel uncomfortable to show their ability when teachers ask them. The students tend to be silent in the classroom because they afraid to make mistake when speak something.

Considering the problems above, the researcher tries to suggest that teacher should apply a technique that emphasizes teaching and learning to solve speaking problem. Thus, teachers should have good and interesting techniques in teaching to get better interaction with the students. To solve those problems, the researcher thinks that realia and role play are possible way to overcome them because the techniques used influence much of the students’ activities in the learning.

Based upon the students’ problems, the researcher and teacher agree to apply this technique in speaking class. The researcher interested to conduct a research entitled “Improving Students’ Speaking Ability Using Realia and Role Play (A Classroom Action Research for the Eighth Grade Students of MTs Sudirman Getasan in the Academic Year 2015/2016)
B. Problems of the Study

Based on the above consideration, there are some problems that are:

1. How is the condition of English teaching learning at MTs Sudirman Getasan especially the English speaking teaching learning process?
2. How can the process of teaching speaking by using realia and role play improve the ability of the speaking teaching learning process?
3. How far is the students’ improvement in speaking skill when realia and role play are implemented in the class?

C. Objectives of the Study

Objectives of the study are:

1. To know the condition of English teaching learning at MTs Sudirman Getasan especially teaching learning process.
2. To know the process of teaching speaking by using realia and role play improve the quality of the speaking teaching learning process.
3. To know the students’ improvement in speaking skill when realia and role play are implemented in the class.

D. Limitation of the Study

To limit the scope of the study, the researcher will only discuss such as follows:

1. The study will be done for the eighth grade students of MTs Sudirman Getasan in the academic year 2015/2016.
2. This study will talk about improving students’ speaking ability after using realia and role play.
E. Definition of Key Terms

1. Improve

Improve is become or make something or somebody better (Longman Dictionary of Contemporary English, 2004: 957). In this case, it means that this research is used as an alternative to make speaking skill to be better by using realia and role play.

2. Students

Student is someone who is studying at a university, college or school for study (Longman Dictionary of Contemporary English, 2004: 1927).

3. Speaking

Speaking is very important because language is primarily speech. Oral communication is seen as basic skill, so it is much needed. For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and it is measured in term of ability to carry out a conversation in a language (Language Teaching Methodology, 1991: 39).

4. Ability

Ability is the state of being able to do something (Longman Dictionary of Contemporary English, 2004: 3). Ability is a present state of being able to make certain response perform certain tastes, we say that a person has an ability to do something, we mean that he can do that right now. Ability is the state or condition of being able; aptitude; competence; capability; power to do something, whether physical, mental, legal, etc. (Mario Pei, 1974:2).
5. **Realia**

   Realia refers to real objects, specimens or artifacts-not copies, models, or representations from particular culture, indeed, authentic materials, such as newspapers, magazines, catalogs, timetables, films, etc. are designed for use in real life situations, not for use as instructional tools. Although not designed for instructional use, realia and other authentic materials, including non print mass media, provide a wide range of printed and spoken messages that can be used as primary or secondary material in a foreign language classroom (Stewart, 1987: 3).

6. **Role play**

   Role play is one of communicative techniques which develop fluency in language students, which promotes interaction in the classroom, and which increases motivation. Haycraft mentioned the three elements in role playing: what the characters want, who they are, and their moods or attitudes at the time. These elements are ten affected by how the situation develops (Haycraft in Sumpana, 2010: 10).

**F. Significance of the Study**

   After the researcher has completed this study it has two major benefits those are:

1. Theoretically, the result of the research can contribute a useful information for the future classroom research with the similar problem of speaking ability improvement.
2. Practically, this research also can be guidance for teachers and students.
   a. For the researcher
      This research can contribute to the future research, to help and find out the best technique for teaching speaking.
   b. For the students
      The students will able to enrich their knowledge in English especially in speaking. I can improve their speaking ability in speaking using realia and role play.
   c. For the English teacher
      To help the teachers in enrich knowledge about the technique that improves English speaking ability. The teacher will be able to improve teaching English especially speaking using realia and role play.
   d. For the institution
      The result of the research can contribute the institution to fulfill the demand of English curriculum. Thus, students are able to get satisfactory achievement.

G. Review of Previous Study
   In this graduating paper, the researcher took previous study from the other research. It was the research arranged by Erny Rokhmawati (2010) conducts a research about “The use of realia to improve students’ speaking ability in procedure text” (A Classroom Action Research with Ninth Grade students of MTs Mathalibul Huda Mlonggo jepara in Academic Year of 2010/2011).
   The method used in her research was a classroom action research method. The research was conducted in three cycles at Ninth Grade students of MTs Mathalibul
Huda Mlonggo from August 2010. In collecting the data, the researcher used observation and test.

The research findings show that the use of realia could improve the students’ speaking ability in procedure text. The result of research shows the realia used in teaching speaking procedure text with the ninth grade for students MTs Mathalibul Huda Jepara in the academic year of 2010/2011 can improve students’ speaking ability.

This successfulness can be seen from the result of the students’ average score and good responses by the students. The result after getting all of the treatment using realia, the students’ average score increase in line with the increase of the students’ achievement in each cycle. Before getting the treatment students’ average score was 4.3, and after giving treatment was 6.8, so it increased 2.4. The average score of the students in the first cycle was 4.9, second cycle was 5.2, and the third cycle was 6.8. Based on the results of the research, it can be concluded that by using realia in teaching speaking, teacher can improve students’ ability in speaking.

The study conducted by the researcher for her graduating paper was different from the previous research. The researcher would cover about how to improve students’ speaking ability using realia and role play. The differences were showed at the way of teaching, school, teachers and cultures background. The researcher used realia and role play technique to improve students’ speaking ability, whereas the previous researcher just using realia to students’ speaking skill.
H. Outline of the Study

The graduating paper is composed into systematically five chapters, and able to clarify as follows. Chapter I, introduction which is dealing with the background of the study, problem of the study, objectives of the study, limitation of the study, definition of key terms, significance of the study, review of previous study and outline of the study. Chapter II, theoretical framework contains of speaking, realia and role play. Chapter III research methodology contains research design, subject of the study, instrument for collecting the data, procedures of collecting data, and method of analyzing. Chapter IV explains result and discussions. Chapter V is dealing with conclusion and suggestion.
CHAPTER II

THEORITICAL FRAMEWORK

In this chapter, the researcher is going to attempt to explain about the theoretical framework that includes the definition of speaking, elements of speaking, classroom speaking activities, definition of realia, implementation of realia, realia in teaching speaking, definition of role play, types of roles of role play, and themes of role play.

A. Speaking

1. Definition of Speaking

As stated by Chaney (1998: 13) which is quoted by Kayi (2006) “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. In addition, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Beside that, Speaking is one of the important skills that have to be mastered by students in learning English. It is an essential tool for communicating. Talking about speaking is talking about communicating, express the ideas, feeling, opinions and others, that will be change for one person to another.

As Brown (2004: 141) argues that there are five basic types of speaking as follows:

a. *Imitative*

The ability to simply parrot back to a word, phrase or possibility a sentence.
b. *Intensive*

The production of stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. *Responsive*

Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. *Interactive*

The length and complexity of the interaction, which sometimes include multiple exchange and/or multiple participants.

e. *Extensive*

The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited.

2. **The elements of speaking**

Harmer (2001: 269) identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

a. Language features

   1)  *Connected speech*: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
2) *Expressive device*: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non verbal means how they are feeling (especially in face to face interaction)

3) *Lexis and grammar*: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.

4) *Negotiation language*: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1) *Language processing*: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) *Interacting with others*: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) *(On the spot) information processing*: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us at the moment we get it.
3. The Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) observes that there are six classroom speaking activities. Such as: acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.
Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

d. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.
B. Realia

1. Definition of Realia

Based on Stewart (2007: 6) on the book “Realia Making Language Real” that realia means miniature objects that resemble their real world counterparts provide an excellent tool to help these children develop essential English vocabulary. Realia enhances meaning and make vocabulary more concrete and, therefore, more comprehensible. It gives students the opportunity to use alloftheirsensestolearnaboutagivensubject, anditisappropriateforany gradeorskilllevel. When the real object is not available or impractical, the teacher can use models or semi-concrete objects, such as photographs, illustrations, and artwork.

From the explanation above, the researcher concludes that realia is one of mediain teaching/learning process, it is a real thing that can be seen, heard or touched directly. It makes students more interesting and understanding the lesson.

Harmer said on his book “The Practice of English Language Teaching” (2001: 140) that realia is ‘real’ or lifelike items that are useful for teaching the meanings of words; teachers sometimes appear in the classroom with plastic fruit, cardboard clock faces, or two telephones to help simulate phone conversations.

Objects that are intrinsically interesting can provide a good starting-point for a variety of language work and communication activities.

2. Implementation of Realia

Using realia in the EFL classroom serves to foster a more creative and active teaching-learning environment and promotes cultural understanding. Realia refers to the practice of using real, tangible things in the classroom to help your students connect with English on a different
level. It involves visual, tactile and functional methods for teaching ideas, concepts, vocabulary and grammar.

There are many teachers who have used realia in teaching learning process. Here are some examples of the use of realia in the classroom:

a. To illustrate and teach young learners vocabulary for animals, clothing, and fruit. For example use actual objects or facsimile thereof (pieces of clothing, toy animals, and plastic fruit).

b. Bring in a number of objects from everyday life, such as fruit, utensils or articles of clothing. Sitting in a circle, pass one of the objects to the student on your left, saying the name of the object (for example: "tomato" or "sock") and then have the student pass on the object to the next one, speaking the word as well.

c. Use an object, such as a ball, to teach preposition of place like "on, under, above." Place the ball on the table, and ask where it is. Elicit the reply "It’s on the table," and soon.

