



**IMPROVING SPEAKING ABILITY THROUGH ROLE
PLAY STRATEGIES AT GRADE XI PONDOK
PESANTREN SYEKH MUHAMMAD BAQI
BABUSSALAM BASILAM BARU**

A THESIS

*Submitted to The State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement for
Graduated Degree of Islamic Education (S.Pd) in English Department*

Written By:

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Reg. No. 15 203 00081

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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Assalamu'alaikum Warohmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to **Bambang Gunawan**, entitled "**Improving Speaking Ability Through Role Play Strategies At Grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru**", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd) in English department, Tarbiyah and Teacher Training Faculty, in IAIN Padangsidempuan.

Therefore, the researcher hoped it could be defined my thesis in Munaqosah. That is all and thank you for your selection.

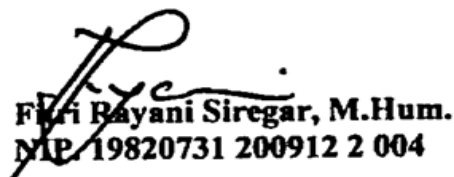
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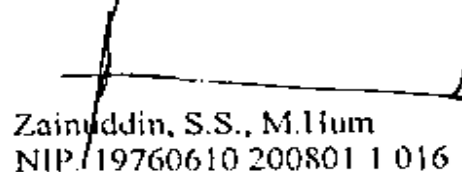
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ABSTRACT

The research was a classroom action research. The objectives of this research were to improve the student's speaking skill, to check whether role play is effective learning technique, to know the strengths and weaknesses of role play. The problem of this research was the poor speaking competence at grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. This action research was conducted in grade XI, exactly in XI-B class.

The procedure of the research consisted of planning, acting, observing, and reflecting. In collecting the data, the writer used observational technique supported with a test and interview. The observational technique consisted of observation and field notes. In this research, the writer acted as the practitioner. These tests were conducted to know how well students speak English using role playing.

The result of the research showed that the used of role play strategy improved the students' speaking competence, role play was an effective technique of learning, and there some strengths besides there were weaknesses. From the observation and supported with the writer's field notes, it can be seen that the students could speak well and improve their vocabularies and grammatical structure.

Using role play in speaking class could increase the student's ability in learning speaking. There was also an improvement of students' speaking competence. The improvement was reflected from the progress of the students' scores from test 1 and test 2. The students' mean score in test 1 was 67,66, in test 2 was 75, the improvement of mean score from test 1 to test was 7,34 point. This improvement was good.

Key words : *Speaking ability, Role Play Strategies*

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ABSTRAK

Penelitian ini menggunakan penelitian tindakan kelas. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa, untuk memastikan apakah teknik bermain peran merupakan sebuah teknik yang efektif, juga untuk mengetahui kelebihan dan kekurangan dari teknik bermain peran. Permasalahan dari penelitian ini adalah kurangnya intensitas dalam belajar bahasa Inggris di kelas XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. Penelitian tindakan kelas ini akan dilakukan di kelas XI, tepatnya di kelas XI-B.

Proses dari penelitian ini terdiri dari perencanaan, tindakan, observasi dan mencerminkan. Dalam mengumpulkan data, peneliti menggunakan teknik tes yang didukung oleh observasi dan wawancara. Teknik observasi terdiri dari observasi dan catatan penting. Di dalam penelitian ini, peneliti berperan sebagai praktisi. Test yang di berikan bertujuan untuk mengetahui seberapa bagus kemampuan berbicara siswa menggunakan teknik bermain peran.

Hasilnya menunjukkan bahwa penggunaan teknik bermain peran bisa meningkatkan kemampuan siswa dalam berbicara. Bermain peran merupakan sebuah teknik yang sangat efektif yang bisa di terapkan dalam proses pembelajaran. Hasil dari observasi yang di dukung dengan catatan peneliti, bisa di lihat bahwa siswa bisa berbicara dengan baik dan meningkatkan kemampuan siswa dalam kosakata dan tata bahasa.

Menggunakan teknik bermain peran di kelas berbicara bisa meningkatkan motivasi siswa dalam belajar berbicara. Peningkatannya dapat di lihat dari hasil penelitian, dimana pada tes pertama hasil rata-rata nilai siswa adalah 67,66, di test kedua nilai rata-rata nya menjadi 75, dimana peningkatannya adalah 7,34 poin dari tes pertama sampai kedua. Peningkatan ini merupakan peningkatan yang baik.

Kata kunci : *Kemampuan Berbicara, Strategi Bermain Peran*

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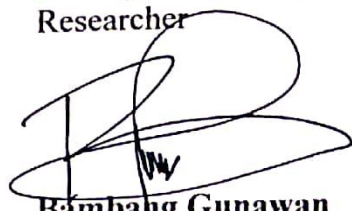
It is a pleasure to acknowledgement for the help and contribution to all of lecturer, institution, family and friends who have contributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

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I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, 15 March 2022
Researcher



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TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
ABREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF FIGURE	viii
CHAPTER I : INTRODUCTION	
A. Background of The Problem	1
B. Identification of problem	4
C. Limitation of Problem	4
D. Formulation of The Problem	5
E. Objectives of The Research	5
F. Significances of The Research	5
G. Definition of Key Terms	6
H. Outline of the Research	6
CHAPTER II : LITERATURE REVIEW	
A. Theoretical Description	8
1. Speaking Ability	8
a. Defenition of Speaking Ability	8
b. Purpose of Speaking	10
c. Component of Speaking	11
d. Principle for Speaking.....	13
e. Evaluation of Speaking	14
f. Material of teaching speaking	16
2. Role Play Strategies	20
a. Defenition of Role Play Strategy.....	20
b. Kinds of Role Play Strategy	22
c. Purpose od Role Play Strategy	23
d. Principle of Role Play Strategy	24
e. Procedure of Teaching Role Play	24
f. Advantages and Disadvantages of Role Play Strategy	26
g. Teaching Speaking by Using Role Play Strategy	27
B. Review of Related Findings	29
C. Conceptual Framework.....	32
D. Hipotesis	33



Hipotesis	33
-----------------	----

CHAPTER III :RESEARCH METHODOLOGY

A. Place and Time of the Research.....	34
B. Research Design	34
C. Participants of the research.....	35
D. Instrument of the Research	35
E. Procedure for Classroom Action Research	38
F. Technique of Data Collection	43
G. Technique of Data Analysis	43

CHAPTER IV : RESULT OF RESEARCH

A. Data Description	45
1. Settings	45
2. Cycle I	46
a. First Meeting	46
b. Second Meeting	49
c. Students Speaking Score in Cycle I	53
3. Cycle II	57
a. Third meeting	58
b. Fourth meeting	61
c. Students Speaking Score in Cycle II	65
4. Comparison of Student Result in Cycle I and cycle II.....	69
B. Discussion	72
C. Threats of The Research	73

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusions	75
B. Suggestions	75

REFERENCES

CURICULUM VITAE

APPENDIXES

LIST OF TABLES

Table		Page
Table 1	Indicator for Speaking Test	14
Table 2	Criteria of Final Score for speaking test	15
Table 3	Teaching Speaking Through Role Play Strategies	28
Table 4	Instrument	36
Table 5	Rubric Score of Speaking Test	36
Table 6	Criteria of Final Score for speaking test	37
Table 7	Students Problem in First Meeting	49
Table 8	Students Speaking Score in Cycle I	53
Table 9	Criteria students speaking score in Cycle I.....	54
Table 10	Resume of Variable Score in cycle I	56
Table 11	Frequency of Students Result Score in cycle I	56
Table 12	Students speaking score in Cycle II	65
Table 13	Criteria Students Speaking Score in Cycle II	66
Table 14	Resume of Variable Score in cycle II.....	68
Table 15	The Frequency of Students Result Score in cycle II.....	68
Table 16	Comparison result score in cycle I and cycle II.....	70

LIST OF FIGURES

Figure		Page
Figure 1	Conceptual Framework of Classroom Action Research	33
Figure 2	Action Research Spiral	38
Figure 3	Research Procedure of Collecting Data in Speaking Test	38
Figure 4	Histogram of Students Result Score in cycle I	57
Figure 5	Histogram of Students Result Score in cycle II	69
Figure 6	Histogram of Students Result Score in cycle I and Cycle II	71

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is one of the crucial subject in school. There are some reasons why English is crucial. First, English is an international language. Second, by studying English it give bigger change to get scholarship abroad. Third, studying English as a provision for present and future. Fourth, some people study English to add their knowledge and experience. Fifth, some people study English because they want to look prestigious. English is one of subject in school that should learn by students from junior school to senior high school.

There are four aspects of language skill that students have to master in learning English, they were: listening, reading, speaking and writing. All the four skills were important for students to master English. From these four language skills, speaking is one of the most important to be mastered. Students commonly have some problems in learning each skill in the process of learning, one of that is in mastering speaking skill.

Speaking is one of the language skills that should be mastered by students in order to communicate the ideas and opinions. Speaking can be defined as an activity through oral communication. Speaking could transfer idea, thinking, and opinion. Speaking happened in real time and speaking can not adeted and revised. In speaking, there is a process of communicate between speaker and listener and used to communicate orally. Although

speaking is very important, but in fact, speaking is one of the problem at Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. There are some problems in students' speaking skill.

Based on the interview with English teacher in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru said that many students can not speak english well. They commonly did mistakes in pronouncing words in English or error in grammarly, some students are afraid making mistakes when speaking English and laughed by their friends. The English teachers in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru commonly used traditional or conventional technique to teach English especially in speaking. As a result of that case, the students are unable to speak English fluently.¹

Based on the interview with some students in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, they were miss N, Mr. A and Miss E. Miss N said "I have difficulty in expressing the feelings in my experience and it is difficult to say it in English. I have difficulty in stringing words and sentence that suitable to explain my experience".² Mr. A said "I I am lack of vocabulary so that it becomes an obstacle for me to speak English because english is new language for me".³ Miss E said "We seldom practice

¹*Private Interview* with Mrs R, Teacher in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru (December 18th 2021, at 10:00)

²*Private Interview* with Miss N, Student in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru (December 18th 2021, at 11:00)

³ *Private Interview* with Mr. A, Student in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru (December 18th 2021, at 11:00)

English at school and at home, it makes us did common mistake in grammar and pronunciation.⁴

Accordingly, the problems above need to be solved in order to avoid flaws in students as product of education. Schools had to create the good output students. The school and the teachers were able to make it happen. From the interview, the researcher interested to conduct a research to improve the students speaking skill with new method for the students.

“There are nine the communicative fluency activities for language teaching speaking. They are interview, guessing games, jigsaw tasks, ranking exercises, discussions, value clarification, problem solving activities, role play and simulation technique.”⁵

This research employed role-play strategy to improve students speaking ability. Role-play is an action in imitating a character, mostly student play act being someone else in the real world. Role-play is a teaching technique in which students are given specific roles and they must speak and behave based on the roles they receive. Teaching by applying roleplay is fun because in role play students can express their ability in imitating a character.

This research employed role play strategy to improve students’ ability in speaking. Role play strategy is one of effective technique in teaching speaking.

The advantages of teaching speaking by using role play are: it is interesting, it makes students active in classroom, there is a good

⁴ *Private Interview* with Mrs E, Student in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru (December 18th 2021, at 11:00)

⁵H. Douglas Brown, *Teaching by Principle*, (New Jersey: Englewood Cliffs, 1994), p. 279.

interaction between students and teacher, it can be created positive respond and the students will be critical thinking.⁶

This research employed a classroom action research, which purpose to improve students' speaking ability by using role play strategies. Therefore, from explanation above this research under the tittle "Improving Speaking Ability Through Role Play Strategies at Grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru".

B. The Identification of the Problem

Based on the background of the problems above, the identification of this research is the students problem in speaking ability in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru, following: students achievement in speaking was quite low.

C. Limitation of Problem

As know that the kinds of strategies that can developed students' speaking ability. It is like Jigsaw, Think-Pair-Share, Group Investigation, simulation, Numbered Heads Together and so on. This research focus on applying role play strategy to improve students speaking ability.

D. The Formulation of the Problem

The formulation of this research is: How was students' speaking ability improved by using role play strategies in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru?

⁶Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: RinekaCipta, 2008), p. 22.

E. The Objectives of the Research

The objective of the research is to know how was students` speaking ability improved by using role play strategies in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

F. The Significances of the Research

The result of this research is expected to be useful as:

1. For teacher, it gives some information about the ways of teaching speaking and students` difficulties in learning speaking.
2. For students, it gives some information about the ways of teaching speaking and students` difficulties in learning speaking. These enable them to understand the core of teaching English speaking. Moreover, they can identify and anticipate their difficulties in learning speaking.
3. For reader, it can be used increase the knowledge of role play strategies and speaking and the result of this research can be used as a reference for other researcher who has the similar interest in the same field.

G. The Definition of the Key Terms

This research used key terms dependently which are explained as in the following:

1. Speaking

Speaking is the productive skill and consists of producing systematic verbal utterances to convey meaning.⁷ Ability is the fact that somebody is able to do something. Robert Lado said that "Speaking

⁷David Nunan, *Practical English Language Teaching*, (Singapore: Mc. Graw Hill, 2003) p. 48.

ability is described as the ability to express one-self in life situation, report acts or situation in precise words, to converse, and to express a sequence of ideas fleetly.”⁸ So, speaking ability is ability in interactive process in producing, receiving, and processing information.

2. Role Play

Role play is a systematically activity to get the purpose of learning process specifically. There are four skill based of role play, which are: issue based, problems based and speculative based.

H. Outline of the Thesis

The outline of the thesis included into five chapters, such as:

Chapter one, it was the introduction. In introduction there were background of the problem, limitation of the problem, formulation of the problem, the purpose of the research, significances of the research, definition of the key terms and outline of the thesis.

