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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix 1

Table 3.3.3 Scoring Rubric of Speaking Skill Test

1. Pronunciation

No	Indicators	Score
1	Pronunciation frequently unintelligible	1.0—4.5
2	Frequent gross errors and every heavy accent make understanding difficult, require frequent repetition.	4.6—5.5
3	Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding	5.6—6.5
4	Marked —foreign accent and occasional and mispronunciations which do not interfere with understanding	6.6—7.5
5	No conspicuous mispronunciations, but would not be taken for a native speaker	7.6—8.5
6	Native pronunciation, with no trace of -foreign accent	8.6—10.0

1. Grammar

No	Indicators	Score
1	Grammar almost entirely inaccurate except in stock phrases	1.0—4.5
2	Constant errors showing control of very few major patterns and frequently preventing communication	4.6—5.5
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	5.6—6.5
4	Occasional errors showing imperfect control of some patterns but no weaknesses that causes misunderstanding	6.6—7.5
5	Few errors, with no patterns of failure	7.6—8.5
6	No more than errors during interview	8.6— 10.0

2. Vocabulary

No	Indicators	Score
1	Vocabulary inadequate for even the simplest conversation	1.0—4.5
2	Constant limited to basic personal and survival areas.	4.6—5.5
3	Choice of word sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic	5.6—6.5
4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions	6.6—7.5
5	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations	7.6—8.5
6	Vocabulary apparently as accurate and extensive like an educated nativespeaker	8.6— 10.0

3. Fluency

No	Indicators	Score
1	Speech is so halting and fragmentary that conversation is virtually impossible	1.0—4.5
2	Speech is very slow and uneven except for short routine sentences.	4.6—5.5
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted	5.6—6.5
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	6.6—7.5
5	Speech is effortless and smooth, but perceptively non-native in speed and evenness	7.6—8.5
6	Speech on all professional and general topics as effortless and smooth as a native speaker's	8.6—10.0

4. Comprehension

No	Indicators	Score
1	Understands too little for the simplest type of conversation	1.0—4.5
2	Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing	4.6—5.5
3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing	5.6—6.5
4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing	6.6—7.5
5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech	7.6—8.5
6	Understands everything in both formal and colloquial speech to be expected of an educated native speaker	8.6—10.0

(Adopted from Hughes, 2003)

Appendix II

Pre-Test


INSTRUCTION

1. Pair up with your chair-mate (you may make a triplet if there is an oddnumber student).
2. Pick one of the situations available.
3. Make adialog based on the situation.
4. You may use the expressions in the boxes to help you or you can use othersuitable expressions beside the given ones.
5. Write down your dialog in the free space of this paper (back-side is allowed).
6. Practice your dialog with your partner.
7. You have for about 25 minutes to create and practice the dialog.
8. Perform your dialog in front of the class. You may use properties that are available in you surroundings.You may bring the text up front,but remembering the text is preferable.
9. You'll be given 1-2 minutes to perform your dialog.
10. Submit your work to the teacher.

SITUATIONS

Situation1	Situation2	Situation3
Your classmate is Often late for school. He/she will be under Detention if he/she Keeps coming late. You would like to Give your classmate Advice so he/she doesn't come late again.	Your friend borrows Your flash-drive (USB) tomove his/her data.Since The flash-drive is Newly bought,you warn your friend to Use it carefully.	Your family throws a Party for celebrating Your birthday.You Invite your Classmates to the party.