3. **Realia in Teaching Speaking**

The use of realia in common place in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching learning environment. Berwald (1987) as quoted by Smith (1997) in virtual media:

Realia are not only series of artifacts that describe the custom and tradition of culture. It provides language learners or students with multisensory impressions of the language which they learned partly at least through seeing, hearing, touching, and manipulating items. And interaction with
authentic material aids in contextually grounding instructions by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

In addition, Realia is one of the ways to build students' interests in teaching learning speaking. Realia can motivate students to express their ideas orally. Because realia is real objects which are brought into classroom, it allows the students to see, hear, and in some cases, touch the material directly.

According to Thoyyibah, as cited in Wrigth (1989), five criteria that provide form making of realia in activity, there are:

a. Easy to prepare

When teachers want to use a media for their activities, they have to decide whether it is difficult to prepare or not. Realia is a simple media that can be brought into the classroom and easy in preparing.

b. Easy to organize

The teacher has to decide whether the organizing a more complicated activity worth while. The teachers can use realia because it is easy organizing.

c. Interesting

Before applying realia in the activity, the teacher has to justify the student's interest toward it. Bringing realia (authentic objects from
culture), or manipulating to the classroom helps teacher in providing comprehensible input in a second language.

d. Meaningful and authentic

Students are going to gain more if the language use is vital to the situation or if they use the language appropriately.

e. Sufficient amount of language

The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.

Realia is useful to teach speaking skills, it makes students easy to catch the meaning from the lesson easily. The students shouldn’t imagine the media because they can see and touch directly.

C. Role play

1. Definition of Role play

In Cambridge International Dictionary of English (1996: 123), role is defined as the person whom an actor represents in film or whilerole play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses of language learning and psychotherapy. Role play is a part of drama activity. In contrast to a scripted role play, the situations of an unscripted role play don’t depend on textbooks. It is known as a freerole play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from
teacher and students is really necessary organizing this dialogue can be carried out into pairs of students who would improvised conversations in front of class.

From those explanation above, Role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation.

2. Types of roles of Role play

Ladousse (1997: 13) viewed that there are several types of role in role play:

a. The first is the roles which correspond to a real need in the students’ lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling aboard.

b. The second type of role is the students play themselves in a variety of situations, which may or may not have direct experience. The example, which include in this category is a customer complaining or a passengers asking for information.

c. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role play from real life.

d. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.
In summary, the overall aim of those types of role is very similar to train students to deal with the unpredictable nature of language.

3. Themes for Role play

The theme of the role play area was important in stimulating and maintaining children’s engagement with role play. As children’s interests wane, ideas often become stale and result in fewer children choosing role play. Teachers changed the role play themes regularly, in accordance with their curriculum plans. Roger (2008: 55) states that the range of themes on offer to children included some that required children to engage in more unusual fantasy worlds; for example, underwater cave or tropical rainforest. However, the most frequent themes reported were real world themes:

1) Shop
2) Hospital
3) Post office
4) Cafe
5) Veterinary surgery
6) Travel agency
7) Doctor’s surgery
8) Chinese restaurant

From the explanation above, using themes of role play in transactional or interpersonal conversation will not make the children getting bored. They can easily understand the meaning of the conversation by looking at the model first that was given in the front of the class and then acting in real role play.

In addition, role play gives the children a chance to use real experiences, more real. It also gives real opportunities for children to have free flow playing in
that they can go into a situation, they can make a decision, they can decide who they want to be, who they want to play with.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

1. Kind of Research

In this research the researcher will apply classroom action research method. According to Burn (2009: 2) describes:

“Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. The main aims of action research is to identify a ‘problematic’ situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into more deeply and systematically”.

Beside that, According to Harmer (2001: 344) Action research is the name given to a rises of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy or certain activities and procedures. Julian Edge describes a process where a teacher, feeling unhappy about what she is doing, sets out on her own course of action to see how she might change things for better (Edge 1999).
2. **Procedure of the Research**

In this classroom action research, the researcher has two cycles. The steps in this research have four stages in each cycle.

a. Planning

The activities in the planning are:

1. Preparing materials, making lesson plan, and designing the steps in doing the action
2. Preparing list of student’s name and scoring
3. Preparing teaching aids
4. Preparing sheets for classroom observation (to know the situation of teaching learning process when the method or technique or mode is applied)
5. Preparing a test (to know whether students’ speaking ability improved or not)

b. Action

1. Giving pre test
2. Teaching speaking by using realia and role play
3. Giving chance to the students to ask any difficulties or problems
4. Giving post test

c. Observation

The researcher does observation and notes all of case which happened during observes that is needed carefully.

d. Reflection
In this stage receive data from observation is collected and analyzed by researcher. If there is found problem it will move to the next cycle with the same concept as the first one, re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.

Four activities in each cycles can be describe as follows:

![Cyclical Action Research model](image)

**Figure 1**: Cyclical Action Research model based on kemmis and McTaggart (1988) as quoted by Burn (2009:9).

3. **Technique of Collecting Data**

   a. **Test**

   To get data the researcher will do some pre-tests and post-tests. Pre-test is aimed to know how far students’ speaking ability is in English lesson before they taught using realia and role play. Meanwhile, the objective of post-test is to know how far is the improvement of students’
speaking ability in English lesson after they taught by using realia and role play.

b. Document

The researcher will complete the research by using the document to explain about the school and the data which is needed for research. The researcher will ask with school principal to give the complete data, so this research can produce good result.

c. Observation

The researcher had done some observation when teaching learning processes are going on with classroom action research in order to get data.

4. Technique of Analyzing Data

In analyzing the data, the researcher uses quantitative research. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method. This technique is used to find the students’ score of speaking ability in each cycle. According to Burn (2010: 122) the formulas are:

1. Mean

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

Where,

\( M \) : Mean of students’ score
\[ \Sigma X \]: The sum score of students’ speaking test

\[ N \]: The total number of students

2. SD (Standard Deviation)

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2}
\]

Where,

\[ SD \]: Deviation Standard

\[ D \]: Difference between pre-test post-test

\[ N \]: Number of observation in T-test

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD.

The formula is:

\[
t_0 = \frac{\left( \frac{\Sigma D}{N} \right)}{\left( \frac{SD}{\sqrt{N - 1}} \right)}
\]

Where,

\[ t_0 \]: T-test for the differences of pre-test and post-test

\[ SD \]: Deviation Standard for one sample t-test

\[ D \]: Different between pre-test and post-test

\[ N \]: Number of observation in sample
CHAPTER IV
DATA ANALYSIS

In this chapter, the data consists of pre-test, post-test and field note. The data of pre-test and post-test will show the improvement of student’s speaking ability using realia and role play. In addition, field note will show the students interest along the teaching learning process.

A. Research Finding

In this research, the researcher acts as a teacher and learning process observed by his partner. This research consists of two cycle, they are cycle I and cycle II.

1. Cycle I

   a. Planning

      The teacher prepared:

      1) Lesson plan

         In order to control the teaching learning process, the researcher used the lesson plan as guidance when she taught in the class.

      2) Material

         In cycle I, the researcher used “asking, offering and rejecting for help” as a material and gave them a picture related with the theme.

      3) Teaching aid
The researcher prepared some instruments. They are laptop, camera, board marker, photocopy material and task. The researcher also provided the material and utensils to succeed the action.

4) Sheet for classroom observation

The researcher prepared the sheets from classroom observation in order to know the condition of teaching learning process when realia and role play were implemented in the class.

5) Instruments

The test instrument consists of pre-test and post-test. The pre test is the test that is given to the students before the teaching learning process through realia and role play. Post test is test that is given to the students after teaching learning process through realia and role play.

b. The Implementation of Action

On Saturday, February 06th 2016 the researcher, Darus Salam as a teacher and Farrah Zakiyah Anwar as collaborator did the research at VIII A grade of MTs Sudirman Getasan. It was followed by 30 students, 16 males and 14 female. At that time, the teacher entered the class, introduced himself, checked the students’ attendance and applied the teaching learning process based on the lesson plan which had been made. So, he asked the students to pay attention when the researcher taught in the class. The conversation between the researcher and the students were the following:

Teacher : “Bismillahirrahmaanirrahim, Assalamu’alaikum Wr.Wb”

Students : “Wa’alaikumsalam Wr. Wb”
Teacher  : “Good morning Students?”.

Students : “Good morning Teacher.”

Teacher  : “How are you today?”

Students : (together) “I am fine, thank you, and you?”

Teacher  : “I’m fine too thank you. Ok class, let’s start our meeting today by saying Basmallah together”.

Students : “Bismillahirrahmaanirrahim.”

Teacher  : “Ok. Here, I am doing a research for my graduating paper by the title of how to improve students’ speaking ability using realia and role play (saya disini bermaksud untuk melaksanakan penelitian skripsi yang berjudul bagaimana meningkatkan kemampuan berbicara bahasa inggris melalui realia dan role play).”

Students : (just silent).

Teacher  : “I want to check your attendance first, anyone absent today?”

(“apakah ada yang tidak masuk hari ini?”)

Taufik  : “Masuk semua mister”.

Teacher  : “hmm.. Before we start our lesson today, is there anyone who has known about me before? (sudah ada yang tahu saya sebelumnya?)