Chapter two, it was about the literature review and theoretical description, where explained about the definition of speaking, role play strategies and review of the related findings.

Chapter three it was discussed about the research methodology. It was explained of the place and schedule of the research, the research design, the participants, the instruments, the procedures for classroom

⁸Robert Lado. *Language Testing The Construction and Use of Foreign Language Tests*, (USA: McGraw Hill Book Company, 1961), p. 240.

action research, techniques of data collection and techniques of data analysis.

Chapter four, it was about the result of the research and the discussion about result of research and threats of the research. Chapter five, it was explained about conclusion and suggestion from the researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Speaking Ability

Speaking is the process of communication, which conveys message from a speaker to listeners. Speaking is crucial part of second language teaching and learning.¹ Speaking ability is a skill needed in part of life. It is mean someone could express their opinions, feelings, ideas or information to a person orally either face to face or from a distance. The speaking ability of someone means knowing that language since speech is the most basic means of human communication.

a. Defenition of Speaking Ability

Among four skills, speaking seems to be important skill that should mastered by students. Speaking can enable students to communicate effectively. Speaking is fundamentally an instrumental act.² Speaking is intended for two-way communication. The speaker and listener negotiate the meaning of what they say. In addition, speaking varies depending on the age, gender, and dialect of the speakers.

¹Rao Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* 2, no. July (2019): p.9, <https://www.researchgate.net/publication/334283040>.

²Clark and Clark, *Psychology and Language*, (New York : Harcourt Brace Jovanovich Inc, 1977), p. 223.

Here are the definition of speaking according to some expert: According to David Nunan, he states speaking is the productive oral skill, it consist of producing systematic verbal utterances to convey meaning.³ According to The Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.⁴ According to Jeremy Hammer, he stated speaking is the ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language ‘on the spot’.⁵ According to Chaney and Burk in Shorouq speaking is defined as the process of building and sharing meaning through the use of verbal or non-verbal symbols in variety context.⁶

Based on definition above, the researcher can concluded that speaking is the way of someone to express ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt through teaching and learning process. Speaking is the action of conveying information or expression thinking and feeling in spoken language. Speaking is very

³David Nunan. *Practical English Language Teaching*, (New York: Mc. Grown-Hill Companies Inc, 2003), p. 48.

⁴Victoria N. *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Ine, 1995) p. 1217.

⁵Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (London: Longman, 2004), p.269, <http://z-lib.org>.)

⁶Shorouq Ali AL-Garni and Anas Hamed Almuhammadi, “The Effect of Using Communicative Language Teaching Activities on EFL Students’ Speaking Skills at the University of Jeddah,” *English Language Teaching* 12, no. 6 (2019): p.73, <https://doi.org/10.5539/elt.v12n6p72>.

important for students to master because speaking is one of the most important skills in learning English.

Ability is the showing of someone able to do something. The ability is used in essentially normal communication situations the signaling systems of pronunciation, stress, intonation, grammatical structure, and vocabulary of the foreign language at a normal rate of delivery for native speakers of the language.

Robert Lado said, "Speaking ability is described as the ability to express one-self in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fleetly."⁷

Therefore, speaking ability is an ability that someone in expressing idea, information, opinion, feelings by oral language.

b. Purpose of Speaking

Three purposes of speaking in general such as to inform, to persuade and to entertain, as follows:

- 1) To inform
The purpose of speaking to inform means to inform people about the information that speaker have.
- 2) To persuade
The purpose of speaking to persuade means the speaker attempt to listener to make the listener interested to what speaker said .
- 3) To entertain
The purpose of speaking to entertain means speaker made informative and persuasive speech making is focused on the end result of the speech process entertainment speaking is focused on the theme and occasion of the speech.⁸

⁷Robert Lado, *Language Testing*, (London: Longman), p. 240.

⁸Jeffry Beall, General Purposes of Speaking accessed on <http://open.lib.umn.edu>

Based on explanations about the purposes of speaking above, all the purposes are the process to get information from the speaker or it can say the process of the speaker give information to the listener.

c. Component of Speaking

According to Vanderkevent there are three components in speaking:

1) The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

2) The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3) The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.⁹

Brown states that there are four aspects of speaking that the students could consider in speaking. They are are pronunciation, grammar, fluency and vocabulary.¹⁰

1) Pronunciation: includes the segmental features of vowels, consonants, stress, and intonation patterns. The speaker is required to pronounce English word correctly. From the explanation above, pronunciation is as important as any aspects of foreign language

⁹Vanderkevent. *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press.1990.

¹⁰Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy* (Anglewood Cliffs: Prentice Hall, 2001),P.406..

learning. Correct pronunciation is very necessary to develop speaking skill.

2) Grammar: that communication in speaking will run smoothly if grammar is used in speaking. So, grammar or structure is a very important aspect in speaking achievement.

3) Fluency: as the quality of being able to speak smoothly and easily. It means that someone can speak without any hesitation. Someone can speak fluently even though he makes errors in pronunciation and grammar.

According to Jack, fluency describes a level of proficiency in communication, which includes:

- a) The ability to produce written and/or spoken language with ease.
- b) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary and grammar.
- c) The ability to communicate ideas effectively.
- d) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.¹¹

From definitions above, fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.

¹¹Jack C.Richard, Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistic*. (New York: Longman, 2002),p.204

- 4) Vocabulary: is range of words known or used by a person in trade, profession, etc. if students have many vocabularies, it will be easier for them to express their idea.

d. Principle of Speaking

There are some principles in speaking that speaker must applied in teaching speaking. Nunan stated there are five principles that teacher aware in teaching speaking, they are:

- 1) Be aware of the differences between second language and foreign language learning context.
- 2) Give students practices with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work and limiting teacher talk.
- 4) Plan speaking task that involve negotiation for meaning.
- 5) Design classroom activities involve guidance and practice in both transactional and interactional speaking.¹²

In addition, another expert that said about principle of speaking, as follows:

- 1) Perception: stop trying to be a great speaker
People want to listen to someone who is interesting, relaxed, and comfortable. In the daily conversations we have spoken every day, we have no problem being ourselves.
- 2) Perfection: when you make a mistake, no one cares but you. Even the speaker will make a mistake at some point. But just keep in your mind that your mistake is notice for you.
- 3) Visualization: if you can see it, you can speak it.
Winner in all aspect of life have this in common: they practice visualization to achieve their goals.
- 4) Discipline: practice make perfectly good.
Your goal is not to be a perfect speaker. There is no such thing. Your goal is to be an effective speaker. Like anything else in life, it takes practice over and over.
- 5) Description: make it personal.
Whatever the topic, audiences respond best when speakers

¹²David Nunan, *Practical English Language Teaching*.

personalize their communication. Take every opportunity to put a face on the facts of your presentation.

6) Anticipation: always leave them wanting more.

Always make your presentation just a little wrong and anticipated.¹³

From the explanation above there are principles in teaching speaking. So, the teacher can follow the principles to make students more active in teaching learning process. Teacher also can make teaching learning process more interest.

e. Evaluation of Speaking

To know students' speaking skill improved or not, there are some criterions that must have by students. Based on Brown, it formulates that there are four elements should be measured in speaking test, namely, fluency, vocabulary, pronunciation and intonation. The indicators of speaking test can be seen in the table below :

Indicators	Point	Performance Description
Fluency	5	Almost perfect
	4	There are some mistakes but do not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Vocabulary	5	The vocabulary that used advance vocabulary

¹³Richard Zeoli, Seven Principles of Effectives Public Speaking, Accessed on <http://www.ammanet.org/training/articles/Seven-Principles-of-Effective-Public-Speaking.aspx>

¹⁴ Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud, 2017)

	4	The vocabulary that used rarely used vocabulary
	3	The vocabulary that used common vocabulary
	2	The vocabulary that used frequently vocabulary
	1	The vocabulary that used very frequently vocabulary
Pronunciation	5	Very Good
	4	Good
	3	Enough
	2	Not too bad
	1	Bad

Grammar	5	Few errors, with no patterns or failure.
	4	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
	2	Constant errors showing control of very few major patterns and frequently preventing communication.
	1	Grammar almost entirely inaccurate phrases.

The criteria of student result score categorized following this table:

Table 2
Criteria of score in speaking test

No	Number of Score	Predicate
1	80- above	Very good
2	66-79	Good
3	56-65	Enough

4	41-55	Less
5	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

f. Material of Teaching Speaking

Nowdays, schools in Indonesia from elementary school, junior high school, and senior high school have revised the curriculum of education from KTSP into 2013 curriculum or named k'13. Means that, in k'13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combine to become a whole unit.

There are three ways of communication applied in implementation of 2013 curriculum, they are: student – teacher, teacher – students, and student – student. Here, students should be able to observe, asking question, think out, experiment and communicate by doing discussion with their group. In other words, by doing discussion students have to speak and communicate each other. So that, to sudy the materials of English language in senior high school especially at the eleventh grade students in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru on text book are :

The students text book matery are: Chapter 1 with topic Offers & Suggestions, chapter 2 with topic Opinions & Thoughts, chapter 3 with topic Party Time, chapter 4 with topic National Disaster-An

Exposition, chapter 5 with topic Letter Writing, chapter 6 with topic Cause & Effect, chapter 7 with topic Meaning Through Music, chapter 8 with topic Explain This!.

From those materials, the researcher did not talk about all topics. The researcher only focus on chapter one in the first semester with the topic Offers & Suggestion. This topic talk about giving offering and suggesting to other person. Based on syllabus in k13 from students' textbook at grade XI PERMENDIKBUD version suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration and offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Suggestion and Offers¹⁵

B Building Blocks

Suggesting and Offering

Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

Social function: to facilitate interpersonal communication between different people

For example:
 - Let's finish our home work first.
 - Let's go home.

Expressions/Gambits

When making suggestions, we often use the following expressions.

- Let's ...
- Why don't we ...?
- We could ...
- What about ...?
- How about ...?
- I suggest that ...
- You might want to change ...
- I think ...
- I don't think ...

¹⁵ Mahrukh Bashir, *Bahasa Inggris* (Surakarta: PT. Nyata Grafika Media Surakarta, 2017), p.10–13.

Examples of Suggestions

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

2. Role play Strategy

Role play can be an effective strategy for teaching speaking. In role-play students are given specific roles and they must speak and behave based on the roles they receive. Arham stated that the implementation of role-play strategy improves students' both in speaking ability and self-confidence.¹⁶

a. Defenition of Role Play Strategy

Role-play is one of teaching strategy in teaching speaking. Here are the defenition of role play according to experts, They are:

Umam defines role-play as a simulation or an action in imitating a character, mostly student play act being someone else in the real world.¹⁷ According to him, the students imitate the caracter asked, and practice it, they have to involve to the character needed.

Suryani defines role-play is a strategy which can promote students to speak in the classroom.¹⁸ According to her role play can make students more brave to speak in front of class, it can trained their ability in speaking better.

Harmer defines Role Plays as activities which students are asked to imagine that they are in different situation and act according to the

¹⁶Arham, R., Yassi, A. H., & Arafah, B. (2016). The Use of Role-play to Improve Teaching Speaking. *INternational Journal of Scientific and Research Publication*, 6(3), 239–241.

¹⁷Umam, C. "Improving the Students' Speaking Ability through Role-Playing Strategy". (2011). *Phys. Rev. E*, 3(10), p.53.

¹⁸Suryani, L. *The Effectiveness Of Role-Play In Teaching Speaking*. (2015). 3(October), 106–109.

situation.¹⁹ By doing role play students more creative to improve their speaking in different situation and sharpen their imagination in situation needed.

From the definition of role play that said by some expert above, the researcher concluded that role play is a strategy of teaching speaking which have specific role and it happen in a situation based on the script that the teacher made. Role Play strategy required students to work in pair or group to perform a simple dialog or scenario.

The use of role-play in improving students' speaking skills already reflects the 4C concept of teaching strategy in the 21st century.²⁰ Firstly, when students are given some vocabulary in the story which is used as keywords in making role-play, this clearly reflects the critical thinking concept. Second, when students make the dialogue of the role-play, it reflects creativity and innovation concept. Third, when students display the role-play that has been made, it reflects collaboration and communication concept.

The teacher can implement these following steps in role play:

- 1) Use everyday examples and situations.
- 2) Summarize the role play situation and clarify the objective
- 3) Choose the students or who want to be volunteers
- 4) Facilitate the role play situation
- 5) Make it exciting and fun
- 6) Pause or rewind the action
- 7) Create an unexpected situation

¹⁹Jeremy Harmer, *The Practice of English Language Teaching*, p.271–275

²⁰Brian Tracy, *“Speak to Win How to Present with Power in Any Situation”*, Library of Congress Cataloging, (United States of America : 2008), p.16

8) Ask for feedback and asses performances.²¹

b. Kinds of Role Play Strategy

There are two kinds of Role Play strategy, they are: scripted role play and unscripted role play.²² Scripted role play is type involves interpreting either the textbook dialogue or reading text in the form of speech.²³ The main function of the text after all is to convey the meaning of language items in a memorably way. An example of scripted role plays dialogue and how the process is:

It is a conversation between a travel agent and a tourist in the travel agency. The tourist asks information about a trip vacation.).

Tourist : Hello. Is this Kharisma Tour and Travel Agent?

Agent : That's right. Can I help you?

Tourist : Well, I would like to order two tickets for tour to Bromo for this month. Could I order the tickets?

Agent : Okay, I will process your order. I will inform you later. Can you give your personal email?

Tourist : Well, my email is Sandra_bee@gmail.com .

Agent : Excuse me, what's your name?

Tourist : I am Sandra Lock.

