

**THE EFFECTIVENESS OF USING ROLE-PLAY
METHOD IN TEACHING SPEAKING SKILL
AT THE 8th GRADE OF MTSN 1 PALU**



THESIS

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at the Teacher Training and Tarbiyah Faculty State Islamic University
Datokarama Palu*

By

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STATEMENT OF THE THESIS AUTHENTICITY

I hereby declared that this thesis entitled: **“The Effectiveness of Using Role-Play Method In Teaching Speaking Skill at The 8th Grade of MTsN 1 Palu ”** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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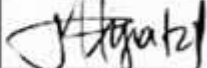
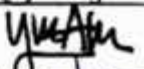
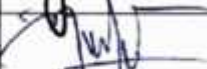

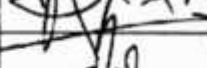


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FOREWORD

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

العالمين والصلاة والسلام على اشرف الانبياء والمرسلين سيدنا محمد وعلى
اله واصحابه اجمعين, اما بعد

Praise and gratitude the researcher expresses the presence of Allah SWT, who has bestowed all the graces and guidance so that the researcher can finish this thesis. Shalawat and greetings are dedicated to the great Prophet Muhammad SAW, along with all his family and friends who have provided various examples of life as a guide for his people.

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The reseracher realizes this thesis still has many mistakes. Therefore, the critique and suggestion would be accepted for its better. This thesis is hoped can be useful for the reader and the researcher himself.

Finally, to all parties, researcher hope that all the help given to the author is infinite from Allah SWT.

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ABSTRACT

Name : Nur Indah Fitriani Sofyan
NIM : 18.1.16.0005
Thesis Title : **THE EFFECTIVENESS OF USING ROLE-PLAY IN TEACHING SPEAKING SKILL AT THE 8TH GRADE OF MTSN 1 PALU**

Speaking is one of the skills that must be mastered and definitely must be able to be practiced in the field with other people as the interlocutor. The students speaking skill at the eight grade of MTSN 1 Palu is still low, especially in pronunciation and vocabulary. Therefore there should be some of method to overcome the problems which is the use of role play method in teaching speaking skill.

The purpose of this research is find out the feasibility of using the role play method to improve students' speaking skill in MTsN 1 Palu. The method used in this research was quantitative research through quasi-experimental research using pre-test and post-test designs. The researcher divided two classes into an experimental class and a control class.

The population of this research are 34 students as the experimental class and 32 students as the control class. Before the treatment, the researcher did a pre-test in both classes. Moreover, the researcher taught speaking through a role-play technique in the experimental class. The last, the researcher conducted a post-test in both classes to know whether a role-play method is effective for teaching speaking in the experimental class.

Based on the research findings, the t-count was higher than the t-table. The results indicates that t-count value (5,826) was higher than t-table value (1,669). It means that the alternative hypothesis (H_a) was accepted while the null hypothesis (H_0) was rejected.

In the other words, the role-play method was effective to improve the students speaking skills, especially in pronunciation and fluency at the eight grade at MTSN 1 Palu in the academic year 2021/2022.

CHAPTER 1

INTRODUCTION

A. Background of the Problems

English is a very well known language in the world, especially in Indonesia. This is one of the subjects in the education level of elementary schools, junior high schools and senior high schools. In learning English, there are four skills that we must learn, namely speaking, listening, reading and writing.

Speaking is one of the skills that must be mastered and definitely must be able to be practiced in the field with other people as the interlocutor¹. The benefit of having speaking activities is can help students be easily express their feeling. Speaking is a process of constructing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts². Verbal symbol is one of type communication that using words that could be conveyed orally, such as face-to-face conversations, telephone calls, presentations, and interviews.³ Nonverbal symbol can be defined as a type of communication without word. It uses body

¹ Astrawan, Empat Skill Dalam Belajar Bahasa Inggris, (2013).

² Purnamawati, Solliyah, And Luwandi Suhartono, *The Use Of Role Play In Teaching Speaking: Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 4. nomor 9 (2015).

³ Krebt, Dhea Mizhir, *The Effectiveness Of Role Play Techniques In Teaching Speaking For EFL College Students: Journal Of Language Teaching And Research* 8.5 (2017): 863.

movement, gesture, and facial expression. The important part of nonverbal communication is that the message is received by one or more other people.¹

Having good English speaking for students will improve, oral and written communication competencies to achieve the level of information literacy, improve awareness of the nature and importance of English to increase the nation's competitiveness in the global arena as well as improving students' understanding of the relationship between language and culture.

There are many learning methods that can be used in teaching speaking skill that teachers can apply to improve students' speaking skill, such as: question and answer in groups, practicing conversations, discussion, role playing, playing cards, telling pictures, retelling videos, and telling stories. These method can helps in improving speaking skill in lernaning process.

In the application of the role playing method, both teachers and students play an important role in the learning process: teachers as controllers, teachers as organizers, teachers as motivators, teachers as resource persons, teachers as tutors, teachers as observers, and teachers as models. Students have roles such as: students as planners, students as groups, students as tutors, student monitors and evaluators, students as players, students as speakers, and students as characters who play a role in the role play method.

Based on the results of interviewing an English teacher, the researcher was conducted at MTsN 1 Palu. From the interview that the students' speaking ability

¹ DeVito J.A, *The Interpersonal Communication, America: Pearson Education*, (2017).

in this case still lacking in this regard, the researcher defined the role-play method as a technique to develop the speaking skills of eighth graders at MTsN 1 Palu. Therefore, the research is limiting the research on fluency, comprehensibility, pronunciation, and vocabulary. Based on the initial observation by the researcher, she found that the students had some difficulties speaking. First, students lack vocabulary. Second, students cannot pronounce the words correctly. And lastly, students cannot choose the right words to express themselves.²

The Role Play method has many advantages for students in the learning process. There is a very flexible learning activity, which has a wide scope for variety and imagination. Researcher assumes that the role playing method is very fun and students can be more enthusiastic and challenged to communicate in English because this method is carried out according to what students usually do in everyday life and can have good interactions with their knowledge. Based on the explanations above is the researcher interested in trying to apply the effectiveness of the role play method in teaching speaking.

B. Problem of Statement

Based on the background above, the problem statement of the reasearch is:

Is the use of role play method effective to improve students' speaking skill?

C. Objective and Significance of the Research

To find out the objective of Role Play method in enhancing English speaking skills of the eighth-grade students of MTsN 1 PALU.

² Milda S.Pd, *English Teacher of Eight grade of MTsN 1 Palu*, Interview.

The researcher wants to know the feasibility of using the role play method to improve students' speaking skills. In addition, role play method can help students become more dynamic in the learning and teaching process. This research was focus on the pronunciation, comprehensibility, fluency and content of the role-play method in teaching speaking skill.

D. Definiton of Key Terms

1. Speaking

Speaking skill is a form of oral communication that exists between human beings. Speaking can also be referred to as the ability to express oneself creatively which is an action taken by a person in all the forms that are spoken when talking to other people.

2. Role Play

The role play method can help students develop their potential, emotional, intellectual, and interacting with the environment will be honed. In addition, students trained to express their ideas intelligently and creatively. Role play can also provide fun in learning because it can improve students' speaking skills, especially in speaking English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *The Previous Research*

The following are the research related to the writing of this skripsi.

The first research is from Anni Zuraidah, with the title “*The Effectiveness of Role Play Method in Students’ Speaking Skill at The Grade VIII of SMP Negeri 6 Padangsidempuan*”. The purpose of this research referring to the formulation of the problem is to find out what are the difficulties of students in learning English and how effective the role play method in students' speaking skills. This research was conducted to 10 students and 1 English teacher. The researcher uses a teaching method by including students into groups and provides situations where students can create conversation scenarios. In this research, the results of data collection used by observation and interviews. In this study, she assessed five components of speaking skills, and the result show that. That teaching speaking by using role play makes the students interested in speaking activities.¹

The second research is from Raodhatul Jannah, Muhammad Basri and Kisman Saliya. “*The Implementation of Role Play Approach in Teaching Speaking*”. This study aims to examine several theories of the role play method to teach and improve students' speaking skills in English. This study focuses on

¹ Zuraidah, Anni, *Effectiveness Of Role Play Method in Students’ Speaking Skill at The Grade VIII of Smp Negeri 6 Padangsidempuan.: Jurnal Estupro* 5. nomor 3 (2020): 124-133.

implementation of the role play method to foster speaking grade 1 students. The subject of this research is an English teacher and a class of seventh grade students consisting of 25 students. This research is a qualitative descriptive study. The sample of this research was taken by using purposive sampling technique. To collect data, researchers used interview guidelines and questionnaires. Based on the results of research and statements of experts, it was found that role play can improve students' speaking skills.²

The first and second thesis above discuss about the role play method in speaking skills and the thesis focus on using qualitative methods, while this thesis focuses on the effectiveness of the role play method on students' speaking skill using quantitative methods.

The third related research is from Thuraya A. Alabsi, with title “*The Effectiveness of Role Play Strategy in Teaching Vocabulary*”. In this research, the researcher used quantitative method. Which after observing, she found that Saudi students in English language has many difficulties with vocabulary, which has been attributed to the widespread use of traditional methods that focus on memorizing and rote learning. Based on the research findings, the T-test showed no significant difference in vocabulary ability in the pre-test; however, in the post-test, the average score of the experimental group was significantly higher than the control group by applying the role play method. She concluded that the role play method has the potential to offer a fun way to encourage students to use

². Jannah, Raodhatul, Kisman Salija, And Muhammad Basri, *The Implementation of Role Play Approach In Teaching Speaking*, (2020).

vocabulary appropriately in simulating authentic situations. The similarity in this thesis is that use quantitative methods and quasi-experimental in the role-play method. The differences both in this thesis the researcher uses vocabulary only as the objects to see the effectiveness of the role play method, while the thesis prepared by the researcher use speaking skills which is were assess from pronunciation, comprehensibility, fluency and vocabulary to determine the effectiveness of the role play method on students.³

B. Theoretical Review

1. Definition and Importance of Speaking

a. Definition of Speaking

Speaking is the active use of language to express meaning so that others can understand it, so the labels of 'receptive' and 'productive' language use can be applied to speaking respectively.⁴

As a communication in this era, the ability to speak English fluently and comprehensibility has become a must. Therefore, speaking is an important part of learning and teaching a second language. Because with improved speaking teaching, students can express themselves and learn how to follow appropriate social and cultural rules in every communicative situation.⁵

³ Alabsi, Thuraya A, *The Effectiveness of Role Play Strategy in Teaching Vocabulary: Theory And Practice In Language Studies* 6. nomor 2 (2016): 227.

⁴ Jakob, Juvrianto Chrissunday. "Improving the students' speaking ability through role play method." *IJET (Indonesian Journal of English Teaching) Volume 8* (2018).