TARGET LANGUAGE

<ul style="list-style-type: none"> • What should I do? • What's your advice on? • Can you suggest me on? • You should.... • Why don't you? • How about....? • If I were you, I would..... 	<ul style="list-style-type: none"> • Don't..... • Be careful • Watch out • Look out • Mind your.... • I warn you... 	<ul style="list-style-type: none"> • Could/can I....? • May I.....? • Do you mind if I? • Am I allowed to? • You can/can't • You may/may not • You're allowed to
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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix III

Post-Test

INSTRUCTION

1. Pair up with your chair-mate (you may make a triplet if there is an oddnumber student).
2. Pick one of the situations available.
3. Make adialog based on the situation.
4. You may use the expressions in the boxes to help you or you can use othersuitable expressions beside the given ones.
5. Write down your dialog in the free space of this paper (back-side is allowed).
6. Practice your dialog with your partner.
7. You have for about 25 minutes to create and practice the dialog.
8. Perform your dialog in front of the class. You may use properties that are available in your surroundings.You may bring the text up front,but remembering the text is preferable.
9. You'll be given 1-2 minutes to perform your dialog.
10. Submit your work to the teacher.

SITUATIONS

Situation1	Situation2	Situation3
You ask your friend (s) how to deal with your seat-mate during the exam because he/she keeps cheating and it bothers you. Your friend(s)give(s) some advice on it.	You and your friend (s) are talking about the government new plan regarding the suggestion on not giving students homework. Each of you gives your thought about it.	You bought a new DVD and would like to watch it with your friend(s) at your place to night. Your friend(s) is a fan of film.

TARGETLANGUAGE

<ul style="list-style-type: none">• What should I do?• What's your advice on my problem?• You should talk to him / her directly.• Why don't you report it to the teacher?	<ul style="list-style-type: none">• What do you think?• How do you feel about this?• Do you have an opinion on this new policy?• I think ...• In my opinion...• As I see it...• I strongly feel that...	<ul style="list-style-type: none">• Are you doing anything to night?• Would you like to come to my house?• I wouldn't miss it for anything.• That sounds great but I can't because...
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UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix IV

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MAs Darussalam Parmeraan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1 (<i>Experimental Class</i>)
Alokasi Waktu	: 2 x 40 menit
Materi Pokok	: <i>Asking and Giving Opinion</i>

A. Standar Kompetensi Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

3.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

Indikator Pencapaian

Indikator Pencapaian Kompetensi:

1. Menggunakan tindak tutur meminta dan menyampaikan pendapat.
2. Merespon tindak tutur meminta dan menyampaikan pendapat.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini diharapkan:

1. Siswa dapat menggunakan tindak tutur meminta dan menyampaikan pendapat.
2. Siswa dapat merespon tindak tutur meminta dan menyampaikan pendapat.

D. Materi Pembelajaran

Dialog on Media Opinions

Read the following dialogue between two friends exchanging views on the media. Underline any mistakes. There are nine mistakes.

Chris : Yes, I thought that reality TV is just cheap and dull TV. It costs hardly anything to make and relies on the people in it for entertainment...

Liz : I'm not sure on that... I mean, celebrities have to be paid and some of the people in the shows are quite funny.

Chris : I don't think so. They don't have much to say and are just looking for fame. I prefer documentaries - they give you so much more to learn about...

Liz : It depend on what they're about. Some are great, but others can be a bit heavy going. What you think?

Chris : On my opinion they're all about learning, but I do see your point that some can be quite heavy going. What's your opinion in quiz shows?

Liz : It depends under the show - some are entertaining and you learn something, but others are a bit silly.

Chris : Definately! Some are a bit stupid, but others are good value I think. Liz

: So, what shall we watch tonight on TV?

Chris : There's a great documentry on one channel...

