ENHANCING STUDENTS’ SPEAKING SKILL USING ROLE PLAY AND PHOTOGRAPHS

(A Classroom Action Research for the Tenth Grade Students of SMA Muhammadiyah Plus Salatiga 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 SarjanaPendidikan Islam (S.Pd.I)

English Education Departmen of Teacher Training and Education Faculty
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DECLARATION

Hereby the writer declares that this graduating paper is made by the writer herself and it is not containing materials and written and has been published by other people and other people’s idea except the information from the references.

The writer is capable to account for her graduating paper if in the future it can be proved of containing other’s ideas or in fact, the writer imitates the other’s graduating paper.

Likewise, the writer made this declaration and hopes it can be understood.

Salatiga, March 10th 2016
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ATTENTIVE COUNSELOR NOTES  
Case : Rifka Anisa’s Graduating Paper  

Dear  
The Head of  
Teacher Training and Education Faculty  

Assalamu’alaikum Wr. Wb.  
After reading and correcting Rifka Anisa’s graduating paper, entitle 
ENHANCING STUDENTS’ SPEAKING MASTERY USING ROLE PLAY 
AND PHOTOGRAPHS (A CLASSROOM ACTION RESEARCH FOR THE 
TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS 
SALATIGA IN THE ACADEMIC YEAR 2015/2016) I have decided and 
would like to propose that this paper will 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  

Sari Famularah, S. Pd., MA  
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A GRADUATING PAPER

ENHANCING STUDENTS’ SPEAKING SKILL USING ROLE PLAY AND PHOTOGRAPHS (A CLASSROOM ACTION RESEARCH FOR THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR 2015/2016)

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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on March 29th, 2016 and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S. Pd. I) in English and Education Department.

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Salatiga, March 29th, 2016

Dean of Teacher Training and Education Faculty of IAIN Salatiga
MOTTO

“Live who has been not reflected, not suitable to be do”

(Socrates)
DEDICATION

This graduating paper is sincerely dedicated for:

1. My beloved parents Mr. Jumadi and Mrs. Masiyem, who always educate me in doing good thing. They are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.

2. My beloved sisters are Mbak Rusyati, Mbak Titik Rahayu, and My beloved brothers Mas Aris Munandar and Mas Musyahid, thanks for your kindness, support, and prayer

3. My beloved mother at Salatiga is Mrs. Hj. Fatimah Ali As’ad who always teaches me to be wise person. She also gives me big support.

4. My big family of IMM (Muhammadiyah Students Association) and Islamic Boarding House of An Nida Salatiga city who fills my life with spirit to struggle.


6. All of my friends who help me to finish this graduating paper.

7. The big family of SMA Muhammadiyah Plus Salatiga who allowed me to conduct the research there.
ACKNOWLEDGEMENT

Alhamdulillah, Subhanallah. Praise to Allah the Merciful and Charitable, because of Allah is guidance, blessing, and affection, the researcher can finish this graduating paper.

In this occasion, the researcher also would like to express sincere gratitude to:

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2. Suwardi, M. Pd., as the Dean Teacher Training and Education Faculty.
3. Noor Malihah, M. Hum, Ph. D., as the Head of English Education Department
4. Sari Famularsih, S. Pd.I, MA., as a consultant of this graduating paper. Thanks for all of your suggestion, recommendation and support for this graduating paper from beginning till the end.
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6. All of the lecturers in English Education Department of Teacher Training and Education Faculty who had given valuable knowledge.
7. All of the staffs who have helped the writer in processing of graduating paper administration.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, March 11th 2016

The writer,

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ABSTRACT


Keywords: Speaking Skill, Role Play and Photographs.

This research is aimed to improve the students’ speaking Skill through Role Play and Photographs. This research has three objectives of the study are 1) how far is the students speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?, 2) how is the influence of using Role Play and Photographs for the students speaking Skill, and 3) how is the results of using Role Play and Photographs of SMA Muhammadiyah Plus Salatiga?. This research was conducted at SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016 especially in X B Class. The method of this research used Classroom Action Research (CAR). There were two cycles; each cycles comprised planning, implementing of the action, observing and reflecting. The techniques of collecting the data are observation, test, interview and documentation. The results show that the students’ speaking Skill improves significantly. The T-calculation results show that the T-calculation of cycle I is 6.21, cycle II is 7.08. The students who reach standardized score in cycle I, the percentage for pre-test is 3.84 % and post-test is 42.3 %. In cycle II, the percentage for pre-test is 26.92 % and post test is 84.61 %. So, it can be concluded that there is significant improvement of students’ speaking Skill by applying Role Play and Photographs in X B class of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016.
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A. Background of the Study

English as the International language, it is the important role for the students to study a foreign language. According to Bauer (2002: 15) that English had spread to every corner of the world. Even in the course of the nineteenth and twentieth centuries the number of speakers of the language, and the language’s own prestige, grew and grew. According to Harmer (1998: 48) a language function is a purpose you wish to achieve when you say or write something. Using language, people are able to communicate with another.

English has been taught at almost every level of education as the foreign language. According to Nunan (1991: 51) that the theory and research summarised in the preceding section suggest that learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate.

As a teacher and researcher, we should understand about the main goal of English Language Teaching. According to Kirkgoz (2006: 87) explain that the main goals of English Language Teaching (ELT) in primary education are to raise students’ awareness of a foreign language, increase students’ interest in and motivation toward the English language, encourage students’ use of the target language in daily communication,
help students to develop appropriate strategies, and create a positive attitude toward learning English.

It is not easy to teach English in Indonesia. The fact shows that Indonesian students are less to communicate each other using English. Communication is a collaborative venture in which the interlocutors negotiate meaning in order to achieve their communicative ends (Nunan, 1991: 47). It caused by different pronunciation, style, culture, etc with the native language. To overcome this problem, a teacher must be creative in teaching learning process.

Learning English means learning about component and language skills. Meanwhile, language skills covers reading, writing, speaking, and listening. According to Kirkgoz (2006: 87) the function of English instruction for these grades is to expand basic communicative skill that students have gained through the integration of the four communication skills (listening, speaking, reading, and writing). It is also aimed at broadening the basic communicative skills that students previously acquired at the sentence level to the paragraph level and expanding literacy with short texts. Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2008: 126). On the contrary, certainly the part of them consider that it give the influence for the bad attitude and participation of the students in class. The fact shows that we will never see their smile in English lesson process, especially in
speaking skill, as a consequence the result of the project for the students is not good enough yet.

Based on the problem, the researcher finds an effective method in teaching speaking and improving the students' speaking skill that is Role Play and photograph to solve the students anxiety. We can called Role Play as a simple drama.

Role Play as a term describes a range of activities characterized by involving participants in ‘as if’ or ‘simulated’ actions and circumstances. Role Play or simulation techniques are a way of deliberately constructing an approximation of aspects of a ‘real life’ episode or experience, but under “controlled” condition where much of the episode is initiated and/or defined by the experimenter or therapist. (Krysia M. Yardley-Matwiejczuk, 1997: 1)

In teaching speaking, a teacher also have the important role especially how to teach speaking interesting, how to make the students enthusiastic in speaking. According to Harmer (2001: 57-63) the role of teacher are: controller, organizer, assessor, prompter, participants, resource, tutor, observer. Teacher as participants, that is the traditional picture of teachers during student discussion, role-play, or group decision-making activities, is of people who ‘stand back’ from the activity, letting the learners get on with it and only intervening later to offer feedback and or correct mistakes (Harmer, 2001: 60). From the reasons, the students and the teacher have to leave the ancient medium and changed into the new media in learning teaching speaking. They have to cooperate each other. The students also must be more creative in the globalization era. Do not be
left behind with another country. We have to remember that speaking English is the basic foundation or step forward to English skill.

Based on explanation above, the writer will promote a research with a title: ENHANCING STUDENTS’ SPEAKING SKILL USING ROLE PLAY AND PHOTOGRAPHS (A CLASSROOM ACTION RESEARCH FOR THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR OF 2015/2016

B. Statement of the Problem

Based on the background of the problem above, the writer will formulate of the problem as follows:

1. How far is the students speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

2. How is the influence of using role play and photographs for students’ speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?

3. How is the results of using role play and photographs for students’ speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016?
C. The Objective of the Research

Based on the problems of statement, the objectives of this study are aimed to get information about:

1. To find the speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016
2. To find the influence out of using role play and photographs for students’ speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016
3. To find the results of using role play and photographs for students’ speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year of 2015/2016

D. Benefits of Study

This study has two major benefits, practical and theoretical benefits:

1. Practical benefits

This study is expected to help the teacher apply role play and photographs activity is the process of teaching and learning. And for the students it is hoped that it can improve their ability in English speaking for daily communication. Basically, Role Play able to make students more creative in their mind. According to Lieberoth (2006: 68) explain that leads to the conception that role-playing is “something” independent from the participants, not just pretence created between friends; something that one can enter, interact with, and immerse oneself in like a vat of para-real
chocolate pudding. However appealing the thought of a shared independent fantastic reality, closer investigation is destined to disappoint the intuition of enthusiastic gamers-slash-theorists on this point. Role playing does not in fact go on in some kind of metaphysical space, or even in the wood or around the living-room table: It only exists in the minds of its participants, and even more unsettling, each representation of the role-playing “reality” is separate and different from that of the next guy. And the result will help the researcher in increasing the students to express their opinion or idea and students easily speak English. This research also aims to give contribution in senior high school students to enlarge knowledge of the real situation.

2. Theoretical benefit

Conducting this research, the researcher is able to apply and enlarge her knowledge in teaching speaking and get useful experience in during this study. According to Harmer (2001: 06) explain that good teacher are flexible enough to cope with these situation. It can be used as the reference for the next researcher, and will help the researcher solving their problem in speaking class and can enrich the theory of teaching English speaking to senior high school.
E. Limitation of the Research

The writer limits this research because there are many factors can improve the students’ speaking skill. Therefore, the writer focuses on using role play and photographs to support the students to produce their speaking skill. The researcher limits her research on teaching speaking through using Role play and photographs for the tenth grade students of SMA Muhammadiyah Plus Salatiga. The researcher would like to know the students’ speaking skill using Role Play and Photographs. Hence with Role Play and Photographs are easier to be learned and practiced with the other friends to increase their speaking skill.

F. Definition of the Term

In this research, the title is ENHANCING STUDENTS’ SPEAKING SKILL USING ROLE PLAY AND PHOTOGRAPHS (A CLASSROOM ACTION RESEARCH FOR THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PLUS SALATIGA IN THE ACADEMIC YEAR OF 2015/2016. The researcher try to definite the several words. There are some definition several words, such as:

1. Student

    Student is a person who studies at college, polytecnic, or university, boy or girl attending school, anyone who studies or who is devoted to the acquisition of knowledge. (Hornby, 1974: 859)
2. Speaking

Hadfield (1999) states that “speaking is a kind of bridge for learners between the classroom and the world outside.” Widdowson (1996: 59) defines speaking into two definitions. The first is that speaking is simply the physical embodiment of abstract system in the usage sense involve the manifestation of the phonological system or of the grammatical system of language or both. Secondly, speaking is active or productive and makes use of oral medium. From the definition above, it be conclude that speaking is a process in which the speakers express their idea to the listeners. When the speakers speak, they produce utterances with specific pronunciation of individual sounds.

3. Role play

According to Brown (2001), role play minimally involves (a) a giving role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish.

“Role” means actor’s part in play (person’s task or duty in undertaking) (Hornby, 1995: 1018). “play” means what is done for amusement or recreation; drama for the stage (Hornby, 1995: 884)

4. Photographs

Photography is the combined application of optical and chemical phenomena long known to man’, this does not take away the essential element of surprise and fascination that any photograph
engenders in a viewer who, for the first time, finds himself able to
to record, rather than paint, trace, or draw, an image of what he sees
before him. (Graham, 1997: 11)

G. Previous Research

The previous research has been conducted by Budiartiningsih
Apriliani entitled THE USE OF ROLE-PLAY TO IMPROVE SPEAKING
SKILL WITH TENTH CLASS OF SMK PGRI 2 SALATIGA IN THE
ACADEMIC YEAR 2012/2013. It was a descriptive qualitative research.
In her research, she focused on how to use role play to improve their
speaking skills.