Dwi H.  : “I don’t know babar blass”
Teacher : “sebelumnya belum ada yang kenal bapak beneran ni?”.

Purnomo : “belooooooommm.... hahahaha”

Teacher : “mau kenalan dulu atau langsung masuk ke pelajaran ini?”

Teacher : “Oh ya....”

Putri : “kenalaaaaaan”

Jarwo : “Jenenge wakidi”

Students : “hahahahaha”

Teacher : Ok, my name is Darus Dalam, I come from Boyolali.

“Langsung saja ya?”. 

Students : “ya paaakk...!”.

Teacher : “Ok, today we are going to discuss about asking, offering and rejecting for help. Have you study about it? (udah pernah belajar ini sebelumnya?)”.

Lala : “Belum paaak!”.

Teacher : “Ok, who knows what is asking, offering and rejecting for help?” (ada yang tau ga apa itu asking, offering and rejecting for help?).

Reka : “(Meminta, menawarkan dan menolak bantuan mister)”.

Teacher : “Good...! Asking, offering and rejecting for help adalah Meminta, menawarkan dan menolak bantuan. Do you know what is the Expressions to ask, offer and reject for help?”
(ada yang tau ga bagaimana cara kita Meminta, menawarkan dan menolak bantuan?)”.

Hesti W. : “Can I help you Mister”.

Teacher : “Good! And now I will give you an example from the expressions of Asking, offering and rejecting for help, please read together!”.

After the students have been finished read an example, the teacher gave a pre-test to practice a simple conversation about asking, offering and rejecting for help based on the picture. Then, he explains about that expression in more details.

Teacher : “Do you understand about the expression Asking, offering and rejecting for help so far?”

Students : “Yes Mister”.

Teacher : “And now I wanna give you post-test with the same material using realia and role play and now please make a group and I will give you an instruction about the relia and role play”.

After the students divided in groups, the teacher told the instruction about realia and role play with bahasa in order to make the students really understand how to use it. The teacher gives a dialogue text and students discuss with their group and the teacher shows the group that ready to get realia and role play in front of the class. Next, all of the group shared about their ideas, showed together and gave a feedback. Finally, the teacher took a conclusion related with the topic.
Teacher : “Is it clear enough students? Any question about this material?”

Students : “No, sir”.

Teacher : “Well, I think enough for our lesson today, thanks a lot for your participations. Let’s say Hamdallah together”.

Students : “Alhamdulillahi robbil’alamiin”.

Teacher : “See you next week and Wassalamu’alaikum Wr. Wb”.

Students : “Waalaikumsalam Wr.Wb”.

c. Observation

In the first cycle, the teacher and the collaborator observed in teaching learning process by monitoring the student’s activity in this action in the classroom. This observation was aimed to know how far the first condition of students’ ability in speaking, the situation of teaching learning process, also to collect the data.

In this part, the teacher and collaborator data also observed the students’ attention, activeness in asking or answering, and giving respond when learning process. After entering the class, the researcher and the collaborator data could see that most of the students were enthusiastic in the learning process because that was the first meeting, but there were some students who were not enthusiastic and did not pay attention to the teacher in English class. They were Hasan, Anasi, Jarwo, Barik, Purnomo and Taufik. They prefer chatting with their friends than listening to the teacher in the learning process. Then, the teacher asked them why they just chatting and did not pay attention about the lesson. They answer that
English was difficult and they did not want to speak English because they were afraid to make errors and to get laugh by other friends. So, they did not enjoy learning English because they stated that the atmosphere was too serious.

On the other hand, several students such as: Lala, Reka, Hesti, Putri, Safitri, Wahyudi and Zainuri kept attention to the teachers’ explanation, they tried to answer when the teacher asked them the question although they used blend languages, English and Indonesian. Sometimes they asked about vocabularies that they did not know before. Most of the students had the difficulties to answer the question from the teacher because they lack of vocabulary, afraid to make errors when pronouncing in English and they unconfident to speak by English.

Before the researcher applied the action, the students seemed shy and afraid to express their ideas and opinions in English. Whereas, they had a high pretension for mastering English. From that situation above, the teacher tried to give an encouragement to the students that English is easy and fun. He said to the students “do not afraid to make mistakes, because from the mistakes we can get learning” “jangan pernah takut melakukan kesalahan, karena dari kesalahan kita akan mendapatkan pembelajaran.”

After explaining the material, giving the solution to the students problems in learning English, giving an encouragement and doing the pre-test, the teacher told the students about an easy ways to learn English. That were realia and role play. The students began to give their attention to the teacher explanation about realia and role play. Some students had a curiosity to what would the teacher do with the properties in front of the class. Reka, Hasan, Taufik asked the teacher curiously “kanggo opo kui pak?” Before answering the question, the teacher repeated the explanation about realia and role play clearly to make the students
really understood about how to apply it. After that, the teacher divided the students into a group with a different theme and he gave the students times to make a dialogue based on the situation in the theme. Most of the students were active, they asked about the vocabularies and how to pronounce the word correctly. When all the groups were ready, the students showed their performance. The teacher and collaborator data observed that some students enjoyed the lesson by realia and role play. They could express their ideas to the class, they feel free to share what they feel without afraid how to pronounce it. Students seemed enthusiastic on doing role play with a real objects. They interested and enjoyed the learning process. After implementing realia and role play the students have bravery to express their ideas with the class and felt comfortable in English learning. The class seemed conducive until the end of the lesson. In the end of the class, when the teacher closing the meeting Reka, Lala, Putri, Barik and Hesti asked the teacher to do role play again and used the real object for next meeting.

After implementing realia and role play in English learning, the researcher would analyze the students’ improvement in speaking skill by looking for the result in cycle I and also made reflection to the next cycle. In this cycle there were students still confused to speak in English because they lack of vocabularies and did not know how to pronounce the word well. Sometimes, students still speak with bahasa because they did not understand how to translate in English. When applying realia and role play some of them could not speak English bravely and totally because they afraid to do mistakes with other groups. But some of them could speak English bravely at class without fear. It was very important to continue the next cycle to increase the students’ ability in speaking class.
1) The Result of Students’ Observation

Table 4.1
The Result of Students’ Observation Test in Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME OF STUDENT</th>
<th>ASPECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Dian Widianti</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Dwi Handoyo</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Hasan Purbokusumo</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hesti Wahyuningsih</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Hoirul Anasi</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Jarwo Nasrudi</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Jihan Eka Indriani</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Lala Mei Indriyani</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Lilis Hartanti</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>M. Barik Nasrullah</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>M. Lutfi</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Miswanti</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Nerisa Nawang</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>Ngadiono</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Puja Risma S.</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>Purnomo</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>P</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>---</td>
</tr>
<tr>
<td>17.</td>
<td>Putri Ayu Pratiwi</td>
<td>√</td>
</tr>
<tr>
<td>18.</td>
<td>Reka Septi Maharani</td>
<td>√</td>
</tr>
<tr>
<td>19.</td>
<td>Rian Adiyatna</td>
<td>√</td>
</tr>
<tr>
<td>20.</td>
<td>Rizal Faisal H</td>
<td>√</td>
</tr>
<tr>
<td>21.</td>
<td>Safitri</td>
<td>√</td>
</tr>
<tr>
<td>22.</td>
<td>Selfianingsih</td>
<td>√</td>
</tr>
<tr>
<td>23.</td>
<td>Sholikin</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Suntari</td>
<td>√</td>
</tr>
<tr>
<td>25.</td>
<td>Taufik Hidayat</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Wahyono</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Wahyu Setiawan</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Wahyudi</td>
<td>√</td>
</tr>
<tr>
<td>29.</td>
<td>Winarti</td>
<td>√</td>
</tr>
<tr>
<td>30.</td>
<td>Zainuri</td>
<td>√</td>
</tr>
</tbody>
</table>

Note:

P : Pay attention

A : Activeness in asking question

A : Activeness in respond

E : Enthusiastic in doing task
2) The Result of Teacher’s Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepares the material well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teacher conducts the classroom well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teacher uses the time effectively</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher conveys realia and role play clearly</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher asks the student’s difficulties</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Students give attention to teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students active during learning process</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Students apply realia and role play well</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Students understand about the teacher’s explanation</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Students feel bored when teaching learning</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Teacher gives feedback in the end of the learning</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
3) Score of The Results Cycle I

**Table 4.3**

The Students’ Score of Pre Test and Post Test in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test I (X)</th>
<th>Post test I (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
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<tbody>
<tr>
<td>1.</td>
<td>Dian Widianti</td>
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<td>16</td>
</tr>
<tr>
<td>2.</td>
<td>Dwi Handoyo</td>
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<td>0</td>
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<tr>
<td>3.</td>
<td>Hasan Purbokusumo</td>
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<td>52</td>
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<td>16</td>
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<td>4.</td>
<td>Hesti Wahyuningsih</td>
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<td>72*</td>
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<td>0</td>
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<tr>
<td>5.</td>
<td>Hoirul Anasi</td>
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<td>52</td>
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<td>0</td>
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<td>6.</td>
<td>Jarwo Nasrudi</td>
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<tr>
<td>7.</td>
<td>Jihan Eka Indriani</td>
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<td>76*</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>8.</td>
<td>Lala Mei Indriyani</td>
<td>76*</td>
<td>80*</td>
<td>4</td>
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</tr>
<tr>
<td>9.</td>
<td>Lilis Hartanti</td>
<td>72*</td>
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<td>M. Barik Nasrullah</td>
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<tr>
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<tr>
<td></td>
<td>Name</td>
<td>Pre Test</td>
<td>Post Test</td>
<td>Difference</td>
<td>Total</td>
</tr>
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<td>------------------</td>
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<td>-----------</td>
<td>------------</td>
<td>-------</td>
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<tr>
<td>19</td>
<td>Rian Adiyatna</td>
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<td>Suntari</td>
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<td>Taufik Hidayat</td>
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<td>72*</td>
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<td>0</td>
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<td>27</td>
<td>Wahyu Setiawan</td>
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<td>60</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>Wahyudi</td>
<td>64</td>
<td>72*</td>
<td>8</td>
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<tr>
<td>29</td>
<td>Winarti</td>
<td>56</td>
<td>60</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>30</td>
<td>Zainuri</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1940</strong></td>
<td><strong>2008</strong></td>
<td><strong>76</strong></td>
<td><strong>656</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: (*) the students who pass the standardized score (the minimum of passing criteria).