Agent : Okay, thank you. I will call you later.²⁴

Unscripted role play different with scripted role play. It is opposite with another. In the unscripted role play, the students are not depending on the script. For instance:

Student A be a tourist : She/he asks the direction the gate of Prambanan temple. Student B be a tour guide : She/ he gives the direction by showing the map.²⁵

²¹Jeremy Harmer. *The Practice of English Language Teaching*, p.271

²²Jeremy Harmer. P.271

²³Beauty Kharismawati, *Improving Students' English Speaking Skill Through Role Play At Grade Xi Of Travel Tourism Program Of Smk N 6 Yogyakarta In The Academic Year Of 2013/2014*. Faculty Of Languages And Arts Yogyakarta State University. 2014.

²⁴Beauty Kharismawati

²⁵Beauty Kharismawati.

To bring out this idea, the teacher should discuss to the class and divides the class into group-work (in pairs or in groups). The teacher gives some situation and she/he give a role to each of the students. Then the students play the role based on their section.

Scripted role play usually used by the students in the beginner levels, because it is more easily than the one. As well as, unscripted forms used by the upper level students, because this one is more complex and difficult in the applying it.

c. Purpose of Role Play Strategy

Role play strategy has some purposes, as follows:

- 1) Role play helps students to boost imagination and creativity. Te students start using their imagination when they practice the role play, the students also could develop their skills and ability so that they can express their imagination freely.
- 2) Role play helps students to develop emphaty. While engaging in role playing, students pretend to be someone else and they learn to understand and identify their emotional.
- 3) Role play strategy can helps students how to interact in various situation.
- 4) During the role play the students hear many words that they just known. It can develop their vocabulary in English.²⁶

So, the purpose of role play strategy are : role play helps students to boost imagination and creativity, Role play helps students to develop emphaty, role play help students to interact in various situation, role play can develop students vocabulary and get the new vocabulary.

²⁶Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy*

d. Principle of Role Play Strategy

Role play strategy is one of the way to improve students speaking skill. There are some principles of role play strategies, as follows:

- 1) Consistency : when role playing students need to be consistent with their the personality that they play.
- 2) Fun : role play is one of the funny way in learning speaking because the students got lesson while playing.
- 3) Plausibility : it tends how to play the character and how to organize the scale events.²⁷

In conducted a role play, all the principles need to included, they are consistency, fun and plausibility.

e. Procedure of Teaching Role Play Strategy

In applied role play strategy, there are five procedure has included, as follow: identify the situation, add details, assigned role, act out the scenario and discuss what have been learnt.²⁸

1) Identify the situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

2) Add details

Next, set up a scenario in enough detail for it to feel "real."

Make sure that everyone was clear about the problem that you're

²⁷Jakob, J. C. (2018). Improving the Students Speaking Ability Through Role-play Method. *IJET (Indonesian Journal of English Teaching)*, 7(1), 331. <https://doi.org/10.15642/ijet.2018.7.1.331-340>

²⁸ Jakob, J. C

trying to work through, and that they know what you want to achieve by the end of the session.

3) Assigned role

Once you have set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, salespeople). Others will represent people who are supportive or hostile, depending on the scenario (for example, an angry client). Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

4) Act out the scenario

Each person can assume their role and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity. For instance, if the aim of the role-play is to practice a teacher, the person playing the role of the potential client could start as an ideal teacher and through a series of scenarios, could freely express their skill in that aspect.

5) Discuss what have been learnt

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience. For

example, if you're using it as part of a training exercise, you could lead a discussion on the scenarios you have explored, and ask for written summaries of observations and conclusions from everyone who was involved.

f. The Advantages and disadvantages of Role Play Strategy

Role play is a teaching strategy in teaching speaking demands the students to be creative and active in applying the material and expression they learn. In this strategy, students directly used the vocabularies and pronunciation through speaking. Since this strategy was simple and easy to use, students were interested to participate in learning.

There are some advantages of using role play strategy in teaching speaking, They are :

- 1) Role-play emphasize on students centered.
- 2) Role-play can increase students' interest in learning.
- 3) Role-play serves many opportunities to practice the language and their social skill.
- 4) Role-play can grow a good habit for students in their social life. They learn how to behave in a specific situation
- 5) Role-play can help students to grow a real-world concept and get more deepen knowledge. ²⁹

According to the advantages before, there are some disadvantages of role play, as follows:

- 1) Uncomfortable : not all students comfortable with playing the scenario. Some of them feel intimidated by the idea.

²⁹Osuafor, A. M. "ROLE – PLAY: An Effective Strategy For Teaching And Learning Of Basic Science In Primary Schools". 2017.

- 2) May not be taken seriously : mood of the students can make them unfocus with the situation with the idea.
- 3) Embarassement : some students feel embarassed to play the idea or scenario that made.³⁰

g. Teaching Speaking by Using Role Play Strategies

Teaching means teacher transfer knowledge to students followed some procedures. In teaching Speaking by using role play strategies, there are some procedures that teacher will apply in classroom. The procedures like the table below.

Table 3
Teaching Speaking Through Role Play Strategies

Teachers` Activities	Students` activities
<p>Pre-Teaching</p> <ol style="list-style-type: none"> 1. Teacher opened the class by greeting and praying before learning. 2. Teacher took attendance list. 3. Teacher explained the purpose of the study. 4. Teacher asked the students about related matery. <p>While- Teaching</p> <p>Teacher applied the steps of role play strategies, they are:</p> <ol style="list-style-type: none"> 1. Identify the situation Teacher explained first about suggestions & offers and gave some examples of responding to suggestions & offers. After that, 	<ol style="list-style-type: none"> 1. Prayed before learning. 2. Students listened to the teacher while take attendance list. 3. Students listened of teachers` explanation. 4. Students gave greeting and Students answered the teachers` question <p>Students paid attention and follow the role play strategies steps, they are:</p> <ol style="list-style-type: none"> 1. Identify the situation Students paid attention to the teacher, and thought independently about the best suggestions or offers of the issue that has posed

³⁰Osuafor, A. M

Table 3
Teaching Speaking Through Role Play Strategies

Teachers' Activities	Students' activities
<p>Pre-Teaching</p> <ol style="list-style-type: none"> 1. Teacher opened the class by greeting and praying before learning. 2. Teacher took attendance list. 3. Teacher explained the purpose of the study. 4. Teacher asked the students about related matery. <p>While- Teaching Teacher applied the steps of role play strategies, they are:</p> <ol style="list-style-type: none"> 1. Identify the situation Teacher explained first about suggestions & offers and gave some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about what the best suggestions or offers of the issue 2. Add details Teachers divided the students into some groups discussion. And told them about the topic discussion that need to practiced 3. Assigned role Teacher shared the paper as the example of role play script, and let them discussed what character that they choosed to practice 4. Act out the scenario Teacher asked them to practice the scenario 5. Discuss what have been learnt Teacher invited all the students to give comment about another group 	<ol style="list-style-type: none"> 1. Prayed before learning. 2. Students listened to the teacher while take attendance list. 3. Students listened of teachers' explanation. 4. Students gave greeting and Students answered the teachers' question <p>Students paid attention and follow the role play strategies steps, they are:</p> <ol style="list-style-type: none"> 1. Identify the situation Students paid attention to the teacher, and thought independently about the best suggestions or offers of the issue that has posed and the students need to be taught that talking was not part of thinking time. 2. Add details Students sat with their group members. Discussed with members group about the topic that have been given by the teacher 3. Students discussed what character that choosed to practice each people using the script that given 4. Act out the scenario Students practiced the scenario 5. Discuss what have been learnt students gave comment about their friend group

	<p>materi and told their conclusion loudly when teacher chosed them and listened to teachers` conclusion.</p> <p>4. Students prayed before close the class.</p>
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B. Review of Related Findings

This research is not the first research that had been done. There are some researchers that have done a research which same with this research. The first is Azlina Kurniati , There were 27 students participated in this research. Out of 27 students, no student was in excellent level of ability, 18 (66.6%) students were in good level of ability, 9 (33.4%) students were in average level of ability and there was no student in poor level of ability. The average score of the students in asking opinion was 57.31, giving opinion was 61.87, asking for agreement was 54, response for agreement was 69.69, asking for disagreement was 52.77 and response for disagreement was 67.67. Respectively, asking for disagreement with 52.77 and asking for agreement with 54 were in average level of ability, asking for opinion with 57.31 was in average level of ability, giving opinion with 61.87 was in good level of ability while response for agreement with 69.69 and response for disagreement with 67.67 in good level of ability.³¹So the researcher can categorized that SMK

³¹Azlina Kurniati, "A Study on The Speaking Ability of The Second Year Students of SMK TELKOM Pekanbaru," n.d., p.12, <http://scholar.google.co.id>.

TELKOM Pekanbaru is good in speaking ability about asking for agreement and disagreement was good while asking for opinion was in good level.

The second, It can be seen from the Siti Surinah Harahap, at all research that the findings showed that three students got 19 and 18, seven students got 17, one student got 16, four students got 15, one student got 14 and two students got 13. It showed that the highest score was 19 and the lowest score was 13. After calculating the mean, it was figured out that the mean was 16.48.³² In briefly, the researcher concluded that the students' speaking skill of Rambah Hilir was moderate.

The third, Muhammad Ilham and Fauzi Bafadal concluded that can be explained that the students got minimum score was 45 and maximum score was 82. Otherwise, range score was gotten 37 and mean score was gotten 63.75. It means that the students' ability in speaking English on specific purpose of learning were in the level good.³³ In conclusion, the speaking ability at the second semester students of Planology Study Program of Engineering Faculty, Muhammadiyah University of Mataram in academic year 2018/2019 was in good level.

The fourth is Hafni Zuraida Ihsan and Nurul Wahidah research, From the result of questionnaire of the students, the researcher found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary, from 15 students only 2.3% students'

³²Siti Surinah Harahap, Rivi Antoni, and Umami Rasyidah, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir," n.d., p.8, <http://scholar.google.co.id>.

³³Ilham Moh and Fauzi Bafadal, "The An Analysis of Students' Speaking Ability on Specific Purpose of Learning .," *Linguistics and English Language Teaching Journal* 7, no. 1 (2019): p.8, <http://scholar.google.co.id>.

always memorize vocabulary every day, 4.8% seldom to memorize the vocabulary, 1.9% difficult when memorizing the vocabulary, 60% of the students very difficult to make a sentence using the vocabulary that they had been memorized, 3% of the students ever memorizing the vocabulary every day and 2.1% never study English. It was the problem in our country the students lazy to study, there is no motivation to study before the teacher gave them task. Teacher asked the students to memorize the vocabulary but the students difficult to memorizing it. If the teacher asked the students to practice speaking by using the vocabulary that have been memorized by the students, it would be improved the students speaking ability.³⁴ It can be concluded that students' speaking ability at the eleventh grader of high school in East Lombok in the school year 2017-2018 was bad level.

The last is Ilni Kurniawan at all research, the results of the data analysis is the first general ability of students in coastal areas in speaking English is categorized into moderate. This is due to their low ability to use proper grammar in speaking English.³⁵ The researcher concluded that speaking skill at Coastal Schools of Bengkulu City was in moderate level.

Based on my thesis Using role play in speaking class could increase the student's ability in learning speaking. There was also an improvement of students' speaking competence. The improvement was reflected from the

³⁴Hafni Zuraida Ihsan and Nurul Wahidah, "Teacher ' S Efforts to Overcome the Students ' Difficulties in Speaking Ability," *Voices of English Language Education Society* 3, no. 2 (2019): p.4, <https://doi.org/10.29408/veles.v3i2.1273.g919>.

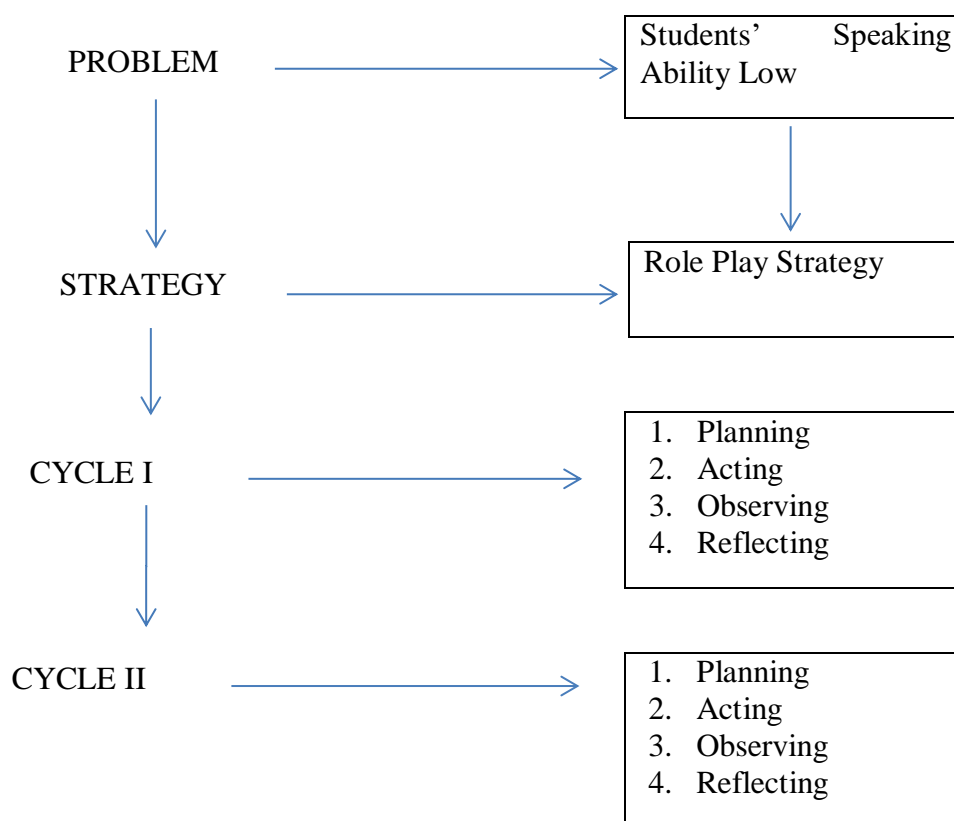
³⁵Ildi Kurniawan, Syafrizal Sabaruddin, and Fernandita Gusweni J, "An Analysis of Students ' English Speaking Skill at Coastal Schools of Bengkulu City , Indonesia," *Journal of English Language Studies* 3, no. 1 (2018): p.9, <http://scholar.google.co.id>.

progress of the students' scores from test 1 and test 2. The students' mean score was 67,66 in test 1, in test 2 was 75. The improvement of mean score from test 1 to test 3 was 21 point. This improvement was good.