H. Hypothesis

Hypotesis is temporary assu msion for the problem of research to
reasonable show with the grouping of data. The writer tries to determine
the hypotesis research. The hypotesis of the research is “Role Play and
Photographs will improve students’ speaking skill”.

I. The Organization Research

The researcher organized her research into five chapters, they are :

Chapter I is introduction, which includes the background of study,
statement of problem, the objective of the research, significance of study,
definition of the term, the review of the previous researches, hypotesis and
the organization research.

Chapter II is Review of Related Literature, which is includes
definition of Role Play and Photographs, the characteristic of Role Play
and Photographs, the enthusiastic of the students learning English especially in speaking use Role Play and Photographs, learning teaching process, learning style, the definition of speaking, the status speaking in curriculum, teaching speaking skill, the methods and strategy of teaching speaking for the English education, the medium of teaching speaking, the definition of teacher, the position and role of teacher, and the role of teacher.

Chapter III is Methodology of Research, consists of setting of research, the research methodology, and the general situation of SMA Muhammadiyah Plus Salatiga.

Chapter IV is the Implementation of research, it contains Cycle 1, Cycle 2, Cycle 3, and discussion of the research.

Chapter V is closure that consists of conclusion and suggestion.

The last part is Bibliography and Appendix
CHAPTER II
THEORETICAL FRAMEWORK

A. ROLE PLAY METHOD

1. Definition of Role Play Method

Role play is the predominantly preferred activity of engagement in young children (Corsaro, 1997; Meckley, 1996). In the other opinion is shown by Carpendale and Lewis (2006: 39) Role-play is a collective and inter-subjective experience and can help children both to develop insights into the perspectives of others and to confirm or challenge their own perspective on phenomena: ‘the ability to imagine themselves taking a position that is different from their own’.

“Role-play” is synonymous with Spolin’s method of theatre improvisation, and has been so a decade before any gaming publishers connected the term to games. The word “role-play” itself, according to the Oxford English Dictionary, means “the acting out of a given situation...” it is the “the adoption or enactment of a role.” That “acting” and “enactment” are theatre terms, goes without saying. That the creators and publishers of role-playing games chose to use theatre related terms to describe their creation must not be overlooked. Without “role-play” there could be no “role-playing games” and without theatre there could be no role-play (Flood, 2006: 37)
2. Characteristic of Role Play Method

According to Bowman (2010: 156-157) there are four central stages to the evolution of role-playing characters.

a. The first stage involves the Genesis—or origin/inception—of the character concept. Most character concepts arise from some combination of inherent archetypes, game-specific mechanics or abilities, narratives from literature, popular culture references, and personal experiences.

b. The second stage involves the Development of the character, in which the player builds upon the initial idea through various creative exercises meant to make the concept more material in his or her mind.

c. The third stage involves Interaction between the character and the game world. In this stage, the character shifts from being a mere concept to an actual persona. The Functions of Role-Playing Games that must make certain decisions based upon situations outside of the player’s control.

d. Given enough time and devotion, the character may reach the final stage of development based upon these various interactions, the Realization of the character. When a character becomes fully Realized, the player has a distinct sense of the character’s past and present motivations, their complexities and idiosyncrasies. A fully Realized character will still develop and evolve over time based on
new scenarios and interactions, but the player has established a strong understanding of the persona as a distinct entity, rather than just a concept.

3. **Techniques of Role Play Method**

According to Yardley-Matwiejczuk (1997: 1) role play or simulation techniques are a way to deliberately constructing an approximation of aspect of a ‘real life’ episode or experience, but under ‘controlled’ conditions where much of the episode is initiated and/or defined by the experimenter or therapist. In other opinion according to Tessa Woodward (1998: 95) in Apriliani (2013: 9) the procedure of using role play are:

a. Students meet dialogue, in textbook then the students read it and discuss it with their friends

b. Students are paired up. One student takes a part of one character

c. Students read aloud in characters

d. Students then swap the roles and read again while the teacher walks around to listening, correcting the mistake and helping students.

B. **PHOTOGRAPHS**

1. **Definition of Photographs**

Photography is employed for a whole host of reasons. It may be simply representational or depictive, as in the case of a field botanist wanting to illustrate and study the detail of a new species of
orchid. An extreme example is a passport photograph, where even a smile is not permitted. (Garvey-Williams, 2014: 8)

2. **Principles of Photographs**

   According to Garvey-Williams (2014, 24-33) there are six principles have been identified as Figure/Ground; Similarity; Proximity; Closure; Continuity; and Symmetry. These are illustrated on the following pages.

a. **Figure/Ground**

   We have a tendency to separate whole figures from their backgrounds based on variables such as contrast, sharpness, color, size, and so on. There may be one or more figures in an image, and as we look from one to another they each become the “figure” in turn. Everything that is not figure is termed “ground.” Ground usually includes the background, although the background can become the figure. This is because as our attention shifts, the ground also shifts, so that an object can go from figure to ground and then back again, depending on which part of the image we are focusing our awareness on.

b. **Similarity**

   We have a tendency to see things that share visual characteristics such as shape, size, color, tone, texture, or value as belonging together. That separate objects in a picture belong together or are related in some way appears to be a pleasing
conclusion for the viewer to come to. Many “pattern” images rely on this and involve arrangements of elements that are the same or share enough in common to be perceived as being related. We also derive pleasure from identifying the odd one out in these sorts of pattern image that also include an element that starkly breaks the pattern by being dissimilar in some way. A deliberate use of similarity in composition can also impart meaning that is independent of the subject matter of the image. Here we may perceive a relationship between two elements in an image that was not in fact there. This is a ploy used in many a “clever” image. Like all these principles, the principle of similarity can be applied in different measures. A subtle use, involving only a slight degree of similarity can be enough to stimulate the viewer in some way by implying a connection between elements.

c. Proximity

We have a tendency to perceive objects or shapes that are close to one another as belonging to the same group. Even if the shapes, sizes, and objects are radically different, they will tend to appear as a group if they are close together. On account of this “grouping” effect, the collective presence of a set of elements can become more meaningful and evident than their presence as separate elements. Elements grouped together can therefore create the illusion of a composite shape in space, even if the elements are
not touching. An example would be an image of a flock of birds that takes on the shape of a sinister hand reaching across the sky.

d. Closure

Our brain has a tendency to “fill in the gaps” and provide missing details to complete a potential pattern or shape. Once resultant “closure” is achieved, unnecessary details are eliminated to further establish a pattern match. Thus we can tend to see complete figures even when part of the information is missing. For example, we will tend to enclose a space by completing a contour and ignoring the gaps in the figure.

e. Continuity

This is very much related to the previous principle. It is the observation that we tend to continue contours (and thus shapes) whenever the elements of the pattern strongly establish and imply a direction for our minds to continue them. The edge of one shape can be perceived as continuing into the space and meeting up with other shapes or even the edge of the picture plane. We can make good use of this in our photography to suggest relationships between separate elements of subject matter or to lead the viewer on a path of discovery through the photograph.

f. Symmetry
We have a tendency to try to organize visual data to make it as symmetrical, stable, simple, regular, consistent, structured, and ordered as possible.

C. SPEAKING

1. Definition of Speaking

Speaking activities may well form ane part of a much longer sequence which includes reading or listening and, after the activity, study work. We will often use such activities simply to provide welcome relief from more formal work. (Harmer, 1998: 95). In the other opinion according to Bailey (2005: 2) in Apriliani (2013: 9) Speaking is a part of productive skill in English Language Teaching. It consists of producing systematic verbal utterance to convey meaning. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

According to Bygate, speaking is the oral interaction that can be characterized in terms of routines, conventional ways of presenting information which can either focus on information or interaction (Nunan, 1991: 40)

According to Brown (2004: 141) in Apriliani (2013: 10) there are three basic type of speaking as follows:

a. Imitative
The ability to simply parrot back a word, phrase or possibility a sentence

b. Intensive

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

c. Responsive

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

2. Elements of Speaking

The element of speaking are divided by two features. They are language features and mental or social processing. (Harmer, 2001: 269)

a. Language features

Among the elements necessary for spoken production, are the following:

1) Connected speech: effective speakers of English need to able to produce the individual phonemes of English. in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve
students in activities designed specifically to improve their speaking comprehension.

2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal (paralinguistic) means how they are feeling (especially in face to face interaction)

3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrase, especially in the performance of certain language function.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what are saying.

b. Mental or social processing

1) Language processing: effective speakers 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 phrases from memory and their assembly into syntactically and propositionally appropriate sequences. One of the main reasons in to help students develop habits of rapid language processing in English.
2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how linguistically to make turns or allow others to do.

3) (on the spot) information processing: quite apart from our response other’s feeling, we also need to be able to process the information they tells us the moment we get it. The longer it takes for the penny to drop the less we are communicators. However, it should be remembered that this instant responses’ is very culture-specific and is not prized by speakers in many other language communities.

3. **Explanation of Teaching Speaking**

There are three explanation of teaching speaking, which are:

a. Pronunciation

According to Price (2005: 1) Pronunciation, by definition, is to do with a language in its spoken form, i.e. with sounds. A printed book expresses whatever it has to say, even about pronunciation, through the very different medium of the written language. So, right at the outset of a book such as this we have a problem – or, rather, a number of interrelated problems. In the other opinion according to Apriliani (2013: 13) Pronunciation is producing the sounds of speech, including articulation, stress, and
intonation, often with reference to some standard of correctness or acceptability: sound of words that can be listening with the communicant when someone speaks. English pronunciation is difficult to learn because it is not related to the spelling of words.

b. Grammar

According to Webster’s Ninth New Collegiate Dictionary in McCaskill (1998: 1), grammar means the study of classes of words, their inflection (changes in form to distinguish case, gender, tense, etc), and function in a sentence. “an abundance of good, detailed grammar, writing, and usage books are available

c. Vocabulary

Vocabulary is central to language and of critical importance to typical language learner (Fauziati, 2005: 155). According to Scrivener (1994: 73) vocabulary is powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual word.

4. Principle for Teaching Speaking

There principles which can influence and inform our decisions as we teach speaking to beginning and false learners are (Bailey, 2005: 36) in Apriliani (2013: 15)

a. Provide something for learners to talk about
When people choose to speak, it is usually about something. They want something, or they find a topic or incident interesting and want to comment on it. They wish to share idea or emotions. There is usually some communicative need that moves people to talk.

b. Create opportunities for students to interact by using group work can improve learners’ motivation and promote choice, independence, creativity, and realism. Pair work and group work also provide feedback to the learner from sources other than the teacher. Pair work, as the name suggests, involves two students working together to complete a task or exercise using target language. Group work is there or more students working together.

c. Manipulate physical arrangements to promote speaking practice

Changing the physical environment can encourage speaking activities, partly because it partially alters the power structure of the traditional English classroom. Here are some ways with the seating and other aspects of the environment to encourage speaking. Firstly, the inside-outside circle is a technique for giving students the chance to repeat a conversation or interview with several new people, in order to build fluency and confidence. Secondly, tango seating is simple seating arrangement designed to force people to use oral communication during information gap tasks that involve drawing, pictures, following maps, or creating
designs or structure from verbal descriptions. Thirdly, the cocktail party technique is a quick way to get students talking to new partners and to break up routine of sitting during language lessons.