a) Mean of pre test I

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

\[
M_X = \frac{1940}{30} = 64.67
\]

b) Mean of post test I

\[
M_Y = \frac{\sum Y}{N}
\]

\[
M_Y = \frac{2008}{30} = 66.94
\]
c) SD of post test and pre test

From the data above, the teacher calculated SD pre test and post test

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{656}{30} - \left( \frac{76}{30} \right)^2} \]

\[ = \sqrt{21.87 - 6.42} \]

\[ = \sqrt{15.45} \]

\[ = 3.93 \]

d) T-Test calculation

\[ T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N-1}} \right)} \]

\[ T = \frac{\left( \frac{76}{30} \right)}{\left( \frac{3.93}{\sqrt{30-1}} \right)} \]

\[ T = \frac{2.53}{\left( \frac{3.93}{\sqrt{29}} \right)} \]

\[ T = \frac{2.53}{\left( \frac{3.93}{5.38} \right)} \]
\[ T = \frac{2.53}{0.73} \]
\[ T = 3.46 \]

T-Test is 3.46

e) Interpretation

i. Calculating Df

Degree of freedom (Df) = (N – 1)

= 30 – 1

= 29

ii. Approving the T-Table distribution

With degree of freedom is 29, the value of T-Table with the degree of significant 5% is 2.045.

iii. Comparing T-Test with T-Table

T-Test = 3.46 therefore to is greater than T-Table with the level of the degree of significant 5%.

f) Conclusion

If arithmetic T-Test is greater than T-Table, the null hypothesis is rejected.

i. Ho (null hypothesis) = there is no significant influence between pre test and post test.

ii. T-Table with N=29 is 2.045, while arithmetic T-Test is 3.46.

iii. T-Table < T-Test = 2.045 < 3.46.
It shows that $H_0$ is rejected. So, there is a significant influence between pre test and post test in cycle I with level significant 5%, $T$-Table is 2.045. It means that the use of realia and role play can help the students to Enhance their ability in speaking English.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

$$P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%$$

$$P = \frac{66.94 - 64.67}{64.67 + 66.94} \times 100\%$$

$$P = \frac{2.27}{131.61} \times 100\%$$

$$P = 1.72\%$$

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

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

$$P = \frac{15}{30} \times 100\%$$

$$P = 50\%$$

It means there were 50% of students’ who pass the standardized score (the minimum of passing criteria). Only 15 students who pass the KKM. It indicates that the successful of cycle I should be improved. Finally, the researcher did the second cycle so that 75% students were able to pass the KKM.
4) The Classification of Pre-test Cycle I

Table 4.4
The Classification of Pre-test cycle I

<table>
<thead>
<tr>
<th>Criteria of assessment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>81-90</td>
<td>-</td>
<td>-</td>
<td>Very good</td>
</tr>
<tr>
<td>71-80</td>
<td>10</td>
<td>33.33%</td>
<td>Good</td>
</tr>
<tr>
<td>61-70</td>
<td>7</td>
<td>23.33%</td>
<td>Fair</td>
</tr>
<tr>
<td>51-60</td>
<td>13</td>
<td>43.33%</td>
<td>Poor</td>
</tr>
<tr>
<td>less than 50</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

5) The Classification of Post-test Cycle I

Table 4.5
The Classification of Post-test cycle I

<table>
<thead>
<tr>
<th>Criteria of assessment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>81-90</td>
<td>-</td>
<td>-</td>
<td>Very good</td>
</tr>
<tr>
<td>71-80</td>
<td>15</td>
<td>50%</td>
<td>Good</td>
</tr>
<tr>
<td>61-70</td>
<td>3</td>
<td>10%</td>
<td>Fair</td>
</tr>
<tr>
<td>51-60</td>
<td>12</td>
<td>40%</td>
<td>Poor</td>
</tr>
<tr>
<td>less than 50</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

d. Reflection

After analyzing the result of cycle I, the researcher has notion that English teacher should have a high attention to the students’ speaking ability. The teacher
also has to be more creative to give materials that make the students more interesting and active to speak English. The teacher and the collaborator concluded that it was very important to give some encouragement and motivations to the students to be more active and creative to express their concept or ideas through speaking. Based on the result of cycle I, the researcher found the improvement after applying realia and role play in teaching learning process. It can be proved by students who passed the KKM (the minimum of passing criteria), there were 50% students who passed the KKM in cycle I. Beside that, the result of pre-test was higher than post-test. The result of pre-test was 64.67, meanwhile in post-test was 66.94. So, the researcher decided to continue the next cycle in order to make the students more interactive in English speaking.

2. **Cycle II**
   
   a. **Planning**

   The teacher was:

   1) Preparing the lesson plan

   2) Preparing materials (asking, offering and rejecting for help)

   3) Preparing teaching aid

   4) Preparing sheet of classroom observation; and

   5) Preparing instrument (pre-test and post-test)

   b. **The Implementation of Action**

   On Tuesday, February 09th 2016 the researcher began his English class. In this action, the researcher explained more about learning speaking with realia and role play, the steps were as they did before.
Teacher : “Assalamu”alaikum Wr.Wb.”

Students : “Wa”alaikumsalam Wr.Wb.”

Teacher : “Good morning students!”

Students : “Good morning sir”.

Teacher : “How are you students?”

Students : “I’m fine thank you, and you?”

Teacher : “I’m very well thank you.”

Teacher : “Ok Great, let’s start our meeting today by saying Basmallah together.”

Students : “Bismillahirrahmaanirrahim.”

Teacher : “Who is absent today?”

Hasan : “masuk semuanya pak”

Teacher : “Before we continue to our lesson, let me ask you about what have we learn last week.”

Lutfi : “(Meminta, menawarkan dan menolak bantuan) we learn about asking, offering and rejecting for help”.

Teacher : “So, can you please give me an example of asking for help, Purnomo?”.

Purnomo : “Can i help you sir?”.

Teacher : “Great purnomo, anyone else?”
Dwi H : “May i help you mister?”.

Teacher : “Good, Dwi handoyo. Here I want to show you a simple dialogue about asking, offering and rejecting for help, how to respond and refuse it. Attention please and listen carefully.”

Teacher : “Do you understand what they talk about in the conversation?”

Students : “Yes Sir.”

Teacher : “What are they talking about?”

Rizal : “potong rambut pak” (cutting hair).

Teacher : “That’s right. Ok now I will give you a pre test and please practice a simple dialogue with your partner based on the picture.”

Students : “Ok sir”.

When a pre test have done, the teacher explained about the picture and gave some comments about it. Teacher began to explain more about realia and role play using English and Bahasa till the students really understand how to apply it.

Teacher : “Well students, it is easy right?”

Purnomo : “enggih pak”.

Teacher : “if you all have understand about the matherial, let’s begin our discussion about the next picture. Please prepare your group
well and share your ideas, find as much as possible the information based on the picture and listen carefully to my instruction yet.

When the students have been finished their work, the teacher ordered them to do the same thing that doing in last week. After all done, the teacher asked the students about the difficulties in the materials and took a conclusion of the topic in the end of learning process.

Teacher : “Do you feel enjoy with my lesson about realia and role play? Do you feel enjoy when you speak with other in front of class?”.

Reka : *(Ya pak rame)* “Yes sir, that’s fun.

Teacher : “Great students, you have to be confident when you speak, do not be afraid to do errors because though that mistakes we can learn more and better. Just trust on yourself you can speak English well. Do not forget to always practice your skill in speaking”.

Rian : “*Siap pak*”.

Teacher : “Ok students the class is up, so give applause for us, I will be so glad because we can learn together and share each others. Thank you so much for your participations, your activeness and your attentions. Let’s close our meeting today by saying *Hamdallah* together.”

Students : “*Alhamdulillahirabbilamiin.*”
Teacher : “Nice to meet you all and see you again.”

Students : “See you sir.”

Teacher : “Wassalamualaikum Wr.Wb”.

Students : “Waalaikumsalam Wr. Wb”.

c. Observation

Based on the result of the previous cycle, the researcher has notion that English teacher must have seriousness with the students’ vocabulary mastery. Because the student had difficulties to speak something caused of the limited vocabularies and confused how to pronounce the word in English.

In the cycle II, the teacher began the class by reviewing the material last week and asked them some vocabularies. On that time, most of the students had attention when the teacher asked them to give respond according to the expression that the teacher gave to the students. The students were enthusiastic to respond the information from the teacher. They also felt curious about what kinds of character that would be played by them. The students are very enthusiastic to follow this learning. But there are some students in the corner who could not listen clearly about the expression that the teacher gave to the students. But explanation from the teacher was helpful for students to show their respond.