⁵ Hukom, Salmon J, *Story completion: A technique in teaching speaking*, *Jurnal Tahuri* 16. nomor 2 (2019): 1-9

Speaking skill is the ability to express, state, ideas, communicate thoughts and feelings through pronunciation.⁶ The key factor of these skills can develop verbal and non-verbal communication in a second language is an opportunity for students to speak. Therefore, the teacher must arouse students' wants and needs or reasons to speak. In addition, communication comes from interaction, which causes teachers to require students to communicate with others and use student-student interaction as the key to teaching communicative language, providing students opportunities for meaningful communicative behavior on relevant topics.⁷

Speaking is the skill of conveying information through spoken language. The link between messages and spoken language as a medium of delivery is very strong. The information received by the listener is not in its original form, but in another form, the sound of language. The listener then tries to transfer the information to its original form in the form of language sounds.⁸

2. Technique of Teaching Speaking

Teaching speaking has Three major stage, those are Introducing new language, Practice, and Communicative activities.⁹ In terms of oral

⁶ Firdaus, Firdayanti, And Dwi Suci Amaniarsih, *Improving The Tenth Grade Students' speaking Ability Of Senior High School Harapan-I Medan Through Role Play Method: Journal Melt (Medium For English Language Teaching)* 3. nomor 1, (2019): 01-16.

⁷ Krisdiana, Bagus Putra, Enny Irawati, And A. Effendi Kadarisman, *The Effectiveness Of Role-Play Integrated With Word Cards On Students' Speaking Skill For Communication: Jurnal Pendidikan Humaniora* , 6. nomor 2 (2018): 78-84.

⁸ Arumsari, S. K. O., & Vlandari, R. T, *Penerapan Metode Role Play Untuk Mengembangkan Kemampuan Berbicara Bahasa Inggris Guru Sd It Annuur Gemolong: Adi Widya: Jurnal Pengabdian Masyarakat*, (2017)

⁹ Velozo Oñate, M. I., & Idrobo Bermeo, Y. V, *Suggest The Role Play Technique To Develop The Speaking Skill In The English Language With Quichua Native Speakers Of Second Year Of Baccalaureate" A" In The Unidad Educativa Intercultural Bilingüe "Monseñor Leonidas*

communication, one needs to learn when it is appropriate to speak, in which circumstance, how to gain the right to speak, how and when to invite someone else to speak and so on.¹⁰

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Role play is one of the teaching techniques in the classroom that encourages students to actively participate in the process of learning English. Either way, role playing clearly promotes effective interpersonal relationships and social transactions among the participants. For the simulation to occur participants must accept the duties and responsibilities of their roles and functions, and do the best they can in the situations in which they find themselves. In the Role Play method activity, the teacher provides information to students as to who they are and what they think or feel.¹¹

3. Assesment of Speaking

Acording to Gottlieb (2006:46) speaking skills in general can be assessed from five speaking process that are grammar, vocabulary, fluency, pronunciation and comprehension. However, speaking is a complex skill that using different ability to assess it. Assessment is an ongoing process that covers a much wider

Proañõ: In The Academic Term September 2015-August 2016 (Bachelor's Thesis, Riobamba, UNACH 2016).

¹⁰ Bharathy, M. S, *Effectiveness Of Roleplay In Enhancing Speaking Skills Of Tertiary Level Learners: IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, 13(1), (2013), 17-19.

¹¹ Mavlonova, U. K., Abulova, Z. Z., & Kodirov, D. K, *Role Play As A Method Of Developing Speaking Skill: Scientific Reports Of Bukhara State University*, 3(1), . (2020), 253-260.

domain. The main components of speed assessment include grammar, vocabulary, intonation and stress, pronunciation, fluency, and accuracy. They can be written to reflect the construct being assessing and to reflect the curriculum of young learners.¹² Based on the explanation above, this study aims to use of the four assessments consisting of pronunciation, comprehensibility, fluency, and vocabulary.

C. Role Play Method

The learning method is a process used by teachers in presenting and implementing learning materials to students to achieve predetermined goals. Thus, one of the teacher's skills that plays an important role in teaching is the skill of choosing a method. The choice of method is directly related to the teacher's efforts in presenting teaching according to the situation and conditions in order to achieve optimal teaching goals.

The role play method for students can improve their English speaking skills creatively. Because they can play with the characters they want and choose situations that make them interesting.¹³ Character in role playing is a concept that refers to the story, is considered alive, so that the process of its creation and formation is not limited to visual power, there are other important elements to construct, including identity, existence, and reality. As part of the form of simulation representation, character is a character concept that is constructed, manipulated, and reproduced.

¹² Ibid, 1.

¹³ Ibid, 2.

Students can also bring their moods and expressions into the dialogue. In other words, role play is an example of learning by doing where students are actively involved in activities where they can imagine themselves in certain situations outside the classroom and sometimes play someone's role and use language based on context. The depiction of the quality of its manifestation involves the concept of shaping personality / characterization (archetypes), events (narrative), space and time (simulacrum).

Role-play is a learning strategy in which students are required to act on certain roles through talking, doing, and sharing. In relation to the research objectives, role play is used to encourage students to make connections between vocabulary experiences and the content being studied. The students were introduced to the role play method through new vocabulary and then given the opportunity to use the words in context. The process of role playing by speaking helps improve students' understanding of speaking and how to use speaking in real-world contexts.¹⁴

Role play is one of the teaching techniques in the classroom that encourages students to actively participate in the English learning process. Therefore, students can practice English in a context similar to real-life situations where stress and embarrassment can be removed.¹⁵

Role play is one of communicative techniques which develops fluency in students' language, which promotes interaction in the classroom, and which increases motivation. Haycraft mention the three elements in role playing: what

¹⁴ Ibid, 3.

¹⁵ Krebt, Dhea Mizhir, *The Effectiveness Of Role Play Techniques In Teaching Speaking For EFL College Students: Journal Of Language Teaching And Research* 8. nomor 5 (2017), 863.

the characters want, who they are, and their moods or attitudes at the time. These elements are then affected by how the situation develops.¹⁶

In this research, role play means a method of teaching speaking to improve student ability in English, it is like mini drama. Students can pretend to be in a variety of social contexts and have a variety of roles, in a creative, fun and interesting way. If while in the class, the students find it difficult to be briefly acted out so that the student cannot identify with the roles. Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

1. Types of Role Play Method

Role play methods are divided into three¹⁷ types, namely:

a. Role play method by using full script

In this type, all the words and scenes in the script students are required to understand and memorize their roles. In this case, the script can be given directly by the teacher or students can write it down first.

b. Role play method with semi-script

Students can change the main conversation into certain ways and create their own conversation. Such type of role play can be called semi-controlled or because the teacher or specified textbook includes language

¹⁶ Wibawanti, I. T., *Improving Students' Speaking Skill Through Role Play: Doctoral dissertation, Universitas Islam Malang*, (2020).

¹⁷ Ibid, 16.

input, but students must also determine the material depending on the framework that supplies the situation to build a real-life context. This type can be used for students with beginner to upper intermediate level of proficiency, such students should be familiar with the main procedures and strive to progress to higher task levels as semi-scripted role-playing games are less structured and less controlled than fully scripted role-playing.

c. Role play method with non-script

Students can construct thinking, and construct language at their level, acting in some way based on their understanding. Non-scripted role-playing games can be practical for intermediate to advanced students as unscripted role-playing games in a free and structured way that sometimes requires special problem-solving skills. One of the others, students can be provided with the keyword situation in a dialogue from the teacher, then students make mini-conversations based on the keywords mentioned above, the material or context is just a gap filler.

2. Weaknesses and Strengths of Role Play Method

1. The Weakness

A science created by humans is basically imperfect, all knowledge has advantages and disadvantages. If we look at the role playing method in terms of the teaching and learning process in the world of education, of course, apart from the advantages there are also disadvantages. Weaknesses of the role playing method include: The role playing method takes a relatively long time, Requires high creative power from the teacher and students, most of the casted students feel

ashamed to require certain scenes, if the implementation of the role play method fails, it was not only result in gives a bad impression, but at the same time means that the teaching objectives are not achieved, and not all subject matter can be presented through this method.¹⁸

2. The Strengths

The advantages of role playing include students training themselves to understand, remember and appreciate the contents of the story that must be played, students will be trained to take initiative and be creative, cooperation between players can be cultivated and fostered as best as possible, students acquiring the habit of accepting and sharing responsibilities with others, visualizing abstract things, training critical thinking because students are involved in process analysis, generating positive responses from students who are slow, incompetent and less motivating and the talents that exist in students can be cultivated so it is possible that the seeds of drama will emerge in schools.

Role playing has the following advantages:¹⁹

1. Students train themselves to understand and remember the content of the material to be played. As a player, he must understand, appreciate the content of the story as a whole, especially for the material he has to play. Thus, students' memory must be sharp and durable.
2. Students will practice to take the initiative and be creative. When playing the role, the players are required to express their opinion according to the

¹⁸Afdillah, A. A., & Noor, M. *The effectiveness of role Play in teaching speaking*, (2015)

¹⁹ Ibid, 18.

time available. The talents found in students can be nurtured so that it is possible for drama arts to emerge or grow from school.

3. Cooperation between players can be grown and fostered as well as possible, students will acquire the habit of accepting and sharing responsibilities with others and also students' spoken language can be developed into a better language so that it is easily understood by others.

D. Theoretical Framework

According to Gregor, Martin, Fernandez, Stern, & Vitale, 2006 Theoretical framework is classifies the important factors in information systems development and can imply that these factors are causally connected with successful systems development.²⁰

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse, role play uses different communicative techniques and develops fluency in the language, promotes interaction the classroom and increases motivation. Role play can improve learners speaking skills in any situation, and can help learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.²¹

It can be seen that role play is a technique which can develop students speaking ability. The meaning delivers fluency in target language, promotes

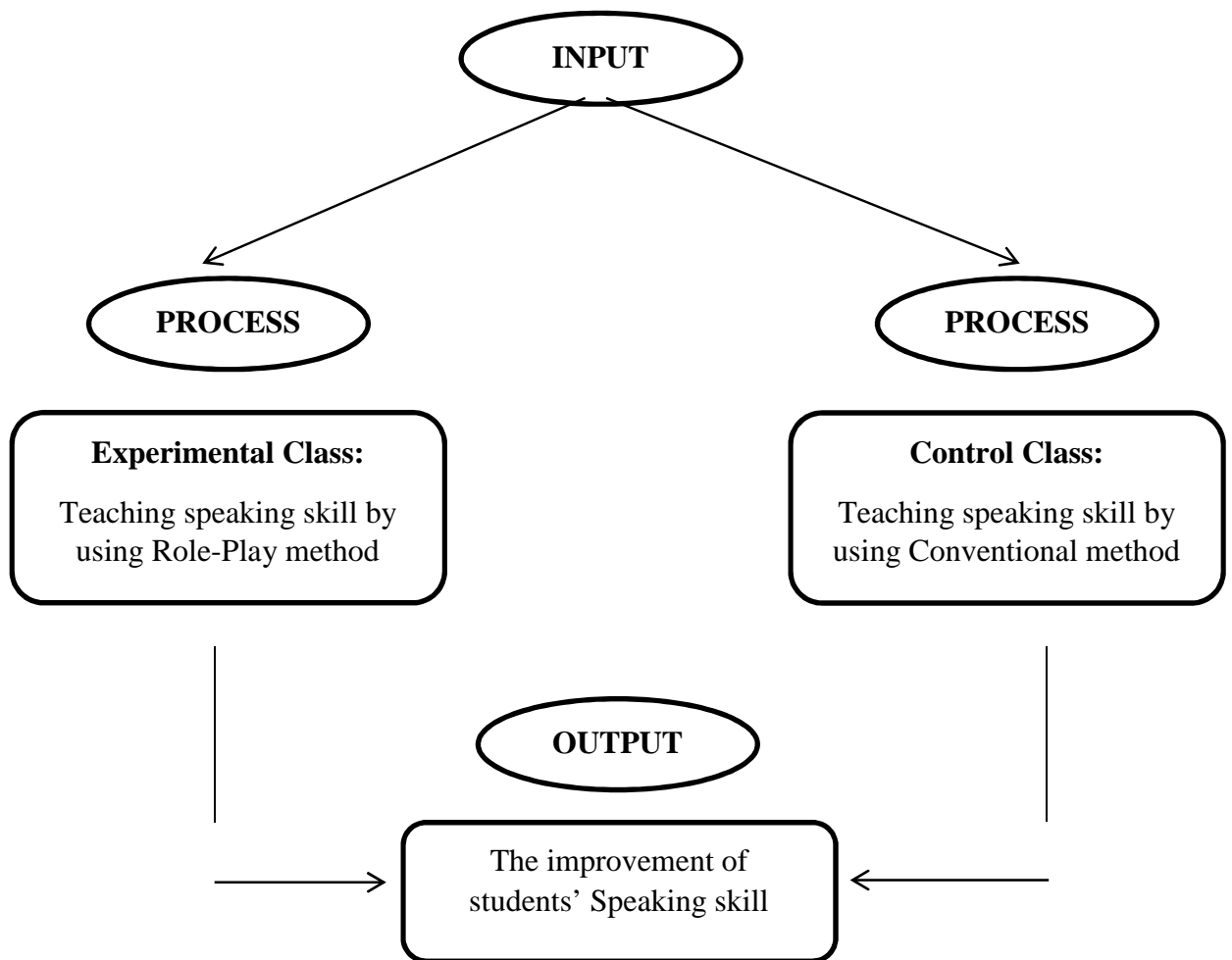
²⁰ Aparicio, M., Bacao, F., & Oliveira, T. An e-learning theoretical framework. *An e-learning theoretical framework*, (1), (2016). 292-307.