5. Activities to Promote Speaking

There are many activities to promote speaking. According to Fauziati (2008) in Apriliani (2013: 16), there are five activities to promote speaking, which are:

a. Role playing

    It is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in a part relabeling object and people in the room to prepare for imaginative role playing (New-Mark, 1966). The situation which they have to developed representative problems which high school students is very likely to encounter, including meeting with an advisor, being stopped by a policeman, and going to a doctor’s office for treatment.

b. Games

    A game is one of activities which can help to create dynamic, motivating classes. The reason is that real learning takes place when the students in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. Some example of games as presented by silvers are: circle chat,
games based on the combination of incongruous ideas (silly answers, confessions, crazy story), games of observation and memory (Kim’s games, picture observation) and others.

c. Problem solving

Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. The basic principle lying behind such activities is that the teacher sets us a situation where there is “an information gap” among the participants, and this gap has to bridged either orally or in written form.

d. Discussion

Group discussion may be composed of three to five students. If such group work is used regularly and introduced with careful explanations of it propose, the class will soon accept it as a natural activity. The main aim of group discussion is to improve fluency and grammar in probably best allowed functioning as a naturally communicative context.

e. Song

Using song in classroom, especially speaking one can be both enjoyable and educational. Songs usually provides a peaceful and happy mood for the listeners.

6. Assessing Speaking
According to Louma (2004: 1), assessing speaking is challenging, however there are so many factors that influence our impression of how well some one can speak a language. Then, we also hope test scores to be accurate and appropriate for our goal. To comprehend speaking from someone, needful to act of determining goal of the study. Thus, we are able to determine ways to assesses and point that assessing by the teacher in order to be achieving the goal that use by the teacher. Ur use some ways to assess speaking. He submits what he calls as the scoring rubric. Explanation of the scoring rubric can be seen on table 2.1

Table 2.1

The Scoring Rubric of Speaking Test (Ur, 1996: 135)

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible pronunciation</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>Grammar</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expressions</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and</td>
<td>Speaks with occasional repetition and uses short</td>
<td>Gets idea across but hesitantly and briefly with</td>
<td>Speaks slowly and very hesitant with frequent</td>
<td>Little or no communication</td>
</tr>
</tbody>
</table>
Based on explanation above, the score is the students’ score which is calculated from the score obtained by the students, divided which maximum score which is gained by every student in the aspects of pronunciation, grammar, vocabulary and fluency. The maximum score is the highest score when the students speaking based on the four aspects determined.
CHAPTER III
RESEARCH METHODOLOGY

D. Setting of the Research

The writer uses Classroom Action Research (CAR) approach in social research, Arikunto (2010) Classroom action research is to makes accurate in activities deliberately to appear and happens in the class. In the other opinion, according to Arikunto (2006) in Ari Sandi (2015: 51), action research is one type of investigation that has reflective participative, collaborative, and spiral characteristic that has purpose to repair and to increase the system, method, process, substance, competence and situation.

This study was conducted to provide information on how the appropriate measures to improve students’ speaking skill. This study focused on classroom action research and has been done by using Role Play and Photographs to improve the students’ speaking skill.

Implementing CAR is based on the classroom teacher who has made planning, implementing learning Role Play and Photographs to improve students’ speaking skill of class X B at SMA Muhammadiyah Plus Salatiga. It has been done through a process of collaboration between English teacher and researcher.
1. Setting Place

The research has done at SMA Muhammadiyah Plus Salatiga. It is located at Jl. KH. Ahmad Dahlan No. 1 Salatiga. This research will be conducted two times. This research was conducted by using a classroom action research. The writer chooses this school for her research based on some consideration: (1) The learning process which decrease of innovation, 2) The teacher has not variation of the method that used for the teaching and learning process, 3) The students’ difficulties in less of speaking fluency 4) The students were not active in speaking section 5) SMA Muhammadiyah Plus Salatiga has strategic location and have good facilities to support the teaching learning process.

This research consist of cycle I and cycle II. Before conducting the cycle I, the researcher did the observation to the teacher. She wants to know about the measure of students’ speaking skill before giving treatment. It was conducted on November 13th, 2015. The meeting of cycle I would be held on November 18th, 2015, and then on October 25th, 2015 had held the meeting of cycle II.

2. Time of research

The implementation of the research was conducted in the first semester in the academic year 2015/2016 on Agustus until Desember 2015.
Table 3.1

Time of research in SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year of 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>September</td>
</tr>
<tr>
<td>Pre-Survey</td>
<td></td>
</tr>
<tr>
<td>General Planning</td>
<td></td>
</tr>
<tr>
<td>Preparation of Research</td>
<td></td>
</tr>
<tr>
<td>Implementation of Cycle I and</td>
<td></td>
</tr>
<tr>
<td>Cycle II</td>
<td></td>
</tr>
<tr>
<td>Writing Report</td>
<td></td>
</tr>
<tr>
<td>Submitting the Document</td>
<td></td>
</tr>
</tbody>
</table>

3. The method of research

The research method that is used in this study is action research.

Action research is from collective self-reflective inquiry undertaken by participants in social situation in order to improve the rational and justice of their own social or educational practices, as well as understanding of this practices and the situation in which the practices are carried out (Wibawa, 2003: 7). The goal of classroom action research is to improve
your own teaching in your own classroom, department, or school (Hopkins, 1993: 44). The research used classroom action research because of some reasons, firstly: To describe the students’ speaking skill before implementing to use Role Play and Photographs for the the grade students of SMA Muhammdiyah Plus Salatiga in the academic year 2015/2016. To describe the students’ speaking skill after using Role play and Photographs for the tenth grade students of SMA Muhammdiyah Plus Salatiga in the academic year 2015/2016. To describe the significant using Role play and Photographs towards the improvement of students speaking skill for the tenth grade students of SMA Muhammdiyah Plus Salatiga in the academic year 2015/2016.

4. The procedure of research

This study will apply classroom action research. So in this case the writer will use two cycles consist one meetings for each cycle. The procedures of each cycle are as follows:

a. Planning

The activities are:

1) Preparing materials, making lesson plan, and designing the steps in doing the action

2) Preparing list of students name scoring

3) Preparing teaching aids
4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the strategy is applied)

5) Preparing a test (to know whether students’ speaking improve or not)

b. Action

1) Giving pre-test

2) Teaching speaking using role play and photographs

3) Giving occasion to the students to ask any difficulties

4) Ask the students to mention things in the photograph

5) Giving post-test

E. The Subject of the Research

The subject of the research is students of the tenth grade of SMA Muhammadiyah Plus Salatiga class X B consisting of 26 males and females students. The students can be seen on the table below:

**Table 3. 2**

The X B Students of SMA Muhammadiyah Plus Salatiga in the Academic Year 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Number</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4532</td>
<td>Afrist Linda Sulviana</td>
<td>F</td>
</tr>
<tr>
<td>2.</td>
<td>4533</td>
<td>Alfina Damayanti</td>
<td>F</td>
</tr>
<tr>
<td>3.</td>
<td>4534</td>
<td>Ayu Faradila</td>
<td>F</td>
</tr>
<tr>
<td>4.</td>
<td>4535</td>
<td>Dimas Sigit</td>
<td>M</td>
</tr>
<tr>
<td>No.</td>
<td>ID</td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>5.</td>
<td>4536</td>
<td>Eka Satriyo Prabowo</td>
<td>M</td>
</tr>
<tr>
<td>6.</td>
<td>4537</td>
<td>Fahruri</td>
<td>M</td>
</tr>
<tr>
<td>7.</td>
<td>4538</td>
<td>Guntur Martha Baya</td>
<td>M</td>
</tr>
<tr>
<td>8.</td>
<td>4539</td>
<td>Irfan Maula</td>
<td>M</td>
</tr>
<tr>
<td>9.</td>
<td>4540</td>
<td>Kholifah Aprilia</td>
<td>F</td>
</tr>
<tr>
<td>10.</td>
<td>4541</td>
<td>Muhammad Abdul Karim</td>
<td>M</td>
</tr>
<tr>
<td>11.</td>
<td>4542</td>
<td>Muhamad Munib Aditya</td>
<td>M</td>
</tr>
<tr>
<td>12.</td>
<td>4543</td>
<td>Marshelina Dwi Nugraheni</td>
<td>F</td>
</tr>
<tr>
<td>13.</td>
<td>4544</td>
<td>Mosley Muhammad Reza</td>
<td>M</td>
</tr>
<tr>
<td>14.</td>
<td>4545</td>
<td>Muhamad Sani Ramadan</td>
<td>M</td>
</tr>
<tr>
<td>15.</td>
<td>4546</td>
<td>Muntadhiroh</td>
<td>F</td>
</tr>
<tr>
<td>16.</td>
<td>4547</td>
<td>Oktafiani Nabila Ayuningtyas</td>
<td>F</td>
</tr>
<tr>
<td>17.</td>
<td>4548</td>
<td>Purwadi</td>
<td>M</td>
</tr>
<tr>
<td>18.</td>
<td>4549</td>
<td>Sabilla Safa’ Saphira</td>
<td>F</td>
</tr>
<tr>
<td>19.</td>
<td>4550</td>
<td>Sania Riska Nuzulia Amimi</td>
<td>F</td>
</tr>
<tr>
<td>20.</td>
<td>4551</td>
<td>Suryani</td>
<td>F</td>
</tr>
<tr>
<td>21.</td>
<td>4552</td>
<td>Uswatun Khasanah</td>
<td>F</td>
</tr>
<tr>
<td>22.</td>
<td>4553</td>
<td>Wahyu Nur’aini</td>
<td>F</td>
</tr>
<tr>
<td>23.</td>
<td>4554</td>
<td>Yusuf Akbar Sanjaya</td>
<td>M</td>
</tr>
<tr>
<td>24.</td>
<td>4555</td>
<td>Putri Listiani</td>
<td>F</td>
</tr>
<tr>
<td>25.</td>
<td>4556</td>
<td>Dewi Nur Cahya P</td>
<td>F</td>
</tr>
<tr>
<td>26.</td>
<td>4557</td>
<td>Novellyta Puspa AM</td>
<td>F</td>
</tr>
</tbody>
</table>

Source: SMA Muhammadiyah Plus Salatiga 2015
They come from lower middle families and have different cultural background. Generally they have high motivation to study English. the researcher chooses the tenth grade students because the age level of these students are supposed to be able to speak English language as a tool in communication. The writer’s position in the research is an English teacher and an observer.

F. Data and Data Resource

The data for this research that collected is information about the learning speaking process, the students’ speaking skill, the motivation of the students’ speaking skill and the teacher’s ability to arrange the lesson plan for her class. The data of this research was collected from many resources these are: informants, events (activities), where (location), various photograph objects, and recordings, along with documents and archives (Sutopo, 2002: 50-54).

Furthermore Arikunto (2007: 114) argues that if researcher uses observation techniques, the data source can be objects, motion, something of process. From those opinion may be concluded that the data source is either the subject of a human subject, object, movement, or process in which of the process to be necessary data can be obtained.

The source of the data used in this study are:
1. Place and activities

Place and activities, are the all places for learning and the teaching learning speaking process of the students and teacher for X B class of SMA Muhammadiyah Plus Salatiga

2. Informant

Informant, is the all the students and English teacher in the class X B of SMA Muhammadiyah Plus Salatiga.

3. Document

The researcher will make a documentation to know the situation of the school and students. Documentation includes not only official organizational papers, reports, brochures, but also work-a-day, work plans, and material.

G. The Technique of Collecting Data

Technique of collecting data is used to collect the data above that consists of observation, the document study, and the assignments were given.

1. Observation

Observation plays an important role not only for classroom research, but also more generally for supporting the potential growth of teacher, in addition in the process of school development. The researcher has role as a teacher and observer. In this observation, the writer uses tecnique which is field note.
2. Test

In simple term, test is number measuring a persons’ ability, knowledge, or performance in a given domain (Brown, 2004: 3). The writer uses pre-test and post-test. Pre-test is given toward student before the teacher uses her strategy and teaching learning process. In addition, post-test is given into student after the strategy is implemented. Pre-test and post-test used to know the differences of students’ ability before and after the method is given by the teacher.