In this cycle, the students become more active to respond the question such as: Taufik, Lutfi, Ngadiono, Lilis, Rizal and Suntari. They tried to use their English even they have to speak softly. Beside that, there were only students who still use Bahasa or Javanese language because they did not know the English translation they were Hasan, Barik, Purnomo and sholikin. But there was one
student who got a high score that was Reka Septi Maharani. She was able to speak English confidently.

The use of realia and role play helped students to increase their speaking ability. It can be conclude that most of students have a great motivation and active in learning speaking when realia and role play were applied. By their great potential students could use cooperative speaking maximally in group work, practice communicatively by practicing role play in front of the class and created an enjoyable condition in the classroom. Students were able to ask, give, and refuse for help expression using English. In this activity, students could express their ideas and opinions on their speaking practice and encourage them to do role play in the classroom. In addition, realia and role play gave students chance to show their ability in speaking toward other students, to responsible, to participate, and be involved actively in teaching learning process. They were more active, more confident, and more enjoy presenting and expressing their feelings obviously.

In conclusion, most of the students were enthusiastic in the learning process because they had already enjoy with realia and role play. They practiced the dialog bravely without shy and afraid to make errors. It showed that realia and role play which implemented by the researcher was successfully improved students’ speaking ability in English.
1) The Result of Students’ Observation

Table 4.6
The Result of Students’ Observation in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME OF STUDENT</th>
<th>ASPECT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P</td>
</tr>
<tr>
<td>1.</td>
<td>Dian Widianti</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Dwi Handoyo</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Hasan Purbokusumo</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hesti Wahyuningsih</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Hoirul Anasi</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Jarwo Nasrudin</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Jihan Eka Indriyani</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Lala Mei Indriyani</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Lilis Hartanti</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>M. Barik Nasrullah</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>M. Lutfi</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Miswanti</td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Nerisa Nawang</td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>Ngadiono</td>
<td>√</td>
</tr>
<tr>
<td>15.</td>
<td>Puja Risma S.</td>
<td>√</td>
</tr>
<tr>
<td>16.</td>
<td>Purnomo</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Putri Ayu Pratiwi</td>
<td>√</td>
</tr>
<tr>
<td>18.</td>
<td>Reka Septi Maharani</td>
<td>√</td>
</tr>
<tr>
<td>19.</td>
<td>Rian Adiyatna</td>
<td>√</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>20. Rizal Faisal H</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21. Safitri</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>22. Selfianingsih</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>23. Sholikin</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>24. Suntari</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>25. Taufik Hidayat</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>26. Wahyono</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27. Wahyu Setiawan</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>28. Wahyudi</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>29. Winarti</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>30. Zainuri</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Note:

P : Pay attention

A : Activeness in asking question

A : Activeness in respond

E : Enthusiastic in doing task
2) The Result of Teacher’s Observation

Table 4.7
The Result of Teacher’s Observation in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepares the material well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Teacher conducts the classroom well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses the time effectively</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teacher conveys realia and role play clearly</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Teacher asks the student’s difficulties</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students give attention to teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students active during learning process</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Students apply realia and role play well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Students understand about the teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Students feel bored when teaching learning</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Teacher gives feedback in the end of the learning</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
3) Score of The Results Cycle II

Table 4.8
The Students’ Score of Pre Test and Post Test in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test II (X)</th>
<th>Post test II (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dian Widianti</td>
<td>52</td>
<td>72*</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Dwi Handoyo</td>
<td>52</td>
<td>64</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>3.</td>
<td>Hasan Purbokusumo</td>
<td>56</td>
<td>52</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>Hesti Wahyuningsih</td>
<td>60</td>
<td>64</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Hoirul Anasi</td>
<td>60</td>
<td>72*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>6.</td>
<td>Jarwo Nasrudi</td>
<td>60</td>
<td>72*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7.</td>
<td>Jihan Eka Indriani</td>
<td>72*</td>
<td>80*</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>8.</td>
<td>Lala Mei Indriyani</td>
<td>72*</td>
<td>76*</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>9.</td>
<td>Lilis Hartanti</td>
<td>76*</td>
<td>76*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>M. Barik Nasrullah</td>
<td>72*</td>
<td>76*</td>
<td>4</td>
<td>16</td>
</tr>
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<td>11.</td>
<td>M. Lutfi</td>
<td>72*</td>
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<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Miswanti</td>
<td>76*</td>
<td>72*</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>13.</td>
<td>Nerisa Nawang</td>
<td>64</td>
<td>76*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>14.</td>
<td>Ngadiono</td>
<td>64</td>
<td>76*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>15.</td>
<td>Puja Risma S.</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>16.</td>
<td>Purnomo</td>
<td>64</td>
<td>76*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>17.</td>
<td>Putri Ayu Pratiwi</td>
<td>72*</td>
<td>72*</td>
<td>0</td>
<td>0</td>
</tr>
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<td>Reka Septi M.</td>
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<tr>
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<td>Rizal Faisal H</td>
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<td>80*</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
<td>Score 4</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>21</td>
<td>Safitri</td>
<td>72*</td>
<td>72*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>Selfianingsih</td>
<td>68</td>
<td>72*</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>Sholikin</td>
<td>72*</td>
<td>80*</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>Suntari</td>
<td>76*</td>
<td>80*</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>Taufik Hidayat</td>
<td>60</td>
<td>72*</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>26</td>
<td>Wahyono</td>
<td>64</td>
<td>60</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>27</td>
<td>Wahyu Setiawan</td>
<td>52</td>
<td>56</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>28</td>
<td>Wahyudi</td>
<td>64</td>
<td>72*</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>29</td>
<td>Winarti</td>
<td>72*</td>
<td>72*</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>Zainuri</td>
<td>60</td>
<td>56</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1968</strong></td>
<td><strong>2148</strong></td>
<td><strong>170</strong></td>
<td><strong>1988</strong></td>
</tr>
</tbody>
</table>

Note: (*) the students who pass the standardized score (the minimum of passing criteria).

a) Mean of pre test II

\[ M_x = \frac{\Sigma X}{N} \]

\[ M_x = \frac{1968}{30} \]

\[ M_x = 65.6 \]

b) Mean of post test II

\[ M_y = \frac{\Sigma Y}{N} \]

\[ M_y = \frac{2148}{30} \]

\[ M_y = 71.6 \]
c) SD of post test and pre test

From the data above, the teacher calculate SD pre test and post test

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
= \sqrt{\frac{1908}{30} - \left(\frac{170}{30}\right)^2}
\]

\[
= \sqrt{63.6 - 32.11}
\]

\[
= \sqrt{31.49}
\]

\[
= 5.61
\]

d) T-Test calculation

\[
T = \frac{\left(\frac{\sum D}{N}\right)}{\left(\frac{SD_D}{\sqrt{N-1}}\right)}
\]

\[
T = \frac{\left(\frac{170}{30}\right)}{\left(\frac{5.61}{\sqrt{30-1}}\right)}
\]

\[
T = \frac{5.66}{5.61}
\]

\[
T = \frac{5.66}{5.38}
\]

\[
T = \frac{5.66}{1.04}
\]
T = 5.44
T calculation is 5.44

e. Interpretation

i. Calculating Df

Degree of freedom (Df) = (N – 1)

= 30 – 1

= 29

ii. Approving the t table distribution

With degree of freedom is 29, the value of T-Table with the degree of significant 5% is 2.045.

iii. Comparing T-Test with T-Table

T-Test is 5.44 therefore to is greater than T-Table with the level of the degree of significant 5%.

iv. Conclusion

If arithmetic T-Test is greater than T-Table, the null hypothesis is rejected.

(a) Ho (null hypothesis) = there is no significant influence between pre test and post test.

(b) T-Table with N= 29 is 2.045, while arithmetic T-Test is 5.17.

(c) T-Table < T-Test = 2.045<5.44.
It shows that Ho is rejected. So, there is a significant influence between pre-test and post-test in cycle II with level significant 5%, T-Table= 2.045. It means that the use of realia and role play can help the students to enhance their speaking ability.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{71.74 - 65.6}{65.6 + 71.47} \times 100\% \]

\[ P = \frac{5.87}{137.07} \times 100\% \]

\[ P = 4.28\% \]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{23}{30} \times 100\% \]

\[ P = 76.7\% \]

It means that 76.7% students pass the KKM. There were 23 students who passed the KKM. Meanwhile, 7 students did not pass the KKM. It concluded that the improvement of students’ speaking ability was better that cycle I.
4) The Classification of Pre-test Cycle II

Table 4.9
The Classification of Pre-test cycle II

<table>
<thead>
<tr>
<th>Criteria of assessment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>81-90</td>
<td>-</td>
<td>-</td>
<td>Very good</td>
</tr>
<tr>
<td>71-80</td>
<td>13</td>
<td>43.33%</td>
<td>Good</td>
</tr>
<tr>
<td>61-70</td>
<td>6</td>
<td>20%</td>
<td>Fair</td>
</tr>
<tr>
<td>51-60</td>
<td>11</td>
<td>36.66%</td>
<td>Poor</td>
</tr>
<tr>
<td>less than 50</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

5) The Classification of Post-test Cycle II

Table 4.10
The Classification of Post-test cycle II

<table>
<thead>
<tr>
<th>Criteria of assessment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>81-90</td>
<td>1</td>
<td>3.33%</td>
<td>Very good</td>
</tr>
<tr>
<td>71-80</td>
<td>22</td>
<td>73.33%</td>
<td>Good</td>
</tr>
<tr>
<td>61-70</td>
<td>3</td>
<td>10%</td>
<td>Fair</td>
</tr>
<tr>
<td>51-60</td>
<td>4</td>
<td>13.33%</td>
<td>Poor</td>
</tr>
<tr>
<td>less than 50</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>
d. Reflection

After analyzing the result of cycle 2, the researcher found a satisfactory result from the students score in cycle I to II. This result proved the improvement after applying realia and role play in teaching learning. There were 23 students who passed the KKM and one of them got a score satisfactorily, she was Reka Septi Maharani with the score 84. So, the researcher took a note that using an appropriate technique or media in teaching English is very important for students to gain their success in learning.