Phrases for Asking and Giving Opinion

Asking for opinions	Giving your opinion
<p>What do you think?</p> <p>What's your opinion on this?</p> <p>How do you feel about this?</p> <p>Do you have an opinion on...?</p> <p>What are your thoughts on all of this?</p> <p>Can you give me your thoughts on...?</p> <p>I'd like to hear your views on...</p> <p>I'd be interested to hear your thoughts on...</p>	<p>I think... / I don't think...</p> <p>I believe that... / I don't believe...</p> <p>To my mind,</p> <p>In my opinion,</p> <p>In my view,</p> <p>I'd like to point out that...</p> <p>It seems to me that...</p> <p>I'd say that...</p>

Asking for opinions	Giving your opinion
<p>In your (honest) opinion ,...? Do you (also) think that...? Do you feel that...? Do you share the view that...?</p>	<p>If you ask me, As I see it, I suppose... As far as I'm concerned, My personal view is that... Personally, I think... In my experience, If you want my honest opinion,... I strongly feel that... I'm convinced that... I really believe/don't believe that... I <i>do</i> think that... It is essential that... I particularly want to emphasize the fact that... I feel this is a vital issue. I think it is extremely important to /not to/</p>

E. Metode Pembelajaran

Role Playing

F. Langkah-Langkah Kegiatan

Pembelajaran Kegiatan Awal (10 menit)

- Mengawali pelajaran dengan berdo'a.
- Perkenalan guru dan murid.
- Mengabsen dan menanyakan yang tidak hadir dan apa alasannya.
- Menyampaikan tujuan pembelajaran yang akan dicapai yaitu meminta dan memberi pendapat.

Kegiatan inti (60 menit)

- Siswa diminta untuk berpasangan dengan teman sebangkunya atau bertiga jika jumlah siswa ganjil.
- Siswa disajikan materi tentang penggunaan ekspresi meminta dan memberi pendapat berupa contoh percakapan dan beberapa ekspresi.
- Guru meminta siswa melakukan *brainstorming* and *listing* topik yang kontroversial dan aktual.
- Siswa diminta untuk memilih topik mana yang ingin mereka bicarakan.
- Berdasarkan topik yang telah dipilih, siswa diminta untuk menentukan situasi dan karakter yang sesuai dengan topik.
- Siswa diberi waktu untuk mempersiapkan diri sebelum bermain peran.
- Siswa melakukan bermain peran secara bergantian.
- Guru memberikan feed-back terhadap penampilan siswa.

Kegiatan akhir (10 menit)

Mengakhiri pembelajaran dengan berdo'a dan salam.

G. Sumber Belajar/Alat/Bahan

- http://www.pearsonlongman.com/newtotalenglish/pdfs/resources/intermediate/int_unit02_grammar01.pdf
- Hand-out materi

H. Penilaian

Teknik : *role playing performance*

Aspek : pronunciation, fluency, comprehensibility, vocabulary, and performance

Instrument:

ROLE PLAY RUBRIC					Score		
	4	3	2	1	A	B	C
Pronunciation	Accurate Through out, Near Native	Understand able, with very few Errors	Some errors, but Still understand Able	Poor pronunciation, very Anglicized			

ROLE PLAYING RUBRICS							
	4	3	2	1	Score		
					A	B	C
Fluency	Smooth delivery	Fairly smooth	Unnatural pauses	Halting; hesitant; long gaps			
Comprehensibility	Easily understood	Understood	Difficult to be understood	Incomprehensible			
Vocabulary	Extensive use of targeted vocabulary	Some use of targeted vocabulary	Minimal use of targeted vocabulary	Fails to use targeted vocabulary			
Performance	Lively; enthusiastic; good eye contact	General enthusiasm; some eye contact	Little enthusiasm; limited eye contact	Reads from cards; monotonous; no eye contact			

Appendix V

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MAs Darussalam Parmeraan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/1 (<i>Control Class</i>)
Alokasi Waktu	: 2 x 40 menit
Materi Pokok	: <i>Asking and Giving Opinion</i>

A. Standar

Kompetensi

Berbicara

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari- hari.

B. Kompetensi Dasar

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C. Indikator Pencapaian

Indikator Pencapaian Kompetensi:

3. Menggunakan tindak tutur meminta dan menyampaikan pendapat.
4. Merespon tindak tutur meminta dan menyampaikan pendapat.