²¹ Ibid,18.

students to speak or interact with others in the classroom, increases motivation and makes the teaching learning process more enjoy.

The Theoretical framework of the study is summerized in a visual illustration below:

Table 2.1 Theoretical Framework:



E. Hypothesis of the Research

The researcher proposes two hypotheses, namely:

H₀: The use of using role play method is not effective to improve the students' speaking skill

H_a: The use of using role play method is effective to improve the students' speaking skill

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher investigated the effectiveness of using the role-play method in teaching speaking skills. Considering the data and the aims of this research, the researcher applied a quantitative method with a research focus on improving students' speaking skills. Quantitative Research is the investigator attempts to clarify a phenomenon through the collection and analysis of carefully designed and controlled data.¹

The researcher used a quasi-experimental design by using two classes where the researcher experiments with the two classes to know if there is any significant influence of the role-play method on the students' speaking skills. The first class was named as the experimental group and the second class was named as the controlled group. Pre-test and post-test in the control class design was same with an experimental class, and then the process of the research involving at least one randomly generated group; that received the pre-test, the treatment, and then given the post-test. The researcher will use random sampling in taking the sample of the research.

¹ Fraenkel, Jack R.; Wallen, Norman E.; Hyun, Helen H. *How To Design And Evaluate Research In Education*, New York: Mcgraw-Hill, (2012).

Therefore, before giving the treatment the researcher given pretest to measure the students' prior knowledge of speaking. To determine the effect of the use of role play techniques on students' speaking skills, the researcher given the students post-test.

An overview of this design can be seen as follows:²

Table 3.1 Group Design

Groups	Pre-test	Treatment	Post-tets
E	O ₁	X ₁	O ₂
C	O ₁	X ₀	O ₂

Where:

E : Experimental Group

C : Control Group

O₁ : Pre-test

X₁ :Treatment by using method

X₀ : Control Treatment by conventional method

O₂ : Post-test

Based on the illustration above, the researcher divided the class. The first is an experimental group, and the second is a control group. First, pre-test (O₁) for experimental group (E) and control group (C) . The purpose of giving pre-test was to investigate students knowledge in speaking. Second, the treatment by using

²Akmal, Akmal, *The Effect of Role-Play Method In English Speaking Skill: Journal of Science and Social Research* 1. nomor 1 (2018), 48-52.

role-play method(X_1) was applied to the experimental group using role-play method. While the treatment of the control class by using conventional method (X_0) was applied to the control group with usual treatment. The last, post-test (O_2) was given to both groups. Post-test aims to investigate the students' achievement in both groups after getting the treatment. The score of both groups were compared to see the improvement.

B. Population, Sample and Technique Sampling

1. Population

The population of this research was the second grade students of MTSN 1 Palu. In this grade total numbers of the population were 233 students that divided into seven classes.

2. Sample and Technique Sampling

Sampling is a process of selecting a number of individuals from a population, preferably in such a way that these individuals represent a larger group from which they are selected. The researcher took two classes, that are VIII F as experimental class (34 Students) and VIII C as the control class (32 Students).

The sampling technique is a way to identify more specifically related to the sample process in a research. The researcher used *random sampling*. It is designed to select a representative sample using chance selection so that the bias will not change the sample systematically.

The researcher took the random sample that was representative of the population or included subject with needed characteristic. In this research, the researcher took on the sample after getting advice of the English teacher there.

C. Variable of the Research.

This research consisted of two variables, dependent variable and independent variable.

a. Dependent Variable

The dependent variable of this research is speaking skill of the student which focus on the pronunciation, fluency, comprehensibility and vocabulary of students.

b. Independent Variable

The independent variable of this research is the Role Play Method.

D. Research Instrument

The test instrument is a series of questions to measure the skills, knowledge, abilities, talents, and intelligence of the research object. The researcher measured the students speaking skill.

The researcher used a test in form of an oral test. the researcher asked them several questions that were already prepared. The researcher assessed them based on the assessment indicators of the speaking test. This test was applied in pre-test and post-test. This research carried out, on 5th October until 16th November 2022.

The criteria of speaking assesment are adapted from McKay (2006:290-292) in thesis Anni Zuraidah, Effectiveness Of Role Play Method in Students' Speaking Skill at The Grade VIII of Smp Negeri 6 Padangsidempuan.

Table 3.2 Criteria of Speaking Assesment³

No	Aspect	Criteria	Score
1	Pronunciation	Proper pronunciation is almost the same as the native speaker and then is clearly understood	5
		Always intelligible, though one is concious of a definite accent and occasinal inappropriate intonation patterns.	4
		There is an error sound but still understandable.	3
		Very hard to understand because pronunciation problem and interfere the meaning.	2
		Errors in pronunciation are frequent.	1
2	Fluency	Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.	5
		Speech in everyday communication and classroom discussion in generally fluent, with occasional lapses while the students searches for the correct manner of expression.	4
		Speeding of speaking but still understandable.	3
		Long pauses while he searches for the desired meaning. Limited range of expression	2
		Full long and unnatural pauses. Very limited	1

³ Zuraidah Anni, *Effectivennes of Role-Play Method In Students' Speaking Skill at The Grade VIII of SMP Negeri 6 Padangsidempuan*: .McKay (2006:290-292)

		range of expression.	
3	Comprehensibility	Easy for the listener to understand the speaker's intention and general meaning.	5
		Most of what the speaker says is easy to follow.	4
		The speaker's intention and general meaning are fairly clear.	3
		The listener can understand a lot of what is said, but he must constantly seek clarification.	2
		Cannot understand even simple pronunciation.	1
4	Vocabulary	Use of Vocabulary and idioms approximates that of a native speaker.	5
		Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	4
		Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.	3
		Misuse of words and very limited vocabulary make comprehension quite difficult.	2
		Vocabulary limitations so extreme as to make conversation virtually impossible.	1

E. Technique of Collecting Data

The most important thing in this research is to collect the data that can determine the result of the research. To gain the data, the researcher performed

quasi-experimental research. This research was held for eight meetings in four weeks including pre-test and post-test in teaching.

The researcher used the following procedures:

1. Pre-test

Before giving the treatment, the researcher gave the students some oral questions as the pre-test. Pre-test is used to find out information about students speaking skill. Before giving the treatment, the researcher came to the class and give the speaking test. Then, the scores were divided into four criterias pronunciation, comprehensibility, fluency and vocabulary.

2. Treatment

- a) Treatment for Experimental Class

The researcher conducted the role-play method in teaching speaking skill. During the procedure, the students were divided into several groups, it is a pair.

The researcher's used the following steps in providing treatment in the experimental class:

1. The teacher gave a dialogue.
2. The teacher took 10 minutes to explain the rules for this activity and make the previous work such as dividing the students into different groups and memorizing the dialogue for each group that already prepared.
3. Students thus got information about the activity but not be told the experimental purpose of this experiment and then they would have 10-15 minutes to prepare.

4. Each group has 5 minutes to present themselves in front of the class.
5. When a group is performing, the others would watch and record their comments for the player's perform.
6. After that the last twenty minutes would be taken for discussion. From the discussion, both the teacher and the students would get an impressive comparison for each counterpart groups.

b) Treatment for Control Class

The researcher used conventional method in control class. The conventional method in this research is the method by providing the same material from the experimental class but with a different way of application or method, in this method the researcher only asks students to first read the dialogue that has been given and then look for simple present tense sentences and the last students make sentences in the same form with different vocabulary contexts.

7. Post-test

The researcher gave a post-test to the students which is similar to the pre-test. The post-test was given after the treatment. The scores of the post-test were divided into four criterias, which are the scores of pronunciation, fluency, comprehensibility, and vocabulary.

F. Technique of Data Analysis

To analyze the data the researcher will employ the formula as follows:

1. Scoring the student's score both in pre-test and post-test

$$\text{Score} = \frac{\text{Student's Score}}{\text{Maximum Score}} \times 100$$

2. Classifying the score of the students' pre-test and post-test⁴

Table 3.3 Classification of Score

Range of Score	Classification
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
<40	Very Poor

(Source: Journal in Juvrianto CJ)

3. To find out the mean score by using the following formula⁵ :

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

Where:

X : Mean Score

$\sum x$: The sum of all the score

N : Total number of sample

4. To calculate standard deviation by using the formula:

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

⁴Juvrianto, C. Improving the students' speaking ability through role play method. *Indonesian Journal of English Teaching*, 7(1), 87-97.(2018).

⁵ Prof. Dr. Anas Sudijono, *Statistik Penelitian*, (Jakarta:2004), 289.

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Where:

S_1 = sum squares in experimental class

S_2 = sum squares in control class

$\sum X_1^2$ = sum square scores in experimental class

$\sum X_2^2$ = sum square scores in control class⁶

5. Finding out the significant difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1 + S_2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

t : Test of significance

X_1 : Mean score of experimental class

X_2 : Mean score of control class

SS_1 : The sum square of experimental class

SS_2 : The sum of control class

N_1 : The total number of experimental class

N_2 : The total number of control class

D : The sum of total differences

⁶ Shulfiany, "The effectiveness of Silent Way Method In Teaching Pronunciation: Vowel

6. The criteria of testing hypothesis:

The following criteria used to test a researcher hypothesis:

- 1) If $t\text{-table} < t\text{-test}$, H_a is accepted and H_o is rejected. It means that the use of role-play method is able to improve student's speaking skill.
- 2) If $t\text{-test} < t\text{-table value}$ H_o is acceptable and H_a is rejected. It means that use of role-play method is not able to improve student's speaking skill.

