THESIS

THE EFFECT OF ROLE PLAY ON STUDENTS' SPEAKING SKILL AT SEVENTH GRADE OF MADRASAH SANAWIYAH MUHAMMADIYAH 01 MEDAN

Submited to the tarbiyah faculty and teacher training submited of

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is system of sound symbol use by humans to communicate. The system of communication in speech and writing that is use by people of a particular country or area. It means that language is so important in human life because it is impossible for the human to communicate in their life especially in their own society or the neighborhood.

Harmer. J. explains that when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meaning. Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important. By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying, to they can indicate interest or lack of it, for example, and they can show whether they wish to be taken seriously. At any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down. This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures, expressions and interruptions that they do not understand. And in a face to face interaction the speaker can use a whole range of facial expressions, gestures and general body language to help to convey the message.

Lindsay and Knight also explains we speak for many reasons- to be sociable, because we want something, because we want other people to do something, to do

something for someone else, to respond to someone else, to express our feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening.[1]

Many students of Junior High School have low skill in speaking because they think that the English is foreign language and so difficult to understand. When the researcher ask the teacher of English about the students' skills in speaking, the teacher tells that the students have the difficulty in learning English especially in speaking skill. They are so hard to say something in English speaking.

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of last motivation to practice the second language in daily conversation. They are also shy and afraid to take part in the conversation. Many factors can cause the problem of the students speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be apply including role play because many research finding say that this technique is effective to use in teaching speaking.

Speaking is an interaction process between speaker and listener. In speaking, there is a process communication, which conveys message form, speaker to a listener. In speaking skill, the students have many difficulties to speak English well because they think that English language is not as communication language in Indonesia (as foreign language).

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[1] http://media-pembelajaran-effektif.blogspot.co.id/2015/12/theory-of-speaking.html

There are many methods which can be use in teaching. It includes Role-Play. There are numerous definitions of role-playing. The definition use for this study is from Aronson and Carlsmith who "described the role playing study as 'an as-if' experiment in which the subject is ask to behave as if he or she were a particular person in a particular situation. This definition precisely describes what the participants of this study were asked to do.[2]

According to Ladouse that a very variety of experiences can be bring into the classroom through *role-play*. The range of function and structures, and the are as of vocabulary that can be introduce, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through *role-play*, we can train the students in speaking skills in any situations.[3]

The reseacher is interest in *Role-Play* Method Teaching Effects in this research because many Junior High School (Madrasah Tsanawiyah) students can not speak English in the reality so *Role-Play* method is so suitable and effective to make the students speak English more actively because the students can be divide in a small group so that they are expect to give their opinions or responds about the assignment or tasks which are give by their teacher in the class. They have to do what the teacher gives in teaching-learning process. Then they also have a role in the process of English learning in speaking skill. They need any practices to assist them in developing their speaking ability. Many techniques can be apply including *role-play* because it encourages the students

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[2]Aronson and Carlsmith, *Role*-play, New York: Regents Publishing Company, 1968, p.26
[3]Ladouse G.P. 1995, *role play method* Sidney: Antepodean Educational Enterprises, 1995. p.11

be actively participating in teaching learning process. This technique also gives the students an opportunity to practice communicating in different social roles. Therefore, the researcher would like to conduct a study about THE EFFECT OF ROLE PLAY METHOD IN SPEAKING SKILL AT MADRASAH TSANAWIYAH SWASTA MUHAMMADIYAH 01 MEDAN STUDENTS ON GRADE VII IN ACADEMIC 2016-2017.

1.2 The identification of study

1) The students difficult to use the foreign language.

2) The students least motivation to practice the second language in daily converstion.

3) The students shy and afraid to take part in the conversation.

1.3 Problem of the Study

Based on the background of the study, the researcher's problem in this study is: "***Does the Role-Play Method have an effect significantly to the students' speaking skill of Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan on Grade VII in Academic 2016-2017?***"

1.4 Scope of the Study

The reseacher focuses on the *Role-Play* the effect of students' Speaking Ability of Madrasah Tsanawiyah Muhammadiyah Swasta 01 Medan on Grade VIII. The writer applies the *role-play* theory in speaking material. So the title is ***"The Effect of Role-Play to the Students' Speaking skill of Madrasah Tsanawiyah Muhammadiyah Swasta 01 Medan on Grade VII in Academic 2016-2017***"

1.5 Objective of the Study

Based on the problem of study, the objective of the research is to find out whether the Role-Play Method has an effect significantly to the students' speaking skill The Effect Of Role Play Method in Speaking Skill at Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan on Grade VII in academic 2016-2017.

1.6 Significances of the Study

Findings of the study are expect to have very significant points in theoretical and practical values.

1. Theoretically, the research will be useful to enrich the English speaking theory.

2. Practically,

   a) Teachers, it is useful to apply this role-play method in teaching English speaking in the class so that the students practice the English speaking skill more actively.

   b) Students, they can speak English well by practicing the role-play of English speaking in their life.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

a. Definition of Speaking Skill

The definition of speaking is to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages.[4] Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

While another expert, Theodore Huebner said that Language is essentially speech, and speech is basically communication by sounds and according to him, speaking is a skill use by someone in daily life communication whether at school or outside. The skill is acquire by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.[5]

From the some experts' explanations above, speaking is to communicate the opinions, feelings, ideas, or other things as a communication language that is always use by human in their daily life communication either in their formal life or in their informal life. Therefore all of things are pronounce or express by human and it can be verbal or non verbal symbols which they use in the life.

Speaking in traditional methodologies usually mean repeating after the teacher, memorizing a dialog, or responding to drills, reflecting the sentence base

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[4] Hornby, A.S. *Oxford Advance Learners Dictionary, 5th ed.* New York: Oxford University Press. 1995. p.22
[5] Ibid, p.30

on the view of proficiency prevailing in the audio-lingual and other drill-based or repetition base on the methodologies of the 1970s. The emergence of communicative language teaching in the 1980s lead to change views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skill today. Grammar-based on syllabuses are replace by communicative syllabuses built around notion, functions, skills, tasks, or other non-grammatical units of organization.

In this verse, Allah SWT forbid the Prophet Muhammad SAW to read the revelation before he listen it firstly. Furthermore, speaking skill is one of the basics of learning languages and acquiring them is very important in language learning. Moreover, with the development of high technology, we more and more rely on our ears to get information. There is no doubt that the speed of getting information is faster through speaking. Thus, it is crucial to improve the level of listening comprehension of the students. In Indonesia, English as a foreign language has been taught at school, from elementary school until senior high school. In the Noble Qur'an, Allah SWT says :

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَٰلِكَ لَآيَاتٍ لِّلْعَالِمِينَ

"*And among His Signs is the creation of the heavens and the earth, and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge." (Ar Ruum : 22)*

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be mastered by the students. From these skills, speaking is a skill that felt difficult to be mastered.

 b. The Advantages and Disadvantages of Speaking Skill

As the nations of the world become more accessible to one another, the advantages of speaking more than one language become more evident. Knowing more than one language isn't just a mark of a good education anymore. Being bilingual is an edge in school, in the workplace and in life.