3. Documentation

Hopkins (1993: 140) states that document surrounding curriculum or other educational concern can illumine rationale and purpose in interesting ways. The writer will complete the research by using the document in which explain about the school and the data which is needed for this research. The documentaries are book, transcript and history book in SMA Muhammadiyah Plus Salatiga. This method is used to know the condition of the teachers, students, structure of organization, profile of the school and the location at the school.

4. Reflection

Reflection seeks to make sense of process, problem and real issues in strategic action. It took acount of the comprehending the issues and circumstances in which they arose. Reflection has evaluated aspects, it ask the writer to weight the experience to judge whether effects were
desirable, and suggest ways of proceeding. The writers’ reflection is done by discussing.

5. Interview

Interview is particularly useful for getting data besides the English teacher’s experiences classroom action research. It was used to know students’ difficulties in speaking skill, and the technique used by teacher when speaking activity.

H. Data Analysis Method

There are two ways to analyze the data, they are:

a. Descriptive technique

A descriptive technique is used to find the effectiveness out of the students attitude during teaching learning process. In descriptive technique, the researcher will analyze the observation way which has been made by her partner.

b. Statistical technique

Statistical technique is used to find the influence out of using Role play and Photographs toward the students’ speaking skill from the implementation and the result of pre-test and post-test. This research is calculated by t-test analysis:

1. SD (Deviation Standard)

The first step, the researcher will calculate SD, the formula is:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$
Where,

\( S_D \): Deviation Standard for one sample t-test.

\( D \): Different between pre-test and post-test

\( N \): Number of observations in sample

2. T-test

After calculating the SD, the researcher will calculate t-test to know if there is any significant difference or not between pre-test and post-test.

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

Where,

\( t_o \): T-test for the differences of pre-test and post-test

\( S_D \): Deviation Standard for one sample t-test

\( D \): Deviation between pre-test and post-test

\( N \): Number of observations in sample

3. The class percentages

To get the class percentages which pass the minimum completeness criteria - \textit{Kriteria Ketuntasan Minimal (KKM)} 75 (seventy five), the writer uses the formula:

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

Where,

\( P \): the class percentages
The writer uses analytical scoring rubric to analyze the data related to the students’ speaking oral test of speaking skill. According to Louma (2004: 1), assessing speaking is challenging, however there are so many factors that influence our impression of how well some one can speak a language. Then, we also hope test scores to be accurate and appropriate for our goal. To comprehend speaking from someone, needless to act of determining goal of the study. Thus, we are able to determine ways to assesses and point that assessing by the teacher in order to be achieving the goal that use by the teacher. Ur use some ways to assess speaking. He submits what he calls as the scoring rubric. Explanation of the scoring rubric can be seen on table 3. 3

**Table 3.3**

**The Scoring Rubric of Speaking Test (Ur, 1996: 135)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Pronunciation</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>virtually no grammar mistakes</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
</tr>
<tr>
<td>4 points</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
</tr>
<tr>
<td>3 points</td>
<td>Produces words with some errors pronunciation</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
</tr>
<tr>
<td>2 points</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expressions</td>
</tr>
<tr>
<td>1 points</td>
<td>Little or no language produces</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
</tr>
</tbody>
</table>

Maximum score = 20

Score = \[
\frac{\text{results of score} \times 100}{10}
\]

Based on explanation above, the score is the students’ score which is calculated from the score obtained by the students, divided which maximum score which is gained by every student in the aspects of pronunciation, grammar, vocabulary and fluency. The maximum score is the highest score when the students speaking based on the four aspects determined.

I. Design and Procedures of the Classroom Action Research (CAR)

There are many research designs in conducting a research. They are action research, experimental, case study, descriptive, and so on. In this study, the researcher uses action research as a form of research and chooses classroom as a setting.

There are four stages in conducting classroom action research. It consists of planning, acting, observing, and reflecting. The scheme as follows:
1. Planning

   In this step, the researcher prepared everything before conducting the research, like lesson plan, media, etc. The researcher determined the main problem before giving the treatment. The lesson plan was discussed between teacher classroom and researcher.

2. Acting

   This section is implementation of planning. It tells the steps and activities in doing the research.

3. Observing

   A researcher has to observe all activities during the research. It is done to get the data accurately for correction the next cycle.

4. Reflecting

   It is done after doing the research. It is an effort on success or failure in teaching learning process to determine alternative step for the next cycle (Arikunto, 2008: 16-22).
In this chapter, the data consists of pretest, post tense, and field note. The data of pre test and post test indicate the enhancement of the students’ score in speaking skill. How does the effectiveness of using role play and photographs. Field note describe the influence of using role play and photographs, the observation to know whether some indicators of speaking skill in teaching and learning process can realize or not the statistical calculation the implementation and the result of using role play and photographs toward the enhancement of students’ speaking skill.

This research consists of two cycles and each cycle consists of planning, action, observation and reflection. The researcher has done pre-research. The method of pre-research is observation to the authentic teacher. The purpose of doing pre-research is to know how the method of the teacher looks like in teaching learning process. So that, the researcher can establish what are established of each cycle in this classroom action research. Moreover, the teacher explains it is implementation one by one.

A. Cycle 1

1. Planning

Before conducting the research, the researcher prepare the instrument of research, they are:
a. Lesson plan

Lesson plan is used to control the teacher activities in teaching learning process.

b. Material

The material is text about Invitation

c. Role play and photographs

Role play and photographs is used in teaching speaking skill.

d. Sheet for classroom observation

The researcher provides the observation sheet in teaching learning process through role play and photographs.

e. Test (pre test and post test)

Pre test is the test that is given to the students before teaching learning process through role play and photographs. Post test is the test is given to the students after teaching learning process through role play and photographs.

The researcher will teach the students through role play and photographs strategy and she helped by her partner to observe the teaching learning process.

1. The implementation of the action

The researcher entered her English class on Wednesday, November 18th, 2015. Then, she introduced herself and request to the students to try mentioning their name with English. Here, the teacher try memorized her students’ name. Before the lesson, she introduced
the mode of presentation in studying speaking by using Role Play and Photographs. Then, she gave pre test for the class with written test for about 20 minutes. The teacher doing conversation to one of the students and ask to the the other students to conversate with their partner. The conversation is just the simple invitation.

When students did the test, she walked around the class to take check the students’ score. After the students finished doing the pre test, she began to teach.

The teacher gave notice to the students about the topic today. The topic is invitation and then the teacher ask to the students about invitation. She ask the students about the purpose of the invitation. The students answer together in English. after that, the teacher ask them again about the organization of invitation and the answered together in English and part of them in Indonesian language. Then, the teacher gave the material about invitation and students discuss it in group with guidance by the teacher. They identified about the definition of invitation and the function of invitation. The teacher controlled the runs of discussion.

The next lesson is teaching learning speaking through Role Play. The teacher asked to the students whether the students known about Role Play. Then, the teacher explained to the students that according to Carpendale and Lewis (2006: 39) Role-play is a collective and inter-subjective experience and can help children both
to develop insights into the perspectives of others and to confirm or challenge their own perspective on phenomena: ‘the ability to imagine themselves taking a position that is different from their own’. To make the students more enjoy, the teacher gave students an example of invitation and explained to the students how to pronoun it.

The teacher ask to the students to make a dialog about invitation in a birthday party. After that, the students practice with their partner in one bench about thirty minutes. And the other hand, the teacher walked around the class to check the students’ activities and take the students’ score. After thirty minutes, the teacher ask to the students to stop the conversation. Next, the teacher asked the students’ experience in studying speaking by using Role Play and Photographs. Most of students said that it is something new in their study and interesting to be done. In the end meeting, teacher gave post test to the students. The post test was done for about ten minutes. After the students finished do the post test, the teacher close the meeting today.

2. Observation

In the first cycle, the researcher obtained the field note from her partner. Here, the researcher and her partner observed the teaching learning process by monitoring the students’ activity and attention during the action. The result of sheet for classroom observation that
she gets from her partner about the students attention and the students activity are as follow:

**Table 4.1**

**Improvement of the students speaking skill in teaching learning process through Role Play and photographs in cycle 1**

<table>
<thead>
<tr>
<th>Source of the data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>1. The students get difficulties to speak and understand the meaning of sentences. They also difficult to memorize the words. They are still ashamed if speak up in front of their friends.</td>
<td>The students speak and understand the meaning of sentences. They also easy to memorize the words. They brave speak up in front of their friends.</td>
</tr>
<tr>
<td></td>
<td>2. The students can not pronounce the sentence correctly. They still make many mistake to pronounce the words</td>
<td>The students more good that before. They can pronounce the words correctly.</td>
</tr>
</tbody>
</table>

Furthermore, the teacher will analyze the students’ improvement in learning speaking by searching the mean of pre test and post test and extent of the use of Role Play and Photographs by t-test calculation as follow:
a. The result of pre-test and post-test

### Table 4.2

The result of pre test and post test in cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>$D^2$</th>
<th>Minimum Completeness Criteria (KKM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>80</td>
<td>40</td>
<td>1600</td>
<td>75</td>
</tr>
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<td>2</td>
<td>70</td>
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<tr>
<td>10</td>
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<td>60</td>
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<td>100</td>
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<tr>
<td>11</td>
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<tr>
<td>12</td>
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<tr>
<td>13</td>
<td>40</td>
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<td>20</td>
<td>400</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>50</td>
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</tr>
<tr>
<td>15</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>75</td>
</tr>
</tbody>
</table>
b. 1) Mean of pre test (X)

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

\[ M = \frac{1270}{26} \]

\[ M = 48.84 \]

2) The class percentages in pre-test

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

\[ P = \frac{1}{26} \times 100\% \]

\[ P = 3.84\% \]

c. 1) Mean of post test (Y)

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

\[ M = \frac{1640}{26} \]
M = 63.07

2) The class percentages in post-test

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

\[ P = \frac{11}{26} \times 100\% \]

P = 42.3%

a) Mean of pre-test = 48.84

b) The class percentages in pre-test 3.84%

c) Mean of post-test = 63.07

d) The class percentages in post-test 42.3%

e) Mean of pre-test < mean of post-test

f) There is an improvement of English score between pre test (before the action) and the post test (after the action)

d. Calculating standard deviation of difference between pre-test and post-test

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

\[ SD_D = \sqrt{\frac{3700}{26} - \left(\frac{370}{26}\right)^2} \]

\[ SD_D = \sqrt{334.61 - (14.23)^2} \]

\[ SD_D = \sqrt{334.61 - 202.49} \]

\[ SD_D = \sqrt{132.12} \]

\[ SD_D = 11.49 \]
e. Calculating to (t-test calculation)

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

\[ t_o = \frac{370}{11.49} \left( \frac{1}{\sqrt{26-1}} \right) \]

\[ t_o = \frac{14.23}{\sqrt{25}} \]

\[ t_o = 6.21 \]

f. Giving interpretation \( t_o \)

1) Calculate of df

\( df = n-1 \)

\( df = 26-1 \)

\( df = 25 \)

2) Consult with t-table value

with df= 25, the value of \( t \) with level of signification 5 % is 2.06

3) Comparing \( t_o \) with \( t \)

\( T_0 = 6.21 \) therefore \( t_o \) is greater than \( t \) with level of significant 5 %

If t-test similar or greater than t-table, so null hypotesis \( (H_o) \) is rejected. \( H_o \) is no significance different between pre test and post test mean. T-table with \( n=26 \) is 2.06. The result of t-
te-test is $6.21 > 2.06$. So t-test calculating is greater than t-table. Therefore $H_0$ is rejected; it means that there is a significant difference between pre-test and post-test.

From the illustration above, the researcher concluded that the mean between pre-test and post-test has a significant difference, where post test is greater than pre-test. It shows that role play and photographs give certain influence in enhancing students speaking skill, because the student’s achievement have been increased after the students study speaking through role play and photographs. It means that role play and photographs is appropriate applied to the students of SMA Muhammadiyah in learning speaking.