CHAPTER IV

RESULT AND DISCUSSION

A. The Description of the Research Result

1. Result of the Research

In this section, the researcher would like to describe about the research results. The researcher gave the students test witch consisted of pre-test and post-test. The pre-test was given in the first meeting and the post-test was given in the last meeting. Research finding shows the result of the data that have been analyzed statistically and the tabulating of data. The researcher compressed the students' score in pre-test and post test, classified percentage of students score in pre-test and post-test, calculating the mean score, standard deviation and the t-test significant difference between pre-test and post-test.

1. Scoring classification Pre-test and Post-test in Experimental class

The experimental class in this research is class VIII F which consisted of 34 students. This class was given the Role-Play Method as the treatment. After giving a Pre-test in the first meeting. The researcher gave treatment at six meetings using the role-play method and giving Post-test in the last meeting, in the form of pre-test and post-test is an oral test of several questions to the students.

To calculate students' answers to the test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where:

X = Students' speaking score

N = Maximum score

If a student is able to answer all the oral test questions well in all four aspects or indicators of speaking: pronunciation, fluency, comprehensibility and vocabulary, then the student gets the highest score of 5 for each of the four assessment elements of speaking, which can be seen in chapter 3. So that the student's assessment score For example, the highest score is 20 multiplied by 100 then divided by the maximum score, which is 20, and the result is that students get the highest score of 100.

The results of pre-test-post-test for Experimental class is presented on the following tables:

Table 4.1 The Results of Pre-test for Experimental class

No	Nama	Criteria of Speaking				Total Score	Pre-test	Clasification
		P	F	C	V			
1	ANR	1	1	1	1	4	20	Very Poor
2	AFF	1	1	1	1	4	20	Very Poor
3	AMR	1	1	1	1	4	20	Very Poor
4	ANI	1	1	1	1	4	20	Very Poor
5	APT	1	1	2	1	5	25	Very Poor
6	AAK	2	1	2	1	6	30	Very Poor
7	BAB	1	1	1	1	4	20	Very Poor
8	BNA	1	1	1	2	5	25	Very Poor
9	BAR	1	2	1	2	6	30	Very Poor

10	GPU	1	1	1	2	5	25	Very Poor
11	GPO	1	2	1	1	5	25	Very Poor
12	KRA	2	2	2	2	8	40	Very Poor
13	KIH	1	1	1	1	4	20	Very Poor
14	MGM	1	1	1	2	5	25	Very Poor
15	MAT	1	1	1	1	4	20	Very Poor
16	MZR	1	1	1	1	4	20	Very Poor
17	MRS	1	1	1	1	4	20	Very Poor
18	MRP	1	1	1	1	4	20	Very Poor
19	MSA	1	1	1	1	4	20	Very Poor
20	MAF	1	1	1	1	4	20	Very Poor
21	MHM	1	1	1	2	5	25	Very Poor
22	MND	1	1	1	1	4	20	Very Poor
23	MAP	1	1	1	2	5	25	Very Poor
24	MHF	1	1	1	1	4	20	Very Poor
25	NRI	1	1	1	1	4	20	Very Poor
26	NRA	1	1	1	1	4	20	Very Poor
27	QMT	2	1	1	3	7	35	Very Poor
28	RHI	1	1	1	1	4	20	Very Poor
29	SFY	1	1	1	1	4	20	Very Poor
30	SRK	3	3	3	3	12	60	Fair
31	SFJ	1	1	1	1	4	20	Very Poor
32	SQA	1	1	1	1	4	20	Very Poor
33	ZAH	1	1	1	1	4	20	Very Poor
34	CTA	2	1	1	2	6	30	Very Poor
	Total	40	39	39	46	164	820	

Where:

P = Pronunciation

F = Fluency

C = Comprehensibility

V = Vocabulary

Based on the results of pre-test for the experimental class which was presented on the table 4.1, the highest score was 60, and the lowest in 20. It

showed that the students' vocabulary knowledge in the pre-test of the experimental class was low.

After researcher obtained the data therefore, the researcher need to know the mean scores of pre-test in experimental class by using the following formula:

$$\begin{aligned} & \frac{\sum \bar{X}_1}{n_1} \\ &= \frac{820}{34} \\ &= 24,11 \text{ (Low)} \end{aligned}$$

Where:

\bar{X}_1 = mean score in experimental class

$\sum \bar{X}_1$ = sum scores in experimental class

n_1 = number of students in experimental class

Accordingly, based on the calculation above the results indicate that the mean score of pre-test in experimental class was 24,11. It showed that the mean score of pre-test in experimental class was not significant.

Table 4.2 The Results of Post-test for Experimental class

NO	Nama	Classification of Speaking				Total Score	Post-test	Clasification
		P	F	C	V			
1	ANR	2	2	1	1	6	30	Very Poor
2	AFF	2	1	1	1	5	25	Very Poor
3	AMR	1	1	1	1	4	45	Poor
4	ANI	2	2	2	3	9	45	Poor

5	APT	2	3	2	2	9	45	Poor
6	AAK	2	2	3	2	9	45	Poor
7	BAB	1	1	1	1	4	20	Very Poor
8	BNA	2	2	2	2	8	40	Very Poor
9	BAR	3	3	2	2	10	50	Poor
10	GPU	2	1	2	1	6	30	Very Poor
11	GPO	2	2	2	2	8	40	Very Poor
12	KRA	4	3	3	4	14	70	Fair
13	KIH	2	2	3	4	11	55	Poor
14	MGM	4	3	4	3	14	70	Fair
15	MAT	2	2	2	1	7	35	Very Poor
16	MZR	2	2	2	3	9	45	Poor
17	MRS	3	2	2	2	9	45	Poor
18	MRP	3	3	3	3	12	60	Fair
19	MSA	2	2	2	2	8	40	Very Poor
20	MAF	3	2	2	1	8	40	Very Poor
21	MHM	1	1	1	1	4	20	Very Poor
22	MND	2	1	1	1	5	25	Very Poor
23	MAP	4	3	4	4	15	75	Good
24	MHF	1	1	1	1	4	20	Very Poor
25	NRI	1	2	1	2	6	30	Very Poor
26	NRA	2	2	3	3	10	50	Poor
27	QMT	3	3	2	2	10	50	Poor
28	RHI	1	1	1	1	4	20	Very Poor
29	SFY	1	2	1	1	5	25	Very Poor
30	SRK	4	4	4	4	16	80	Good
31	SFJ	1	1	1	1	4	20	Very Poor
32	SQA	1	2	1	1	5	25	Very Poor
33	ZAH	3	2	2	2	9	45	Poor
34	CTA	2	2	2	2	8	45	Poor
	Total	73	68	67	67	275	1405	

Where:

P = Pronunciation

F = Fluency

C = Comprehensibility

V = Vocabulary

Based on the results of post-test for the experimental class presented on the table 4.2, the highest score was 85, and the lowest in 20. It showed that the students' speaking knowledge in the post-test for the experimental class was good.

After researcher obtained the data therefore, the researcher need to know the mean scores of pre-test in experimental class by using the following formula:

$$\frac{\sum \bar{X}_1}{n_1} = \frac{1,4}{3} = 41,32 \text{ (increase)}$$

Where:

\bar{X}_1 = mean score in experimental class

$\sum \bar{X}_1$ = sum scores in experimental class

n_1 = number of students in experimental class

As shown in the mean score of post-test calculation, the results indicate that the mean score of post-test in experimental class was 41.32. Therefore that the mean score of post-test had significant progress from 24,11 (pre-test) to 41,32 (post-test).

The mean score of the experimental classes had been found, to calculate the standard deviation of pre-test and post-test for classes which presented in the following tables:

Table 4.3 Deviation and Square Deviation for Experimental class

No	Nama	Test Score		X	X2
		Pre-test	Post-test		
1	ANR	20	30	10	100
2	AFF	20	25	5	25
3	AMR	20	45	25	625
4	ANI	20	45	25	625

5	APT	25	45	20	400
6	AAK	30	45	15	225
7	BAB	20	20	0	0
8	BNA	25	40	15	225
9	BAR	30	50	20	400
10	GPU	25	30	5	25
11	GPO	25	40	15	225
12	KRA	40	70	30	900
13	KIH	20	55	35	1225
14	MGM	25	70	45	2025
15	MAT	20	35	15	225
16	MZR	20	45	15	225
17	MRS	20	45	15	225
18	MRP	20	60	40	1600
19	MSA	20	40	20	400
20	MAF	20	40	20	400
21	MHM	25	20	5	25
22	MND	20	25	5	25
23	MAP	25	75	50	2500
24	MHF	20	20	0	0
25	NRI	20	30	10	100
26	NRA	20	50	30	900
27	QMT	35	50	15	225
28	RHI	20	20	0	0
29	SFY	20	25	5	25
30	SRK	60	80	20	400
31	SFJ	20	20	0	0
32	SQA	20	25	5	25
33	ZAH	20	45	20	400
34	CTA	30	45	15	225
	Total	820	1405	570	14950

Based on the table above, the number of deviation was 570 and the number of square deviation was 14.950. The mean score of deviation for the pre and post tests of the experimental class was calculated in the following formula:

$$\bar{X}_1 = \frac{\sum X_1}{n_1} = \frac{570}{34} = 16.76$$

Based on the calculation above, the mean score of deviation in experimental class was 16.76 it is on the basis of the mean score deviation. The sum squared deviation in experimental class was calculated by the following formula:

$$\begin{aligned}
 SS_1 &= \sum X^2_1 - \frac{(\sum X_1)^2}{n_1} \\
 &= 14,950 - \frac{(5 \quad)^2}{3} \\
 &= 14,950 - \frac{3 \quad ,9}{3} \\
 &= 14,950 - 9,555 \\
 &= 5,395
 \end{aligned}$$

Where:

S_1 = sum squares in experimental class

$\sum X^2_1$ = sum squared scores in experimental class

n^1 = number of students in experimental class

Based on the calculation above the sum squared of deviation in experimental class was 5,395.

2. Scoring classification Pre-test score and Post test score in Control class

The control class in this reserach is VIII C consists of 32 students. This class was given the Conventional Method as the treatment. After giving a Pre-test in the first meeting, the researcher gave treatment at six meetings using the conventional method and giving Post-test in the last meeting, in the form of oral test.

To assess students' answers to the test the researcher used the following formula:

$$\text{Score} = \frac{X}{N} \times 100$$

Where :

X = Students' speaking score

N = Maximum score

If a student is able to answer all the oral test questions well in all four aspects or indicators of speaking: pronunciation, fluency, comprehensibility and vocabulary, then the student gets the highest score of 5 for each of the four assessment elements of speaking, which can be seen in chapter 3. So that the student's assessment score For example, the highest score is 20 multiplied by 100 then divided by the maximum score, which is 20, and the result is that students get the highest score of 100.