Studies have shown that being bilingual gives students an advantage in scholastic tasks. Many aspects of brain function are strengthened by learning and practicing another language. Knowing another language enhances memory, improves decision-making skills, makes you more perceptive, and boosts your abilities within your native language. It may even help stave off dementia.

The brain is often likened to a muscle in that exercising it makes it stronger. Learning a new language means memorizing not only the vocabulary but the inherent rules of the language as well. A bilingual person often has better memory capacity for lists and sequences because this part of the brain is receiving regular exercise.

In much the same way, deciding what words to use in more than one language hones the speaker's decision-making skills. Thinking critically about language and vocabulary exercises this function of the brain. The "executive function" of the brain, which acts as the control center, has to learn how to ignore distractions and focus on the most important information. Mentally translating

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also helps the speaker achieve a fuller understanding of his native language as he searches to say the same thing using a different language.

All these cognitive benefits make for smarter and better employees. In an increasingly globalized economic community, having a second (or third) language is also a definitive advantage in international business. It shows an understanding and respect of the world outside of your own culture, implies a high level of intelligence, and it puts people of another culture at ease. All of these are valuable tools in a business setting.

Perhaps the most interesting advantage of bilingualism is that there does not seem to be an end date. The perks of having this skill last from toddlerhood through old age. Learning a language as an adult gives the same advantages as learning as a child.

The improved cognition lasts into our elder years and may even help delay the onset or even prevent some forms of dementia. One study at the University of California, San Diego showed that the higher the degree of bilingualism a study participant possessed, the later the onset of Alzheimer's symptoms occurred.

Excellent communication is important in all facets of life and work. Learning another language help make communicating easier. It also leaves a deep, lasting, and very positive imprint on the brain itself.

2.2 Role Play

a. Role-Play and Simulation

Dakowska states that the contrast between these two speaking activities is a matter of degree. In simulations, students are usually invite to participate in an exercise which resembles a real-life event. Unlike role-plays, in which role cards tell the learner what to say and what view to adopt, in simulations learners have the freedom to respond as they think. The author clearly states that in a simulation the players are not restrict to what to say. Next, Dummett also suggests that students do not take any roles, but they imagine themselves in different, existing in actual life situations. In almost the same way, stated that the simulation as "a chance to rehearse real-life encounters. For example, we can move the classroom furniture so that we represent a station office with a ticket window." This situation requires playing a role of a passenger and a travel clerk, so one learner likewise in a role-playing, must take on a role of somebody else. As present above, the distinction is not clear and it could be only propose that in role-plays students are cast roles of different characters, whereas in simulations players do not take any roles and play themselves in real-life situations.[6]

There are different ways of teaching second/foreign language (L2). One of them is a role play. Though the concept of role play is not new, scholars do not find agreement on the definition of the terms. Such words as role play, simulation, drama, and game are sometimes use interchangeably, but, in fact, they illustrate different notions. Some scholars believe that the difference between role play and simulation is in the authenticity of the roles take by students.

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[6] Harmer *Role-playing* (London, : Phoenix ELT, 2012) p.121

Curol also states that the Role-Play is a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviors, and the actual roles he may need outside the classroom.[7] Simulation is a situation in which the students play a natural role, i.e. a role that they sometimes have in real life (e.g., buying groceries or booking a hotel). In a role play, the students play a part they do not play in real life (e.g., Prime Minister, Managing Director of a Multinational Company or a famous singer). The other scholars consider role play as one component or element of simulation. Thus, in a role play, participants assign roles which they act out within scenario. In a simulation, emphasis is on the interaction of one role with the other roles, rather than on acting out individual roles. One way, or the other, role play prepares L2 learners for L2 communication in a different social and cultural context.

The Role-play is a special kind of case study, in which there is an explicit situation establish with students playing specific roles, spontaneously saying and doing what they understand their "character" would, in that situation. Role-plays differ from other case studies in the immediacy of the experience. Students find themselves in the role-play.[8] In a case study, they read about situations and characters. One of the reasons role-play can work so well is because of the power of placing oneself in another's shoes. This provides opportunities for learning in both the affective domain, where emotions and values are involve, as well as in the cognitive domain where experiences are analyze.

Scrivener states that in role-play, learners are usually give some information about a role " (e.g. a person or a job title). These are often print on role cards". Learners take a little preparation time and then meet up with other

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[7] Curol, *Livingstone* (New York: McGraw Hill Company 1983: 6) p.45
[8] Nickerson Stephanie, (Essays on Teaching Excellence, Volume 19, Number 05, Longman: Pearson, 2007) p.15

students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role e.g. mother, detective or alternatively they could offer guidance as to what to do rather than the role itself, e.g. buy a train ticket to Brighton.

It means that the teacher prepares their materials or the roles of the students and they give their opinions and ideas when they have receive the materials or rolenns to be act as well as possible so that the role-play can be run very well by using their English.

Scrivener also has it that role cards have an important function, thus, thanks to them learners are equipped with crucial information about their roles. Guidelines put on such cards help students in conveying important facts about their characters to be play and also make the speakers feel more secure, as basic clues are include on paper. The weaker learners may base their utterances only on a card, while the strong ones find role cards as prompts. A good set of role cards is frequently design so that the participants may have different points of view and obvious disagreements. This author of the book also inclines that students need an appropriate amount of time to prepare ideas and language before playing their roles. What is more, he says that learners not only use the ideas put on role cards, but also try to add any language they possess.

b. The Organization of A Role-play Activity

Porter Ladousse stated that for a role-play to be a successful speaking exercise it is useful to know some basic principles about organizing such an activity. This subchapter presents advice on conducting role-plays. Firstly, it is important to mention that if a teacher is not convicted about the validity of using

role-playing, the activity itself "will fall flat on its face just as you expected it to".[9]

The educator has to be convicted that role-play is an exciting technique to use and has many benefits. If the teacher is not enthusiastic about the play, the students will not as well.   Any teaching sequence necessitates three vital elements: the engage stage, study stage and activate stage. In the first phase − the engage stage, the teacher's task is to attract and keep learners attention and interest in a lesson. Students minds have to be involved and emotionally connect with a lesson, for example by a pleasant situation or a nice picture. Then, learners need to study the new language, it may be grammar or vocabulary exercises. Having know the new item, students are give a possibility to activate both the new language and the language they have know. Learners do it when they speak freely. Having been engage, being present the new language and having practiced it, learners try to activate it. Harmer points out that some lesson sequences such as PPP follow the cycle of ESA. Students are presented the new language, practice it, and, finally, they make an effort to produce the new language or any language. The author indicates that role-playing is an excellent way to put the language into action

Budden has stated that equally importantly, reality can help to bring role-play to life. For instance, when playing the role of a waiter and a customer, learners might be asked to do or bring to a class menus and aprons. These simple props may make the whole process more memorable for the class. The author also has it that rearranging the furniture helps with playing the roles. She gives

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[9] Ibid,p.222

an example of playing the roles of a travel agent and a customer where in order to make it more real, students may even leave the room and then enter by knocking at the door. One desk may be put in the centre of a classroom to pretend a travel agency, too.

c. Pair Work and Group Work As Patterns of Classroom Interaction in Role-play

Harmer stated in his book that Role-playing, as mention before, is an activity that involve at least two students. Regardless of the number of learners involved in the exercise, pair work and group work are the patterns of classroom interaction which are the subject of this part of chapter two. In pair work, students have both the possibility to practice the language or study a text together. Working in a pair dramatically boosts the amount of time devote to speaking any student can receive in the class. Moreover, it also allows students to work and interact independently without the necessary help from the teacher, hence it promotes the learner's autonomy. Pair work also gives an educator a possibility to work with one pair while the other learners continue speaking. To add more, students learn to share responsibility and such a classroom interaction pattern promotes cooperation which helps the classroom to be a more likeable place. However, there are some bad points about pair work.[10]

Many teachers and even students may dislike it and to add more, working with a partner can be noisy. Therefore, educators keep thinking that they may lose power over their class and do not let learners work in pairs too often.