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini diharapkan:

3. Siswa dapat menggunakan tindak tutur meminta dan menyampaikan pendapat.
4. Siswa dapat merespon tindak tutur meminta dan menyampaikan pendapat.

E. Materi Pembelajaran

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Chris : Definitely! Some are a bit stupid, but others are good value I think. Liz

: So, what shall we watch tonight on TV?

Chris : There's a great documentary on one channel...

Phrases for Asking and Giving Opinion

Asking for opinions	Giving your opinion
What do you think? What's your opinion on this? How do you feel about this? Do you have an opinion on...? What are your thoughts on all of this? Can you give me your thoughts on...? I'd like to hear your views on... I'd be interested to hear your thoughts on...	I think... / I don't think... I believe that... / I don't believe... To my mind, In my opinion, In my view, I'd like to point out that... It seems to me that... I'd say that...

Asking for opinions	Giving your opinion
<p>In your (honest) opinion ,...? Do you (also) think that...? Do you feel that...? Do you share the view that...?</p>	<p>If you ask me, As I see it, I suppose... As far as I'm concerned, My personal view is that... Personally, I think... In my experience, If you want my honest opinion,... I strongly feel that... I'm convinced that... I really believe/don't believe that... I <i>do</i> think that... It is essential that... I particularly want to emphasize the fact that... I feel this is a vital issue. I think it is extremely important to /not to/</p>

Exercises

Read the opinions in the box. What is the person giving an opinion about? Look at the six things in the box. Write the correct word from the box in the chart on the right.

<i>restaurant</i>	<i>film</i>	<i>book</i>	<i>football match</i>	<i>hotel</i>	<i>museum</i>
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a) The food was disgusting!	restaurant
b) I love being frightened by a good horror film.	
c) The stadium was crowded with fans of United.	

d) I was surprised by the score at the end.	
e) The special effects were amazing.	
f) The last chapter is very exciting.	
g) I am very interested in Ancient Egypt.	
h) The menu was rather disappointing.	
i) The hieroglyphs were very well displayed,	
j) I was bored with the first chapter.	
k) I was very tired and I wanted a nice comfortable bed.	
l) I had a relaxing Jacuzzi before I went to bed.	

Write the best adjective from the box to describe the events.

amusing	Disgusting	satisfying	annoying	depressing
enchanting	Terrifying	moving	relaxing	boring

- a) I had a very good meal. satisfying
- b) I was very angry when they didn't answer the phone. _____
- c) The music was very beautiful and made me feel magical. _____
- d) The massage took away all my stress. _____
- e) My room was dirty and made me feel sick. _____
- f) The story was very funny and made me laugh. _____
- g) The news was very bad so I felt unhappy. _____
- h) The film was very long, slow and uninteresting. _____
- i) The children cried when Bambi's mother was killed. _____
- j) Your story about the air crash made me feel frightened. _____

F. Metode Pembelajaran

Role Playing

G. Langkah-Langkah Kegiatan

Pembelajaran Kegiatan Awal (10 menit)

- Mengawali pelajaran dengan berdo'a.
- Perkenalan guru dan murid.
- Mengabsen dan menanyakan yang tidak hadir dan apa alasannya.
- Menyampaikan tujuan pembelajaran yang akan dicapai yaitu meminta dan memberi pendapat.

Kegiatan inti (60 menit)

- Siswa disajikan materi tentang penggunaan ekspresi meminta dan memberi saran.
- Siswa diminta untuk mengerjakan latihan soal yang disajikan di hand-out.
- Guru memberikan feed-back tentang soal yang telah dikerjakan.

Kegiatan akhir (10 menit)

Mengakhiri pembelajaran dengan berdo'a dan salam.