The results of pre-test and post-test for control class are presented on the following tables:

Table 4.4 The Results of Pre-test for Control Class

No	Nama	Criteria of Speaking				Total Score	Pre-Test	Clasification
		P	F	C	V			
1	AKA	1	2	1	1	5	25	Very Poor
2	ADZ	1	1	2	1	5	25	Very Poor
3	ADI	2	2	3	2	9	45	Poor
4	AYK	4	4	4	4	16	80	Good
5	AMP	2	2	2	1	7	35	Very Poor
6	ANZ	1	1	2	1	5	25	Very Poor
7	AKS	2	1	1	1	5	25	Very Poor

8	AYF	1	2	2	1	6	30	Very Poor
9	FFI	1	2	1	2	6	30	Very Poor
10	FFT	4	4	4	4	16	80	Good
11	FPO	1	1	1	2	5	25	Very Poor
12	GID	1	1	2	1	5	25	Very Poor
13	IHA	1	3	1	1	6	30	Very Poor
14	IAN	1	1	2	1	5	25	Very Poor
15	ASI	2	1	1	1	5	25	Very Poor
16	IMI	1	3	1	2	7	35	Very Poor
17	JAR	1	1	2	1	5	25	Very Poor
18	MFA	3	1	3	1	8	40	Very Poor
19	MAA	1	1	2	1	5	25	Very Poor
20	MAP	1	2	2	1	6	30	Very Poor
21	MRA	1	2	1	1	5	25	Very Poor
22	MSA	1	2	2	1	6	30	Very Poor
23	ANM	1	1	2	1	5	25	Very Poor
24	MDR	1	2	2	1	6	30	Very Poor
25	MFS	1	1	3	1	6	30	Very Poor
26	NFU	1	2	2	1	6	30	Very Poor
27	NVA	1	1	1	1	4	20	Very Poor
28	PAD	1	1	1	2	5	25	Very Poor
29	RAZ	1	2	1	1	5	25	Very Poor
30	SLA	1	2	1	1	5	25	Very Poor
31	SNS	1	1	2	1	5	25	Very Poor
32	ZDA	1	2	1	1	5	25	Very Poor
	Total	44	55	58	43	200	1000	

Where:

P = Pronunciation

F = Fluency

C = Comprehensibility

V = Vocabulary

Related to the findings pre-test of the control class presented on the table 4.3, the highest score was 80 and the lowest score in 20. It showed that the students' knowledge in pre-test of the control class was good.

After researcher obtained the data therefore, the researcher need to know the mean scores of pre-test in control class by using the following formula:

$$\begin{aligned} & \frac{\sum \bar{X}_1}{n_1} \\ &= \frac{1000}{32} \\ &= 31.25 \end{aligned}$$

Where:

\bar{X}_1 = mean score in experimental class

$\sum \bar{X}_1$ = sum scores in experimental class

n_1 = number of students in experimental class

Accordingly, based on the calculation above the results indicate that the mean score of pre-test in control class was 31.25. It showed that the mean score of pre-test in experimental class was not significant.

Table 4.5 The Results of Post-test for Control Class

No	Nama	Classification of Speaking				Total Score	Post-test	Classification
		P	F	C	V			
1	AKA	2	1	1	2	6	30	Very Poor
2	ADZ	2	1	1	2	6	30	Very Poor
3	ADI	2	2	2	2	8	40	Very Poor
4	AYK	4	5	4	4	17	85	Good
5	AMP	2	3	3	3	11	55	Poor

6	ANZ	2	3	1	1	7	35	Very Poor
7	AKS	2	1	2	2	7	35	Very Poor
8	AYF	2	1	2	1	6	30	Very Poor
9	FFI	2	1	1	1	5	25	Very Poor
10	FFT	5	4	4	4	17	85	Good
11	FPO	2	3	1	1	7	35	Very Poor
12	GID	2	1	2	2	7	35	Very Poor
13	IHA	2	1	2	1	6	30	Very Poor
14	IAN	2	1	2	2	7	40	Very Poor
15	ASI	2	2	1	2	7	35	Very Poor
16	IMI	1	2	2	2	7	35	Very Poor
17	JAR	2	2	2	1	7	45	Poor
18	MFA	1	2	2	1	6	30	Very Poor
19	MAA	1	1	1	1	4	20	Very Poor
20	MAP	1	1	1	1	4	20	Very Poor
21	MRA	1	1	1	1	4	20	Very Poor
22	MSA	1	1	1	1	4	20	Very Poor
23	ANM	1	1	1	1	4	20	Very Poor
24	MDR	2	1	2	1	6	30	Very Poor
25	MFS	1	1	1	2	5	25	Very Poor
26	NFU	1	1	1	1	4	20	Very Poor
27	NVA	1	1	1	2	5	25	Very Poor
28	PAD	2	1	2	2	7	35	Very Poor
29	RAZ	2	1	2	2	7	20	Very Poor
30	SLA	1	1	1	1	4	25	Very Poor
31	SNS	1	1	1	2	5	30	Very Poor
32	ZDA	1	1	2	1	5	30	Very Poor
	Total	56	50	53	53	212	1075	

Where:

P = Pronunciation

F = Fluency

C = Comprehensibility

V = Vocabulary

Related to the findings post-test of the control class presented on the table 4.4, the highest score was 85 and the lowest score in 20. It showed that the students' knowledge in pre-test of the control class was good.

After researcher obtained the data therefore, the researcher need to know the mean scores of pre-test in control class by using the following formula:

$$\begin{aligned} & \frac{\sum \bar{X}_1}{n_1} \\ &= \frac{1075}{32} \\ &= 33.59 \end{aligned}$$

Where:

\bar{X}_1 = mean score in experimental class

$\sum \bar{X}_1$ = sum scores in experimental class

n_1 = number of students in experimental class

As shown that the mean score of control class improved from 31.25 (pre-test) to 33.59 (the post-test). In contrast, the mean score of control class not significant.

The mean score of the control classes had been found, then continued to calculate the standard deviation of pre-test and post-test for classes which presented in the following tables:

Table 4.6 Deviation and Square Deviation for Control Class

No	Nama	Test Score		X	X2
		Pre-test	Post-test		
1	AKA	25	30	5	25
2	ADZ	25	30	5	25
3	ADI	45	40	5	25

4	AYK	80	85	5	25
5	AMP	35	55	20	400
6	ANZ	25	35	10	100
7	AKS	25	35	10	100
8	AYF	30	30	0	0
9	FFI	30	25	5	25
10	FFT	80	85	5	25
11	FPO	25	35	10	100
12	GID	25	35	10	100
13	IHA	30	30	0	0
14	IAN	25	40	15	225
15	ASI	25	35	10	100
16	IMI	35	35	0	0
17	JAR	25	45	20	200
18	MFA	40	30	10	100
19	MAA	25	20	5	25
20	MAP	30	20	10	100
21	MRA	25	20	5	25
22	MSA	30	20	10	100
23	ANM	25	20	5	25
24	MDR	30	30	0	0
25	MFS	30	25	5	25
26	NFU	30	20	10	100
27	NVA	20	25	5	25
28	PAD	25	35	10	100
29	RAZ	25	20	5	25
30	SLA	25	25	0	0
31	SNS	25	30	5	25
32	ZDA	25	30	5	25
	Total	1000	1075	225	2175

Based on the table above, the number of deviation was 225 and the number of square deviation was 2,175. The mean score of deviation for the pre-test and post-test of the control class was calculated in the following formula:

$$\Sigma \frac{\Sigma \bar{x}_1}{n_1} = \frac{2}{3} = 7.03$$

Based on the calculation above, the mean score of deviation in control class was 7.03 it is on the basis of the mean score deviation. The sum squared deviation in control class was calculated by the following formula:

$$\begin{aligned}
 SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} \\
 &= 2,175 - \frac{(2 \dots)^2}{3} \\
 &= 2,175 - \frac{5,6}{3} \\
 &= 2,175 - 1,582 \\
 &= 593
 \end{aligned}$$

Where:

S_1 = sum squares in control class

$\sum X_1^2$ = sum squared scores in control class

n^1 = number of students in control class

Based on the calculation above the sum squared of deviation in control class was 593.

Table 4.7 The mean score and deviation of Experimental Class

The Test of Experimental Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre-Test	24.11	16.76	5,395
Post-Test	41.32		

This table shows that the students' speaking skill improved in which the mean score in pre-test was 24.11 (low). In the post-test, the mean score of the students improved up to 41.32 (significant increase) and the mean deviation calculated was 16.76. which is that sum squared deviation was 5,395.

Table 4.8 The mean score and deviation of Control Class

The Test of Experimental Class	Mean Score	Mean Deviation	Sum Squared Deviation
Pre-Test	31.25	7.03	593
Post-Test	33.59		

This table shows that the students' speaking skill no significant improvement in which the mean score in pre-test was 31.25 (significant). In the post-test, the mean score of the students not really improved up to 33.59 (not significant) and the mean deviation calculated was 7.03. which is that sum squared deviation was 593.

After calculating the mean score and deviation from the experimental class and the control class. The researcher calculated the t-test value to see if there was a comparison between the experimental class and the control class in using the role-play method effectiveness.

To calculate the score for the experimental and the control classes, t-test was to find t_{count} which would be compared t_{table} later. The comparison between the t_{count} and t_{table} informed wether the alternative hypothesis accepted or rejected. The equation was presented as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{S_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\
 &= \frac{1.7 - 7.0}{\sqrt{\left(\frac{5.3 + 5}{3 + 3 - 2}\right)\left(\frac{1}{3} + \frac{1}{3}\right)}} \\
 &= \frac{9.7}{\sqrt{\left(\frac{5.9}{6}\right)(0,0)}}
 \end{aligned}$$

$$\begin{aligned}
 &= \frac{9,7}{\sqrt{(9,5)(0,0)}} \\
 &= \frac{9,7}{\sqrt{2,8}} \\
 &= \frac{9,7}{1,6} \\
 &= 5,826
 \end{aligned}$$

Where:

\bar{X}_1 = mean score in experimental class

\bar{X}_2 = mean score in control class

SS_1 = sum of squares in experimental class

SS_2 = sum of squares in control class

n_1 = number of students in experimental class

n_2 = number of students in control class

The calculation above showed that the score of both experimental and control classes by using t-test was (5,826).

Based on the significant difference between the control and experimental class above, the researcher used the level of significant 0.05 of (2-Tailed) test.

The t-table obtained in the following way:

Control class (n_1) = 34

Experimental class (n_2) = 32

Degree of freedom (df) = $n_1 + n_2 - 2$
 = $34 + 32 - 2$
 = 64

Level of significant = 0.05

64 = 1,669

The degree of freedom (64) can be seen with level of significant 0.05 or 5% is 1,669. The results indicates that t_{count} value (5,826) is higher than t_{table} value (1,669). It means that the alternative hypothesis (H_a) was accepted, in a sense that the use of role play method was effective in improving students' speaking.

B. Discussion of the research

From the result above, there are four aspects of speaking carried out in this research, namely: fluency, comprehensibility, pronunciation and vocabulary. The result shows that role-playing method has more influence on improving students' pronunciation and fluency. It can be seen from the students' total score in the pre-test (40) for the pronunciation, (39) for the fluency and in the post-test (73) for the pronunciation and (68) for the fluency. Because, in this process students had practiced more on pronunciation and it is also more fluent to use the correct pronunciation of the vocabulary, at the end of the class session students are also asked to show the new vocabulary that they found.

Thus, students feel fun and more active in class. Because, they were challenged to perform and play roles as a role has been given in the dialogue. It is one demonstration by some experts and researchers such as (Kuipers & Clemens, 1998; Huang, and Shan, 2008; Altun, 2015) states "Role-play is a teaching strategy that models vocabulary learning in a cost-effective, controlled, and fun way for both students and teachers". And also, as stated by Holt and Kysilka (2006) "Role-play techniques can be fun and lead to developing learning. This

method aims to improve students' speaking skills by making the teaching of English more active, exciting, and fun".