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[10] Harmer *Role-playing* (London, : Phoenix ELT, 2001) p.116

Another disadvantage is switching to L1. Firstly, it changes the interactional dynamics in the classroom and increases students talking time.

Richards and Bohlke stated that as there is no teacher control and students work on their own, they may talk in their mother tongue rather than in the target language. Group-based learning is used on a large scale in many forms of teaching. Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner's autonomy by allowing students to make their own choices within the group, without being told what to do. Similarly to a pair work, group work is likely to be an interaction pattern which is typical of full of noise. Some teachers may feel that they lose control over the whole class. In addition, not all learners enjoy group work since they would prefer to be the focus of the teacher's interest rather than work with their classmates.

d. The Teacher's Roles in Role-play

Having analyzed the definition of role-play, the organization of such an activity, its advantages and also the notion of pair and group work, another very important issue has to be explained, namely, the teacher's role in a role-play activity. One of the teacher's function is being a facilitator. As learners practise role-play they may discover that they lack words or phrases.

They may need new language to be given by the educator. This role makes the teacher act as a kind of a walking dictionary, evaluating the class and offering help when it is necessary. However, if rehearsal time is long enough,

offering assistance might not be required.[11] At times, teachers may want to become involved in a speaking activity. This way they can prompt the exercise, introduce new information to help the role-play along and ensure continuing student engagement in the speaking. Although educators have to bear in their minds that they should not participate too much, that is, take control over the task and draw all the attention to themselves.

The third role of the teacher is being a spectator. His or her task is to watch the role-play and then give remarks and advice at the end of the performances.[12] The teacher walks round the classroom listening to the students talking and putting down the mistakes that should be discussed. Then, Porter-Ladousse adds that after role-play, the educator can correct forms from the learners by writing them on the board, or by giving some kind of remedial task that he or she had predicted would be needed. This author also suggests that the teacher should include such a remedial exercise into a later lesson and he also puts emphasis on the fact that while role-play is in progress, the teacher should not let the consideration of errors suppress the exercise, as the first priority is developing fluency. Role-play seems to be an important tool in teaching speaking skills. Although there is no one definition of role-play and there are some weak points about that activity, its numerous advantages far outweigh the disadvantages. The activity gives a chance of having a rehearsal for the language one day students may be exposed to, for example ordering food at a restaurant.

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[11] Harmer (2001: 276). *The Practice of English Language Teaching (3rd edition) London: Longman.*

[12] Budden, J. *Role-Play.* UK, London: BBC. 2006

2.3 Procedures of Role-Play

a. Prepare Class for Role-play

1) Present an artificial problem, situation or event that represents some aspect of reality.

2) Define the problem, situation and roles clearly.

b. Give Clear Instructions

1) Determine whether role plays will be carried out using student volunteers in front of the class (the teacher may or may not play a role), in partnerships or small groups with every student playing a role, or in small groups with role-players and observers.

2) Divide students into groups, if appropriate, use small group activities.

3) Model the skill with a scripted role play.

4) Suggest including a few-minute time limit; and the opportunity to perform more than one skill practice.

c. Act out role-plays

1) Students follow the procedure outlined by the teacher to act out role plays.

2) Unless the teacher is playing a role, it is helpful to walk around the room and observe how students are experiencing the role play and offer coaching to students who are stuck.

d. Discussion (small group and whole class)

1) Begin by allowing players to communicate feelings experienced during the role play.

2) Have students identify sexual health skills that were demonstrated during the role play.

3) Determine actions that strengthen or weaken these skills (i.e. body language).

4) Discuss how this role play is or isn't similar to real life.

5) Identify ways of in real life situations.[13]

If the procedures have done well, it needs alternatives to traditional procedures so that the students will be easy to do the role-play as well as the instructions' points :

1. Have students write role plays as scripts.

2. Have students write down responses and then role-play in front of the class.

3. Have students generate a list of challenging "lines", then have a student read the lines to the class and have each student give a response.

4. Have students develop and act out plays.

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[13] Internet.http://www.google.com.// Role-Play Procedures in Teaching Method. Instructional Method teaching sexualhealth.ca Teacher Portal.htm Copyrights. Alberta Health Services 2002-2016, accessed on March 2016

2.4 Tips for Using Role Play

1) Begin with fairly easy situations and work up to more challenging ones.

2) Be aware that some students may feel threatened or self-conscious. Using humor can help dispel embarrassment. Using role plays that exaggerate weak responses might break the ice.

3) Reduce the level of abstraction or complexity so that the students may become directly involved with underlying concepts.

4) If students find it difficult to determine skills which model sexual health, they could observe successful role models or ask experts to suggest approaches.

5) If attempting an unscripted exercise, be sure it is the correct approach for your students' comfort level.

6) Try introducing readings before role plays to introduce new knowledge and experiences to help motivate students.

Besides the tips above, there are some other steps and tips for using role playing:

a. ***Offer a relevent scenario to students.*** This scenario should include the role the student must play, the informational details relevant for decision making in this role, and a task to complete based on the information. This information might be provided on the screen through power point or by using a handout. It is highly recommended that the instructions be provided in writing so it is clear to students what they must do and how?

b. ***Give students five to ten minutes to complete the task.*** The instructor might have students do this alone or in small groups or follow the think-pair-share format in which students work individual and then discuss their results with their partner.

c. ***Find a way to process student deliberations.*** The instructor might ask students to write their replies to submit or this might be a very good lead in to a larger class discussion where students can justify their differing outcomes or opposing views.

2.5 The Hypotheses of the Study

The hypotheses of this study can be described:

H0: There is no significant effect of Role-Play to the students' speaking skill of Madrasah Tsanawiyah (M.Ts.) Swasta Muhammadiyah 01 Medan on Grade VIII in Academic 2016-2017.

Ha :There is significant effect of Role-Play to the students' speaking skill of Madrasah Tsanawiyah (M.Ts.) Swasta Muhammadiyah 01 Medan on Grade VII in Academic 2016-2017

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method and the procedure of the study that were used to answer the problems of the study in the previous chapter (chapter I). The procedures consisted of the research design, population and sample the instruments of data collection, the procedure of data collection, the reliability of the test and the procedure of data analysis.