3. Reflection

After analyzing the result of action in cycle I, the teacher concluded that she has to more creative than before how to give materials that more interesting to students to make them more active in speak English. The teacher also has to be more careful in correcting students pronunciation and fluency about speaking and grammar. The using of appropriate speaking is important in determining a good pronunciation. In practising of students pronunciation, the teacher must give example of right pronunciation.

Cycle 1 also have shown that the students are able to improve their English score with the averages of post test 63.07. It is better
than the averages of pre test 48.84. The researcher also calculates the standardized of score (Kriteria Ketuntasan Minimal) in score 75. The result of post test show that students who complete this standardized is more than pre test, in pre test there are 25 students who still have the score less than 75 and in post test there are 14 students who still have the score less than 75. So, the precentage in this cycle is 42.3 %.

For the next cycle, the teacher use the same strategy but there are combining game, song, reward and punishment in the class.

A. Cycle 2

Based on the result of the cycle 1, it necessary for the teacher to continue to the next cycle:

1. Planning

The activities are preparing;

a. Lesson plan is used to control the teacher activities in teaching learning process.

b. Material (text about Command)

c. Teaching aids (Role Play and Photographs Strategy)

d. Sheet for classroom observation

e. Test (pre-test and post test)

2. The implementation of the action

The researcher entered her English class on Wednesday, November 25th, 2015. In action 2, the teacher still used presentation again in learning speaking with Role Play and Photographs, the steps
are as they did before (teacher used Role Play and Photographs as aid in learning speaking) but in this section the students also must more active to speak up with their partner that related with the topic. Before the teacher started the lesson, the teacher invite the students to play a game that is about concentration game, the function of the game is to awake the students’ enthusiasm and concentration to study in the day. Then, the teacher gave pre test for the class with speaking test for about 20 munites.

The teacher told to the students about the topic last week. The teacher asked to the students about the definition of Invitation. Some of students answered in English and other in Indonesia that they know. Then, the teacher continued the material today, that is about Commands. Then, the teacher asked the students to open the materials that is gived by the teacher and discussed it with their chairmate. The students are able to make a dialog and practice with their partner in front of class. To improve the students’ speaking skill about Commands, the teacher helped them by using Role Play and Photographs in teaching process that is show the photographs in the screen, then the teacher and the students try to practice dialog about Commands that related with the photographs. The teacher continued the material in the last day. Even student did make dialog and practice with their partner about commands that is instruc something that related to the photographs. The teacher gave them for about 30
minutes. The teacher announced that she would give reward to the students who got good score in speaking skill. After the students have finished the dialog, the teacher asked the students that every group show the performance in front of class. The teacher appraised the students’ score by performance and the process grouping in the class. After 45 minutes, she asked one of groups to present the task in front of class that it look more than the others. Then, the teacher and the students discuss about the students’ performance together. After the teacher finished gave them some explanation, the teacher distributed some rewards to three students that have god good score in speaking and be active in class.

3. Observation

In the second cycle, the researcher gets field note from her partner as follows:

**Table 4.3**

**Improvement of the students speaking skill in teaching learning process through Role Play and Photographs in cycle 2**

<table>
<thead>
<tr>
<th>Source of the data</th>
<th>Before implementing the action</th>
<th>After implementing the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>1. The students get difficulties to speak and understand the meaning of sentences. They also easy to memorize the words.</td>
<td>The students speak and understand the meaning of sentences. They also easy to memorize the words.</td>
</tr>
</tbody>
</table>
difficult to memorize the words. They are still ashamed if speak up in front of their friends.

2. The students can not pronounce the sentence correctly. They still make many mistake to pronounce the words

They brave speak in front of their friends.

The students more good that before. They can pronounce the words correctly.

Furthermore, the researcher will calculates the result of pre-test and post test above to know the influence in mastering speaking and the implementation of using Role Play and Photographs by t-test calculation as follow:

a. The score of pre test and post test

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D</th>
<th>D²</th>
<th>Minimum Completeness Criteria (KKM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
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<td>10</td>
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<td>75</td>
</tr>
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<td>3</td>
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<td>0</td>
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</tr>
<tr>
<td>4</td>
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<td>90</td>
<td>10</td>
<td>100</td>
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<tr>
<td>6</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
<td>75</td>
</tr>
</tbody>
</table>

Table 4.4

The result pre test and post test in cycle 2
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>80</td>
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<td>8</td>
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<td>65</td>
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<td>225</td>
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<td>75</td>
</tr>
<tr>
<td>11</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>12</td>
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<td>90</td>
<td>30</td>
<td>900</td>
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<td>21</td>
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<tr>
<td>25</td>
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<tr>
<td>26</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
<td>75</td>
</tr>
</tbody>
</table>

\[ \sum = \begin{array}{ccccc}
1720 & 2085 & 365 & 7675
\end{array} \]
b. 1) Mean of pre-test II

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

\[ M = \frac{1720}{26} \]

\[ M = 66.15 \]

2) The class percentages in pre-test

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

\[ P = \frac{7}{26} \times 100\% \]

\[ P = 26.92\% \]

c. 1) Mean of post-test

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

\[ M = \frac{2085}{26} \]

\[ M = 80.19 \]

2) The class percentages in post-test

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

\[ P = \frac{22}{26} \times 100\% \]

\[ P = 84.61\% \]

a) Mean of pre-test = 66.15

b) The class percentages in pre-test 26.92 %

c) Mean of post test = 80.19

d) The class percentages in post-test 84.61 %

e) Mean of pre test < mean of post test
f) There is improvement of English score between pre test II (before the action) and post test II (after the action)

d. SD of pre test and post-test

From the data above, the researcher calculates SD of pre test and post test.

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

\[ SD_D = \sqrt{\frac{7675}{26} - \left(\frac{365}{26}\right)^2} \]

\[ SD_D = \sqrt{295.19 - (14.03)^2} \]

\[ SD_D = \sqrt{295.19 - 196.84} \]

\[ SD_D = \sqrt{98.35} \]

\[ SD_D = 9.91 \]

e. T-test calculation

\[ t_o = \frac{\sum D}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ t_o = \frac{365}{\frac{9.91}{\sqrt{25}}} \]

\[ t_o = \frac{14.03}{\frac{9.91}{\sqrt{25}}} \]

\[ t_o = \frac{14.03}{1.98} \]

\[ t_o = 7.08 \]
f. Giving interpretation

1) Calculate of df

\[ df = n - 1 \]

\[ df = 26 - 1 \]

\[ df = 25 \]

2) Consult with t-table value

with \( df = 25 \), the value of \( t \) with level of signification 5 % is 2.06

3) Comparing \( t_0 \) with \( t \)

\[ T_0 = 7.08 \] therefore \( t_0 \) is greater than \( t \) with level of significant 5 

If t-test similar or greater than t-table, so null hypothesis (\( H_0 \)) is rejected. \( H_0 \) is no significance different between pre test and post test mean. T-table with \( n=26 \) is 2.06. The result of t-test is 7.08 > 2.06. So t-test calculating is greater than t-table. Therefore \( H_0 \) is rejected; it means that there is a significant difference between pre-test and post-test.

From the illustration above, the researcher concluded that the mean between pre-test and post-test has a significant difference, where post test is greater than pre-test. It shows that role play and photographs give certain influence in enhancing students speaking skill, because the student’s achievement have been increased after the students study speaking through role
play and photographs. It means that role play and photographs is appropriate applied to the students of SMA Muhammadiyah in learning speaking.

g. Reflection

After analyzing the result of action in cycle II, the teacher concluded that using Role Play and Photographs are able to improve the students speaking skill. The result of the oral test is good in cycle II than cycle I. In previous cycle the standarized of score that is calculated by the teacher is 75 and The result of post test show that students who complete this standardized is more than pre test, in pre test there are 19 students who still have the score less than 75 and in post test there are 4 students who still have the score less than 75. Thus the presentage in this cycle is 84.61 %. From this percentage, the research is enough satisfied because the percentage in the first cycle’s pre test just 3.84 % of students who got the standard score. So, that the number of 84.61 % shows the significant improvement. It is also can be seemed when teacher asked some questions related with topic, almost of them can answered the question in English and when teacher ask them to speak a dialog, their speaking product are good.

The result of pre test and post test were used to know the score of speaking skill. As stated before, there are two cycles in this classroom action research, each cycle used pre test and post
test. In the first cycle, pre test also consist of 10 test items and post test consist of oral test. All items of the test can be seen in the appendixes.

**B. Discussion**

From the result of analyze in cycle I and cycle II, the researcher will analyze the student improvement from cycle I and cycle II. The improvement is as follow:

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Pre test</td>
<td>48.84</td>
<td>66.15</td>
</tr>
<tr>
<td></td>
<td>b. Post test</td>
<td>63.07</td>
<td>80.19</td>
</tr>
<tr>
<td>2.</td>
<td>$t$-table N= 26</td>
<td>2.06</td>
<td>2.06</td>
</tr>
<tr>
<td>3.</td>
<td>$t$-test</td>
<td>6.21</td>
<td>7.08</td>
</tr>
</tbody>
</table>

$H_0$ is rejected if $t$-test is greater or same with $t$-table. $H_0$ is no significance different between pre test and post test mean. The table above show that $t$-test is greater than $t$-table, so $H_0$ is rejected; it means that there is a significant difference between pre test and post test mean. The teacher concludes that using Role Play and Photographs strategy in teaching speaking are able give influence in improving the students speaking skill.
The using Role Play and Photographs strategy help students to develop their speaking skill only from a main point of theme but their seriousness in did the task is still less and they are also not too be interested in it. So in the next cycle (cycle II), the teacher used different style in teaching speaking that is used game which is make students interest to more active than group discussion in the first cycle. When the teacher applied group discussion, not all the students did the task. The teacher gives reward for the students who did the task well and get good score in test. It surprised the teacher that by giving reward, the students were more serious and interested in learning speaking. The students are more spirit to get a good score in the test.

The score of post test which is greater than pre test means that the students’ speaking skill had been increased after the using Role Play and Photographs in English teaching learning process. Therefore, using Role Play and Photographs in English teaching learning process is appropriate with the situation and condition of students in SMA Muammadiyah Plus Salatiga.

From the research above, it shows that the using of Role Play and Photographs are able to improve the students speaking skill because Role Play is used as the medium for manipulation of independent variables (Krysia, 1997: 21) so that the students helped in contain of their conversation. Role playing is creating a dramatic situation in a classroom, or in a part, simply acting out dialogues, but also in a part relabeling object
and people in the room to prepare for imaginative role playing (New-
Mark, 1966) in Fauziati (2008). So, this research prove that the students
speaking skill are able be improved through Role Play and Photographs.
CHAPTER V
CLOSURE

A. Conclusion

The finding of the research in SMA Muhammadiyah Plus Salatiga shows that:

1. The English speaking skill for the tenth grade students (X B) SMA Muhammadiyah Plus Salatiga in the academic year 2015/2016 before using Role Play and Photographs in English teaching learning process are still in middle level. In the other word, the students have poor in speaking skill. It seems from the result of pre-test mean cycle I that is 48.84 and there are all of students still have the score less than 75 where the score 75 is as the standardized of score that have determined by teacher and school for the tenth grade students.

2. The influence of teaching speaking using Role Play and Photographs runs well that is almost of the students are enthusiastic to follow the lesson. It seemed at the result of observation in the class that is most of students interested in teaching learning process and they are more active in giving respon toward the teachers’ question. The students also do the task hardly in cycle II than in cycle I.

3. The results of speaking skill has improve through Role Play and Photographs in teaching learning process. When it compared between pre test and post test, they know that the students score in post test is
greater than pre test. Furthermore, the result of t-test calculation in cycle I is 6.21 and cycle II is 7.08, t-table with n= 26 is 2.06. If t-table is similar or greater than t-test calculation, so the null hypothesis (H₀) is rejected. It means there is significance difference mean on pre test and post test. This indicates that by applying Role play and photographs, the students speaking skill has improved, so that Role Play and Photographs provide significant contribution in improving the students speaking skill. The researcher is satisfied because the presentage in the first cycle of pre test just 3.84 % of the students who got the standard score but in the second cycles post test the presentage increase 84.61 %. The last, the using of Role Play and Photographs are able to influence the enhancement of the students speaking skill for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2015/2016.