C. Conceptual Framework

Based on the theoretical description, the researcher make conceptual framework of this research. In learning English there are four skills should be mastered by students and teachers. They are, reading, speaking, listening and writing. In teaching this skill there are some problems that faced by students especially in speaking. Speakin is an activity of using the language to express the speakers` by oral.

Figure 1: Conceptual Framework of Classroom Action Research



Students` ability in
speaking is improve

D. Hypothesis

The hypothesis of this research is Role Play Strategy can improve students` speaking ability at XI Grade Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru was accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This research was conducted in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. It is located in Sipangko, Muaratais, South Tapanuli. The schedule of the research was on November to Desember 2021.

B. Research Design

This reseach applied classroom action research. Classroom action research focused on small group practice.

Classroom action research is systematic procedures which is done by teachers or other individuals in an educational setting to information about, and subsequently improve, the ways their particular educational setting operate and their students learning.¹

Classroom action research concerned four steps. They are, planning, action, observation and reflecting. Planning means the reflecting of the action had done, action means implementation about the content in the classroom. The action and observation cannot be separated each other, because the teacher just do return observation while writing what was being done. Reflecting was to propose what have done.

This action research followed the model that developed by Kemmis and Robin Mc. Taggart. It was famous representation of the action research “spiral”

¹Creswell., J. *Educational research: planning, conducting and evaluating qualitative and quantitative research*. (Boston: Longman Pearson Press). 2002

that contained four stages; planning, acting, observing and reflecting. The model described in the following figure.

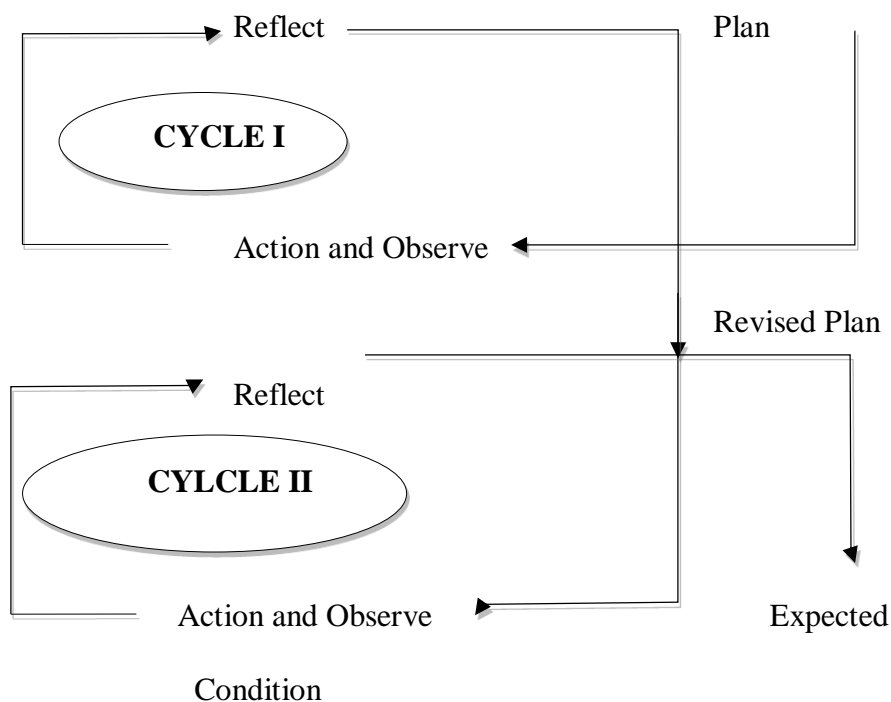


Figure 2. Classroom Action Research by Kemmis and Robert²

C. Participants of The Research

The participant of this research was the students in Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru at grade XI. In grade XI there were three classes where consisted of XI-A, XI-B and XI-C. In XI-A there were 35 students, in XI-B there were 30 students and in XI-C there were 34 students. This research employed in XI-B class that consisted of 30 students at grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru academic year 2021.

²Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010). P. 9.

D. Instrument of The Research

Instrument is very important in conducting a research. Instrument is the tools that the researcher need to do a research. In this research, the instrument that the researcher used were test and observation.

1. Test

The researcher gave speaking test to measure the knowledge of students speaking skill. In this research, researcher gave a speaking test to know the students ability in speaking. In giving score for the students speaking test, the researcher gave four value namely: Fluency, vocabulary, grammar and pronunciation. Every indicators were given 1-5 point, so the highest points were 20. The instrument was presented below:

Table 4
Speaking Assesment Sheet³

Date	:	Absent Number	:
Name	:	Class	:
No	Evaluation		Points (1-5)
1	Fluency		
2	Vocabulary		
3	Pronunciation		
4	Grammar		
Total Points			

³ Sulastrri, *Improving Students' Self Confidence in Speaking Ability Through Simulation Technique at Grade X SMA Negeri 8 Padangsidimpuan*, IAIN Padangsidimpuan, 2013.

The rubric score was presented in the table below:

Table 5
Rubric Score of Speaking Test

Indicators	Point	Performance Description
Fluency	5	Almost perfect
	4	There are some mistakes but do not interfere the meaning
	3	There are some mistakes and interfere the meaning
	2	Many mistakes and interfere the meaning
	1	Too much mistakes and interfere the meaning
Vocabulary	5	The vocabulary that used advance vocabulary
	4	The vocabulary that used rarely used vocabulary
	3	The vocabulary that used common vocabulary
	2	The vocabulary that used frequently vocabulary
	1	The vocabulary that used very frequently vocabulary
Pronunciation	5	Very Good
	4	Good
	3	Enough
	2	Not too bad
	1	Bad
Grammar	5	Few errors, with no patterns or failure.
	4	Constant errors showing control of very few major patterns and frequently preventing communication
	3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

- 2 Constant errors showing control of very few major patterns and frequently preventing communication.
- 1 Grammar almost entirely inaccurate phrases.

The score's criteria: Every point of indicator x5

e.g: If the students got fluency very good means, the score is 5 and times by (5x5)

The criteria of student result score categorized following this table:

Table 6
Criteria of Final Score in speaking test

No	Number of Score	Predicate
1	80- above	Very good
2	66-79	Good
3	56-65	Enough
4	41-55	Less
5	40-down	Failed

(Adapted by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud)

2. Observation

To support the data of the research, the researcher conducted an observation. Observation can be done directly and indirectly. The researcher did directly observation namely to observe the object directly without mediator. This observation was used to know the location and circumstances of equipment and facilities as supporter of learning English speaking subject process and how the situation of teaching and learning English speaking process happens including the English teachers techniques and students responses in teaching and learning process.

E. The Procedures For Classroom Action Research

The action research follows the model that is developed by Kemis. It was a famous representation of the action research spiral that contained four stages; planning, action, observing and reflecting.

In this research the researcher applied two cycles. Every cycle consisted of two meeting and the time allocation is 180 minutes. The explanation activities in teaching writing ability by using role play technique at grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

1. Cycle I

Each cycle consists of two meetings. Every meeting consists of ninety minutes. The research observes all activities of students in the class room.

a. First Meeting

1) Planning

Planning is arrangement of doing something. There are many activities that was planning, such as:

- a) Arranging the lesson plan
- b) Determining the lesson material about offering and suggestion
- c) Designing the procedure teaching speaking using role play strategies
- d) Preparing instrument to be used by students
- e) Preparing instrument for teacher and observer

2) Acting

- a) Interacting with students in the classroom
- b) Giving the reward to the students, such as; good, very good, smart, right.

- c) Giving the feedback on the students' progress by respecting or responding to what the students say.

3) Observing

- a) Discussing with English teacher to observation planning
- b) Monitoring the role play strategy to do.
- c) Making note every activity in learning process to do
- d) Discussing with English teacher about the finding activity during observation to do.

4) Reflecting

- a) Reflecting on the role play strategy will use
- b) Reflecting on the students learning activity
- c) Evaluating or interpret the data got from the class and make decision for next meeting.

b. Second Meeting

1) Planning

- a) Designing the teaching speaking procedure using role play strategy
- b) Preparing not for each students as a media for them to give comments and suggestions toward their speaking
- c) Preparing the final draft sheet for each students as a sheet, where the students revise the draft as the final result of their speaking

2) Acting

- a) Helping the students to keep practicing in activity
- b) Asking the students to return their peer's speaking draft to improve based on their comments and suggestions.

- 3) Observing
 - a) Observing the students' speaking skill
 - b) Observing the students' difficulties as long as doing practicing
 - c) Observing the problems in the learning process and giving solution
- 4) Reflecting
 - a) Discussing with the teacher about the action
 - b) Making any decision for the next meeting
 - c) Clarifying the problems found in the activity whether in the case of students or teacher.

2. Cycle II

- a. Third Meeting
 - 1) Planning
 - a) Making the lesson plan more
 - b) Designing the procedure teaching speaking by using role play strategy
 - 2) Acting
 - a) Preparing the class and greet when open the matter
 - b) Giving the example of suggestion and offer
 - c) Performing the students conversation in front of class
 - d) Correcting the students' speaking
 - 3) Observing
 - a) Monitoring the teaching learning by using role play strategy
 - b) Discussing the problems in the process of learning and find the solution
 - c) Discussing about the speaking result
 - 4) Reflecting
 - a) Reflecting on the students learning activity

b) Evaluating and interprets the data has got from the class.

b. Fourth Meeting

1) Planning

a) Designing the teaching speaking procedure by using role play strategy

b) Preparing the note for each students as a media for them to give comments and suggestions toward their speaking

2) Acting

a) Preparing the class for learning

b) Giving the topic about suggestion and offer

c) Giving the example of suggestion and offer

3) Observing

a) Monitoring the students activity as long as performance begin

b) Discussing the problem in the learning process and giving the solution

4) Reflecting

In this cycle, the researcher can reflect the data has been found.

The researcher gathered the result of speaking skill by using role play strategy.

F. Techniques of Data Collection

Data in this research were qualitative and quantitative data. In collecting the data in this research, the researcher used this following steps:

1. Prepared the matery for teaching
2. Prepared the instruments by setting up the test.

3. Came to the schools in the different days to do another teaching process and speaking test, until finish.
4. Analyzed the data gotten from the speaking test from each meeting.
5. Described the data result by counted the mean score of the students.

G. Techniques of Data Analysis

Quantitative data was used to analyze the score of students. The qualitative data that have been collected and analyzed by computing the score of writing test to know means of student score for each cycle. The researcher applied the formula:

$$M = \frac{\sum Fx}{N}$$

Note:

- M : The mean of the students
 $\sum Fx$: The total score from all students
 N : The number of the students⁴

The last, researcher summarized qualitative data by steps, as following:

1. Data managing
 This steps created and organized the data. Then, the data managed by the researcher to check for competences and the researcher tried to analyze the data.
2. Reading
 This part related to the reading and data record through the notes, transcription, interview, and observation to get the information from those instrument.
3. Description
 This part discussed about the issue, what happened in the text when collected the data.
4. Classifying

⁴Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004). P.30.

This point concerned with the small group in order to gave a clear explanation in the classroom.

5. Interpreting

In this step, data interpreted based on the connections, common aspect, and relationship among the data pieces, categories and patterns.⁵

All steps were done by researcher when analyzing the data, this made the researcher easy in analyzing the data followed this steps and helped researcher to avoid the misunderstanding.

⁵John W. Creswell. *Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches second Edition*. USA: SAGE Publications, Inc., 2016. kpsjournals.org/index.php/JSA/article/view/1313.

CHAPTER IV

RESEARCH RESULT

This chapter presented the data findings which has been analyzed, the data got from test as the instrument in conducted this research. The data were apply quantitative and qualitative method to interpret the data. The quantitative data was took from the mean of score of the students' score in speaking test, The qualititative data taken from observation in learning process.

A. Data Description

This chapter described the research result, where it took from setting, first condition before going to the cycle and the action that did in the first cycle and second cycle.

1. Settings

The place of this research was at Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. It was located at Sipangko, Muaratais, South Tapanuli. The participants of this research was the students' at grade XI. In grade XI there were three classes where consist of XI-A, XI-B and XI-C. This research employed in XI-B class that consist of 30 students', there were 13 male and 17 female students'.

2. Cycle I

The first cycle was conducted for two meeting. The time allocation for one meeting was ninety minutes. The researcher did some steps, they were planning, action, observation, and reflection.

a. First Meeting

The researcher did in the first meeting were observed the teacher, students' and the classroom proces. Students' did what the teacher command in speaking test. The topic was offering and suggestion, the researcher employed four steps finished this research, which consisted of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action give to the students'. The researcher collected the information dealing with teaching and learning process, in this stage researcher made lesson plan that consist of stages of action, made the learning planning approach as a guidance used role play in teaching speaking, researcher prepared the topic to applied role play in teaching speaking, the topic was offering and suggestion.

2) Action

Action was the implementation of planning stages. The implementation of action in this research was conducted by the researcher based on the lesson plan which made previously. The implementation of the action in this research was conducted during the school hours based on the English subject Schedule of XI-B.