Role-play method has given some factors that made the students speaking skill improved. First is the role-play method that made them feel like someone else in a particular situation and felt excited. It is one of some experts as explained by some of the theories above. The second is the materials given to them are familiar to them, such as dialogue in the hospital, in the clothing store, and so on. They easily played their role because they had comprehended the dialogue. The last is the debriefing time. It has many advantages for the researcher and the students in applying role-play. The students could get some suggestion and critics from the other students to make them better in the next perform. The researcher could find what she had to repair in applying the role-play.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The accepted hypothesis is the alternative hypothesis, where the last result is the degree of freedom (64) can be seen in the following list on t_{table} value with level of significant 0.05 or 5% 1,669. The results indicates that t_{count} value (5,826) was higher than t_{table} value (1,669) or the result of t_0 is higher than t_{table} . It means the writer hypothesis H_1 was accepted.

This result has answered the research question that the use of role play in teaching speaking is quite effective. Therefore the researcher conclude that after the treatment is given, the students showed significant improvement on their speaking skills. Because Role-play method can encourage the students to be more active and fun in the class, it can impact on the students speaking skills improvement.

B. Suggestion

The researcher put the forward suggestions, namely as follow:

1. For Teacher

Teachers should choose material that is appropriate and not too difficult for students. Before assigning students to role play, teachers must ensure that students have fully understood and received the information they need. Then, the teacher must continue to control student activities. Teachers

should present language material in a way that is fun, relaxed and easy to understand.

2. For students

For students, the use of the role-play method is very good because it can help to improve the students speaking. Thus, the students pay attention to the teacher and can build vocabulary and pronunciation students.

3. For the Subsequent Researcher

This research was created for educational research that examines the students' speaking skill by using the role play method in learning English. Research time limitations, caused the results of students' in English that using role play method only significantly improved in pronunciation and fluency. This research is expected to be useful and become a reference for the following researchers who want to study role play to improve the students' speaking skills.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII F/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Pertama (Experimental Class)
Topik : You Should Listen to Me

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Yanuar : San, Why don't you join us to do Math homework?

Santi : Sorry Yan, I have a toothache.

Yanuar : Really? You should go to dentist, San.

Santi : I am afraid.

Yanuar : It will be better that you feel it for days and weeks.

Santi : I'll try. I hope it won't hurt a lot. Thanks Yan.

Yanuar : You're Welcome. I hope you will get better soon.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa dibagi menjadi beberapa kelompok yaitu 1 kelompok terdiri dari 2 orang, lalu

- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam penggunaan metode role play dalam speaking skill.
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru membagi siswa kedalam beberapa kelompok.
- d. Guru menunjuk setiap kelompok memiliki 2 orang siswa.
- e. Setiap kelompok akan diminta untuk menghafal percakapan yang berkaitan dengan topik yang diberikan.
- f. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dihafalnya.
- g. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- h. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- i. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.
- j. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Bermain peran
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII F/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Kedua (Experimental Class)
Topik	: Role Play in The Airport

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Benji: Hey, Arman, would you join me to the airport now?

Arman: What's the occasion, Ben? Are you picking up someone?

Benji: Yes, I have to pick up Mr. Jonathan from Philipine at 2 pm.

Arman: Sure, I'll come with you.

In the airport...

Benji: Do you think I need to make a sign?

Arman: Have you ever met this Mr. Jonathan, after all?

Benji: No, I have not. So, I should make a sign. Ah, I didn't bring any paper and marker.

Arman: Here, use my tablet. The screen is big enough, though.

Benji: Bringing you here with me today is the right decision.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa diminta untuk memberitahukan yang diketahuinya tentang materi yang diberikan
- siswa dibagi menjadi beberapa kelompok yaitu 1 kelompok terdiri dari 2 orang, lalu
- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru mengajar siswa dengan topik yang telah ditentukan.
- b. Guru membagi siswa kedalam beberapa kelompok.
- c. Guru membagi setiap kelompok memiliki 2 siswa.
- d. Setiap kelompok akan diminta untuk menghafalkan percakapan yang berkaitan dengan topik yang diberikan.
- e. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dihafalkannya.
- f. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- g. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- h. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.
- i. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Bermain peran
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII F/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Ketiga (Experimental Class)
Topik : Role Play for Giving Instruction

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Reno : Hi, Billy. How are you?

Billy : Hi, Reno. I'm Good. How about you?

Reno : I'm good too. Are you free this afternoon?

Billy : Yes, I am. Why?

Reno : I'm going to go fishing at the lake with Sandy. Do you want to join us?

Billy : Yes, I'd love to.

Reno : Good. Come to my house at three. Then we go there together.

By the way, do you have a fishing lake?

Billy : No, I don't. But, I can borrow my uncle's. He has some fishing kits.

Reno : Where is your uncle's house?

Billy : It is near here. I think, I want to go there now. Will you come along?

Reno : Sure, I want to see his fishing kits.

Billy : Okay, Let's go!

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- Guru menempelkan beberapa gambar yang sesuai dengan situasi yang diberikan, kemudian
- siswa dibagi menjadi 3 kelompok, lalu
- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru mengajar siswa dengan topik yang telah ditentukan.
- b. Guru membagi siswa kedalam beberapa kelompok.
- c. Guru membentuk setiap kelompok terdiri dari 2 orang siswa.
- d. Setiap kelompok akan diminta untuk memahami dan menghafalkan dialog yang telah diberikan.
- e. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dibuatnya.
- f. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- g. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- h. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.
- i. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
 Pengetahuan : Bermain peran
 Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII F/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Keempat (Experimental Class)
Topik : Role play in The Clothing Store

A. Tujuan Pembelajaran

- Siswa Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Sales Clerk : Good afternoon

Customer : Good afternoon too.

Sales Clerk : May I help you?

Customer : I'm just looking. Thank You!

Sales Clerk : Are you looking for anything in particular?

Customer : Yes, I'm looking for a T-shirts.

Sales Clerk : What size are you looking for?

Customer : I'm looking for a large.

Sales Clerk : Yes, of course! Here is a blue one in the same size.

Customer : Do you have this in another color?

Sales Clerk : Let me see..... It's a hundred rupiah

Customer : Oh! it's very expensive!

Sales Clerk : It's made of cotton, and it's from Turkey!

Customer : Okay! I'll take it. May I try it on?

Sale Clerk : Sure! This fitting room is over there.

Customer : Thank you!

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa memberitahukan tentang aktivitas yang terjadi di sebuah toko baju
- Guru memberikan dialog tentang role-play di toko baju
- siswa dibagi menjadi beberapa kelompok, lalu
- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam penggunaan metode role play dalam speaking skill.
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru membagi siswa kedalam beberapa kelompok.
- d. Guru menunjuk ketua regu dari semua kelompok.
- e. Setiap kelompok akan diminta untuk membuat percakapan yang berkaitan dengan topik yang diberikan.
- f. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dibuatnya.
- g. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- h. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- i. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.

- j. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Bermain peran
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII F/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Kelima (Experimental Class)
Topik	: Role Play in The Office

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation :

Ji-Ho : Good morning, Jim. Do you have the time?

Jim : Yes. It's 10:00.

Ji-Ho : No, I mean do you have the time to help me with my work?
I have been burning the candle at both ends this month.

Jim : Me too. In fact, I overslept and I missed the meeting this morning.

Ji-Ho : Jim! You must keep time. I heard the new guy is on the fast track
up the corporate ladder.

Jim : I guess I really dropped the ball.

Ji-Ho : Does the new guy have an ax to grind with you?

Jim : Maybe, why do you ask?

Ji-Ho : I saw him talking to the boss this morning and I think he was pointing out that you were late. I think he wants to get you cut.

Jim : Ugh! He is still wet behind the ears and he doesn't even pull his own weight around here. I guess I am going to have to keep my nose to the grindstone.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan yang terjadi disebuah kantor.
- Siswa dibagi menjadi beberapa kelompok, lalu
- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru mengajar siswa dengan topik yang telah ditentukan.
- b. Guru membagi siswa kedalam beberapa kelompok.
- c. Setiap kelompok akan diminta untuk menghafalkan dialog yang telah diberikan.
- d. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dibuatnya.
- e. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- f. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- g. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.
- h. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

Sikap : Lembar Observasi

Pengetahuan : Bermain peran

Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII F/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Keenam (Experimental Class)
Topik	: Role play in The Hospital

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi ungkapan meminta dan memberikan informasi terkait dengan topik pembelajaran
- Siswa dapat memahami percakapan yang dihafalkannya
- Siswa memahami arti kosakata
- Siswa mampu menanyakan dan memberikan informasi terkait kondisi
- Siswa dapat lebih percaya diri ketika berbicara bahasa Inggris
- Bermain peran dalam percakapan yang melibatkan tindakan

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Patient : Assalamu'alaikum doctor

Doctor : Wa'alaikumussalam

Patient : What is my deseas doctor?

Doctor : You are suspected of having chronic asthma

Patient : Astma? But how can I have asthma

Doctor : From the laboratory results that I studied, You suffer from chronic astma

Patient : Allright, what should I do then?

Doctor : Eat and drink regularly!, Avoid going to cold place!

Patient : Okay. Thank you for the advice

Doctor : Allright, You can take your medicine in the pharmacy

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode role-play ke dalam speaking skill

- Siswa memberitahukan tentang aktivitas yang terjadi di Rumah Sakit
- Guru memberikan dialog tentang role-play di Rumah Sakit
- siswa dibagi menjadi beberapa kelompok, lalu
- setiap group siswa mampu melakukan conversation / role-play terkait topik yang diberikan tersebut memakai bahasa Inggris

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru mengajar siswa dengan topik yang telah ditentukan.
- b. Guru membagi siswa kedalam beberapa kelompok.
- c. Guru membentuk setiap kelompok terdiri dari 2 orang siswa.
- d. Setiap kelompok akan diminta untuk memahami dialog yang diberikan.
- e. Guru akan meminta masing-masing kelompok untuk maju ke depan melakukan percakapan yang telah dipahami dan dihafalkannya.
- f. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan apabila ada kosakata baru yang diketahui.
- g. Jika ada kelompok siswa yang telah melakukan role-play, guru akan meminta penilaian dari kelompok lain terkait penampilan kelompok temannya.
- h. Setelah itu guru meminta siswa untuk menyebutkan pronunciation dari kosakata yang baru di dapatkan.
- i. Saat role play selesai, guru akan mengoreksi beberapa kesalahan yang siswa ucapkan dalam role play tadi.

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Bermain peran
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII C/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Pertama (Control Class)
Topik : You Should Listen to Me

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Yanuar : San, Why don't you join us to do Math homework?

Santi : Sorry Yan, I have a toothache.

Yanuar : Really? You should go to dentist, San.

Santi : I am afraid.

Yanuar : It will be better that you feel it for days and weeks.

Santi : I'll try. I hope it won't hurt a lot. Thanks Yan.

Yanuar : You're Welcome. I hope you will get better soon.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode Conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa diberitahukan materi pelajaran bahasa Inggris
- setiap siswa diminta untuk aktif dalam diskusi selama pelajaran berlangsung

- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
- Siswa mendapatkan kosakata baru yang belum mereka ketahui
- Siswa diajak mengulangi kosakata yang telah guru ucapkan

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam pembelajaran
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru menjelaskan bentuk kalimat simple present tense
- d. Guru membacakan percakapan yang telah disiapkan
- e. Siswa mengulangi dan menirukan bacaan guru terhadap percakapan
- f. Setiap siswa diminta untuk menerjemahkan percakapan dari topik yang ada
- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
- h. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan kosakata dari percakapan
- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
- j. Terakhir, siswa diminta untuk membuat kalimat simple present tense

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
 Pengetahuan : Simple Present Tense
 Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII C/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Kedua (Control Class)
Topik : Dialogue in The Airport

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Benji: Hey, Arman, would you join me to the airport now?