B. Suggestions

From the result of research for the tenth grade students of SMA Muhammadiyah Plus Salatiga, in order to build the English teaching learning process more effective and more optimal for the students, the researcher would like to suggest:

1. In applying Role Play and Photographs, the researcher needs a better preparation. Moreover, the researcher should be able to determine and choose the topic which is associated with Role Play and Photographs.
2. The researcher should apply the appropriate method in order to give students get new experience, concept and better skill.

3. This research need a further research to get a better result and enhancement in implementation to other school, due to this research for the tenth grade students of SMA Muhammadiyah Plus Salatiga in the academic year 2015/2016 in the first semester.
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Kirkgoz, Yasemin. 2006. Teaching EFL at the Primary Level in Turkey. In McCloskey, Mary Lou, Janet Orr and Marlene Dolitsky (Eds.), Teaching English as a Foreign Language in Primary School (page 87). Teacher of English to Speaker of Other Language, Inc. (TESOL).


### Lampiran 1

Daftar Nama Siswa dan Absensi Kelas X B
SMa Muhammadiyah Plus Salatiga

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S= Sakit  
I= Ijin  
B= Bolos  
A= Alpa

Mengetahui, Salatiga, 18 November 2015  
Guru Mata Pelajaran  
Peneliti

Dra. Widyastuti, M. Pd  
Rifka Anisa  
113111110

Lampiran 2

Teacher’s Work Ability Cycle I  
(Instrumen Penilaian Kinerja Guru) Kelas X B  
SMA Muhammadiyah Plus Salatiga
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E. Penilaian proses dan hasil belajar

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Keterangan: 1= tidak baik; 2= cukup baik; 3= baik; 4= sangat baik

Salatiga, 18 November 2015
Penilai
## Lampiran 3

**Teacher’s Work Ability Cycle II**  
(Instrumen Penilaian Kinerja Guru) Kelas X B  
SMA Muhammadiyah Plus Salatiga

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

E. Penilaian proses dan hasil belajar

1. Memantau kemajuan belajar | 4 |
2. Melakukan penilaian akhir sesuai kompetensi | 4 |

### IV PENUTUP

1. Membuat refleksi atau membuat rangkuman dengan melibatkan siswa | 4 |
2. Melaksanakan tindakan lanjut dengan memberikan arahan, kegiatan, atau tugas sebagai bagian remidi/ pengayaan | 4 |

| SKOR TOTAL | 126 |
| SKOR AKHIR = (Skor Total: 128)x 100 | 93,75 |

Keterangan: 1= tidak baik; 2= cukup baik; 3= baik; 4= sangat baik

Salatiga, 25 November 2015
Penilai

Wahyu Widya Wardani
Lampiran 4

Lesson Plan Validation Cycle I
(Instrumen Penilaian Rencana Pelaksanaan Pembelajaran) Kelas X B
SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator/ Aspek yang Dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Kejelasan perumusan tujuan pembelajaran/ kompetensi dasar (tidak menimbulkan penafsiran ganda dan mencerminkan perilaku hasil belajar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Pemilihan materi ajar (sesuai dengan tujuan dan karakteristik peserta didik)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Pengorganisasian materi ajar (keruntutan, sistematika materi dan kesesuaian alokasi waktu)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Pemilihan sumber/ media pembelajaran (sesuai dengan tujuan, materi, dan)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Karakteristik Peserta Didik</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>Kejelasan skenario pembelajaran (langkah-langkah kegiatan pembelajaran: awal, inti, dan penutup)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kerincian skenario pembelajaran (setiap langkah tercermin strategi/metode dan alokasi waktu pada setiap tahap)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Kesesuaian teknik assessmen dengan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Kelengkapan instrument assessmen (soal, kunci, pedoman pensekoran)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Skor Total</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Skor Akhir= (Skor Total: 40)x 100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Keterangan:** 1= sangat tidak baik; 2= tidak baik; 3= cukup baik; 4= baik; 5= sangat baik

Salatiga, 18 November 2015

Penilai

Wahyu Widya Wardani
Lampiran 5

Lesson Plan Validation Cycle II
(Instrumen Penilaian Rencana Pelaksanaan Pembelajaran) Kelas X B
SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Indikator/ Aspek yang Dinilai</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kejelasan perumusan tujuan pembelajaran/ kompetensi dasar (tidak menimbulkan penafsiran ganda dan mencerminkan perilaku hasil belajar)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Pemilihan materi ajar (sesuai dengan tujuan dan karakteristik peserta didik)</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Pengorganisasian materi ajar (keruntutan, sistematika materi dan kesesuaian alokasi waktu)</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Pemilihan sumber/ media pembelajaran (sesuai dengan tujuan, materi, dan karakteristik peserta didik)</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Kejelasan skenario pembelajaran (langkah-langkah kegiatan pembelajaran: awal, inti, dan penutup)</td>
<td>5</td>
</tr>
</tbody>
</table>
### Kerincian skenario pembelajaran (setiap langkah tercermin strategi/ metode dan alokasi waktu pada setiap tahap)

<table>
<thead>
<tr>
<th>No</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Kerincian skenario pembelajaran (setiap langkah tercermin strategi/ metode dan alokasi waktu pada setiap tahap)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Kesesuaian teknik assesmen dengan tujuan pembelajaran

<table>
<thead>
<tr>
<th>No</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Kesesuaian teknik assesmen dengan tujuan pembelajaran</td>
<td>5</td>
</tr>
</tbody>
</table>

### Kelengkapan instrument assesmen (soal, kunci, pedoman pensekoran)

<table>
<thead>
<tr>
<th>No</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Kelengkapan instrument assesmen (soal, kunci, pedoman pensekoran)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Skor Total

<table>
<thead>
<tr>
<th>Keterangan:</th>
<th>Skor Akhir= (Skor Total: 40)x 100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

### Lampiran 6

Salatiga, 25 November 2015

Penilai

Wahyu Widya Wardani
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Sekolah : SMA Muhammadiyah Plus Kota Salatiga
Mata Pelajaran : Bahasa Inggris/ Wajib
Kelas/ Semester : XB/ I
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi : 1. Mengungkapkan makna dalam teks fungsional pendek dan teks monolog yang berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan

Kompetensi Dasar : 1.1 Mengungkapkan makna dalam teks lisan fungsional pendek (misalnya pengumuman, iklan, undangan, dan lain-lain) resmi/ tidak resmi menggunakan ragam bahasa lisan sederhana dalam berbagai konteks situasi

A. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Merespon dialog yang diperlihatkan.
2. Mengenali jenis kalimat accepting invitation
5. Mempresentasikan dialog yang dibuat di depan kelas.

Karakter siswa yang diharapkan : Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
B. Materi Pembelajaran

Invitation

Ungkapan mengajak/mengundang (inviting) digunakan untuk mengajak seseorang melakukan sesuatu atau mengundang seseorang ke suatu tempat/kegiatan.

Inviting, accepting, and declining invitation

Inviting consist of:
1. Person who invited
2. Invitation program
3. Time (day, date, hour)
4. Place
5. Message with person who extending

<table>
<thead>
<tr>
<th>Giving Invitation</th>
<th>Responding Invitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like to ...?</td>
<td>I’d like to</td>
</tr>
<tr>
<td>Would you mind joining us to ...?</td>
<td>I would. Thank you</td>
</tr>
<tr>
<td>Shall we ...?</td>
<td>That would be nice</td>
</tr>
<tr>
<td>What about ...?</td>
<td>Wonderful/ Great</td>
</tr>
<tr>
<td>Why don’t we ...?</td>
<td>All right</td>
</tr>
</tbody>
</table>

Contoh dialog:

1. Arif : Hi, Tika
   Tika : Hi, Arif. What’s up friend?
   Arif : Hmm. Are you doing anything for next week?
   Tika : Nothing. Why?
Arif : Hmm. Like you know. Next week we will have summer vacation to Bali and I think that I need you to be my date. Would you mind to come along with me?
Tika : Really? I’d love it so much
Arif : Well, I will pick you up at 7 a.m next week at school
Tika : OK. Thanks Arif
Arif : You’re welcome. Bye Tika and see you next week.
Tika : See you, too. Bye-bye

2. Situation (Ludy invites Maya to go to a movie)
Ludy : Hi, maya. There will be a great tonight. It’s about Vampire. Would you like to go to the movie with me?
Maya : Yes, I’d like the film very much. When will you pick me up?
Ludy : I’ll pick you at 7.00 be ready. OK!
Maya : Alright

C. Metode Pembelajaran: Role Play and Photographs

D. Langkah-langkah Kegiatan
1. Kegiatan awal (15 menit)
   a. Guru memberi salam kepada siswa dan mengajak siswa untuk berdo’a
      
      Assalamualaikum wr. wb
      Good afternoon, class
   b. Guru menanyakan kabar kepada siswa
      How are you today?
   c. Guru menyampaikan tujuan, apersepsi, dan motivasi
   d. Tanya jawab tentang materi minggu kemarin
   e. Guru mengajak siswa mengucapkan ungkapan-ungkapan tentang accepting invitation dengan menunjukkan photographs pada powerpoint.
2. **Kegiatan inti (60 menit)**

*Eksplorasi:*


b. Guru menjelaskan tentang topik utama berupa Invitation, kemudian siswa diperkenalkan dengan kata-kata, ekspresi dan contoh percakapan yang digunakan untuk berbicara tentang Invitation.

c. Guru mengajak siswa mengucapkan ungkapan-ungkapan tentang accepting invitation dengan menunjukkan photographs pada powerpoint.

*Elaborasi:*

a. Guru membagi siswa menjadi beberapa kelompok setiap kelompok terdiri dari 2-3 siswa.

b. Guru meminta masing-masing siswa melengkapi/mengerjakan soal yang diberikan oleh guru terkait Invitation (Pre-test)

c. Siswa mengerjakan soal dengan damai dan tertib.

d. Guru menjelaskan kepada siswa tentang metode Role Play.

e. Guru menampilkan *photographs* dalam powerpoint

f. Guru bersama satu siswa memainkan peran seakan-akan menjadi orang yang berkarakter seperti dalam *photographs*

g. Kemudian siswa-siswa yang lain mencoba seperti apa yang dilakukan guru.

h. Guru memberikan evaluasi dan kesimpulan dari metode yang diterapkan.

i. Guru memberikan reward kepada keberhasilan latihan siswa.

*Konfirmasi:*
a. Guru memberikan situasi berbeda kepada setiap kelompok dan meminta siswa untuk berdialog dengan teman satu meja di depan kelas tentang invitation dengan membuat dialog terlebih dahulu (Post-test)
b. Guru bersama-sama dengan siswa memberi feedback atas hasil kerja siswa.

3. Kegiatan akhir (15 menit)
Siswa dipandu oleh guru untuk menyimpulkan materi invitation. Invitation merupakan permintaan dan/penawaran untuk melakukan sesuatu atau ajakan untuk pergi ke suatu tempat.
Kemudian guru dan siswa menutup pembelajaran pada kali ini dengan bacaan *hamdalah*, dan dilanjutkan guru memberi salam penutup (*Wassalamu'alaikum wr.wb*).