Pre- teaching, in this process teacher came to class and opened the class by greeting and praying before learning, teacher took attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, Teacher applied role play strategy, the procedure were:

a) Identify the situation

Teacher explained about suggestions & offers and gave some examples of responding to suggestions & offers. After that, teacher asked students' to think about suggestions or offers. Teacher gave explanation about suggestions & offers and asked the students' to concluded by using their own sentences. Students' paid attention to the teacher, and thought independently about suggestions or offers.

b) Add Details

Teachers divided the students' into some groups discussion. And told them about the topic discussion. Students' sat with their group members, discussed with members group about the topic that gave by the teacher.

c) Assigned role

Teacher shared the paper as the example of script of role play , and let them discuss what character that they choosed to practice. Students' discussed the character practice.

d) Act out the scenario

Teacher asked students' to practice the scenario. Students' practiced the scenario

e) Discuss what have been learnt

Teacher invited all the students' to give comment about another group. Students' gave comment about their friend group

Post-teaching, teacher asked the students' difficulties in learning offering and suggestion, teacher gave the clear explanation, teacher asked students' to memorized the scenario and practiced it in the next meetings. Teacher asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in suggestion and offers and researcher made note activity when teaching-learning process was done. The result is:

a) There were 5 students' made noisy in the class

b) There were 3 students' did not active in joining the learning process.

research, which consisted of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action gave to the research subject. The researcher collected the information dealing with teaching and learning process, in this stage researcher made lesson plan that consisted of stages of action, made the learning planning approach as guidance used role play in teaching speaking, researcher prepared the topic to applied role play in teaching speaking, the topic was about offering and suggestion.

2) Action

Action was the implementation of planning stages. The implementation of action in this research was conducted by the researcher based on the lesson plan which prepared previously. The implementation of the action in this research conducted during the school hours based on the English subject Schedule of XI-B.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied role play strategies, where the procedure were:

a) Identify the situation

Teacher reviewed matery at the last meeting. After that, teacher asked students' to think about suggestions or offers. Teacher gave explanation about offering and suggestion and asked the students' to conclude by using their own sentences. Students' paid attention to the teacher, and think independently about the best suggestions or offers.

b) Add Details

Teachers divided students' into some groups discussion and told them about the topic discussion. Students' sat with their group members, discussed with members group about the topic that gave by the teacher.

c) Assigned role

Teacher shared the paper as the example of scripted using role play strategies, and let them discuss what character that they choosed to practice. Students' discussed what character that choosed to practice. They asked to practiced without scenario.

d) Act out the scenario

Teacher asked students' to practiced the scenario. They had to practiced without scenario. Students' practice the scenario and teacher give their score.

e) Discuss what have been learnt

Teacher invited all the students' to give comment about another group. Students' comment about their friend group

Post-teaching, teacher asked the students' difficulties in learning offering and suggestion, teacher gave the clear explanation, asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in offering and suggestion and researcher made note activity when teaching-learning process was done. The result were:

- a) There were 3 students' made noisy in the class
- b) There were 4 students' more active in joining the learning process.
- c) There were 1 students' could not answer the teacher` questions.
- d) There were 2 students' did not enthusiast in teaching learning process.
- e) There were 2 students' came late

4) Reflection

Reflecting was the last stages of classroom action research, in reflecting researcher analyzed the finding during the observation. Reflected the subject learning-activity. Analyzed the students' understanding in offering and suggestion and researcher evaluated or interpreted the data got from the class and made the decision for the next meeting. The researcher need improved students' ability in speaking.

c. Students' Speaking Score in Cycle I

Cycle I done while applied the first test. The result of students' speaking score in cycle I showed in the table below:

Table 8
Students' Speaking Score in Cycle I

No	Initial	Indicators				Total Point	Final Score (x 5)
		F	V	P	G		
1	ADA	3	3	3	3	12	60
2	CSS	3	3	4	3	13	65
3	DT	3	3	3	2	11	55
4	EUA	3	3	3	3	12	60
5	F	3	3	4	3	13	65
6	IAS	3	3	3	2	11	55
7	ISH	3	4	4	3	14	70
8	JS	4	3	4	3	14	70
9	KAS	4	3	4	3	14	70
10	KH	3	4	3	4	14	70

11	LRR	4	3	4	3	14	70
12	MRLDN	3	3	4	3	13	65
13	M	4	4	3	3	14	70
14	MAH	3	4	4	3	14	70
15	MP	4	3	4	3	14	70
16	MZ	3	3	4	3	13	65
17	NM	4	3	4	3	14	70
18	NoA	3	3	4	3	13	65
19	NA	3	3	4	3	13	65
20	NHH	4	4	4	3	15	75
21	NH	3	3	4	3	13	65
22	NKS	4	3	4	3	14	70
23	NSB	4	3	4	3	14	70
24	NSA	4	3	4	3	14	70
25	NAWH	4	4	4	3	15	75
26	NAS	3	3	4	3	13	65
27	PRH	4	4	4	3	15	75
28	PS	3	3	4	3	13	65
29	POP	4	2	4	3	14	70
30	RMS	5	4	4	3	16	80
Total						406	2030
Mean							67,66

Note : F = (Fluency), V = (Vocabulary), P = (Pronunciation), I= (Grammar)

From table 8, it showed students' got 11 points with score 55. 2 students' got 12 points with score 60. 9 students' got 13 points with

score 65. 13 students' got 14 points with score 70. 3 students' got 15 points with score 75. 1 students' got 16 points with score 80. The criteria of students' final score showed in the table below:

Table 9
Criteria students' speaking score in Cycle I

No	Initial	Score	Predicate
1	ADA	60	Enough
2	CSS	65	Enough
3	DT	55	Less
4	EUA	60	Enough
5	F	65	Enough
6	IAS	55	Less
7	ISH	70	Good
8	JS	70	Good
9	KAS	70	Good
10	KH	70	Good
11	LRR	70	Good
12	MRLDN	65	Enough
13	M	70	Good
14	MAH	70	Good
15	MP	70	Good
16	MZ	65	Enough
17	NM	70	Good
18	NoA	65	Enough
19	NA	65	Enough
20	NHH	75	Good

21	NH	65	Enough
22	NKS	70	Good
23	NSB	70	Good
24	NSA	70	Good
25	NAWH	75	Good
26	NAS	65	Enough
27	PRH	75	Good
28	PS	65	Enough
29	POP	70	Good
30	RMS F	80	Very good

From the table 9, it showed one students' got predicate very good. 16 students' got predicate good. 13 students' got predicate enough. 2 students' got predicate less. No students' got predicate failed. This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table 10
Resume of Variable Score in cycle I

Descriptive	Statistics
Total Points	406
Total score	2030
Highest score	80
Lowest score	55
Mean	67.66
Median	69.26
Modus	68.18
Range	25

From table 10, it showed total score from 30 students' in class XI-B were 2.030 with 406 points. The mean score was 67,66. Highest score was 80. Lowest score was 55. The median was 69,26. Modus was 68,18. The range was 25.

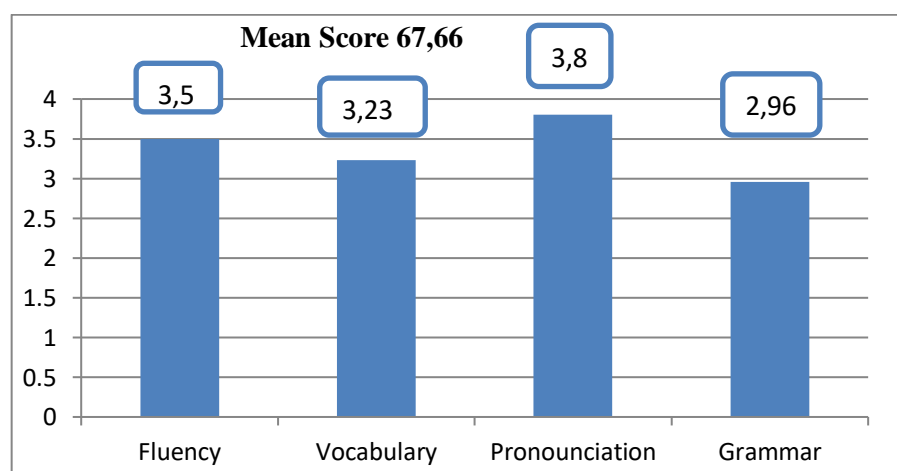
The frequency of students' result score in cycle I showed in the table below:

Table 11
Frequency of Students' Result Score in cycle I

No	Interval	Mid-Point	Frequency	Percentages
1	55-60	57.5	4	13.33%
2	61-66	63.5	9	30%
3	67-72	69.5	13	43.33%
4	73-78	75.5	3	10%
5	79-84	81.5	1	3.33%
<i>I</i> = 5			30	100%

The result of students' achievement every indicator showed in the chart below:

Chart 1
The Students' achievement every indicators of speaking in cycle I



Based on the table and chart above, it concluded that the students' achievement in speaking was enough. It seen from the students' mean score in cycle I was 67,66. Mean score in fluency was 3,5. Mean score in vocabulary was 3,23. Mean score from pronunciation was 3,8. Mean score from grammar was 2,96. So, the researcher would continue to cycle II. In the next learning, it was needed to overcome students' motivation to have high speaking skill. Re-planning of the role play strategies in cycle I, this resolved in cycle II.

3. Cycle II

The second cycle was conducted for two meeting, that were meeting 3 and meeting 4. The time allocation for one meeting was ninety minutes. The researcher did some steps, they were planning, action, observation, and reflection. Moreover, the researcher observed the teacher, the students' and classroom process. Based on the observation in this cycle, some students' seemed interested in teacher teaching technique used role play strategy. It saw from their enthusiasm learn used role play strategy.

a. Third Meeting

The researcher did in the third meeting were observed the teacher, students' and the classroom proces. Moreover, some students' had quite low motivation in learning English, fortunately most of students' did what the teacher command in doing the test for speaking.

The topic was offering and suggestion, the researcher employed four steps for finish this research, were consist of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action gave to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, made the learning planning approach as guidance used role play in teaching speaking, researcher prepared the topic to applied role play in teaching speaking, the topic was about offering and suggestion and prepared all material related to offering and suggestion.

2) Action

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject Schedule of XI-B.

Pre- teaching, in this process teacher came to class and opened the class by greeting and praying before learning, teacher took attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied the role play strategies stage. Where the procedure were:

a) Identify the situation

Teacher reviewed the lesson in last meeting and explained about suggestions & offers again and gave some examples of responding to suggestions & offers. After that, teacher asked students' to think about suggestions or offers, teacher gave explanation about offering and suggestion and asked the students' to conclude by using their own sentences. Students' paid attention to the teacher.

b) Add Details

Teachers divided the students' into some groups discussion. And told them about the topic discussion that need to practiced. Students' sat with their group members. Discussed with members group about the topic gave by the teacher.

c) Assigned role

Teacher asked students' to discuss with their group and let them discuss what character that they choosed to practice. Students' discussed the character to practice.

d) Act out the scenario

Teacher asked students' to practice the scenario. Students' practiced the scenario

e) Discuss what have been learnt

Teacher invited the students' to give comment about another groups performance. Students' gave comment about their friend group

Post-teaching, teacher asked the students' difficulties in learning offering and suggestion, teacher gave the clear explanation, teacher asked students' to memorized the scenario and practiced it in the next meetings. Teacher asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in offering and suggestion and researcher made note activity when teaching-learning process is done. The result were:

- a) There were 3 students' made noisy in the class.
- b) There were 2 students' did not active in joining the learning process.
- c) There were 1 students' could not answer the teacher` questions.
- d) There were 3 students' did not enthusiast in teaching learning process.
- e) There were no students' did not attend.

4) Reflection

Reflecting was the last stage of classroom action research, in reflecting researcher analyzed the finding during the observation. Reflected the subject learning-activity. Analyzed the students' understanding in offering and suggestion and researcher evaluated or interpreted the data got from the class and make the decision for the next meeting. The researcher need improved students' understanding in speaking.

b. Fourth Meeting

In fourth meeting, the researcher observed the teacher, students' and the classroom proces. Moreover, some students' had quite interested in learning English and did what the teacher command in doing the test for speaking. The topic was offering and suggestion, the researcher employed four steps for finishing this research, where consist of planning, action, observation, and reflection.

1) Planning

Planning was the first stages of classroom action research, this stages was prepared before the action given to the research subject. The researcher collected the information dealing with teaching and learning process, in this stages researcher made lesson plan that consist of stages of action, made the learning planning approach as guidance used role play in teaching speaking, researcher prepared the topic that had to applied role play in teaching speaking, the topic is about offering and suggestion done

in teaching learning process and prepared all material related to offering and suggestion that needed in teaching-learning process.

2) Action

Action was the implementation of planning stage. The implementation of action in this research was conducted by the researcher based on the lesson plan which was prepared previously. The implementation of the action in this research was conducted during the school hours based on the English subject Schedule of XI-B.

Pre- teaching, in this process first teacher came to class and opened the class by greeting and praying before learning, teacher takes attendance list, teacher explained the purpose of study and teacher asked the students' about the related matery.

While teaching, in this process teacher applied the role play strategies stage they were:

a) Identify the situation

Teacher reviewed matery last meeting. After that, teacher asked students' to think suggestions or offers. Teacher gave explanation about offering and suggestion and asked the students' concluded the lesson by using their own sentences.

Students' paid attention to the teacher.

b) Add Details

Teachers divided students' into some groups discussion. And told them about the topic discussion that need to practiced. The topic for practiced was speaking in public places. Students' sat with their group members. Discuss with members group about the topic that gave by the teacher

c) Assigned role

Teacher asked the students' to discuss and let them discuss what character that they choosed to practice. Students' discuss what character that choosed to practice. They asked to practice without scenario.

d) Act out the scenario

Teacher asked students' to practice the scenario. They had to practice without scenario. Students' practice the scenario and teacher give their score.

e) Discuss what have been learnt

Teacher invited students' to give comment about another group. Students' gave comment about their friend group

Post-teaching, teacher asked the students' difficulties in learning offering and suggestion, teacher gave the clear explanation, asked two or three students' to told their conclusion and teacher made it clear, last teacher closed the meeting by praying together.