3.1 Location of The Research

This research was conducted at Madrasah Tsanawiyah Swasta Muhammadiyah 01 Medan in the second semester of class seventh students 2016/2017. Which is located on Jl. Darussalam 05 Medan.

3.2 Research Design

This research was conducted in all samples Groups, Pre – test – post – test design. The design generally regarded as the most sophisticated research methods for testing hypotheses. This design was assigned to the experimental and control groups by all samples method and they were given a pre-test on the dependent variable. The treatment was introduced only to the experimental subjects for a specified time, after which the groups were measured on the dependent variable. The average difference between the pre-test and post-test was found for each group and then these arrange the difference scores were compared a certain whether the experimental treatment produced a greater change than the control situation. The significant of the difference in average changed (found when the average change for the control group was subtracted

from the average change for the experimental group was determined by an appropriate statistical test, such as F test.

To collect the data, the researcher need the groups, they are one control group and an experimental group. The experimental group was the groups who received the treatment by using *"Role-Play".* The researcher applied an independent variable ("*Role-Play")* about ten meetings, while the control group was a group which is not received any treatment.

Table 3.1: Groups, Pre-Test and Post-Test Design

Group	Pre–Test	Independent Variables	Post-Test
Experimental G$_1$	Y1	Treated by Role-Play	Y2
Control Group	Y1	Conventional Teaching	Y2

3.1 Population and Sample

This research is conducted at M.Ts. Swasta Muhammadiyah No. 1 Medan students on Jl. Darussalam no.05 Medan. The students have to be able to have skill and ability both in other subjects and English. It is one of qualification of students before they graduate from their study. The students that are put as the population of this research where those students in the seventh grade of 2016/2017 academic year. The total population of the students who are used in this experiment was three classes; on the other hand, there were about 46 students in seventh grade class that would not be selected by using randomized technique. 23 (twenty three) students were done experimental group of treatment and 23 (twenty three) students were control group (they were not done treatment)

3.3 The Definition of Operational Variable

a. The definition of role-play is the organization of such an activity, its advantages and also the notion of pair and group work, another very important issue has to be explained, namely, the teacher's role in a role-play activity.

b. Students minds have to be involved and emotionally connect with a lesson, for example by a pleasant situation or a nice picture. Then, learners need to study the new language, it may be grammar or vocabulary exercises.

3.4 The Instruments of Collecting Data

An instrument is very useful in this research because the instrument is used as a facility in this research by the researcher. In this study, the instrument is teacher made test.

3.5 Validity and Reliability

Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability is the extent to which measuring device is consistent in measuring whatever it measures.

An educational researcher must inquire into the validity and reliability of the measurement use in a study and must include this informational in the research report.

1. **Validity**

The topics and cognitive processes must be sampled in proportion to their emphasis in the entire content universe. In this case the researcher considers the *Role-Play* as the beginning point of making test.

2. **Reliability**

The reliability of characteristics of a good test refers to the consistency of the measurement. To obtain the reliability of test, the researcher used Kuder Richardson's 21 Formula, as the following formula[14] :

$$r = \frac{K}{K-1}\left[1 - \frac{M(K-M)}{KxS}\right]$$

Notes:

K = is the number of question

M = is the mean of the test score

S = is the standard deviation

3.6 The Procedure of Data Collection

1. Pre-Test

The pre-test is conducted to find out the homogeneity of the sample. It functions to know and get the scores of *Role-Play* (RP) and Conventional (C). The researcher hopes that the students' ability are same level.

2. Treatment

The experimental groups are given some materials which are consisted communicative aspects that will be taught by the teacher in different ways. The first experimental group is taught by using the Role-Play, the second one is taught by using the conventional teaching method. The treatment is done for 6 meeting or weeks.

3. Post-Test

After giving the treatment, the researcher conducts a post-test which the same the pre-test and it has been conducted in the previous of the research. This post-test is as the final test in this research, to measure the treatment whether it is

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[14] Suharsimi Arikunto, Prosedur Penelitian: *suatu pendekatan praktek*, Jakarta: RinekaCipta, 2006. p.20

so significant or not. Then the researcher finds out the effect of using *Role-Play* in the experimental groups.

3.7 Technique of Analyzing Data

A test is valid if it measure what is purposed to measure. Firstly, measure the test with the validity and reliability test according the formulas above, and then measure with t-test is the most commonly used method to evaluate the differences in means between two groups. For example, the t-test can be used even if the sample sizes are very small, as long as the variables are normally distributed within each group and the variation of scores in the two groups are not reliably different.

The groups were expected through chance alone under a true null hypothesis. The data analyzed by applying t-test, finally, the significant of the sum, the t-test and t-table was compared with the degree of freedom (df) of the test, the t-test as follow[15] :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Where : Mx = Mean of experimental group

My = Mean of control group

X^2 = The deviation score of experimental group

Y^2 = The devation score of control group

Nx = The total sample of experimental group

Ny = The total sample of control group

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[15] Ibid, p. 26

CHAPTER IV
DATA FINDINGS AND DISCUSSIONS

4.1 Data Description

After doing the research, the writer has found some findings and to find out whether or not the influence of Jigsaw, research to test the hypothesis with the t test analysis of differences in average test score of the control class and experimental class at a significant level of 0.05 (95%), provided that if t count greater than the t-table, so Ho is rejected, otherwise accepted Ha. Based on t test result indicate that learning is Jigsaw is one effective method as an approach in writing. The result of these findings has been demonstrated from the result of t-test. T- test value is higher than the value of t-tables for both the significance level. (6,45> 2.00 and 6,45> 2.66).

Based on data collected the result of tests of speaking skill and then students are given the tests either pre-test and post-test. The results are then analyzed in this chapter to answer the problem formulation. The steps undertaken in this study are as follows:

1. Assessing the scores assigned to students.

2. Tabulate scores of students.

To calculate the average value of students in the control class and experimental class is used formula :

The Average: $\dfrac{\text{Total Score}}{\text{Student Number}}$

Table 4.1 The Criteria of the Marks

NO	Marks	The criteria
1	85-100	Very good
2	70-84	Good
3	60-69	Enough
4	50-59	Low
5	0-49	Very Low

4.1.1 Students' Speaking Skill Scores

Then the writer takes the scores data from the Pre-test of Control Class and Experimental Class. It can be seen on the tables below:

Table 4.2. The Value in Control Class Students Result for the Pre-Test

Students Names	Scores
1. A A	60
2. A Z A	70
3. AR	70
4. A H	80
5. A F	50
6. AAT	60
7. A S	50
8. AAFSM	50
9. DNS	60
10. D S	50