Arman: What's the occasion, Ben? Are you picking up someone?

Benji: Yes, I have to pick up Mr. Jonathan from Philipine at 2 pm.

Arman: Sure, I'll come with you.

In the airport...

Benji: Do you think I need to make a sign?

Arman: Have you ever met this Mr. Jonathan, after all?

Benji: No, I have not. So, I should make a sign. Ah, I didn't bring any paper and marker.

Arman: Here, use my tablet. The screen is big enough, though.

Benji: Bringing you here with me today is the right decision.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa diberitahukan materi pelajaran bahasa Inggris
- setiap siswa diminta untuk aktif dalam diskusi selama pelajaran berlangsung
- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
- Siswa mendapatkan kosakata baru yang belum mereka ketahui
- Siswa diajak mengulangi kosakata yang telah guru ucapkan

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam pembelajaran
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru menjelaskan bentuk kalimat simple present tense
- d. Guru membacakan percakapan yang telah disiapkan
- e. Siswa mengulangi dan menirukan bacaan guru terhadap percakapan
- f. Setiap siswa diminta untuk menerjemahkan percakapan dari topik yang ada
- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
- h. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan kosakata dari percakapan
- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
- j. Terakhir, siswa diminta untuk membuat kalimat simple present tense

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Simple Present Tense
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MTsN 1 Palu
Mata Pelajaran : English
Kelas/Semester : VIII C/ GANJIL
Alokasi Waktu : 2 × 45 Minutes
Pertemuan : Ketiga (Control Class Class)
Topik : Dialogue for Giving Instruction

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Reno : Hi, Billy. How are you?

Billy : Hi, Reno. I'm Good. How about you?

Reno : I'm good too. Are you free this afternoon?

Billy : Yes, I am. Why?

Reno : I'm going to go fishing at the lake with Sandy. Do you want to join us?

Billy : Yes, I'd love to.

Reno : Good. Come to my house at three. Then we go there together.

By the way, do you have a fishing lake?

Billy : No, I don't. But, I can borrow my uncle's. He has some fishing kits.

Reno : Where is your uncle's house?

Billy : It is near here. I think, I want to go there now. Will you come along?

Reno : Sure, I want to see his fishing kits.

Billy : Okay, Let's go!

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa diberitahukan materi pelajaran bahasa Inggris
- setiap siswa diminta untuk aktif dalam diskusi selama pelajaran berlangsung
- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
- Siswa mendapatkan kosakata baru yang belum mereka ketahui
- Siswa diajak mengulangi kosakata yang telah guru ucapkan

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam pembelajaran
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru menjelaskan bentuk kalimat simple present tense
- d. Guru membacakan percakapan yang telah disiapkan
- e. Siswa mengulangi dan menirukan bacaan guru terhadap percakapan
- f. Setiap siswa diminta untuk menerjemahkan percakapan dari topik yang ada
- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
- h. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan kosakata dari percakapan
- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
- j. Terakhir, siswa diminta untuk membuat kalimat simple present tense

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Simple Present Tense
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII C/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Keempat (Control Class)
Topik	: Dialogue in The Clothing Store

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Sales Clerk : Good afternoon

Customer : Good afternoon too.

Sales Clerk : May I help you?

Customer : I'm just looking. Thank You!

Sales Clerk : Are you looking for anything in particular?

Customer : Yes, I'm looking for a T-shirts.

Sales Clerk : What size are you looking for?

Customer : I'm looking for a large.

Sales Clerk : Yes, of course! Here is a blue one in the same size.

Customer : Do you have this in another color?

Sales Clerk : Let me see..... It's a hundred rupiah

Customer : Oh! it's very expensive!

Sales Clerk : It's made of cotton, and it's from Turkey!

Customer : Okay! I'll take it. May I try it on?

Sale Clerk : Sure! This fitting room is over there.

Customer : Thank you!

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa diberitahukan materi pelajaran bahasa Inggris
- setiap siswa diminta untuk aktif dalam diskusi selama pelajaran berlangsung
- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
- Siswa mendapatkan kosakata baru yang belum mereka ketahui
- Siswa diajak mengulangi kosakata yang telah guru ucapkan

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru menjelaskan aturan dalam pembelajaran
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru menjelaskan bentuk kalimat simple present tense
- d. Guru membacakan percakapan yang telah disiapkan
- e. Siswa mengulangi dan menirukan bacaan guru terhadap percakapan
- f. Setiap siswa diminta untuk menerjemahkan percakapan dari topik yang ada
- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
- h. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan kosakata dari percakapan
- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
- j. Terakhir, siswa diminta untuk membuat kalimat simple present tense

3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

Sikap : Lembar Observasi
Pengetahuan : Simple Present Tense
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII C/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Kelima (Experimental Class)
Topik	: Dialogue in The Office

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation :

Ji-Ho : Good morning, Jim. Do you have the time?

Jim : Yes. It's 10:00.

Ji-Ho : No, I mean do you have the time to help me with my work?
I have been burning the candle at both ends this month.

Jim : Me too. In fact, I overslept and I missed the meeting this morning.

Ji-Ho : Jim! You must keep time. I heard the new guy is on the fast track
up the corporate ladder.

Jim : I guess I really dropped the ball.

Ji-Ho : Does the new guy have an ax to grind with you?

Jim : Maybe, why do you ask?

Ji-Ho : I saw him talking to the boss this morning and I think he was pointing

out that you were late. I think he wants to get you cut.

Jim : Ugh! He is still wet behind the ears and he doesn't even pull his own weight

around here. I guess I am going to have to keep my nose to the grindstone.

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
- siswa diberitahukan materi pelajaran bahasa Inggris
- setiap siswa diminta untuk aktif dalam diskusi selama pelajaran berlangsung
- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
- Siswa mendapatkan kosakata baru yang belum mereka ketahui
- Siswa diajak mengulangi kosakata yang telah guru ucapkan

F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

- a. Mengucapkan salam kepada siswa
- b. Berdoa, lalu mengecek kehadiran siswa
- c. Menjelaskan materi dan tujuannya.

2. Kegiatan Inti 60 Menit

- a. Guru Guru menjelaskan aturan dalam pembelajaran
- b. Guru mengajar siswa dengan topik yang telah ditentukan.
- c. Guru menjelaskan bentuk kalimat simple present tense
- d. Guru membacakan percakapan yang telah disiapkan
- e. Siswa mengulangi dan menirukan bacaan guru terhadap percakapan
- f. Setiap siswa diminta untuk menerjemahkan percakapan dari topik yang ada
- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
- h. Lalu setiap siswa yang lain akan diminta untuk mencatat dan menghafalkan kosakata dari percakapan
- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
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3. Kegiatan Penutup 10 Menit

- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
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G. Penilaian

Sikap : Lembar Observasi
Pengetahuan : Simple Present Tense
Kemampuan : Berbicara

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MTsN 1 Palu
Mata Pelajaran	: English
Kelas/Semester	: VIII C/ GANJIL
Alokasi Waktu	: 2 × 45 Minutes
Pertemuan	: Keenam (Experimental Class)
Topik	: Dialogue in The Hospital

A. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi kalimat simple present tense
- Siswa dapat mengidentifikasi fungsi sosial, struktur dan unsur kebahasaan
- Siswa memahami arti kosakata
- Siswa mampu menyimak, membaca dan menirukan beberapa kosakata
- Siswa dapat membuat kalimat simple present tense

B. Nilai Karakter

Disiplin, terampil, kerjakeras, mandiri dan rasa ingin tahu.

C. Materi Pembelajaran

Conversation:

Patient : Assalamu'alaikum doctor

Doctor : Wa'alaikumussalam

Patient : What is my deseas doctor?

Doctor : You are suspected of having chronic asthma

Patient : Astma? But how can I have asthma

Doctor : From the laboratory results that I studied, You suffer from chronic astma

Patient : Allright, what should I do then?

Doctor : Eat and drink regularly!, Avoid going to cold place!

Patient : Okay. Thank you for the advice

Doctor : Allright, You can take your medicine in the pharmacy

D. Media, alat dan sumber bahan ajar

- Media/alat : White board, board marker, and several job picture
- Sumber bahan ajar : Internet dan buku Bahasa Inggris

E. Cara pengaplikasian metode conventional ke dalam speaking skill

- Siswa memberitahukan tentang pekerjaan impian mereka
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- Setiap siswa dapat menunjukkan jenis kalimat simple present tense
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F. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan 10 Menit

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- g. Guru akan meminta masing-masing siswa untuk mencari kalimat simple present tense
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- i. Siswa diminta untuk bertanya jika ada yang belum dipahami dari penjelasan tentang simple present tense.
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- a. Guru menanyakan beberapa pertanyaan terkait dengan materi yang telah diberikan
- b. Guru memberitahukan topik pembelajaran yang akan dipelajari berikutnya
- c. Guru mengakhiri pembelajaran dengan salam

G. Penilaian

- Sikap : Lembar Observasi
Pengetahuan : Simple Present Tense
Kemampuan : Berbicara

INSTRUMENT OF THE RESEARCH

The student's must answer all of the question that the researcher ask!

The students pre-test

- a) What is your dream job?
 - Why do you like that job?
 - What should you do to achieve your dream job?
- b) Could you please tell me about your favorite movie?
 - Why do you like it?
 - When did you see it?
 - Who are the actors there?

The students post-test

- a) What kind of work do you want to do in the future?
 - What is the reason you choose the work?
 - What do you have to do to reach it?
- b) What is your favorite genre in the film?
 - What was the reason you liked the genre?
 - How many times a month do you watch films with that genre?

df	0,05	0,025
1	6.314	12.706
2	2.920	4.303
3	2.353	3.182
4	2.132	2.776
5	2.015	2.571
6	1.943	2.447
7	1.895	2.365
8	1.860	2.306
9	1.833	2.262
10	1.812	2.228
11	1.796	2.201
12	1.782	2.179
13	1.771	2.160
14	1.761	2.145
15	1.753	2.131
16	1.746	2.120
17	1.740	2.110
18	1.734	2.101
19	1.729	2.093
20	1.725	2.086
21	1.721	2.080
22	1.717	2.074
23	1.714	2.069
24	1.711	2.064
25	1.708	2.060
26	1.706	2.056
27	1.703	2.052
28	1.701	2.048
29	1.699	2.045
30	1.697	2.042
31	1.696	2.040
32	1.694	2.037
33	1.692	2.035
34	1.691	2.032
35	1.690	2.030
36	1.688	2.028
37	1.687	2.026
38	1.686	2.024
39	1.685	2.023
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63	1.669	1.998
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65	1.669	1.997
66	1.668	1.997
67	1.668	1.996
68	1.668	1.995
69	1.667	1.995
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df	0,05	0,025
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156	1.655	1.975

df	0,05	0,025
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197	1.653	1.972
198	1.653	1.972
199	1.653	1.972
200	1.653	1.972



PENGAJUAN JUDUL SKRIPSI

Nama : NUR INDAH FITRIANI SOFYAN
TTL : MAKASSAR, 27-12-2000
Jurusan : Tadris Bahasa Inggris (S1)
Alamat : BTN PALUPI BLOK NB NO.16
Judul :
NIM : 181160005
Jenis Kelamin : Perempuan
Semester :
HP : 082193261367

Judul I 27/06/2021

THE EFFECTIVENESS OF USING ROLE-PLAY METHOD IN TEACHING SPEAKING SKILL AT 8th GRADE CLASS OF MTsN 1 PALU

Judul II

UTILIZING TO EXPAND SPEAKING SKILL WITH EMPLOYING FLASHCARD METHOD

Judul III

THE EFFECTIVENESS OF PICTURES SERIES IN TEACHING WRITING RECOUNT TEXT

Palu, 22 Juni 2021
Mahasiswa,

NUR INDAH FITRIANI SOFYAN
NIM. 181160005

Telah disetujui penyusunan skripsi dengan catatan :

Pembimbing I : Ana Kulkahana, S-pd., M-pd.