E. Media / Alat / Sumber Belajar :

<table>
<thead>
<tr>
<th>Alat</th>
<th>Laptop, LCD, white board, foto copy materi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>Power point, photographs</td>
</tr>
<tr>
<td>Sumber</td>
<td></td>
</tr>
</tbody>
</table>

F. Penilaian

1. Tekniks/jenis : individu dan tugas kelompok
2. Bentuk instrumen : tes tulis dan oral dialog
3. Instrumen
   a. Setiap jawaban benar 1 poin
b. Setiap jawaban salah 0 poin
c. Skor maksimal 10
d. Rubrik Penilaian Speaking

The Scoring Rubric Table of Speaking Test (Ur, 1996: 135) in

(Louma: 2004)

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>virtually no grammar mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produces words with some errors pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or no language produces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expressions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or no language produces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses wide vocabulary appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses good range of vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses adequate but not rich vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses adequate but not rich vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or no language produces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little or no communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maximum score = 20

\[
\text{Score} = \frac{\text{the results of score} \times 100}{\text{Maximum score}}
\]

Salatiga, 18 November 2015

Mengetahui;
Guru Mata Pelajaran

Peneliti
Dra. Widyastuti, M. Pd

RIFKA ANISA

11311110
Lampiran 7

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMA Muhammadiyah Plus Kota Salatiga
Mata Pelajaran : Bahasa Inggris/ Wajib
Kelas/ Semester : XB/ I
Aspek/Skill : Berbicara
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi: 1. Mengungkapkan makna dalam teks percakapan transaksional secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar : 1.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi dalam ragam lisan secara akurat, lancar dan berterima yang melibatkan tindak tutur: berkenalan, bertemu berpisah, mengungkapkan perasaan bahagia, menunjukkan perhatian, menyetujui, menunjukkan simpati, memberi intruksi.

I. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

a. Merespon dialog yang diperdengarkan.
b. Mengenali jenis kalimat Commands
c. Menjawab soal-soal tentang Commands
d. Membuat dialog tentang Commands
e. Mempresentasikan dialog yang dibuat di depan kelas.
Karakter siswa yang diharapkan: Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

II. Materi Pembelajaran

COMMAND

Command is used to ask someone to do something or to command someone to do something. Command digunakan untuk meminta seseorang untuk melakukan sesuatu atau untuk memerintahkan seseorang untuk melakukan suatu hal.

Ada dua macam command (Memerintah):

Command verbal (perintah dengan kata kerja) dan command non verbal (perintah tanpa kata kerja):

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Verbal Commands</strong></td>
</tr>
<tr>
<td>Verb 1 + Complement</td>
<td>Buy this book! (Belilah buku ini!)</td>
</tr>
<tr>
<td></td>
<td>Sit down!/ Stand up! (Duduklah!/berdirilah!)</td>
</tr>
<tr>
<td></td>
<td>Close your book/dictionary! (Tutup buku!/kamusmu!)</td>
</tr>
<tr>
<td></td>
<td>Clean the whiteboard! (Hapus papan tulisnya!)</td>
</tr>
</tbody>
</table>

Example of dialogue about Commands
(One morning in XB class)

1. Abi : Hello Umi. What are you doing?
   Nisa : I am doing my homework.
   Abi : Don’t be lazy! You must do your homework at home.
   Nisa : Emm… But, open your book!
   Abi : What will you do? Remember, no cheating! Do it by yourself!
   Umi : Okay guys.

2. Roy : hello
   Rafael : oh, hi
   Roy : our room looks so dirty and uncomfortable
   Rafael : hmm...yes it is
   Roy : let's clean it
   Rafael : ok
   Roy : I'm using my headphones so, speak loudly please
   Rafael : yes I will
   Roy : good, I'm cleaning some cupboard
   Rafael : can you give me that broom please?!
   Roy : repeat please...
   Rafael : give me that broom!!!
   Roy : oh, sorry...here...
   Rafael : thanks, it's very helpful
   Roy : nevermind...

III. **Metode Pembelajaran:** Role Play and Photographs

IV. **Langkah-langkah Kegiatan**
1. **Kegiatan awal (15 menit)**

   a. Guru memberi salam kepada siswa dan dilanjutkan berdo’a sebelum belajar
      
      \[ \textit{Assalamualaikum wr. wb} \]
      
      Good afternoon, class
   
   b. Guru menanyakan kabar kepada siswa
      
      How are you today?
   
   c. Guru menyampaikan tujuan, apersepsi, dan motivasi
   
   d. Tanya jawab tentang materi minggu kemarin
   
   e. Guru mengajak siswa mengucapkan ungkapan-ungkapan tentang Commands dengan menunjukkan photographs pada powerpoint.

2. **Kegiatan inti (60 menit)**

   **Eksplorasi:**

   a. Guru memberikan gambaran terkait materi yang diajarkan. Misalnya dengan mencontohkan peristiwa yang dialami siswa terkait Commands.
   
   b. Guru menjelaskan tentang topik utama berupa Commands, kemudian siswa diperkenalkan dengan kata-kata, ekspresi dan contoh percakapan yang digunakan untuk berbicara tentang Commands
   
   c. Guru mengajak siswa mengucapkan ungkapan-ungkapan tentang accepting Commands dengan menunjukkan photographs pada powerpoint.

   **Elaborasi:**

   a. Guru membagi siswa menjadi beberapa kelompok setiap kelompok terdiri dari 2-3 siswa.
   
   b. Guru meminta masing-masing siswa melengkapi/mengerjakan soal yang diberikan oleh guru terkait Commands (Pre-test)
   
   c. Siswa mengerjakan soal dengan damai dan tertib.
d. Guru menjelaskan kepada siswa tentang metode Role Play.

e. Guru menampilkan *photographs* dalam powerpoint

f. Guru bersama satu siswa memainkan peran seakan-akan menjadi orang yang berkaracter seperti dalam *photographs*

g. Kemudian siswa-siswa yang lain mencoba seperti apa yang dilakukan guru.

h. Guru memberikan evaluasi dan kesimpulan dari metode yang diterapkan.

i. Guru memberikan reward kepada keberhasilan latihan siswa

**Konfirmasi:**

a. Guru memberikan situasi berbeda kepada setiap kelompok dan meminta siswa untuk berdialog dengan teman satu meja di depan kelas tentang Commands dengan membuat dialog terlebih dahulu (Post-test)

b. Guru bersama-sama dengan siswa memberi feedback atas hasil kerja siswa.

3. **Kegiatan akhir (15 menit)**

Siswa dipandu oleh guru untuk menyimpulkan materi Commands. Command digunakan untuk meminta seseorang untuk melakukan sesuatu atau untuk memerintahkan seseorang untuk melakukan suatu hal.

Kemudian guru dan siswa menutup pembelajaran pada kali ini dengan bacaan *hamdalah*, dan dilanjutkan guru memberi salam penutup (*Wassalampu‘alaikum wr.wb*).

V. **Media / Alat / Sumber Belajar :**

<table>
<thead>
<tr>
<th>Alat</th>
<th>: LCD, spidol, <em>white board</em></th>
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<tbody>
<tr>
<td>Bahan</td>
<td>: <em>foto copy</em> materi</td>
</tr>
<tr>
<td>Sumber</td>
<td>:</td>
</tr>
</tbody>
</table>


VI. Penilaian

1. Tekniks/jenis: individu dan tugas kelompok
2. Bentuk instrumen: tes tulis dan oral dialog
3. Instrumen
   e. Setiap jawaban benar 1 poin
   f. Setiap jawaban salah 0 poin
   g. Skor maksimal 10
   h. Rubrik Penilaian Speaking

**The Scoring Rubric Table of Speaking Test (Ur, 1996: 135)**

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation</strong></td>
<td>virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expressions</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td>Little or no communication</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Maximum score = 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score = ( \frac{\text{the results of score} \times 100}{\text{Maximum score}} )</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Salatiga, 25 November 2015

Mengetahui;  
Guru Mata Pelajaran  

Dra. Widyastuti, M. Pd

Peneliti  

RIFKA ANISA  
11311110
Lampiran 8

Instrumen Penilaian Ketrampilan Berbicara

Analytical scoring speaking rubric adapted from Ur, 1996: 135 in (Louma: 2004)

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<tr>
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Maximum score = 20

Score = \[
\frac{\text{the results of score} \times 100}{\text{Maximum score}}
\]
Lampiran 9

PHOTOGRAPHS AND ROLE PLAY

The photographs about Invitation

Sakti : Hi ... Siska, Hi ... Nabila
Siska : Hi, Sakti
Nabila : Hi, Sakti
Sakti : Hmmm, are you doing something now?
Siska and Nabila: Nothing. Why?
Sakti : Would you like to eat a “good time” biscuit? this is just for the last time
Nabila : Are you sure? Okey, I’d like it
Siska : Thanks Sakti
Pretty : Hi Adele

Adele : Hi Preety, he is my husband

Pretty : Aawesome, I bring an Invitation about my wedding. Please come to my wedding

Adele : I promise to come on time

Pretty : Allright, thank you
The photographs about commands

Toni : Hi guys, good morning, how are you?
Rizky, Sintia, and Popi : Hi Toni, I am fine
Toni : Let’s begin our discussion today, let’s sit down, please!
Risky, Sintia, and Popi : okey, thank you
Roy : Hello

Rafael : Hi...

Roy : Our agenda today is introduce ourselves, start now please, mention the identity

Rafael : okey, right, start now
Lampiran 10

Pre-test items for the Tenth Grade Students of SMA Muhammadiyah Plus

Salatiga in the Academic Year 2015/2016

LEMBAR KERJA SISWA

TAKS 1
Complete the asking of invitation below by the suitable answer!

1. I’d like to invite you…….
2. Would you like to come to….?
3. I was wondering if you’d like……..
4. Would you care to have………?
5. Could you come to……..?

TASK 2
Complete the expression by using correct answer of invitation.(accepting)

1. Would you care to have dinner with me?
2. Could you come to my graduate party?
3. Will you join us for haunting new clothes?
4. How about lunch with us?
5. Let’s go to our place for do our task!

Name : ........................
Class/no.: ........................
Lampiran 11

Post test items for the Tenth Grade Students of SMA Muhammadiyah Plus

Salatiga in the Academic Year 2015/2016

Name : ..........................
Class/no.: ..........................

Please make the simple dialog with the situation :

1. Your parents invite you watch a movie you accept their invitation.
2. Your old friend invites you have barbeque party you refuse it because you will have a test.
3. You invite your friend drink a coffee with you
Lampiran 12

Pre-test items for the Tenth Grade Students of SMA Muhammadiyah Plus

Salatiga in the Academic Year 2015/2016

Choose the correct answers bellow!

1. The classroom is very dirty. Please ... it now
   a. Sweep
   b. Open
   c. Close
   d. Wash

2. I am hungry mom, can ....?
   a. I have a glass of tea, please?
   b. You give me a book, please?
   c. I have a bowl noodle, please?
   d. You make juice, please

3. Mother : This is time to sleep. Please ... the TV
   Rio : Alright Mom
   a. Put off
   b. Put on
   c. Turn on
   d. Turn off

4. Burhan : ... this letter now?
   Agus : yes, certainly please do
   a. Can I borrow
   b. Can I send
   c. Could I buy
   d. May I come

5. X : ... the light on
   The room is dark
Y : Sorry I can not
a. Turn
b. Clean
c. Wash
d. Drive

6. Father : ... the house green
   Beni : Alright Dad
   a. Open
   b. Clean
c. Paint
d. Wash

7. The room is very dirty, so mother say “...” to Ani
   a. Can you wash the room, Ani?
   b. Please clean the room Ani
c. Paint the room, Ani
d. Don’t be noice

8. Which one is the order sentence?
   a. Can you close the door, please?
   b. She open the door
c. Close the door
d. May I open the door

9. Dodi : ... your dictionary?
   a. May I open
   b. Can I send
c. Could I borrow
d. May I lend

10. Student : Can I ... three book in the library?
    Librarian : No, you can not
    a. Borrow
    b. Lend
c. Send
d. Buy
Lampiran 13

Post test items for the Tenth Grade Students of SMA Muhammadiyah Plus

Salatiga in the Academic Year 2015/2016

Please make the simple dialog with the situation:

1. Your mother wants to clean the window. But in the same situation your little sister is crying. So that your mother ask you to clean the window
2. In the outside of the class the sound is noisy, your teacher need to close the door
3. The interviewer permits you to sit on the chair before interviewing
The Students’ Score of X B Class

SMA Muhamadiyah Plus Salatiga

| Score | Cycle I | | Cycle II | | | | |
|-------|---------| |---------| | | | |
|       | Pre-test| Post-test| Pre-test| Post-test| Pre-test| Post-test| Pre-test| Post-test|
| 20    | 1       | 40     | 5       | 50       | 3       | 60       | 1       |
| 30    | 2       | 50     | 4       | 60       | 11      | 65       | 2       |
| 40    | 8       | 60     | 6       | 70       | 5       | 70       | 1       |
| 50    | 7       | 80     | 11      | 80       | 7       | 75       | 1       |
| 60    | 5       |        | 80      | 14       |         |         |         |
| 70    | 2       |        | 90      | 7        |         |         |         |
| 80    | 1       |        |         |          |         |         |         |
1. Drive
2. Write
3. Read
4. Think
5. Spot I can not
6. X... the light on
7. Drive I come
8. Can I lend
9. Can I borrow
10. You can not

Lesson Plan: Can I... three books in the library?