11. D	50
12. F S	50
13. FAH	50
14. FYA	70
15. G C	80
16. HKF	60
17. HNAT	70
18. KW	60
19. MAG	60
20. MA	70
21. MARS	60
22. MRR	50
23. M LL	50
Total Score	**1380**

a. The average value of the control class students

$$\frac{1380}{23}$$

$$= 60$$

So the average value of the control class is *60.*

Table 4.3. The Value in Experimental Class Students Result for the Pre-Test

Names of Students	Scores
1. M H Br Malau	80
2. N P	70
3. N Y	70
4. N Siahaan	80
5. N U P	60
6. N Pohan	60
7. R F T	50
8. R A	50
9. R S	60
10. R A C	60
11. R A	50
12. R	60
13. S W	50
14. S Panjaitan	70
15. T A S	70
16. T A	70
17. Va F	80
18. Vi F	70

19. W A	60
20. W A J	70
21. Z W S	60
22. D L	50
23. N N S	60
Total Scores	**1460**

b. The average value of the experimental class students

$$\frac{1460}{23}$$

$$= \textbf{\textit{63,47}}$$

So the average value of the experimental class is **63,47**

The result showed that the average students in the experimental class is **63,47** and the average value of the control class is 60. This suggests that there are differences in outcomes scores of students in the control class and experimental class. The averages of two classes are got from the Pre-Test of Control and Experimental classes. The lowest score of control class is 50 and the highest score is 80, it is same to the Experimental Class.

Then the writer is taken the next data from Post-Test either in the Control class or Experimental class. In this case, the writer has done the treatment in the Experimental class. The above result can be seen there is a difference between experimental classes and control classes, because the learning outcomes of students are in lower grade control.

Table 4.4 The Value in Control Class Students Result in Post-Test

Students Names	Scores
24. A A	70
25. A Z A	70
26. A R	70
27. A H	70
28. A F	70
29. A A Tanjung	60
30. A S	70
31. A A F S M	70
32. D N S	70
33. D S	60
34. D	60
35. F S	70
36. F A H	60
37. F Y A	70
38. G C	70
39. H K F	70
40. H N A .T	70
41. K W	80
42. M. A G	50
43. M A	60
44. M. A R S	50
45. M. R R	50
46. M L Lubis	60
Total Score	**1500**

The average value of the control class students

$$\frac{1500}{23}$$

$$= \textbf{65,21}$$

So the average value of the control class is **65,21**

In table 4.4 above, the *control class* has differences from the Pre-Test. The highest score is 80 and the lowest is 50 in the Post-Test. It shows that the *control class* still has a little progress in their scores and the average score of *control class* is **65,21** in Post-Test. This class does not have treatment.

Table 4.5. The Value in Experimental Class Students Result for the Post-Test

Names of Students	Scores
24. M H Br Malau	90
25. N P	90
26. N Y	80
27. N Siahaan	80
28. N U P	70
29. N Pohan	90
30. R F T	90
31. R A	70
32. R S	80
33. R A C	90
34. R A	70
35. R	90
36. S W	80
37. S Panjaitan	80
38. T A S	80
39. T A	90
40. Va F	90
41. Vi F	80
42. W A	60
43. W A J	80
44. Z W S	80
45. D L	80
46. N N S	90
Total Scores	**1880**

The average value of the experimental class students

$$\text{Average} = \frac{1880}{23}$$

$$= \quad \textit{81,73}$$

So the average value of the experimental class is *81,73*

Based on table 4.5 above, can be seen that the highest value is 90 and the lowest is 70. Data taken from the test result after jigsaw models is given. After the treatment is given, it can be seen there is an increase in student learning outcomes. Based on the data above, it can be seen there are differences in students' scores. Students who learn to use jigsaw of learning (experimental class) got better result compared with conventionally taught classes (Class control).

The next step, the writer shows the scores of Control class Pre-Test and Post-Test to know the different scores between the two tests.

Table 4.6 The Results of the Pre-test and Post-test and X Value of

the Control Group

NO	SCORE		$T_2 - T_1$ (X)
	PRE-TEST (*T₁*)	POST-TEST (*T₁*)	
1	60	70	10
2	70	70	0
3	70	70	0
4	80	70	10

5	50	70	20
6	60	60	0
7	50	70	20
8	50	70	20
9	60	70	10
10	50	60	1O
11	50	60	10
12	50	70	20
13	50	60	10
14	70	70	0
15	80	70	-10
16	60	70	10
17	70	70	0
18	60	80	20
19	60	50	-10
20	70	60	-10

21	60	50	-10
22	50	50	0
23	50	60	10
	TOTAL		130

Note:

T_1 = The score of pre-test

T_2 = The score of post-test

X = The number of the score of $T_2 - T_1$

$M = \frac{X}{n} = \frac{130}{23} = $ **5,90**

In the table 4.6, it shows that some students have progress in their scores and a few students do not have the differences (same scores either in Pre-Test or Post-Test).

Table 4.7 The Result of the pre-test and post-test and X value of the Experimental Class

NO	SCORE		$T_2 - T_1$ (X)
	PRE-TEST (T₁)	**POST-TEST** (T₂)	
1	80	90	10
2	70	90	20

3	70	80	10
4	80	80	0
5	60	70	10
6	60	90	30
7	50	90	40
8	50	70	20
9	60	80	20
10	60	90	30
11	50	70	20
12	60	90	30
13	50	80	30
14	70	80	10
15	70	80	10
16	70	90	20
17	80	90	10
18	70	80	10
19	60	60	0

20	70	80	10
21	60	80	20
22	50	80	30
23	60	90	30
	TOTAL		420

Note:

T_1 = The score of pre-test

T_2 = The score of post-test

X = The number of the score of $T_2 - T_1$

$M = \frac{X}{n} = \frac{420}{23} = $ *18,26*

Based on the table 4.7 above, it shows that the differences are between Pre-Test and Post-Test scores in the *experimental class*. In the Pre-Test, the lowest score is 50 and the highest score is 80, but in Post-test, the lowest score is 70 and the highest score is 90. In this Post-Test, some students have the progress in their score to be much better until the score is 90.

Table 4.8. Result of Post-Test Experimental Class and Control Class

NO	X	Y	X	Y	x^2	y^2
1.	90	70	-2,6	-2	6,76	4
2.	90	70	-2,6	-2	6,76	4
3.	80	70	-2,6	-12	6,76	144
4.	80	70	7,4	-2	54,76	4
5.	70	70	-2,6	-2	6,76	4
6.	90	60	-2,6	-12	6,76	144
7.	90	70	-2,6	-2	6,76	4
8.	70	70	7,4	18	54,76	324
9.	80	70	7,4	8	54,76	64
10.	90	60	7,4	8	54,76	64
11.	70	60	-12,6	-12	158,76	144
12.	90	70	17,4	8	302,76	64
13.	80	60	-2,6	8	6,76	64
14.	80	70	-2,6	-2	6,76	4
15.	80	70	7,4	-2	54,76	4

16	90	70	17,4	8	302,76	64
17	90	70	17,4	18	302,76	324
18	80	80	-12,6	8	158,76	64
19	60	50	-2,6	-12	6,76	144
20	80	60	-2,6	-2	6,76	4
21	80	50	7,4	-2	54,76	4
22	80	50	17,4	-2	302,76	4
23	90	60	7,4	-12	54,76	144
	$\sum$X **1880**	$\sum$Y **1500**			$\sum$X² **3266,8**	$\sum$Y² **1880**
	$\bar{X} =$ **81,73**	$\bar{Y} = 65,21$				

From the above table, the average students in the experimental class is:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1880}{23} = 81.73$$

The data above show that the average student in the control class are:

$$\bar{Y} = \frac{\sum Y}{N}$$

$$\bar{X} = \frac{1500}{23} = 65.21$$

4.2 Data of Students' Speaking Skill Scores

The description of the tables about the scores of students' speaking skill in M.Ts. Swasta Muhammadiyah No.1 Medan. Both tables *Conventional class (Control Class) and Treatment Class.* There are some students who have same scores. From the data above, there are some same scores in Pre-Test. The writer

also gets the lowest and highest scores. The lowest score is 50, there are nine students. The highest score is 80. There is only one student in the *control group or class*. In the *Experimental Class,* the lowest score is 50, there are five students. The highest score is 8, there are two students.