3) Observation

The observation conducted during the implementation of the action in classroom. In observation, researcher observed the students' understanding in offering and suggestion and researcher made note activity when teaching-learning process. The result were:

- a. There were 2 students' made noisy in the class
- b. There were 2 students' did not active in joining the learning process.
- c. There were 1 students' could not answer the teacher' questions.
- d. There were 3 students' did not enthusiast in teaching learning process.
- e. There is no students' did not attend

4) Reflection

Reflecting was the last stage of classroom action research, in reflecting researcher analyzed the finding during the observation process. Reflected the subject learning-activity. Analyzed the students' understanding in offering and suggestion and researcher evaluated or interpreted the data gotten from the class.

c. Students' Speaking Score in Cycle II

Cycle II done while applied the second test. The result of student speaking score in cycle II showed in the table below:

Cycle II done while applied the second test. The result of student speaking score in cycle II showed in the table below:

Table 12
Students' speaking score in Cycle II

No	Initial	Evaluation				Point	Final Score (x 5)
		F	V	P	G		
1	ADA	4	3	4	4	15	75
2	CSS	4	3	4	4	15	75
3	DT	4	3	4	3	14	70
4	EUA	4	3	4	4	15	75
5	F	4	3	4	4	15	75
6	IAS	4	3	3	4	14	70
7	ISH	4	4	4	4	16	80
8	JS	4	3	4	4	15	75
9	KAS	4	3	4	4	15	75
10	KH	4	4	5	4	17	85
11	LRR	4	4	4	4	16	80
12	MRLDN	3	3	4	4	14	70
13	M	4	4	3	3	14	70
14	MAH	4	4	4	4	16	80
15	MP	4	3	4	3	14	70
16	MZ	4	3	4	4	15	75
17	NM	4	3	4	4	15	75
18	NoA	4	4	4	4	16	80
19	NA	4	3	4	4	15	75
20	NAH	4	4	4	3	15	75
21	NH	4	3	4	3	14	70
22	NKS	4	3	4	4	15	75
23	NSB	4	4	5	4	17	85
24	NSA	4	3	4	4	15	75
25	NAWH	4	4	4	3	15	75
26	NAS	4	3	4	3	14	70
27	PRH	4	4	4	3	15	75
28	PS	3	3	4	3	13	65
29	POP	4	3	4	3	14	70
30	RMS	5	4	4	3	16	80
Total						450	2250
Mean							75

From the table above the result of student speaking score in cycle II were: 1 student got 13 points with score 65. 7 students' got 14 points with score 70. 15 students' got 15 point, with score 75. 5 students' got 16 points with score 80. 2 students' got 17 points with score 85. The criteria of students' final score were:

Table 13
Criteria Students' Speaking Score in Cycle II

No	Initial	Score	Predicate
1	ADA	75	Good
2	CSS	75	Good
3	DT	70	Good
4	EUA	75	Good
5	F	75	Good
6	IAS	70	Good
7	ISH	80	Very Good
8	JS	75	Good
9	KAS	75	Good
10	KH	85	Very Good
11	LRR	80	Very Good
12	MRLDN	70	Good
13	M	70	Good
14	MAH	80	Very Good
15	MP	70	Good
16	MZ	75	Good
17	NM	75	Good
18	NoA	80	Very Good

19	NA	75	Good
20	NAH	75	Good
21	NH	70	Good
22	NKS	75	Good
23	NSB	85	Very good
24	NSA	75	Good
25	NAWH	75	Good
26	NAS	70	Good
27	PRH	75	Good
28	PS	65	Enough
29	POP	70	Good
30	RMS	80	Very Good

From the table above, it showed 6 students' got predicate very good. 23 students' got predicate Good. 1 students' got predicate enough. No student got predicate less and predicate failed.

This research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table 14
Resume of Variable Score in cycle II

Descriptive	Statistics
Total Points	450
Total Score	2250
Highest score	85
Lowest score	65
Mean	75
Median	73.68

Modus	72.96
Range	20

From table above, it showed total score from 30 students' in class XI-B were 2250 with 450 points. The mean score was 75. Highest score was 85. Lowest score was 65. The median was 73,68. Modus was 72,96. The range was 20. Interval was 6. Standard deviation was 5,18 and variants was 26,85.

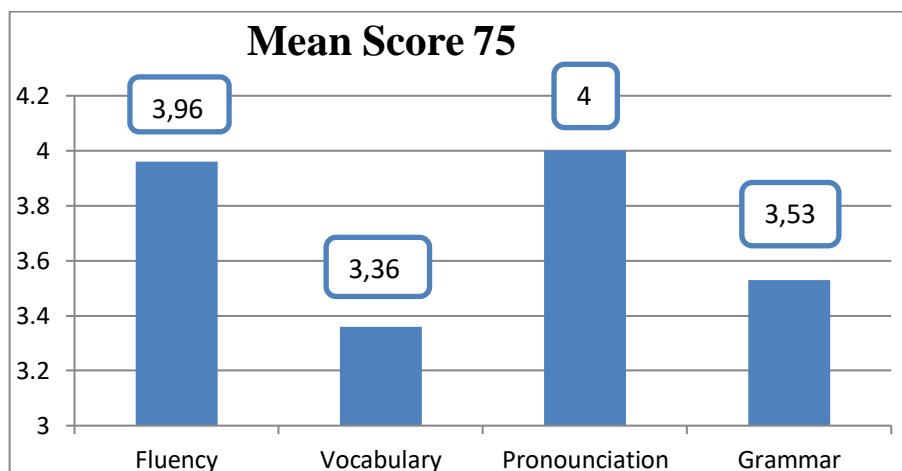
The frequency of students' result score in cycle II showed in the table below:

Table 15
The Frequency of Students' Result Score in cycle II

No	Interval	Mid-Point	Frequency	Percentages
1	65-70	67.5	8	26.66%
2	71-76	73.5	15	50%
3	77-82	79.5	5	16.66%
4	83-88	85.5	2	6.66%
<i>I</i> = 6			30	100%

The result of students' achievement every indicator showed in the chart below:

Chart 2
The Students'' achievement every indicators of speaking in cycle II



From the chart above, it could be concluded that the students' achievement in cycle II increased. In cycle II, there were only eight students' did not pass the passing grade (75). The mean score in cycle II was 79,40. Mean score in fluency was 3,96. Mean score in vocabulary was 3,36. Mean score in pronunciation was 4. Mean score from grammar was 3,53. Students' achievement in speaking was categorized good. The students' score in cycle II got improvement from cycle I. It shown that the cycle I was 67.66 and cycle II was 75.

4. Comparison of Student Result in cycle 1 and cycle II

The first cycle and the second cycle is done, in the first cycle, students' were give speaking test and in the second cycle the researcher also gave speaking test. So the students' has done three speaking test, where the topic of the test were speaking in classroom, speaking at school and speaking in public places. The students' did the test with their groups. After finish gave test in cycle I and cycle II. The result of student speaking score were:

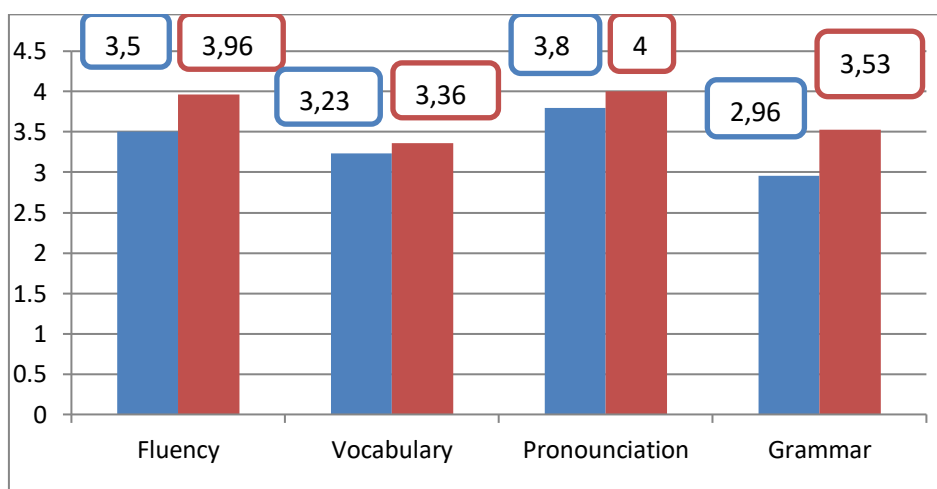
Table 16
Comparison result score in cycle I and cycle II

No	Initial	Score in Cycle I	Score in Cycle II	Improvement	Status
1	ADA	60	75	15	Improved
2	CCS	65	75	10	Improved
3	DT	55	70	15	Improved
4	EUA	60	75	15	Improved
5	F	65	75	10	Improved
6	IAS	60	70	10	Improved
7	ISH	70	80	10	Improved
8	JS	70	75	5	Improved
9	KAS	70	75	5	Improved
10	KH	70	85	15	Improved
11	LRR	70	80	10	Improved
12	MRLDN	65	70	5	Improved
13	M	70	70	-	Stable
14	MAH	70	80	10	Improved
15	MP	70	70	-	Stable
16	MZ	65	75	10	Improved
17	NM	70	75	5	Improved
18	NoA	65	80	15	Improved
19	NA	65	75	10	Improved
20	NHH	75	75	-	Stable
21	NH	65	70	5	Improved
22	NKS	70	75	5	Improved
23	NSB	70	85	15	Improved

24	NSA	70	75	5	Improved
25	NAWH	75	75	-	Stable
26	NAS	65	70	5	Improved
27	PRH	75	75	-	Stable
28	PS	65	65	-	Stable
29	POP	70	75	5	Improved
30	RMS	80	80	-	Stable
Total Score		2030	2250		
Mean		67,66	75		
Improvement		7.34		220	

The result of students' achievement every indicator in cycle I and cycle II showed in the chart below:

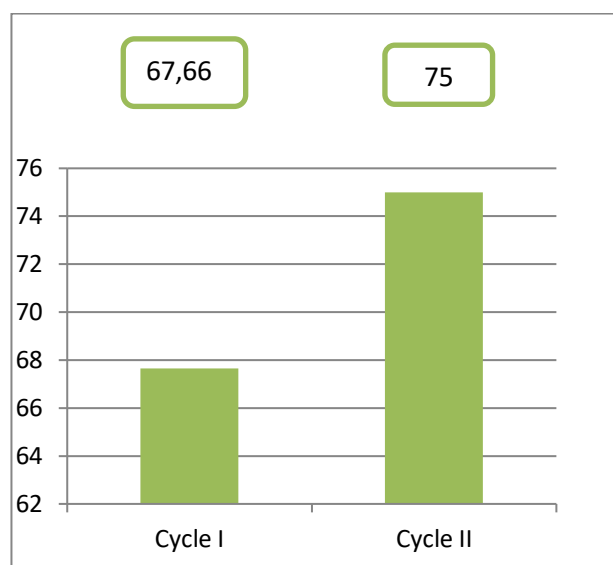
Chart 3
The Students' achievement every indicators of speaking in cycle I and cycle II



The researcher also provided the graph that showed the comparison

of the students' achievement between cycle I and cycle II that could be seen below:

Chart 4
The Comparison of Students' Achievement in Cycle I and Cycle II



So, from the table and charts above that could be concluded that the students' speaking skill by using role play strategy could improve students' speaking skill at grade XI in 1st semester of Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru.

B. Discussion

Based on the formulation of problem and the result of this research, it can be concluded that role play strategy could improve students' speaking ability, it is based on the result of the research which shows that the mean score from cycle I and cycle II. Where in cycle I the mean score was 67,66 and in cycle II the mean score was 75, the range score in cycle I and cycle II were 7,34 points.

The result of this research are different number with another researcher that have been conducted a research with the same technique in improving students' speaking ability through role play strategy, they were:

The first is Sumpna.¹ In her thesis The result of the reearch shows that the use role play improve the students'' speaking competence, role play is an effective technique of learning, and there some strengths besides there were weaknesses. The improvement is reflected from the progress of the students'' scores from pre-test to post-test. The students'' average score is 59 in the pre-test conducted in the preresearch and it became 71 in the post-test conducted at the end of Cycle 3.

The second researcer is Beauty Kharismawati Susilo. The result of this result shows that: (1) the use role play can improve the students' speaking skill and can help them to speak confidently, (2) the use of role play can give the students' more chances for practicing speaking, and therefore the students' can lose their fears of making mistakes and be more confident, (3) the use of role play can improve the students'' fluency, pronunciation, vocabulary and accuracy.²

The third were Febrio Ramadhan, Sudjoko S., Audi Yundayani. In their thesis they found In cycle I the average score is 63, 75 and the score is

¹ Sumpna, "*Improving The Students'' Speaking Skill By Role Play (A Classroom Action Research on the Eleventh Grade Students' of Immersion Program 1 of the State Senior High School of Karangpandan Academic Year 2009/2010)*". Magister of Language Study Universitas Muammadiyah Surakarta. 2010. P.2

² Beauty Kharismawati Susilo, "*Improving Students'' English Speaking Skill Through Role Play At Grade Xi Of Travel Tourism Program Of Smk N 6 Yogyakarta In The Academic Year Of 2013/2014*" English Education Department Faculty Of Languages And Arts Yogyakarta State University. 2014

increased in cycle II it is 75, 25. The percentage of the research in cycle I is 30% and in the last cycle is 85%. It could be concluded that using role play strategy is really effective and useful to improve the students' speaking skill.³

The fourth is Hafni Zuraida Ihsan and Nurul Wahidah research, From the result of questionnaire of the students, the researcher found many reasons of the students difficulties in speaking ability, such as the habitual to study English especially in vocabulary, from 15 students only 2.3% students' always memorize vocabulary every day, 4.8% seldom to memorize the vocabulary, 1.9 difficult when memorizing the vocabulary, 60% of the students very difficult to make a sentence using the vocabulary that they had been memorized, 3% of the students ever memorizing the vocabulary every day and 2.1% never study English. It was the problem in our country the students lazy to study, there is no motivation to study before the teacher gave them task. Teacher asked the students to memorize the vocabulary but the students difficult to memorizing it. If the teacher asked the students to practice speaking by using the vocabulary that have been memorized by the students, it would be improved the students speaking ability.⁴ It can be concluded that students' speaking ability at the eleventh grader of high school in East Lombok in the school year 2017-2018 was bad level.