Table 4.3
The Students’ Mean Score in Percentage

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>50%</td>
<td>23.3%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>50%</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

Table 4.4
The Mean of Students’ Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
<th>Increasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pretest</td>
<td>64.67</td>
<td>65.6</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>Posttest</td>
<td>66.94</td>
<td>71.6</td>
<td>4.66</td>
</tr>
<tr>
<td>2.</td>
<td>T-Table N= 30</td>
<td>2.045</td>
<td>2.045</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>T- Test calculation</td>
<td>3.46</td>
<td>5.44</td>
<td>1.98</td>
</tr>
</tbody>
</table>

There were 76.7% who passed KKM (the minimum of passing criteria) and 23.3% students who did not pass on it. The score of pre test cycle II was 65.6
which is higher than pre test of cycle I 64.67. Meanwhile, the score of post test cycle II was 71.6 which is higher than post test cycle I 66.94. In addition, the students seemed more enjoy and fun to express their ideas in English in front of the class. It is caused by the implementation of realia and role play stimulate the condition in the class was being not too serious so the students relax to speak and enjoy the speaking activity.
CHAPTER V

CLOSURE

A. Conclusion

In this last chapter, the researcher presents some conclusions on several points of views of implementing using realia and role play to improve students’ ability in speaking for eighth grade students’ at MTs Sudirman Getasan in the academic year of 2015/2016. From the result of observation, evaluation, and reflection of the implementation of the actions, the researcher concluded that:

1. The condition of English teaching learning at MTs Sudirman Getasan especially teaching learning process was: most of the students were afraid to make errors in speaking activity and they were having problem with their confidence. The students were stiff when the teacher asked them to speak in English. Most of the students tended to be silent in the class. So, the class was passive. They did not have a passion to involve in English learning because they though that English was a difficult lesson to be mastered. Beside that, the students were lack of motivations in learning English, another reason was caused by the inappropriate techniques used by the teacher in teaching speaking ability.

2. The process of teaching speaking by using realia and role play improves the ability of the speaking teaching learning process. Here are the stages of role play activity:
   a. The teacher arranges or prepares the theme or scenario that will be performed by students. This scenario is important for the students to know the situation of their roles.
b. The teacher gives time for the students to prepare a good acting and provides them with an appropriate media.

The teacher divides the students in groups in variant member. So, the smart student is combined with low student.

d. The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of asking, offering and rejecting for help.

e. The teacher chooses the group who are ready to perform and ask them to perform well using an appropriate media.

f. Every group which has performed gives conclusion about the theme that has been performed.

g. The teacher gives general conclusion. That is about thematerial that has been done by the students in their role play.

h. Closing

3. The extent of using “Realia and Role play” can be proven by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 3.46 in the first cycle become 5.44 in the second cycle. From the t-test, it can be seen that there is enhancement from the first cycle to the second cycle. And also the increasing students’ mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing criteria) is 70; at the cycle I is 50% students and 76.7% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 26.7%. Furthermore, realia and role play made the students more enthusiastic and enjoyed the learning because the situation of the learning process was fun. The students could express
what they wanted to say and it could increase their ability in speaking to share
their idea to the other friends in front of the class.

B. Suggestion

Based on the result of the research and conclusion that regarding with enhance
students’ speaking ability through realia and roleplay is enjoyable, the researcher
would like to suggest as follows:

a. For the Teachers

The result of this research can support the English teachers to apply realia
and role play in teaching. They have to put in self as facilitator, controller, and
guide all students who need help when they face the problem in learning English.
Teachers should prepare materials well and they can create good atmosphere with
fun learning and make it more interesting.

b. For the Students

The students should take part actively in learning process, do not shy and
afraid to express idea especially in speaking. They should be confident to speak
English to the teacher or their friends to enhance their ability and add their
vocabularies during learning process.

c. For other researcher

The result of the reserach can be used as the reference for further research
in another topic discussion, in different English language ability by the deeper
investigation.

d. For the researcher

The researcher would understand more about realia and role play. Then, he
must expand his knowledge in teaching speaking through this technique.
REFERENCES


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Sumpana. 2010. *Improving the Students’ Speaking Skill by Role Play*. Muhammadiyah University of Surakarta.

Thoyyibah, “*Using Realia to Improve Students’ Writing Organization of Descriptive Text a Classroom Action Research with the Seventh Grades of Mts Nahdlatussyubban Ploso*
APPENDICES
SCHOOL PROFILE

The research is located at MTs Sudirman Getasan in Jl. Salatiga- Kopeng KM. 12 Getasan district, Semarang Regency, Central Java. The research was applied for eighth grade student’s in this school. Furthermore there are some data display of MTs Sudirman Getasan.

1. The General Description of MTs Sudirman Getasan

MTs Sudirman Getasan is an educational organization under Yayasan Pengembangan Pendidikan Islam Sudirman (YAPPSIS). The school was built in 1991, which was founded by religious figures and community leaders in the area of Getasan district, who are concerned with Islamic education.

The location is at Jl. Salatiga- Kopeng KM. 12 Getasan district, Semarang Regency, Central Java. This location is strategic because it is near from highway, public society, Merbabu and Telomoyo Mountains. Thus, it is very fresh and this location is very conducive to conduct teaching and learning process.

The name of the school is Madrasah Tsanawiyah Sudirman Getasan. This school possessed of private. The headmaster of this school in the academic of 2015/2016 is Drs. Musta’in, M.Pd.I.

MTs Sudirman Getasan permanently subsided by government. The facilities are text books, Marching Band tools, teachers and officials. The students of MTs Sudirman Getasan in Academic year of 2015/2016 are 340 students. They consist of 111 students of seventh year, 124 students of eight and the students of nine year are 105 students. This school has 12 classrooms for teaching learning process.
2. The Identity of School

a. Name of school: Madrasah Tsanawiyah (MTs) Sudirman Getasan

b. Address: Jl. Salatiga-Kopeng KM 12, sub district of Getasan, Semarang Regency

c. Phone number: (298) 318171

d. Email: mtssudirmangetasan@gmail.com

e. Head Master: Drs. Musta’in, M.Pd.I.

f. Established: 1990

   Operated: 1991


g. School status: State school

h. Wide of field: 15475 m²

i. Wide of building: 1.660,8 m²

3. The Vision and Mission MTs Sudirman Getasan

a. The Vision

   The forming of competitor educated which islamic and have achievement.

b. The Mission

   To realize the school vision, mission which carried out MTs SudirmanGetasan is:

   1) Improving knowledge, understanding and experience of subject of Islamic Religion theoretically and practically.

   2) Improving knowledge and ability of professional educator and education according to Science development and Technological.
3) Create MTs Sudirman Getasan as one of school which based on faith and piety (IMTAQ) and Science Technological (IPTEK).

4. The Setting of Time

The research was carried out at MTs Sudirman Getasan in academic year 2015/2016. This research has been done at January 2016. The researcher as a researcher, Farrah Zakiyah Anwar as observer and Eni Iswanti as a collaborator data.

The researcher arranged in two cycles, each cycle of planning, action, observation, and reflecting. The classroom action research was applied in VIII A class of MTs Sudirman Getasan.

5. The Condition of Teacher and Staffs

Educational is combination efforts of several forces to achieve commons goals. One of them is teacher with formal qualification and staff/officer who always help the teacher to create teaching and learning process. Both teacher and staff will make teaching and learning process better.