In the Post-Test, based on the tests which have be done, the lowest score is still 50 and there are three students. The highest score is 80 and there is still only one. But the students have so progress in the amount of students in the *Control Group (Class). In the Experimental Group (Class),* the lowest score is 60 and there is only one. The highest score is 90 and there are nine students. So in the experimental group, the students have so significant progress than the *pre-test*.

4.3   Hypothesis Testing

Furthermore, based on the above table, the data are analyzed to prove the presence or absence of the influence of using jigsaw with students' skill to speak. To test the hypothesis of the students in control class and experimental class at the significant level of 0,05.

Based on the above table, then :

$\bar{X} = 81.73$

$\bar{Y} = 65.21$

$\sum X^2 = 3266.8$

$\sum Y^2 = 1880$

NX = 23

NY = 23

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{81.73 - 65.21}{\sqrt{\left\{\frac{3266.8 + 1880}{23 + 23 - 2}\right\}\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$t = \frac{16.52}{\sqrt{\left(\frac{5146.8}{44}\right)\left(\frac{2}{23}\right)}}$$

$$t = \frac{16.52}{\sqrt{(116.9)(0.08)}}$$

$$t = \frac{16.52}{\sqrt{9.35}}$$

$$t = \frac{16.52}{3.05}$$

$$t = 5.41$$

After obtaining the value of the t-test is 5.41, the authors consult the t-table at level 0.05 (5%) and significant level of 0.01 (1%). The value of the t-table at

level 5% is 2.00 and the 1% level is 2.66. This means that the t-test value is higher than the value of both those levels.

So based on data analysis, followed by testing the hypothesis, it was found that the treatment given to the experimental class is to provide jigsaw model, have a significant effect on students' skills in speaking.

This means, the result of the experimental class is better than the control class. This suggests that learning is one effective method as an approach to speaking skills in English. The result of these findings has been demonstrated from the result of t-test. T-test value is higher than the value of t-tables for both the significance level. (5.41>2.00 and 5.41>2.66).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the previous chapter above, it can be concluded that:

1. The speaking skill is one of four skills in English education which the role-play is one of communicative teaching methods and it is so suitable in English teaching because the students participate directly in the role-play which has been prepared based on the syllabus of English subject on the grade VIII.

2. The experimental research is one of good research design to know the progress of students' speaking skill because the writer has got the data from the students' test directly, either in pre-test or in post-test. The writer also did the treatment especially in experimental class to know the students' skill after doing the treatment.

3. In the data findings, the writer has found the control (conventional) class and experimental class that the progress of control class did not have good progress in their score test either in pre-test or in post-test, but in experimental class, the writer found better progress in speaking skill because the experimental class has got the treatment and then the post-test score is better than the pre-test.

4. This study is teaching the speaking skill, the result of these findings has been demonstrated from the result of t-test. T-test value is higher than the

value of t-tables for both the significance level. (5.41>2.00 and 5.41>2.66).

5.2 Suggestion

Based on the previous chapters above, the writer suggests that:

1. There are so many methods in English teaching and role-play is an interesting method in speaking skill of students in English.

2. In the treatment, the researcher is hoped to be patient in teaching the students so that they will get the best influence in speaking skill.

3. In this study, the writer is sure that it still has many weaknesses and it is still far from being perfect so the writer hopes other researchers will be able to give the suggestions so that the research will be better than before.

4. Other researchers are able to do the research in other populations and samples so that many schools and students will have got same skill.

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama sekolah   : ....

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Tujuh) / 1

Standar Kompetensi   : 3.   Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima

Jenis teks   : *transactional/interpersonal*

Tema   : *Introductory Chapter* dan *Family Life*

Aspek/Skill   : Berbicara

Alokasi Waktu   : 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Tanya jawab tentang nama orang, jalan, dan benda serta cara pengejaannya

   b. Menceritakan kegiatan dalam gambar secara lisan

   c. Menjawab pertanyaan sesuai keterangan yang tersedia

   d. Menjawab pertanyaan yang sesuai dengan keterangan dalam gambar

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. **Materi Pembelajaran**

   a. Recalling Vocabulary (halaman 2)

   - Angka

   - Game: nomor telepon

   - Group work: bertukar nomor telepon

   b. Communication Practice (halaman 6, 40, 41, 43, 62)

   - Game: who are you

   - Gambar dan nama-nama alat-alat musik

   - Tanya jawab tentang pengejaan nama depan dan belakang

   - Tanya jawab tentang pengejaan nama jalan, tempat (alamat)

   - Tanya jawab tentang kegiatan sehari-hari berdasarkan gambar

   - Gambar dan nama-nama benda-benda untuk hadiah ulang tahun

   c. Grammar Practice (halaman 8, 9, 10)

   - Penjelasan tentang I am, you are, it is, latihan

   - Penjelasan tentang pronoun I, you, dan it, latihan

   - Penjelasan tentang bentuk jawaban singkat, latihan

   - Penjelasan tentang kata ganti milik my dan your

   d. Developing Oral Skills (halaman 48, 58)

   - Daftar pertanyaan wawancara

   - Rekaman, gambar kegiatan sehari-hari

   - Contoh tanya jawab dalam pair work

3. **Metode Pembelajaran:** three-phase technique

4. **Langkah-langkah Kegiatan**

Pertemuan Pertama Dan Kedua :

a.Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang ulang tahun siswa
- Tanya jawab nama-nama hadiah ulang tahun siswa

Motivasi :

- menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Menyebutkan angka-angka dalam bahasa Inggris secara lisan secara klasikal

☞ Melakukan game tentang nomor telepon dan game who are you

☞ Menyebutkan nama alat-alat musik dan nama-nama benda-benda untuk hadiah ulang tahun

☞ Menceritakan kegiatan sehari-hari berdasarkan gambar secara lisan

☞ Mendengarkan penjelasan guru dalam grammar practice dan mengaplikasikannya secara lisan

☞ Melakukan wawancara secara berpasangan dan merekamnya

☞ Menjelaskan gambar mengenai kegiatan sehari-hari secara lisan berdasarkan gambar