³ Febrio Ramadhan, et.al. *"Improving Students' Speaking Skill through Role play strategy"*. STKIP Kusuma Negara, Indonesia.

⁴Hafni Zuraida Ihsan and Nurul Wahidah, "Teacher ' S Efforts to Overcome the Students ' Difficulties in Speaking Ability," *Voices of English Language Education Society* 3, no. 2 (2019): p.4, <https://doi.org/10.29408/veles.v3i2.1273.g919>.

The last is Ilni Kurniawan at all research, the results of the data analysis is the first general ability of students in coastal areas in speaking English is categorized into moderate. This is due to their low ability to use proper grammar in speaking English.⁵ The researcher concluded that speaking skill at Coastal Schools of Bengkulu City was in moderate level.

C. Threats of The Research

In conducting this research, the researchers realized that there were so many threats of the speaking procedures. Due to the limitation of time especially in this pandemic era, this research is conducted in short time which made it far from perfection.

The researcher found the problem in data collection, the teacher have trouble when the teaching process, because when the researcher teach in the classroom, the students' were not give many respons to the researcer in the classroom at the first time, but hopefully it gotting better to the next meeting. But finally the researcher pass through step by step for doing this classroom action research and doing the best action until the process finished.

⁵Ildi Kurniawan, Syafrizal Sabaruddin, and Fernandita Gusweni J, "An Analysis of Students' English Speaking Skill at Coastal Schools of Bengkulu City, Indonesia," *Journal of English Language Studies* 3, no. 1 (2018): p.9, <http://scholar.google.co.id>.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

From the result of this research, researcher can be concluded that: There is a significant improvement on studentss' speaking ability by using role play strategies at grade XI Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru. Based on the analyzing of research data, the mean score of students' speaking ability in cycle I was 67,66 and in cycle II was 75. The students' improvement categorized into good.

B. Suggestion

Based on the conclusion above the researcher gave some suggestions as below:

1. To the principle of Pondok Pesantren Syekh Muhammad Baqi Babussalam Basilam Baru always to motivate the English teacher to increase her ability in teaching English, especially in speaking.
2. For English teacher, they can apply role play technique in teaching speaking.
3. For students, most follow the procedure of learning process in the classroom.

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APPENDIX 1

Lesson Plan (RPP)

Nama Sekolah	:Pesantren Syekh Muhammad Baqi Babussalam Basilam baru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Suggestion and Offers
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi

interpersonal guru dan teman.

3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused.

This social function is to facilitate interpersonal communication between different people.

Making Suggestions	Accepting Suggestions	Declining Suggestions
➤ Let's go to canteen	• Yes, let's go.	• No, thanks.
➤ Why don't you do your homework at home?	• Ok, I will.	• Sorry, I forgot to do it at home.
➤ How about going to class	• It is a good idea.	• No, let's just go

first and then to library?		to library.
➤ I think you should go and meet our teacher.	• Ok, if you say so.	• Sorry, I can't. I have to go to library.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

F. Metode Pembelajaran : Role Play Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	aktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	menit
- Guru meminta siswa	- Berdo'a bersama dengan	

untuk membuka kelas dengan berdo'a	guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about suggestions or offers	1. Identify the situation	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teachers divided te students into some groups discussion. And tell them about the topic discussion that need to practiced	2. Add Details	2. Students sit with their group members. Discuss with members group about the topic that ave beeb given by the teacher
3. Teacher share the paper, and let them discuss what character that they choosed to practice	3. Assigned role	3. Students discuss what character that choosed to practice

4. Teacher asked students to practiced the scenario	4. Act out the scenario	4. Students practice the scenario
5. Teacher invites all the students to give comment about another group	5. Discuss what have been learnt	5. Students comment about their friend group

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, simple role play practice with groups member using expression of suggesting and offering someone and give the response.

Padangsidempuan, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 2

Observation Note Sheet Students' Activity in Teaching Learning Process

Classroom Action Research

Subject Matter : English

Class/Semester : XI/1

Cycle : meeting 1

Observer : Romadona, S.Pd as a colaborator

No	Initial	Activities				
		Student who makes noisy in the classroom	Student could not answer the teacher` questions.	Student did not active	Student did not enthusiast	Student who doesn't attend
1.	ADA		√			
2.	CSS					
3.	DT					
4.	EUA	√				
5.	F				√	
6.	IAS					
7.	ISH			√		
8.	JS					
9.	KAS					
10.	KH	√				
11.	LRR					
12.	MRLDN	√				
13.	M					
14.	MAH					
15.	MP					
16.	MZ	√				
17.	NM					√
18.	NoA				√	
19.	NA					
20.	NHH					
21.	NH					
22.	NKS					
23.	NSB	√				
24.	NSA				√	
25.	NAWH					
26.	NAS			√		
27.	PRH					

28.	PS		√			
29	POP					
30.	RMS			√		
Total		5	3	2	3	1
Condition of the classroom	The condition of meeting 1 was not peaceful. 5 students' (EUA, KH, MRLDN, MZ, NSB) made noisy in the class, 3 students' (ISH, NAS, RMS) could not answer the teacher's questions, 2 students' (ADA, PS) did not active in joining the learning process, 3 students' (F, NoA, NSA) did not enthusiast in teaching learning process, 1 student (NM) did not attend to the classroom					

Basilam Baru, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 3

	Lesson Plan (RPP)
Nama Sekolah	:Pesantren Syekh Muhammad Baqi Babussalam Basilam baru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Suggestion and Offers
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur

kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused.

This social function is to facilitate interpersonal communication between different people.

Making Suggestion	Accepting Suggestion	Declining Suggestion
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you	• Yes, please, that	• Don't worry, I

with this?	would be very kind of you.	will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

F. Metode Pembelajaran : Role Play Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	menit

- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about what the best suggestions or offers of the issue	1. Identify the situation	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teachers divided te students into some groups discussion. And tell them about the topic discussion that need to racticed	. Add Details	2. Students sit with their group members. Discuss with members group about the topic that ave beeb given by the teacher
3. Teacher share the paper, and let them discuss what character that they	3. Assigned role	3. Students discuss what character that choosed to practice

choosed to practice		each people
4. Teacher ask them to practice the scenario	act out the scenario	4. Students practice the scenario
5. Teacher invites all the students to give comment about another group	5. Discuss what have been learnt	5. Students comment about their friend group

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

1. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

2. Penilaian

Bentuk Test : Oral test, role play practice with groups member using expression of suggesting and offering someone and give the response.

Padangsidempuan, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 4

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English

Class/Semester : XI/1

Cycle : Meeting 2

Observer : Romadona, S.Pd as a colaborator

No	Initial	Activities				
		Student who makes noisy in the classroom	Student active	Student could not answer the teacher questions	Student did not enthusiast	Student who came late
1.	ADA					
2.	CSS					
3.	DT	√				
4.	EUA					
5.	F					
6.	IAS		√			
7.	ISH					
8.	JS					
9.	KAS				√	
10.	KH			√		
11.	LRR	√				
12.	MRLDN					
13.	M					√
14.	MAH					
15.	MP					
16.	MZ		√			
17.	NM					
18.	NoA					
19.	NA					√
20.	NHH					
21.	NH		√			
22.	NKS					
23.	NSB				√	
24.	NSA					
25.	NAWH		√			
26.	NAS					
27.	PRH					
28.	PS		√			
29.	POP					
30.	RMS	√				

Total	3	4	1	2	2
Condition of the classroom	The condition of meeting 1 was not peaceful. 3 students' (DT, LRR, RMS) made noisy in the class, 4 students' (PS, NAWH, NKS, IAS) did not active in joining the learning process, 1 students' (KH) could not answer the teacher` questions, 2 students' (KAS, NSB) did not enthusiast in teaching learning process, 2 student (M, NHH) came late				

Basilam Baru, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 5

Statistic Count From Students Result Score In Cycle I

The students' score from low score to high score

55	55	60	60	65
65	65	65	65	65
65	70	70	70	70
70	70	70	70	70
70	70	70	70	75
75	75	75	75	80

Table frequency The students' score in cycle I

No	Score	Frekuensi	F _x
1	55	2	110
2	60	2	120
3	65	7	455
4	70	13	910
5	75	5	375
6	80	1	80
Total		30	2030

1. The highest score = 80
2. The lowest score = 55
3. Range = (Highest score – Lowest score = 80-55 = 25)

$$\begin{aligned}
4. \quad \text{Total of Class} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (30) \\
&= 1 + 3,3 (1,47) \\
&= 1 + 4,85 \\
&= 5,85 \\
&= 6
\end{aligned}$$

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{2030}{30}$$

$$M = 67,66$$

6. Median

$$\begin{aligned}
\text{Xii (i)} &= 67 - 0,5 = 66,5 \quad (\text{b})n = 30 \\
F &= 9 \\
f &= 13
\end{aligned}$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 66,5 + \left(\frac{\frac{1}{2}30 - 9}{13}\right)6$$

$$Me = 66,5 + \left(\frac{15 - 9}{13}\right)6$$

$$Me = 66,5 + 2,76$$

$$Me = 69,26$$

7. Modus

$$Mo = Tb + p\left(\frac{b}{b + b_1}\right)$$

$$Mo = 66,5 + 6\left(\frac{9}{9 + 10}\right)$$

$$Mo = 66,5 + 1,65$$

$$M_o = 68,18$$

8. Mean score from each indicator

a. Fluency

Point	Frequency	Fx
1	-	-
2	-	-
3	16	48
4	13	52
5	1	5
Total	30	105

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{105}{30}$$

$$M = 3,5$$

b. Vocabulary

Point	Frequency	Fx
1	-	-
2	1	2
3	21	63
4	8	32
5	-	-
Total	30	97

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{97}{30}$$

$$M = 3,23$$

c. Pronunciation

Point	Frequency	Fx
1	-	-
2	-	-
3	6	18
4	24	96
5	-	-
Total	30	114

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{114}{30}$$

$$M = 3,8$$

d. Grammar

Point	Frequency	Fx
1	-	-
2	2	4
3	27	81
4	1	4
5	-	-
Total	30	89

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{89}{30}$$

$$M = 2,96$$

APPENDIX 6

Table 17
Students speaking score in Cycle I

No	Students Name	Indicator				Total Point	Final Score (x 5)
		F	V	P	G		
1	ADA	3	3	3	3	12	60
2	CSS	3	3	4	3	13	65
3	DT	3	3	3	2	11	55
4	EUA	3	3	3	3	12	60
5	F	3	3	4	3	13	65
6	IAS	3	3	3	2	11	55
7	ISH	3	4	4	3	14	70
8	JS	4	3	4	3	14	70
9	KAS	4	3	4	3	14	70
10	KH	3	4	3	4	14	70
11	LRR	4	3	4	3	14	70
12	MRLDN	3	3	4	3	13	65
13	M	4	4	3	3	14	70
14	MAH	3	4	4	3	14	70
15	MP	4	3	4	3	14	70
16	MZ	3	3	4	3	13	65
17	NM	4	3	4	3	14	70
18	NoA	3	3	4	3	13	65
19	NA	3	3	4	3	13	65
20	NHH	4	4	4	3	15	75
21	NH	3	3	4	3	13	65
22	NKS	4	3	4	3	14	70
23	NSB	4	3	4	3	14	70
24	NSA	4	3	4	3	14	70
25	NAWH	4	4	4	3	15	75
26	NAS	3	3	4	3	13	65
27	PRH	4	4	4	3	15	75
28	PS	3	3	4	3	13	65
29	POP	4	2	4	3	14	70
30	RMS	5	4	4	3	16	80
Total		105	97	114	89	406	2030
Mean Score		3,5	3,23	3,8	2,96	13,53	67,66

Note : F = (Fluency), V = (Vocabulary), P = (Pronunciation), I= (Intonation)

APPENDIX 7

Table 18
Criteria of Students Final Score in cycle I

No	Number of Score	Predicate	Total students
1	80- above	Very good	1
2	66-79	Good	16
3	56-65	Enough	13
4	41-55	Less	-
5	40-down	Falled	-

APPENDIX 8

Lesson Plan (RPP)

Nama Sekolah : Pesantren Syekh Muhammad Baqi Babussalam Basilam baru
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/Genap
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Suggestion and Offers
Skill : Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.

3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused.

This social function is to facilitate interpersonal communication between different people.