Teacher is someone who transfers knowledge for the students. They transfer some materials and skills during teaching and learning process. They facilitate the students to get their talent therefore the teacher is important in teaching-learning process. The situation of teacher and staff in MTs Sudirman Getasan, as follow:
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Musta’in, M.PdI.</td>
<td>S2</td>
<td>Kepala Sekolah</td>
</tr>
<tr>
<td>2</td>
<td>Dra. Hj. Aminatun</td>
<td>S1</td>
<td>Bahasa Arab</td>
</tr>
<tr>
<td>3</td>
<td>Muh Mujiyono</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>4</td>
<td>Saderi, M.PdI</td>
<td>S2</td>
<td>SKI</td>
</tr>
<tr>
<td>5</td>
<td>Risnan, S.Ag</td>
<td>S1</td>
<td>Akidah Akhlaq, Qur’an Hadist</td>
</tr>
<tr>
<td>6</td>
<td>Sholikhin, S.PdI.</td>
<td>S1</td>
<td>Fiqih</td>
</tr>
<tr>
<td>7</td>
<td>Nurkus Budiyantomo, SH</td>
<td>S1</td>
<td>TIK</td>
</tr>
<tr>
<td>8</td>
<td>Yasin, S.Pd.</td>
<td>S1</td>
<td>P. Kewarganegaraan</td>
</tr>
<tr>
<td>9</td>
<td>Haryani S.Si</td>
<td>S1</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>10</td>
<td>Suriyadi, SP</td>
<td>S1</td>
<td>Penjaskes</td>
</tr>
<tr>
<td>11</td>
<td>Euis Ekawati, S.Pd.</td>
<td>S1</td>
<td>IPA</td>
</tr>
<tr>
<td>12</td>
<td>Y. Dwi Astuti, S.Pd.</td>
<td>S1</td>
<td>Matematika, IPA</td>
</tr>
<tr>
<td>13</td>
<td>Rosidi, S.Pd</td>
<td>S1</td>
<td>IPS</td>
</tr>
<tr>
<td>14</td>
<td>Ika Novianingrum, S.Pd</td>
<td>S1</td>
<td>Matematika, IPA</td>
</tr>
<tr>
<td>15</td>
<td>Nur Yainudin, S.Pd</td>
<td>S1</td>
<td>Bahasa Jawa, Bimbingan dan Konseling</td>
</tr>
<tr>
<td>16</td>
<td>Zakariya, S.PdI</td>
<td>S1</td>
<td>Bahasa Indonesia, Qur’an hadist, Bahasa Jawa</td>
</tr>
<tr>
<td>17</td>
<td>Jumali</td>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td>18</td>
<td>Kuadi</td>
<td></td>
<td>Staff</td>
</tr>
</tbody>
</table>
6. The Facilities of MTs Sudirman Getasan

The facilities are medium which can support the students’ achievement in the school. There are some facilities which needed by teachers and students to support teaching learning process. It could be seen in the table bellow:

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Principle Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Teacher Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Library Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Students’ Organization Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Administration Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Health Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>7</td>
<td>Toilet</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>8</td>
<td>IT/ Language Laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>9</td>
<td>Classroom</td>
<td>12</td>
<td>Good</td>
</tr>
<tr>
<td>10</td>
<td>Hall</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>11</td>
<td>Guest Room</td>
<td>2</td>
<td>Good</td>
</tr>
</tbody>
</table>
7. Distribution of the Class

Students are people who want to get something new, not only to learn new knowledge, but also to get other aspects in life such as; social relation, morality and culture. They learn at school at certain time. They distribution of the class in MTs Sudirman Getasan as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VII A</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>VII B</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>VII C</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>VII D</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>VIII A</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>VIII B</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>VIII C</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>VIII D</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>IX A</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>10</td>
<td>IX B</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>IX C</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>IX D</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>184</td>
<td>156</td>
</tr>
</tbody>
</table>
8. The List of Students

The researcher conducted this research in MTs Sudirman Getasan and especially concern in the second grade especially VIII A. This class consist of 30 students, they are 16 males and 14 females. The data could be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dian Widianti</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Dwi Handoyo</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Hasan Purbokusumo</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Hesti Wahyuningsih</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Hoirul Anasi</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Jarwo Nasrudi</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Jihan Eka Indriani</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Lala Mei Indriyani</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Lilis Hartanti</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>M. Barik Nasrullah</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>M. Lutfi</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Miswanti</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
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<td>18</td>
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<td>19</td>
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<td>Female</td>
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<td>24</td>
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<td>26</td>
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<td>28</td>
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</tr>
<tr>
<td>29</td>
<td>Winarti</td>
<td>Female</td>
</tr>
<tr>
<td>30</td>
<td>Zainuri</td>
<td>Male</td>
</tr>
</tbody>
</table>
Instrument of Pre-Test

Cycle I

Make the dialogueto the picture using the expression for help:

1. What are they doing?
2. What do you say to help the man?
Instrument Post-Test
Cycle I

Make a roleplay using expressing for help based on the situation below:

You are going to the book store, but you do not want to go there alone. So, you ask your friend to accompany you.

You and your friends are playing chess. But actually you do not understand how to play the chess well, so you ask your friend to teach you how to play the chess well.

You are playing a football with your friend in the school. When you are enjoying the play, suddenly the ball is flat, the ball need the air. So, you help your friend to fill the ball with the air.
Instrument Pre-Test

Cycle II

Give your response to the picture using the expression for help:

1. What are they doing?
2. What do you say to offer her for a help?
Make a roleplay using expressing for help based on the situation below:

You and your friend talk about the newest hairstyle. On the next day, you are going to the barber shop and ask the barber to help you to find an appropriate model for you.

You and your friend discuss about wearing a veil. By chance, you are the beginner who learn to use the veil. So, you go to the accessories shop and ask for help to the saler to choose the best one for you.

You are going to the bank for transferring money to your friend. But, you do not understand well how to transfer it. So, the teller offers you for a help.
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Sudirman Kopeng, Getasan
Tema : Asking, offering and rejecting for help
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/II
Waktu : 2 x 45 menit
Hari/ Tanggal : Sabtu, 06 Februari 2016
Aspek : Speaking skill

I. Standar kompetensi :
1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar :
1.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (suistaned) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: meminta, menawarkan dan menolak bantuan (jasa).

III. Indikator :
• Bertanya dan menjawab tentang ungkapan meminta bantuan (Asking for help).
• Bertanya dan menjawab tentang ungkapan menawarkan bantuan (Offering for help)
• Bertanya dan menjawab tentang ungkapan menolak bantuan (Rejecting for help)

IV. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
• Mengidentifikasi makna dan fungsi ungkapan meminta, menawarkan, dan menolak bantuan (jasa).
• Merespon ungkapan meminta, menawarkan, dan menolak bantuan (jasa).
• Menggunakan ungkapan meminta, menawarkan, dan menolak bantuan dalam bermain peran dan dalam percakapan sederhana.

V. Pengembangan Karakter
Macam-macam karakter yang dikembangkan yaitu:
• Demokratis
• Tanggung Jawab
• Disiplin
• Religious
• Komunikatif
• Percaya diri
• Berani
• Aktif
• Peduli sosial
• Toleransi
• Cinta ilmu

VI. Materi Pembelajaran :

ASKING, OFFERING AND REJECTING FOR HELP

**Asking for help:**
1. Would you mind helping me?
2. I wonder if you could helping me?
3. Could you do me a favor?
4. Can you help me?
5. Please help me?
6. Do you mind helping me?

**Response:**
1. Yes, sure
2. Yes, with pleasure
3. Certainly
4. Sure
5. Yes please

**Offering for help:**
1. Can I help you?
2. May I help you?
3. Could I help you?
4. How can I help you?
5. Let me help you?
6. What can I do for you?
7. Do you want me to help you?

**Response:**
1. Yes please
2. Yes certainly
3. Sure with pleasure

**Rejecting for help:**
1. Sorry i can’t help you
2. Pardon me, I have many schedule, so I can’t help you
3. I am sorry can’t help you now

**Response:**
1. Never mind
2. No problem

• Contoh percakapan berkaitan dengan expressions asking, offering and rejecting for help

Contoh dialog meminta bantuan:

A : *Can you help me* to bring my bag?
B : *Yes with pleasure* Sir. What will you go?
A : I will go to Singapore tomorrow
B : Ok....take care..

Contoh dialog menawarkan bantuan:
A : Excuse me Sir
B : Yes please, what can I do for you?
A : I want to buy some books in here, but I don’t know the way to go
there, can you give me some information to go there?
B : Certainly, it’s easily, from here you can go straight, and there is a
Garuda Park you can turn right after that you can see there is A Book
Store the name is Istana Jaya Book Store.
A : Ok thanks for your help.

Contoh dialog menolak bantuan:
A : Would you mind helping me to move this table?
B : Oh I am sorry I can’t because this table is too big for me so I can’t to
move it.
A : Ok never mind.

VII. Metode Pembelajaran

1. Tanya jawab, diskusi dan praktek
2. Role play and Relia

VIII. Langkah – Langkah Kegiatan:
Langkah-langkah kegiatan Pembelajaran Tatap Muka

1. Kegiatan pendahuluan (10 menit)
   - Memberi salam, beramah tamah, berdo’a.
   - Mengabsen kehadiran siswa.
   - Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan:
     - Meminta, menawarkan dan menolak bantuan.
   - Guru memberikan siswa contoh ungkapan meminta, menawarkan dan menolak
     bantuan

2. Kegiatan inti (75 menit)
2.1 Eksplorasi
   - Siswa mendengar penjelasan guru mengenai kata - kata apa saja yangdigunakan
     untuk mengekspresikan meminta, menawarkan dan menolak bantuan.
   - Guru memberikan contoh dialog tentang mengungkapkan bantuan.
   - Guru meminta siswa untuk membuat dialog dengan teman sebangkunya
     berdasarkan gambar.

2.2 Elaborasi
   - Siswa memahami ungkapan-ungkapan yang telah diberikan guru.
- guru menggunakan kertas warna yang telah dilipat, siswa dimita memilih kertas yang tersedia, siswa yang mendapat kertas tersebut diminta membaca situasi apa yang ada dalam kertas tersebut kemudian mempraktikannya sesuai dengan situasi yang tertera dalam kertas tersebut, sesuai dengan ungkapan yang telah dipelajari.
- Setiap kelompok menampilkan perannya masing-masing.

2.3 Konfirmasi
- Siswa bersama guru melakukan flash back dan feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam meminta, menawarkan dan menolak bantuan.