☞ Melakukan tanya jawab dalam pair work

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

➢ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

➢ Membantu menyelesaikan masalah;

➢ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

➢ Memberi informasi untuk bereksplorasi lebih jauh;

➢ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

1. Buku teks yang relevan: Kaset/CD .

2. Narasumber, Kaset/CD .

3. *Script* percakapan dan/atau rekaman percakapan

4. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal

Mengungkapkan berbagai tindak tutur:
 	
1. Menyapa yang belum/sudah dikenal
 	
2. Memperkenalkan diri sendiri/orang lain.
 	
3. Memerintah/melarang
	Unjuk kerja
	
	unjuk kerja
	
	Unjuk kerja
		Tanya jawab
		
		Bermain peran
		
		Bermain peran
			1. Ask and answer your friend based on the picture
			
			2. Perform the dialogue in front of the class!
			
			3.Work in pairs
			   A. Give instructions
			
			   B. Does the Instructions and respond

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan   25

Nilai Siswa = <u>skor maksimal</u>   x 4

          10

b. Rubrik Penilaian

Element	Score
Pronunciation	5
Delivery	10
Performance	10

Standard of Pronunciation:

Performance:

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

Standard of Delivery and

Excellent	10
Very good	9
Good	8
Average	7
Poor	≤6

Mengetahui;

Kepala Sekolah ....

........., ...20.....

Guru Mapel Bahasa Inggris,

(....)

NIP /NIK : ....

(....)

NIP /NIK : ....

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah   : ....

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh) / 1

Standar Kompetensi : 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : 3.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi informasi, mengucapkan terima kasih, meminta maaf, dan mengungkapkan kesantunan

Jenis teks   : transaksional dan interpersonal

Tema   : *Introductory Chapter* dan *Family Life*

Aspek/Skill   : Berbicara

Alokasi Waktu   : 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**

    Pada akhir pembelajaran, siswa dapat merespon makna dalam:

    a. Menyampaikan dan menanyakan informasi tentang letak kota, jam, nama depan, nama belakang, usia, tanggal kelahiran, keluarga, dan hadiah yang disukai

    b. Menyanyikan lagu

c. Mengucapkan terima kasih, meminta maaf, dan mengungkapkan

kesantunan

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

Ketulusan (*Honesty*)

2. **Materi Pembelajaran**

a. Communication Practice (halaman 5, 40, 42, 53, 62)

- Tanya jawab meminta informasi letak kota-kota dalam gambar

- Tanya jawab meminta informasi nama depan dan belakang antar siswa

- Tanya jawab meminta informasi tentang jam

- Tanya jawab tentang keluarga berdasarkan gambar

- Memory game: tentang umur seseorang dalam gambar

- Tanya jawab tentang hadiah ulang tahun yang disukai

b. Grammar Practice (halaman 66, 67)

- Penjelasan tentang penggunaan his dan her, latihan

- Penjelasan tentang penggunaan him dan her, latihan

c. Recalling Vocabulary (halaman 38,)

- Tanya jawab meminta informasi tentang waktu berdasarkan gambar

d. Developing Oral Skills (halaman 68,)

- Daftar pertanyaan Mrs King tentang nama-nama hadiah yang diterima

orang-orang tertentu

- Instruksi soal dan contoh untuk mendiskusikan hadiah-hadiah ulang

tahun dalam gambar

3. **Metode Pembelajaran:**

three-phase technique

4. **Langkah-langkah Kegiatan**

Pertemuan pertama dan kedua.

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang letak kota-kota di Indonesia
- Tanya jawab tentang keluarga siswa

Motivasi :

- menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

> Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

> Membantu menyelesaikan masalah;

> Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

> Memberi informasi untuk bereksplorasi lebih jauh;

> Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

a. Buku teks yang relevan: Kaset/CD .

b. Narasumber, Kaset/CD .

c. *Script* percakapan dan/atau rekaman percakapan

d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal

Bertanya dan menjawab tentang :			
1. Meminta dan memberi informasi	Unjuk Kerja	Tanya jwb Merespon dg singkat Bermain peran Games(20 Question)	*1. Ask and answer questions to your friends based on the situation given or picture*
2. Mengucapkan terima kasih	Unjuk Kerja		2. Respond to the following expressions
3. Meminta maaf	Unjuk Kerja		3.Read the dialog and perform it
4. Mengungkapkan dan merespons kesantunan	Tes Praktik		4. a. Please guess, what is there in the box by asking questions b.Perform a role play with your friend about asking and giving information. Use the pictures provided

a. Pedoman Penilaian\

Jumlah skor maksimal keseluruhan   100

b. Rubrik Penilaian

Criteria	Score
Pronunciation	50
Delivery	50

Standard of Pronunciation and Delivery:

Excellent	41-50
Very good	31-40

Good	21-30
Average	11-20
Poor	≤10

Mengetahui; **........., ...20.....**

Kepala Sekolah .... **Guru Mapel Bahasa Inggris,**

(....) **(....)**

NIP /NIK : ....

NIP /NIK : ....

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : ....

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Jenis teks : teks lisan fungsional

Tema : *Introductory Chapter* dan *Family Life*

Aspek/Skill : Berbicara

Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Memberikan deskripsi keberadaan seseorang berdasarkan gambar

b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar

c. Menerapkan urutan kata benda-kata sifat dalam kalimat

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Tanggung jawab (*responsibility*)

Berani (*courage*)

2. **Materi Pembelajaran**

  a. Grammar Practice (halaman 18, 19, 27, 28)

    - Penjelasan, gambar dan latihan tentang artikel tak tentu (a, an)
    - Penjelasan, gambar dan latihan tentang bentuk negatif be
    - Penjelasan, gambar dan latihan tentang kata benda jamak dan preposisi in, on, under, there are, there is
    - Penjelasan, gambar dan latihan tentang letak urutan kata benda-kata sifat

  b. Communication Practice (halaman 25, 26)

    - Penjelasan dan contoh tanya jawab menanyakan keberadaan benda
    - Penjelasan dan gambar tentang keberadaan orang

  c. Developing Oral Skills (halaman 30)

    - Penjelasan instruksi latihan, gambar, dan latihan

  d. Unit Self-test (halaman 31)

    - Record your voice: penyebutan barang-barang dalam tas siswa dan keberadaan orang dalam gambar halaman 26

3. **Metode Pembelajaran:**

three-phase technique

4. **Langkah-langkah Kegiatan**

   Pertemuan pertama dan kedua.

   a. Kegiatan Pendahuluan

     Apersepsi :

    - Tanya jawab tentang keberadaan benda-benda di sekitar kelas

     Motivasi :

    - menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

   b. Kegiatan Inti

     Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Mendengarkan penjelasan guru dalam grammar practice dan mengaplikasikan secara oral

☞ Melakukan tanya jawab menanyakan keberadaan seseorang dan benda

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;

☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;

☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;

☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

➤ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

➤ Membantu menyelesaikan masalah;

➤ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

➤ Memberi informasi untuk bereksplorasi lebih jauh;

➤ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**

   a. Buku teks yang relevan: Kaset/CD .

   b. Narasumber, Kaset/CD .

   c. *Script*

   d. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal

1.Memberi instruksi
2.Menyebut daftar benda
3.Mengucapkan selamat
4.Mengumumkan dengan singkat
	Tes lisan
	
	Unjuk kerja
	Unjuk kerja
	Unjuk kerja
		1.Membaha-Sakan gambar
		
		2.Uji Petik
		
		3.Uji Petik
			1. *Give an instruction based on the picture shown!*
			2. *Mention 5 things you have in :*
			   a. Your bag
			   b. your bedroom
			3. *What would you say to a friend :*
			   a. on his/her birthday

		4. Uji Petik	*b. in weekends*
			c. if he/she has got the best in class
			4. inform your friend about the coming flag ceremony through an announcement

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan   100

b. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Average	6-10
Poor	≤5
Good	11-15

Mengetahui;   ...., ...20.....