Pembimbing II : Okiah, M-pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan,

Drs. SYAHRIL, M.A.
NIP.196304011992031004

Ketua Jurusan,

RASMI, S.Pd., M.Pd.
NIP. 198606242019032011

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : TAHUN 2023

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN


- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

- KESATU : Menetapkan saudara :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Dzakiah, S.Pd., M.Pd.
sebagai Pembimbing I dan II bagi Mahasiswa :
Nama : Nur Indah Fitriani Sofyan
NIM : 181160005
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING ROLE-PLAY METHOD IN TEACHING SPEAKING SKILL AT 8th GRADE CLASS OF MTSN 1 PALU
- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi
Pada Tanggal : 31 Januari 2023
Dekan,



Dr. H. Askar, M.Pd
NIP. 196705211993031005

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 112 TAHUN 2023

TENTANG
PENETAPAN TIM PENGUJI SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
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7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu sebagai berikut :

1. Ketua Tim Penguji : Hijrah Syam, S.Pd., M.Pd
2. Penguji Utama I : Yuni Amelia, S.Pd., M.Pd.
3. Penguji Utama II : Zulfikri, S.S., M.A.
4. Pembimbing/Penguji I : Ana Kuliahana, S.Pd., M.Pd.
5. Pembimbing/Penguji II : Dzakiah, M.Pd.

untuk menguji Skripsi Mahasiswa

Nama : Nur Indah Fitriani Sofyan

NIM : 181160005

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : THE EFFECTIVENESS OF USING ROLE-PLAY METHOD IN TEACHING SPEAKING SKILL AT THE 8TH GRADE OF MTSN 1 PALU

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2023

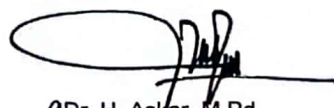
KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu

Pada Tanggal : 25 Januari 2023

Dekan,



Dr. H. Askar, M.Pd.

NIP. 19670521 199303 1 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 407/Un.24/F.I/PP.00.9/09/2022 Palu, 14 September 2022
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Ana Kuliahan, S.Pd., M.Pd. (Pembimbing I)
2. Dzakiah, M.Pd. (Pembimbing II)
3. Yuni Amelia, S.Pd., M.Pd. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Nur Indah Fitriani Sofyan
NIM : 18.1.16.0005
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effectiveness of Using Role-Play Method in Teaching Speaking Skill at the 8th Grade of MTsN 1 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Rabu, 21 September 2022
Waktu : 10.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Sekretaris Jurusan TBIG

Hijrah Syam, S.Pd., M.Pd.
NIDN. 2004058603

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



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UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة داتوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kecamatan Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : uindatokarama.ac.id

Nomor : 254 /Un.24/F.I/PP.00.9/01/2023
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi**

Sigi, 25 Januari 2023

Yth. Bapak/Ibu Tim Penguji Skripsi
Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu
1. Hijrah Syam, S.Pd., M.Pd
2. Yuni Amelia, S.Pd., M.Pd.
3. Zulfikri, S.S., M.A.
4. Ana Kuliahana, S.Pd., M.Pd.
5. Dzakiah, M.Pd.

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Munaqasyah Mahaiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nur Indah Fitriani Sofyan
NIM : 181160005
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING ROLE-PLAY METHOD IN TEACHING SPEAKING SKILL AT THE 8TH GRADE OF MTSN 1 PALU

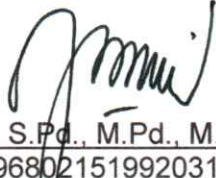
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Selasa, 31 Januari 2023
Jam : 10.00 - 12.00
Meja Sidang : Meja Sidang D
Tempat : Kampus II Gedung FTIK Lt.3

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan
Ketua Prodi Tadris Bahasa Inggris


Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 196802151992031013

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Hitam Putih dan Almamater + Kopyah (Pria).



KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

NAMA	NUR INDAH FITRIANI SOFYAN
NIM	181160005
PROGRAM STUDI	TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Senin 22 Februari 2021	Dhifa Oliyevia	Improving students' Recount text skill through Dialog writing at eight grade student of MTs Negeri 2 Palu	1. Prof. H. Furdin, S.Sos, M.Cam, Ph.D 2. Ang. Kuliyanana, S.Pd, M.Pd.	
2	Kamis 25 Februari 2021	Moh. Zainul Fuad	Upaya Kepala Sekolah dalam Meningkatkan Kualitas SDM di SDK Alau Kee. Amphilabo Kab. Parigi Moutong	1. Hawwa S. Ag. M. Ag 2. Pustam S. Pd., M. Pd	
3	Kamis 25 Februari 2021	ABD. Rahmad	Analisis Kinerja Kepala Madrasah dan Peningkatan prestasi bidang Keagamaan per Mts. Al-Bharat Sida Kee. Amphilabo Kab. Parigi Moutong	1. Prof. Dr. H. Sasaf S. Petalansi MEd 2. A. Marwan, S. Ag. M. Th. I	
4	5 Maret 2021	Moh. Fahrri	Self assessment of speaking skill at the second semester of TUL	1. Prof. D. Rusli, SAg, M. Sc. I 2. Ayu. Kullahariza, S. Soc, M. Pd	
5	15 Maret 2021	RANDI	The teaching of Speaking using ASYNKRONOUS E-learning application at the second semester student TUL IAIN Palu	1. Prof. H. Nurhidayah, S. Soc, M. Pd 2. Ayu. Kuliyanana, S. Soc, M. Pd	
6	Kamis 25 Maret 2021	Nurhikmah	The implementation of Podcast Media in Integral Listening subject to second semester student of English Tadris Program 2020/2021 at IAIN Palu	1. Drs. Muhammad Ihsan, M. Ag	
7	Selasa 06 April 2021	HARY SETIAWAN	Error Analysis on Students' Pronunciation in Reading Narrative Text at The second Semester of Tadris English Study Program of IAIN Paluun Academic year	1. Prof. H. Nurdin, S. Pd, S. Soc, M. Cam 2. Ayu. Kuliyanana, M. Pd	
8	Jumat 21 Mei 2021	Rahmat Setiawan	The using of peer group Activities in Reducing students' speaking Anxiety	1. Drs. Mohammad Ihsan, M. Ag 2. Fitriyannah, S. S., S. Pd, M. Hum	
9	Kamis 09 Maret 2022	Danda Eida Sari	The correlation of the use of Virtual media and students' participation in learning English	1. Prof. Nurhidayah, S. Pd, S. Soc, M. Cam 2. Rizkiyah, M. Pd	
10	Rabu 13 April 2022	Nur Auliyah	The Effectiveness of using silent way method with spelling bee in improving student vocabulary	1. Drs. Mohammad Ihsan, M. Ag 2. Rizkiyah, S. Pd, M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi at SMPK 2 palu



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALU
MADRASAH TSANAWIYAH NEGERI 1 KOTA PALU

Jalan Cik Ditiro Nomor 27 Palu Timur
Telepon (0451) 421758; Faksimili (0451) 421758
Website: www.mtsn1kotapalu.sch.id; email: mtsn1kotapalu@gmail.com

SURAT KETERANGAN

Nomor : 1230/MTs.22.02.01/PP.00.5/10/2022

Yang bertanda tangan dibawah ini :

Nama : **Hj. RUSDIANA., S.Pd., M.Pd.**
NIP : 196905071995032001
Jabatan : Kepala Madrasah

Menerangkan bahwa :

Nama : **Nur Indah Fitriani Sofyan**
No. Stambuk : 18 11 60 005
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **THE EFFECTIVENESS OF USING ROLE-PLAY
METHOD IN TEACHING SPEAKING SKILL AT THE 8TH
GRADE OF MTSN 1 PALU.**

Benar yang bersangkutan telah selesai melaksanakan penelitian di madrasah kami dengan judul tugas akhir Skripsi " **The Effectiveness Of Using Role-Play Method In Teaching Speaking Skill At The 8th Grade Of Mtsn 1 Palu**" berdasarkan Surat dari UIN Datokarama Palu perihal Izin Penelitian untuk Menyusun Skripsi. Nomor Surat. 4621 A/Un.24/F.I/PP.00.9/09/2022, tanggal 28 September 2022.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana perlunya

Palu, 12 November 2022

Kepala.





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UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

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Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 4621 A /Un.24/F.I/PP.00.9/9/2022
2022

Palu, 28 September

Lampiran : -
Hal : **Izin Penelitian Untuk
Menyusun Skripsi**

Yth. Kepala MTsN 1 Palu

Di
Tempat

Assalamualaikum wr.wb.

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Nur Indah Fitriani Sofyan
NIM : 181160005
Tempat Tanggal Lahir : Makassar, 27 Desember 2000
Semester : IX (Sembilan)
Program Studi : Tadris Bahasa Inggris
Alamat : BTN Palupi Blok NB No.16
Judul Skripsi : THE EFFECTIVENESS OF USING ROLE-PLAY METHOD
IN TEACHING SPEAKING SKILL AT THE 8th GRADE OF
MTsN 1 PALU
No. HP : 082193261367

Dosen Pembimbing :
1. Ana Kuliahana, S.Pd., M.Pd.
2. Dzakiah, M.Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,
Dekan,

Dr. H. Askar, M.Pd.
NIP. 196705211993031005



Picture 1. Giving Pre-test in Experimental Class



Picture 2. Giving Second Treatment



Picture 3. Giving First Treatment of Role-Play Method





Picture 4. Giving the Third Treatment of Role-Play



Picture 5. Giving The Fourth and Fifth Treatment of Role-Play Method



Picture 6. Giving the Last Treatment of Role-Play Metho



Picture 7. Giving Post-Test in Experimental Class



Picture 8. Foto Bersama Experimental Class



Picture 9. Giving Pre-Test in Control Class



Picture 10. Giving Conventional Method in Control Class



Picture 11. Giving Post-Test in Control Class



Picture 12. Foto Bersama Control Class

CURRICULUM VITAE



A. Researcher Identity

Name : Nur Indah Fitriani Sofyan
Date of Birth : Makassar, 27 Desember 2000
Gender : Female
Religion : Islam
Department : English Tadris Study Program
Faculty : Teacher Training and Tarbiyah Faculty
NIM : 18.1.160.005
Phone Number : 082193261367
Address : BTN Palupi Blok NB No. 16 Palu

B. Researcher Parents Identity

Father's name : Sofyan
Mother's name : Nurmina
Address : BTN Palupi Blok NB No. 16 Palu

C. Education

Kindergarden : TK Asih
Elementary School : SD Negeri Palupi
Junior School : MTsN 1 Palu
Senior High School : MAN 2 Kota Palu