Problems: the letter box

Read: Again a loan

Write: When is time to sleep? Please... the T.V.

Choose the correct answer below:

Name: [Student's Name]
109

- Show a book on the library
- Place it on the top shelf
- Place it on the middle shelf
- Place it on the bottom shelf
- Place it on the table
- Place it on the desk
- Place it on the floor
- Place it on the chair
- Place it on the bed
- Place it on the couch
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Post-test

Please make the simple dialog with the situation:

1. Your mother wants to clean the window. But in the same situation your little sister is crying. So that your mother ask you to clean the window
2. In the outside of the class the sound is noisy, your teacher need to close the door
3. The interviewer permits you to sit on the chair before interviewing

2) Teacher: "Can you help me?"
   Student: "Yes, Mrs. what can I do?"
   Teacher: "Can you close the door!"
   Student: "Of course!"
   Teacher: "Thanks you", students: "you're welcome"

1) Mother: "Can you help me?"
   Ima: "Yes, mom, what can I do?"
   Mother: "Can you clean the window?"
   Ima: "Yes, I can."
   Mother: "Thanks you dear"  
   Ima: "you're welcome mom"

\[
\begin{align*}
P & \rightarrow \text{y} \\
C & \rightarrow \text{y} \\
P & \rightarrow \text{y} \\
P & \rightarrow \text{y} \\
16 \times 10 &= 160 \\
20 & = 8
\end{align*}
\]
Post-test

Please make the simple dialog with the situation:

1. Your mother wants to clean the window. But in the same situation your little sister is crying. So that your mother ask you to clean the window.

   Your mother: "Askto, can you clean the window?, because your sister is crying and I can't do it."
   Askto: "Yes mom, I will do it."

   Your mother: "Thanks Askto."
   Askto: "You are welcome."
   Your mother: "You are my everything."

2. Teacher: "Attention please!"
   Student: "Yes mom."

   Teacher: "Your sound is it's so noisy."
   Student: "I'm sorry."
   Teacher: "Can you close the door please?"
   Student: "Sure."
   Teacher: "Thank you."

\[
\begin{align*}
  p & \rightarrow 5 \\
  g & \rightarrow 4 \\
  v & \rightarrow 5 \\
  f & \rightarrow 5 \\
\end{align*}
\]
TASK 5

Please make the simple dialog with the situation:

1. Your parents invite you to watch a movie; you accept their invitation.
2. Your old friend invites you to a barbecue party; you refuse because you will have a test.
3. You invite your friend to drink coffee with you.
4. Your brother invites you to his wedding party. You promise him you will be on time.
5. You will have your birthday party. You invite all of your friends.

1) Mother:  *E* Alfina, I invite you to watch a movie. Would you like to watch a movie or a TV show?
Alfina: Ok, mama, no problem. I love watching TV shows.
Task 5

Name: Ayu Faradila
Class/no: XB/3

Please make the simple dialog with the situation:

1. Your parents invite you to watch a movie you accept their invitation.
2. Your old friend invites you to a barbecue party you refuse it because you will have a test.
3. You invite your friend to drink a coffee with you.
4. Your brother invites you to his wedding party. You promise him you will be on time.
5. You will have your birthday party. You invite all of your friends.

Jawab:

1) Parents: Would you have watch a movie?
   I: of course

2) My friend: Would you have to come to barbecue party?
   I: I'm sorry, I can't.
Task 5

Please make the simple dialog with the situation:

1. Your parents invite you to watch a movie; you accept their invitation.
2. Your old friend invites you to his barbecue party; you refuse it because you will have a test.
3. You invite your friend to drink coffee with you.
4. Your brother invites you to his wedding party. You promise him you will be on time.
5. You will have your birthday party. You invite all of your friends.

1. **Mom**: Will you have watch the movie *Bunifer* together?
   **Me**: Okay, mom. No problem.

2. **Tantini**: Would you like to go to my barbecue party tomorrow?
   **Sinta**: Sorry, I can't. I have a test tomorrow.

3. **Brother**: Would you like to come to my wedding party?
   **Sister**: Yes, I will come be on time.

\[ \begin{align*}
P &= 3 \\
G &= 4 \\
V &= 4 \\
F &= 1 \\
12x10 &= 6
\end{align*} \]
Hi All,

I'm writing to ask for your help in planning a surprise birthday party for my friend, John. The party is scheduled for next Saturday, December 26th, and we're planning to have it at my house. Please let me know if you're available to join us. We'll have a lot of fun, I promise!

1. Would you like to join us? We'll have a lot of fun, I promise!
2. If yes, could you please let me know your availability for the party?

Please reply as soon as possible so we can finalize the details.

Thank you,

[Signature]

[Date]

---

P.S. My mom is planning to make her famous chocolate chip cookies, so you won't want to miss out on that!
LEMBAR KERJA SISWA

TASK 1

Complete the asking of invitation below by the suitable answer!

1. I’d like to invite you [family]
2. Would you like to come to [my party]
3. I was wondering if you’d like [to my party]
4. Would you care to have [my birthday party]
5. Could you come to [my party]

TASK 2

Give the correct expression in the box (minimal 5 expression of column).

Accepting Invitation

1. [is it please]
2. [I'd like to very much]
3. [I'd like too]
4. [yes I will come]
5. [I have to go]

TASK 3

Complete the expression by using correct answer of invitation (accepting)

1. Would you care to have dinner with me? [Okay it sounds great]
2. Could you come to my graduate party? [Yes, I will come]
3. Will you join us for haunting new clothes? [Sorry, I can't go]
4. How about lunch with us? [Okay, no problem]
5. Let's go to our place for our task!

TASK 4

Complete the dialog with suitable answer!
TAKS 1

Complete the asking of invitation below by the suitable answer!

1. I’d like to invite you to my birthday party.
2. Would you like to come to our meeting with me?
3. I was wondering if you’d like to come with me?
4. Would you care to have a drink?
5. Could you come to my wedding anniversary?

TASK 2

Give the correct expression in the box (minimal 5 expression of column).

Accepting Invitation

1. Thank you for the invitation.
2. I’d love to go.
3. I’m afraid I can’t.
4. I’d be happy to.
5. I’m sorry, but I can’t.

TASK 3

Complete the expression by using correct answer of invitation (accepting).

1. Would you care to have dinner with me?
2. Could you come to my graduate party?
3. Will you join us for our new clothes?
4. How about lunch with us?

Let’s go to our place for our task!

TASK 4

Complete the dialog with suitable answer!
TAKS 1

Complete the asking of invitation below by the suitable answer!

1. I’d like to invite you to my party
2. Would you like to come to my party?
3. I was wondering if you’d like to go to my party.
4. Would you care to have my birthday party?
5. Could you come to my birthday party?

TASK 2

Give the correct expression in the box (minimal 5 expression of column).

**Accepting Invitation**

1. Of course
2. Thank you. I will come.
3. I’d love to.
4. That sounds great.
5. That would be terrific.

TASK 3

Complete the expression by using correct answer of invitation (accepting)

1. Would you care to have dinner with me? **Okay, it sounds great.**
2. Could you come to my graduate party? **Yes, I will come.**
3. Will you join us for haunting new clothes? **No, I can’t go.**
4. How about lunch with us? **Sorry, I can’t.**
5. Let’s go to our place for do our task! **Okay, no problem.**

TASK 4

Complete the dialog with suitable answer!
Lampiran 15

Pictures of Teaching and Learning Process of Implementing Role Play and
Photographs
Nomor: Stl.24/K-1/PP.00.9/I-1.3.010/2015
Lamp.: Proposal Skripsi
Hal: Pembimbing dan Asisten Pembimbing Skripsi

Yth. Sari Fumairasih, S.Pd.I., M.A.

Assalamualaikum wr.wb.

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

Nama: Rifya Anisa
NIM: 11311110
Jurusan: Tarbiyah

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

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

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
Nomor : In.20D4PN.03.00/13/2/2015
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMA Muhammadiyah Plus Kota Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami mencerahkan bahwa:

Nama : RIFKA ANISA
NIM : 11311110
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.

Adapun judul skripsi yang diajukan adalah:
Enhancing Students’ Speaking Mastery Using Role Play and Photographs (A Classroom Action Research of the Tenth Grade of SMA Muhammadiyah Plus Salatiga in the Academic Year 2015/2016).

Dengan Pembimbing : Suri Fumaidris,M.A
Untuk penyelesaian skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk menggunakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan mulai tanggal 12 Nopember 2015 s.d selesai.
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Waassalamualaikum w.w.

[Signature]

Salatiga, 11 Nopember 2015

[Signature]

Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

NIP. 19670121199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 232/ SMA.M/S.A/XII/2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga, menerangkan dengan sesungguhnya bahwa:

Nama : RIFKA ANISA
NIM : 113 11 110
Jurusan : Tarbiyah
Program Studi : TBI (Tarbiyah Bahasa Inggris)
Fakultas : FTIK (Fakultas Tarbiyah dan Ilmu Keguruan)
Intitut Agama Islam Negeri (IAIN) Salatiga

Yang bersangkutan benar – benar telah melakukan Penelitian di SMA Muhammadiyah (Plus) Salatiga mulai tanggal 12 November 2015 s/d selesai, dengan judul “Enhancing Students’ Speaking Mastery Using Role Play and Photographs (A Classroom Action Research of the tenth Grade of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2015/2016)”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 11 Desember 2015

Kepala Sekolah

[Signature]

Drs. Indriarto, S. Sas, M. Pd
NIP. 19710924 200312 2002
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Rieka Anisa  
**NIM:** 113 1110  
**Pembimbing:** Sri Famsul Arief, S.Pd., M.A.

## Judul
Enhancing Students' Speaking Mastery Using Role Play and Photographs (A Classroom Action Research for the Tenth Grade of SMA Muhammad Tan Pala Patra in the Academic Year 2015/2016)

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### Catatan
- Jika ada, catatan kembaran, difokuskan pada perbaikan. 
- Jika ada, catatan khusus, difokuskan pada penilaian.

**Catatan:** 

**Pembimbing:**

**Setiap konsultasi lembar ini harus dilihat**
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** RIFKA ANISA  
**NIM:** 11911110  
**Pembimbing:** SAMI FAMULARKI, S.Pd.I.,MA.  
**Judul:** Enhancing Students’ Speaking Mastery Using Role Play and Photographs (A Classroom Action Research of the Tenth Grade of SMU Muhammadiyah Plus Salatiga in The Academic Year 2015/2016)

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**Catatan:**  
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**JUMLAH**

Salatiga, 19 Januari 2016

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

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NIP. 19700510 199803 1003
Curriculum Vitae

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E-mail/Phone Number: rifka_anisa52@yahoo.com / 085741300997
Education:
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3. 2005-2008: SMP N 1 Kedungjati
5. 2011-2016: IAIN Salatiga

Salatiga, March 28th 2016

The writer

Rifka Anisa
113 11 110