H. Sumber Belajar/Alat/Bahan

- http://www.pearsonlongman.com/newtotalenglish/pdfs/resources/intermediate/int_unit02_grammar01.pdf
- http://www.pearsonlongman.com/adult/pdf/giving_opinions.pdf
- Hand-out materi

I. Penilaian

Teknik : *role playing performance*

Aspek : pronunciation, fluency, comprehensibility, vocabulary, and performance

Instrument:

ROLE PLAY RUBRIC							
					Score		
	4	3	2	1	A	B	C
Pronunciation	Accurate through out, near native	Understand able, with very few errors	Some errors, but still understandable	Poor pronunciation, very Anglicized			

ROLE PLAYING RUBRICS							
	4	3	2	1	Score		
					A	B	C
Fluency	Smooth delivery	Fairly smooth	Unnatural pauses	Halting; hesitant; long gaps			
Comprehensibility	Easily understood	Understood	Difficult to be understood	Incomprehensible			
Vocabulary	Extensive use of targeted vocabulary	Some use of targeted vocabulary	Minimal use of targeted vocabulary	Fails to use targeted vocabulary			
Performance	Lively; enthusiastic; good eye contact	General enthusiasm; some eye contact	Little enthusiasm; limited eye contact	Reads from cards; monotonous; no eye contact			

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

Appendix VI

DOCUMENTATIONS



AM NEGERI
ARA MEDAN



KEGURI
MEDAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
 FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Jl. William Iskandar Pasar V Medan Estate 20371
 Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B.14640/ITK.IV.5/ITK.V.3/PP.00.9/11/2022

28 November 2022

Lampiran : -

Hal : Izin Riset

**Yth. Bapak/Ibu Kepala Kepala Pondok Pesantren Darussalam
 Parmeraan**

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : Siti Aisyah Hasibuan
 NIM : 0304173205
 Tempat/Tanggal Lahir : Tanjung Marulak Huta Godang, 23 Juni
 1999 Program Studi : Tadris Bahasa Inggris
 Semester : XI (Sebelas)
 Alamat : Tanjung marulak desa huta godang sungai kananlabusel
 Kelurahan huta godang Kecamatan sungai kanan

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Desa Parmeraan, Kec Dolok, Kab Padang Lawas Utara , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

The Effect of Role Play Technique on Students' English Speaking Skill at MAs Darussalam Parmeraan

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 28 November 2022
 a.n. DEKAN
 Ketua Program Studi Pendidikan
 Bahasa Inggris



Digitally Signed

Yani Lubis, M.Hum

NIP. 197006062000031006



**YAYASAN PONDOK PESANTREN DARUSSALAM PARMERAAN
MADRASAH ALIYAH DARUSSALAM PARMERAAN
DESA PARMERAAN KEC. DOLOK KAB. PADANG LAWAS UTARA**

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SURAT KETERANGAN

Nomor : 03/MA-DR/ 03/XII/2022

Yang bertanda tangan dibawah ini, Kepala Madrasah Aliyah Swasta (MAS) Darussalam Parmeraan, Desa Parmeraan, Kec. Dolok, Kab. Padang Lawas Utara, Prov. Sumatera Utara;

Nama : A.ROISUDDIN RITONGA, M.Pd.I
Jabatan : Kepala Madrasah
Satuan Kerja : MAS Darussalam Parmeraan
Alamat : Komplek Pon-Pes Darussalam
Desa Parmeraan, Kec. Dolok
Kab. Padang Lawas Utara

Menerangkan bahwa:

Nama : SITI AISYAH HASIBUAN
NIM : 0304173205
Fakultas : Tarbiyah
Prodi : Tadris Bahasa Inggris

Di Berikan Izin untuk melakukan Riset di MAS Darussalam Parmeraan, guna memperoleh Informasi / Keterangan dalam Penyusunan Skripsi, dengan judul "*The Effect of Role Play Technique on Students' English Speaking Skill at MAS Darussalam Parmeraan*".

Demikianlah Surat Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Parmeraan, 07 Desember 2022

Kepala Madrasah,



A.ROISUDDIN RITONGA, M.Pd.I