Making Suggestions	Accepting Suggestions	Declining Suggestions
➤ Let's go to canteen	• Yes, let's go.	• No, thanks.
➤ Why don't you do your homework at home?	• Ok, I will.	• Sorry, I forgot to do it at home.
➤ How about going to class first and then to library?	• It is a good idea.	• No, let's just go to library.
➤ I think you should go and	• Ok, if you say	• Sorry, I can't. I

meet our teacher.	so.	have to go to library.
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Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

F. Metode Pembelajaran : Role Play Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	aktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	menit
- Guru meminta siswa untuk membuka kelas dengan berdo'a	- Berdo'a bersama dengan guru	
- Mengecek kehadiran	- Menyatakan kehadirannya	

siswa	dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about suggestions or offers	1. Identify the situation	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teachers divided te students into some groups discussion. And tell them about the topic discussion that need to practiced	2. Add Details	2. Students sit with their group members. Discuss with members group about the topic that ave beeb given by the teacher
3. Teacher share the paper, and let them discuss what character that they choosed to practice	3. Assigned role	3. Students discuss what character that choosed to practice
4. Teacher asked students to practiced the scenario	4. Act out the scenario	4. Students practice the scenario

5. Teacher invites all the students to give comment about another group	5. Discuss what have been learnt	5. Students comment about their friend group
---	----------------------------------	--

3) Kegiatan Penutup

Guru	Siswa	Waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	10 menit
- Menutup kelas		

H. Media/ Alat dan Sumber Belajar

3. Media Belajar : Whiteboard, marker
4. Sumber Belajar : Buku guru

I. Penilaian

Bentuk Test : Oral test, simple role play practice with groups member using expression of suggesting and offering someone and give the response.

Padangsidempuan, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 9

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English

Class/Semester : XI/1

Cycle : meeting 3

Observer : Romadona, S.Pd as a colaborator

No	Initial	Activities				
		Student who makes noisy in the classroom	Student could not answer the teacher` questions.	Student did not active	Student did not enthusiast	Student who doesn't attend
1.	ADA		√			
2.	CSS					
3.	DT					
4.	EUA	√				
5.	F				√	
6.	IAS					
7.	ISH			√		
8.	JS					
9.	KAS					
10.	KH					
11.	LRR					
12.	MRLDN	√				
13.	M					
14.	MAH					
15.	MP					
16.	MZ					
17.	NM					
18.	NoA				√	
19.	NA					
20.	NHH					
21.	NH					
22.	NKS					
23.	NSB	√				
24.	NSA				√	
25.	NAWH					
26.	NAS					
27.	PRH					
28.	PS					
29.	POP					

30.	RMS			√		
Total		3	1	2	3	-
Condition of the classroom	The condition of meeting 3 was not peaceful. 3 students' (EUA, MRLDN, NSB) made noisy in the class, 2 students' (ISH, RMS) did not active in joining the learning process, 1 students' (ADA, PS) could not answer the teacher` questions, 3 students' (F, NoA, NSA) did not enthusiast in teaching learning process, No student (NM) did not attaed to the classroom					

Basilam Baru, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 10

	Lesson Plan (RPP)
Nama Sekolah	:Pesantren Syekh Muhammad Baqi Babussalam Basilam baru
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/Genap
Alokasi Waktu	: 2 x 45 menit
Topik Pembelajaran	: Suggestion and Offers
Skill	: Speaking (Berbicara)

A. Kompetensi Inti

KI 1	:	Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2	:	Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	:	Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4	:	Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat,) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal guru dan teman.
3. Menerapkan dan menyusun fungsi sosial, struktur teks, dan unsur

kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya

C. Indicator

1. Memahami tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Mampu menerapkan atau membuat teks memberi dan meminta informasi terkait saran dan tawaran kepada orang lain secara lisan maupun tulisan

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Siswa mampu memahami makna teks tindakan memberi dan meminta informasi terkait saran dan tawaran sederhana
2. Siswa mampu menyusun tindakan memberi dan meminta informasi terkait saran dan tawaran sesuai dengan konteks penggunaannya
3. Siswa mampu merespon informasi terkait saran dan tawaran sederhana

E. Materi Pembelajaran

Suggestion means to give a suggestion which is to introduce or propose an idea or a plan for someone's consideration.

Suggestions are abstract and can be in form of solution, advice, plan, and idea. It can be accepted and refused.

This social function is to facilitate interpersonal communication between different people.

Making Suggestion	Accepting Suggestion	Declining Suggestion
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you	• Yes, please, that	• Don't worry, I

with this?	would be very kind of you.	will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offers can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

This sosial function is to facilitate interpersonal communication between different people.

Making Offers	Accepting Offers	Declining Offers
➤ Can I help you?	• Yes, please.	• It's okay, I can do it myself.
➤ Shall I bring you some water?	• Thank you, it is very kind of you.	• No, thank you.
➤ Would you like another piece of cake?	• Yes, please. That would be lovely.	• No, thanks. I don't want another food.
➤ How about I help you with this?	• Yes, please, that would be very kind of you.	• Don't worry, I will do it myself.
➤ Can I take you home?	• Thank you, I appreciate your help.	• That's alright, I will go by bus.

F. Metode Pembelajaran : Role Play Strategy

G. Langkah- langkah Kegiatan Pembelajaran

1) Kegiatan Pendahuluan

Guru	Siswa	Waktu
- Guru mengucapkan salam dengan ramah ketika masuk ruang kelas	- Membalas salam guru	10 menit
- Guru meminta siswa	- Berdo'a bersama dengan	

untuk membuka kelas dengan berdo'a	guru	
- Mengecek kehadiran siswa	- Menyatakan kehadirannya dengan berkata, "I am here" atau "present"	
- Menanyakan kesiapan peserta didik untuk belajar	- Siswa menyatakan kesiapannya dalam belajar	
- Menyampaikan cakupan materi dan uraian kegiatan dan menjelaskan tujuan pembelajaran yang akan dicapai	- Siswa mendengarkan serta memahami uraian materi yang disampaikan oleh guru	

2) Kegiatan Inti

Teacher	Procedures	Students
1. Teacher explains first about suggestions & offers and give some examples of responding to suggestions & offers. After that, teacher poses an issue associated with the lesson and asks students to spend a minute thinking alone about what the best suggestions or offers of the issue	1. Identify the situation	1. Students pay attention to the teacher, and think independently about the best suggestions or offers of the issue that has been posed and the students need to be taught that talking is not part of thinking time.
2. Teachers divided te students into some groups discussion. And tell them about the topic discussion that need to practiced	. Add Details	2. Students sit with their group members. Discuss with members group about the topic that ave beeb given by the teacher
3. Teacher share the paper, and let them discuss what character that they choosed to practice	3. Assigned role	3. Students discuss what character that choosed to practice each people

4. Teacher ask them to practice the scenario	act out the scenario	4. Students practice the scenario
5. Teacher invites all the students to give comment about another group	5. Discuss what have been learnt	5. Students comment about their friend group

3) Kegiatan Penutup

Guru	Siswa	waktu
- Memberi panduan menyimpulkan hasil pembelajaran	- Dengan panduan guru menyimpulkan hasil pembelajaran	menit
- Menutup kelas		

3. Media/ Alat dan Sumber Belajar

1. Media Belajar : Whiteboard, marker
2. Sumber Belajar : Buku guru

4. Penilaian

Bentuk Test : Oral test, role play practice with groups member using expression of suggesting and offering someone and give the response.

Padangsidempuan, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 11

Observation Note Sheet Students' Activity in Teaching Learning Process Classroom Action Research

Subject Matter : English
Class/Semester : XI/1
Cycle : Meeting 4
Observer : Romadona, S.Pd as a colaborator

No	Initial	Activities				
		Student who makes noisy in the classroom	Student could not answer the teacher questions.	Student did not active	Student did not enthusiast	Student who did not attend
1.	ADA					
2.	CSS				√	
3.	DT					
4.	EUA					
5.	F	√				
6.	IAS					
7.	ISH					
8.	JS					
9.	KAS					
10.	KH			√		
11.	LRR					
12.	MRLDN					
13.	M		√			
14.	MAH					
15.	MP					
16.	MZ				√	
17.	NM	√				
18.	NoA					
19.	NA			√		
20.	NHH					
21.	NH					
22.	NKS					
23.	NSB					
24.	NSA					
25.	NAWH					
26.	NAS				√	
27.	PRH					
28.	PS					
29.	POP					

30.	RMS					
Total		2	1	2	3	-
Condition of the classroom	The condition of meeting 4 was not peaceful. 1 student (ST) made a noisy in the classroom, 2 student (FP, GSD) went permission, 2 students (WPH, YA) walked around.					

Basilam Baru, Desember 2021

Validator

Researcher

Romadona, S.Pd

Bambang Gunawan

APPENDIX 12

Statistic Count From Students Result Score In Cycle II

The students' score from low score to high score

65	70	70	70	70
70	70	70	75	75
75	75	75	75	75
75	75	75	75	75
75	75	75	80	80
80	80	80	85	85

Table frequency The students' score in cycle II

No	Score	Frekuensi	F _x
1	65	1	65
2	70	7	490
3	75	15	1125
4	80	5	400
5	85	2	170
Total		30	2250

1. The highest score =85
2. The lowest score = 65
3. Range = (Highest score – Lowest score = 85-65 = 20)

$$\begin{aligned}
4. \text{ Total of Class} &= 1 + 3,3 \log (n) \\
&= 1 + 3,3 \log (30) \\
&= 1 + 3,3 (1,47) \\
&= 1 + 4,85 \\
&= 5,85 \\
&= \mathbf{6}
\end{aligned}$$

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{2250}{30}$$

$$\mathbf{M = 75}$$

6. Median

$$\begin{aligned}
\text{Xii (i)} &= 71 - 0,5 = 70,5 \quad (b)n = 30 \\
F &= 7 \\
f &= 15
\end{aligned}$$

$$Me = b + \left(\frac{\frac{1}{2}n - F}{f}\right)p$$

$$Me = 70,5 + \left(\frac{\frac{1}{2} 30 - 7}{15}\right)6$$

$$Me = 70,5 + \left(\frac{15 - 7}{15}\right)6$$

$$Me = 70,5 + 3,18$$

$$\mathbf{Me = 73,68}$$

7. Modus

$$Mo = Tb + p\left(\frac{b}{b + b_1}\right)$$

$$Mo = 70,5 + 6\left(\frac{7}{7 + 10}\right)$$

$$M_o = 70,5 + 2,46$$

$$\mathbf{M_o = 72,96}$$

8. Mean score from each indicator

a. Fluency

Point	Frequency	fx
1	-	-
2	-	-
3	2	6
4	27	108
5	1	5
Total	30	119

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{119}{30}$$

$$\mathbf{M = 3,96}$$

b. Vocabulary

Point	Frequency	Fx
1	-	-
2	-	-
3	19	57
4	11	44
5	-	-
Total	30	101

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{101}{30}$$

$$\mathbf{M = 3,36}$$

c. Pronunciation

Point	Frequency	Fx
1	-	-
2	-	-
3	2	6
4	26	104
5	2	10
Total	30	120

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{120}{30}$$

$$M = 4$$

d. Grammar

Point	Frequency	Fx
1	-	-
2	-	-
3	11	33
4	19	76
5	-	-
Total	30	109

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{109}{30}$$

$$M = 3,53$$

APPENDIX 13

Table 19
Students speaking score in Cycle II

No	Students Name	Evaluation				Total Point	Final Score (x 5)
		F	V	P	G		
1	ADA	4	3	4	4	15	75
2	CSS	4	3	4	4	15	75
3	DT	4	3	4	3	14	70
4	EUA	4	3	4	4	15	75
5	F	4	3	4	4	15	75
6	IAS	4	3	3	4	14	70
7	ISH	4	4	4	4	16	80
8	JS	4	3	4	4	15	75
9	KAS	4	3	4	4	15	75
10	KH	4	4	5	4	17	85
11	LRR	4	4	4	4	16	80
12	MRLDN	3	3	4	4	14	70
13	M	4	4	3	3	14	70
14	MAH	4	4	4	4	16	80
15	MP	4	3	4	3	14	70
16	MZ	4	3	4	4	15	75
17	NM	4	3	4	4	15	75
18	NoA	4	4	4	4	16	80
19	NA	4	3	4	4	15	75
20	NAH	4	4	4	3	15	75
21	NH	4	3	4	3	14	70
22	NKS	4	3	4	4	15	75
23	NSB	4	4	5	4	17	85
24	NSA	4	3	4	4	15	75
25	NAWH	4	4	4	3	15	75
26	NAS	4	3	4	3	14	70
27	PRH	4	4	4	3	15	75
28	PS	3	3	4	3	13	65
29	POP	4	3	4	3	15	75
30	RMS	5	4	4	3	16	80
Total Score		119	101	120	109	450	2250
Mean		3,96	3,36	4	3,53	15	75

Note : F = (Fluency), V = (Vocabulary), P = (Pronunciation), I= (Intonation)

APPENDIX 14

Table 20
Criteria of Students Final Score in test 2 (cycle II)

No	Number of Score	Predicate	Total students
1	80- above	Very good	6
2	66-79	Good	23
3	56-65	Enough	1
4	41-55	Less	-
5	40-down	Falled	-

APPENDIX 15

Table 21
Comparison result score in cycle I and cycle II

No	Initial	Score in Cycle I	Score in Cycle II	Improvement	Status
1	ADA	60	75	15	Improved
2	CCS	65	75	10	Improved
3	DT	55	70	15	Improved
4	EUA	60	75	15	Improved
5	F	65	75	10	Improved
6	IAS	60	70	10	Improved
7	ISH	70	80	10	Improved
8	JS	70	75	5	Improved
9	KAS	70	75	5	Improved
10	KH	70	85	15	Improved
11	LRR	70	80	10	Improved
12	MRLDN	65	70	5	Improved
13	M	70	70	-	Stable
14	MAH	70	80	10	Improved
15	MP	70	70	-	Stable
16	MZ	65	75	10	Improved
17	NM	70	75	5	Improved
18	NoA	65	80	15	Improved

19	NA	65	75	10	Improved
20	NHH	75	75	-	Stable
21	NH	65	70	5	Improved
22	NKS	70	75	5	Improved
23	NSB	70	85	15	Improved
24	NSA	70	75	5	Improved
25	NAWH	75	75	-	Stable
26	NAS	65	70	5	Improved
27	PRH	75	75	-	Stable
28	PS	65	65	-	Stable
29	POP	70	75	5	Improved
30	RMS	80	80	-	Stable
Total Score		2030	2250		
Mean		67,66	75		
Improvement		7,34			