3. Kegiatan penutup (5 menit)
- Menyimpulkan materi pembelajaran
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya
- Mengucapkan salam penutup

IX. Sumber Belajar:

Buku LKS Simpati kelas VIII Semester II

X. SUMBER/ MEDIA PEMBELAJARAN

1. Sumber : Internet dan LKS

XI. Penilaian (Instrumen Penilaian Terlampir)

1. Penilaian Ketrampilan (Berbicara)
XII. Pedoman Penilaian

a. Speaking Skill

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>1-5</td>
</tr>
<tr>
<td>2.</td>
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<tr>
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</tr>
<tr>
<td>5.</td>
<td>Pronunciation</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Skor perolehan:
Nilai ahir: ............x4
Skor maksimal: 100

Salatiga, 09 Februari 2016

Guru Mata Pelajaran   Praktikan

Eni Iswanti, S.Pd.I   Darus Salam
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MTs Sudirman Kopeng, Getasan
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- Komunikatif
- Percaya diri
VI. Materi Pembelajaran :

ASKING, OFFERING AND REJECTING FOR HELP

<table>
<thead>
<tr>
<th>Asking for help:</th>
<th>Offering for help:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. I wonder if you could helping me?</td>
<td>9. May I help you?</td>
</tr>
<tr>
<td>10. Can you help me?</td>
<td>11. How can I help you?</td>
</tr>
<tr>
<td>11. Please help me?</td>
<td>12. Let me help you?</td>
</tr>
<tr>
<td>12. Do you mind helping me?</td>
<td>13. What can I do for you?</td>
</tr>
<tr>
<td><strong>Response:</strong></td>
<td>14. Do you want me to help you?</td>
</tr>
<tr>
<td>6. Yes, sure</td>
<td>4. Yes please</td>
</tr>
<tr>
<td>7. Yes, with pleasure</td>
<td>5. Yes certainly</td>
</tr>
<tr>
<td>8. Certainly</td>
<td>6. Sure with pleasure</td>
</tr>
<tr>
<td>9. Sure</td>
<td></td>
</tr>
<tr>
<td>10. Yes please</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Rejecting for help:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Sorry i can’t help you</td>
<td></td>
</tr>
<tr>
<td>5. Pardon me, I have many sechedule, so I can’t help you</td>
<td></td>
</tr>
<tr>
<td>6. I am sorry can’t help you now</td>
<td></td>
</tr>
<tr>
<td><strong>Response:</strong></td>
<td>3. Never mind</td>
</tr>
<tr>
<td></td>
<td>4. No problem</td>
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- Contoh percakapan berkaitan dengan expressions asking, offering and rejecting for help

Contoh dialog meminta bantuan:

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A : Ok thanks for your help.

Contoh dialog menolak bantuan:
A : Would you mind helping me to move this table?
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A : Ok never mind.

VII. Metode Pembelajaran

3. Tanya jawab, diskusi dan praktek
4. Role play and Relia

VIII. Langkah – Langkah Kegiatan:
Langkah-langkah kegiatan Pembelajaran Tatap Muka

4. Kegiatan pendahuluan (10 menit)
   - Memberi salam, beramah tamah, berdo’a.
   - Mengabsen kehadiran siswa.
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- Guru menugaskan siswa membuat dialog tentang meminta, menawarkan dan menolak bantuan sebagai pekerjaan rumah.

6. Kegiatan penutup (5 menit)
- Menyimpulkan materi pembelajaran
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya
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2. Penilaian Ketrampilan (Berbicara)
### XII. Pedoman Penilaian

b. Speaking Skill

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Skor perolehan:
Nilai akhir: ..........x4

Skor maksimal: 100

Salatiga, 06 Februari 2016

Guru Mata Pelajaran

Praktikan

Eni Iswanti, S.Pd.I

Darus Salam
<table>
<thead>
<tr>
<th>Score</th>
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<th>Vocabulary</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Speaking vocabulary inadequate to express anything, but the most elementary needs.</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
<td>( No specific fluency description. Refer to other four language areas for implied level of fluency ).</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>2</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocution.</td>
<td>Can get the gist of most conversation of non-technical subjects (i.e. topics that require no specialized knowledge).</td>
<td>Can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical word.</td>
<td>Accent is intelligible though often quite faulty.</td>
</tr>
<tr>
<td>3</td>
<td>Control of grammar is good.</td>
<td>Able to speak to language with sufficient</td>
<td>Comprehension is quite complete at a normal rate of</td>
<td>Can discuss particular interest of competence with</td>
<td>Errors never interfere with understanding and rarely</td>
</tr>
<tr>
<td>Level</td>
<td>Ability</td>
<td>Vocabulary</td>
<td>Speech</td>
<td>Pronunciation</td>
<td>Native Acceptance</td>
</tr>
<tr>
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<td>------------</td>
<td>--------</td>
<td>---------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4</td>
<td>Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td>Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</td>
<td>Can understand any conversation within the range of experience.</td>
<td>Able to use language fluently on all levels normally pertinent to professional needs. Can participate in and conversation within the range of this experience with a high degree of fluency.</td>
<td>Errors in pronunciation are quite rare.</td>
</tr>
<tr>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
<td>Speech on all level is fully accepted by educated native speakers in all its</td>
<td>Equivalent to that of an educated native speaker.</td>
<td>Has complete fluency in the language such that his speech is fully accepted by educated native speaker.</td>
<td>Errors never interfere with understanding and rarely disturb</td>
</tr>
<tr>
<td>features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CURRICULUM VITAE

Full Name : Darus Salam
Nick Name : Darus
Place/ Date of birth : Boyolali/January 29th, 1993
Adress: Wates Timur Rt. 01 Rw. 02, Bade, Klego, Boyolali
Phone number : 08562562304
Faculty : English Education Department
Education History :
1. MI Qomariyah Wates, Graduated in 2005
2. MTs Muhammadiyah 07 Klego, Graduated in 2008
3. MAPK MAN 1 Surakarta, Graduated in 2011

Salatiga, March 10th 2016

The Writer,

Darus Salam
NIM. : 11311148
CURRICULUM VITAE

Full Name : Farrah Zakiyah Anwar
Nick Name : Farrah
Place/ Date of birth : Bogor/June 15th, 1993
Phone number : 0857-9990-2256
Faculty : English Education Department
Education History :

4. MI Darussalam Ciamis, Jabar Graduated in 2005
5. MTs Nurul Falah Tasikmalaya, Jabar Graduated in 2008
6. SMAN 4 Tasikmalaya, Jabar Graduated in 2011
7. IAIN Salatiga Graduated in 2015

Salatiga, March 10th 2016

The Observer,

Farrah Zakiyah Anwar
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SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA  
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax323433 Salatiga 50721  
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : Sti.24/K-1/PP.00.9/1-1.3.144/2014  
Lamp. : Proposal Skripsi  
Hal : Pembimbing dan Asisten  
Pembimbing Skripsi

Yth. Hanung Triyoko, M.Hum., M.Ed.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa:

Nama : Darus Salam  
NIM : 11311148  
Jurusan : Tarbiyah  
Judul Skripsi :

THE USE OF REALIA AND ROLEPLAY TO IMPROVE STUDENTS' ABILITY IN SPEAKING

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua  
Wakil Ketua  
Bidang Akademik dan Pengembangan Lembaga

[Signature]

Dr. Agus Waluyo, M.Ag.  
NIP. 19750211 200003 1 001

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
KEMERERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : adminstrasi@iainsalatiga.ac.id

Nomor : In.26/D1/PN.03.00/298/2016
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada

Yth. Kepala MTs Sudirman Kopeng, Getasan
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : DARUS SALAM
NIM : 11311148
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

HOW TO IMPROVE STUDENTS’ SPEAKING ABILITY USING REALIA AND ROLEPLAY (A CLASSROOM ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF MTs SUDIRMAN KOPENG, GETASAN IN ACADEMIC YEAR 2015/2016)

Dengan Pembimbing : Hanung Triyoko, M.Hum, M.Ed
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 25 Januari 2016 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 23 Januari 2016
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suwardi, M.Pd.
NIP. 19670121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Sudirman Getasan Kabupaten Semarang menerangkan bahwa Mahasiswa Fakultas Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga yang bernama:

<table>
<thead>
<tr>
<th>Nama</th>
<th>Darus Salam</th>
</tr>
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<tr>
<td>NIM</td>
<td>113-11-148</td>
</tr>
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<td>Tadris Bahasa Inggris</td>
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<td>Judul Skripsi</td>
<td>&quot;HOW TO IMPROVE STUDENTS' SPEAKING ABILITY USING REALIA AND ROLEPLAY&quot;</td>
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</table>

Telah melakukan penelitian untuk keperluan menyusun sekrpsi. pelaksanaan tugas ini dalam rangka menyelesaikan studi sarjana pada Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga.

Surat keterangan ini sebagai bukti yang sah dan dapat digunakan sebagaimana mestinya.

Getasan, 3 Maret 2016

Kepala Madrasah

Drs. Musta' in, M.PdI
NIP. 196807231994031004
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**CATATAN**

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

**Dosen Pembimbing**

[Signature]

Horom, Triyoko, M.Hum, M.Ed

NIP. 19700315 199903 1003
DAFTAR NILAI SKK

Nama : Darus Salam
Fakultas/ Jurusan : Tarbiyah&IlmuKependidikan /TBI
NIM : 11311148
DosenPembimbing : Hanung Triyoko, M. Hum., M.Ed.

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Jumlah Point 108

Salatiga, 15 Februari 2016

Wakil Dekan
Bidang Kerjasama dan Kerjasama

Achmad Alfin, M.Ag.
NIP. 19700510 199803 1 003