Kepala Sekolah ....   **Guru Mapel Bahasa Inggris,**

(....)   (....)

NIP /NIK : ....   NIP /NIK : ....

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs   : ....

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII (Tujuh) / 1

Standar Kompetensi : 4. Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar   : 4.2 Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat

Jenis teks   : teks lisan fungsional

Tema   : *Introductory Chapter* dan *Family Life*

Aspek/Skill   : Berbicara

Alokasi Waktu   : 4 x 40 menit (2x pertemuan)

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   a. Memberikan penjelasan berdasarkan gambar

   b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)

                                                Rasa hormat dan perhatian (*respect*)

                                                Tekun (*diligence*)

2. **Materi Pembelajaran**

   a. Unit Self-test (halaman 11)

- Record your voice: menjelaskan letak kota-kota dengan menggunakan peta

  b. Developing Oral Skills (halaman 30)

- Gambar ruang kelas dan nama-nama benda sekolah

3. **Metode Pembelajaran:**

three-phase technique

4. **Langkah-langkah Kegiatan**

Pertemuan pertama dan kedua.

a. **Kegiatan Pendahuluan**

Apersepsi :

- Tanya jawab tentang keberadaan tempat-tempat tertentu berdasarkan peta

Motivasi :

- menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

b. **Kegiatan Inti**

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Melakukan tanya jawab tentang hal-hal dalam peta dan gambar ruang kelas

☞ Siswa memberikan penjelasan lisan tentang letak kota-kota dalam peta dan benda-benda dalam gambar runag kelas

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

* ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
* ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

* ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
* ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
* ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
* ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
* ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
* ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
* ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
* ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
* ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

➢ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

➢ Membantu menyelesaikan masalah;

➢ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

➢ Memberi informasi untuk bereksplorasi lebih jauh;

➢ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**

   b. Buku teks yang relevan: Kaset/CD .

   c. Narasumber, Kaset/CD .

   d. *Script*

   e. Gambar-gambar yang relevan

6. **Penilaian**

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Memberi insruksi secara lisan.	Tes lisan	Membahasa kan gambar	*1. Give instruction to your friend based on the picture.*
2. Menyebutkan daftar barang yang dibutuhkan.	Tes lisan	Uraian	*2. Mention the things that you find in your bedroom*
3. Memberi ucapan selamat	Unjuk kerja	Uji Petik	*3. Congratulate your friend on his / her success in doing something*
4. Mengumumkan sesuatu	Unjuk kerja	Uji Petik	*4. Tell your friend about the coming school holiday*
	Tes lisan	Menjawab pertanyaan	*Listen to the texts and answer the questions orally.*

   a. Pedoman Penilaian

      Jumlah skor maksimal keseluruhan   100

b. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

Appendix B

Name of Student :

Class :

PRE-TEST QUESTIONS

Read the conversation below before you answer these blanks.

a. Introduction situation.

Hasan : Hi. My name is Hasan. Are you a new student?

Budi : Hi, I am Budi. Yes, I am a new student here.

Hasan : By the way. [1] _____ ?

Budi : *I am from Tanjung Balai* and you?

Hasan : [2] _____. Nice to meet you, Budi.

Budi : Nice to meet you, too

Hasan : May I know where you live?

Budi : I live [3] _____ and you?

Hasan : [4] _____.

b. The other situation of conversation

Budi : Happy birthday to you, Hasan. I hope Allah SWT will give you mercy and

blessing.

Hasan : [5] _____, Budi. [6] _____tell

me when we take our Semester Mid-Test?

Budi : we will take our Semester Mid-Test on November 10, 2016.

Hasan : [7] _____ . Could you repeat that?

Budi : we will take Mid-Test on November 10, 2016.

c. After Mid-Test Situation

Budi : Congratulation to your best score in mid-test.

Hasan : Thank you so much, Budi. By the way, I would like to introduce my

classmate, her name is Shafa Marwah, she is [8]_____ Bandung.

Budi : oh…..I am Budi Santoso. I am from East Java. I want to go to library.

Could you join me, Hasan and Shafa?

Hasan : Of course, Budi. Let's go there.

Ssst……….please [9]_____noisy, Budi. We are in the library.

Budi   : oh, yeah. I forget. Do you borrow a book, Hasan?

Hasan : Yes, I borrowed one book to read before we got out of the library.

Budi   : Hasn, Please [10]_____into the dustbin because the teacher will angry with you if you throw anyplace.

Hasan : Thank you, Budi.

Appendix C

Name of Student   :

Class   :

PRE-TEST QUESTIONS

Read the conversation below before you answer these blanks.

a. **Introduction situation.**

Hasan : Hi. My name is Hasan. Are you a new student?

Budi   : Hi, I am Budi. Yes, I am a new student here.

Hasan : By the way. [1] _____ ?

Budi   : *I am from Tanjung Balai* and you?

Hasan : [2]_____. Nice to meet you, Budi.

Budi   : Nice to meet you, too

Hasan : May I know where you live?

Budi   : I live [3]_____ and you?

Hasan : [4] _____.

b. The other situation of conversation

Budi : Happy birthday to you, Hasan. I hope Allah SWT will give you mercy and

blessing.

Hasan : [5] _____, Budi. [6] _____tell

me when we take our Semester Mid-Test?

Budi : we will take our Semester Mid-Test on November 10, 2016.

Hasan : [7] _____ . Could you repeat that?

Budi : we will take Mid-Test on November 10, 2016.

c. After Mid-Test Situation

Budi : Congratulation to your best score in mid-test.

Hasan : Thank you so much, Budi. By the way, I would like to introduce my

classmate, her name is Shafa Marwah, she is [8]_____ Bandung.

Budi : oh…..I am Budi Santoso. I am from East Java. I want to go to library.

Could you join me, Hasan and Shafa?

Hasan : Of course, Budi. Let's go there.

Ssst………please [9]_____noisy, Budi. We are in the

library.

Budi : oh, yeah. I forget. Do you borrow a book, Hasan?

Hasan : Yes, I borrowed one book to read before we got out of the library.

Budi : Hasn, Please [10]_____into the dustbin

because the teacher will angry with you if you throw anyplace.

Hasan : Thank you, Budi.