

**THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE
FOR TEACHING SPEAKING AT MTS DARUL ABROR
KEDUNGJATI, PURBALINGGA REGENCY**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
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Degree**

by

**ZULFA FADLULLAH ISTIQLAL
STUDENT NUMBER. 1917404094**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025**

STATEMENT OF ORIGINALITY

Here with me,

Name : Zulfa Fadlullah Istiqlal

Student Number : 1917404094

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education Study Program

Declare that the thesis I have compiled with the title, "**The Implementation of Role Play Technique for Teaching Speaking Skill at MTs Darul Abror Kedungjati Purbalingga Regency**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

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Purwokerto, Januari 3, 2025



Zulfa Fadlullah Istiqlal
S.N 1917404094

Opproval sheet



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No.40A Purwokerto 53126
Telepon (0281) 635624 Faksimil (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE FOR TEACHING SPEAKING AT MTS DARUL ABROR KEDUNGJATI PURBALINGGA REGENCY

Written by Zulfa Fadlullah Istiqlal (Student Number. 1917404094) English Education Study Program, Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on Januari, 9 2025 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree.

Purwokerto, Januari 10 2025

Approved by:

Examiner I/Head of Examiners/Supervisor

Examiner II/Secretary,

Desi Wihayanti Ma'rufah, M.Pd.

Windhariyati Diah K. M.A., M.pd

NIP. 199212152018012003

NIDN.2001049001

The Main Examiner

Yulian Purnama, S.Pd., M.Hum.

NIP.197607102008011030

Legalized by:

The Head of Education Department



Dr. Maria Lurah, M.Si.

NIP. 198011152005012004

Official note of supervisor

OFFICIAL NOTE OF SUPERVISOR

To :

The Head of Education Department
Faculty of Tarbiya and Teacher Training
State Islamic University
Prof K.H Saifuddin Zuhri Purwokerto

In

Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey

That

Name : Zulfa Fadlullah Istiqlal
Student Number : 1917404094
Department : Education
Study program : English Education
Faculty : Tarbiya and Teacher Training
Title : The Implementation of Role Play Technique for Teaching Speaking at Mts Darul Abror Kedungjati Purbalingga Regency.

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto 3 Januari 2025



Desi Wijayanti Ma'rufah
NIP. 199212152018012003

MOTTO

“ Believe in yourself, and you’re halfway to success”

DEDICATION

I dedicate my thesis for:

All of my family and all my the individuals who have bolstered me.

PREFACE

First and foremost, I send thanks and appreciation to Allah SWT, the universe's God, for providing me with the health, strength, and direction I need to finish the thesis. Sholawat and Salam will always be dedicated to Prophet Muhammad SAW, who has led us from the Jahiliya to the Islamiya eras and has consistently served as an inspiration to all people worldwide.

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As a partial fulfillment of the requirements for earning the Scholar Degree of Education (S.Pd.), this script is the thesis that has been submitted to the State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto's Faculty of Tarbiya and Teacher Training. Numerous people have offered assistance, encouragement, and suggestions that have been helpful in finishing the thesis. The deep gratitude and appreciation are expressed to:

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Hopefully, Allah SWT will accept all good deeds. and it is hoped that readers in general and authors in particular will find this thesis useful. Aamiin

Purwokerto, Januari 3, 2025

Zulfa Fadlullah Istiqlal
S.N. 1917404094



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Zulfa Fadlullah Istiqlal

S.N 1917404094

ABSTRACT

Abstract: This study explores the implementation of role play techniques in teaching English speaking skills at MTs Darul Abror in Kedungjati, Purbalingga. Speaking proficiency is crucial in English language education, particularly in Indonesia, where English plays a significant role in communication and global trade. However, many students face challenges in applying their English knowledge in real-life situations, which highlights the need for effective teaching strategies. Role play, as an interactive learning method, offers students the opportunity to practice speaking in authentic contexts, enhancing their communication abilities. This research utilizes a case study approach, involving data collection through observation, interviews, and documentation, to examine the role play technique's impact on students' speaking skills. The study identifies five stages in the implementation process: the preliminary stage, role division, explanation, evaluation, and reflection. Teachers must prepare appropriately, consider students' abilities, and use effective methods and media to convey material. The role division stage allows students to actively engage in the learning process, while the explanation stage focuses on understanding the characters and dialogues. Evaluation identifies challenges, such as difficulties in providing individualized attention to students. The findings emphasize the importance of structured stages in facilitating effective role play activities, which contribute to students' confidence and fluency in using English in various real-world situations.

Keywords : *Implementation, teaching speaking skill, role play technique,*

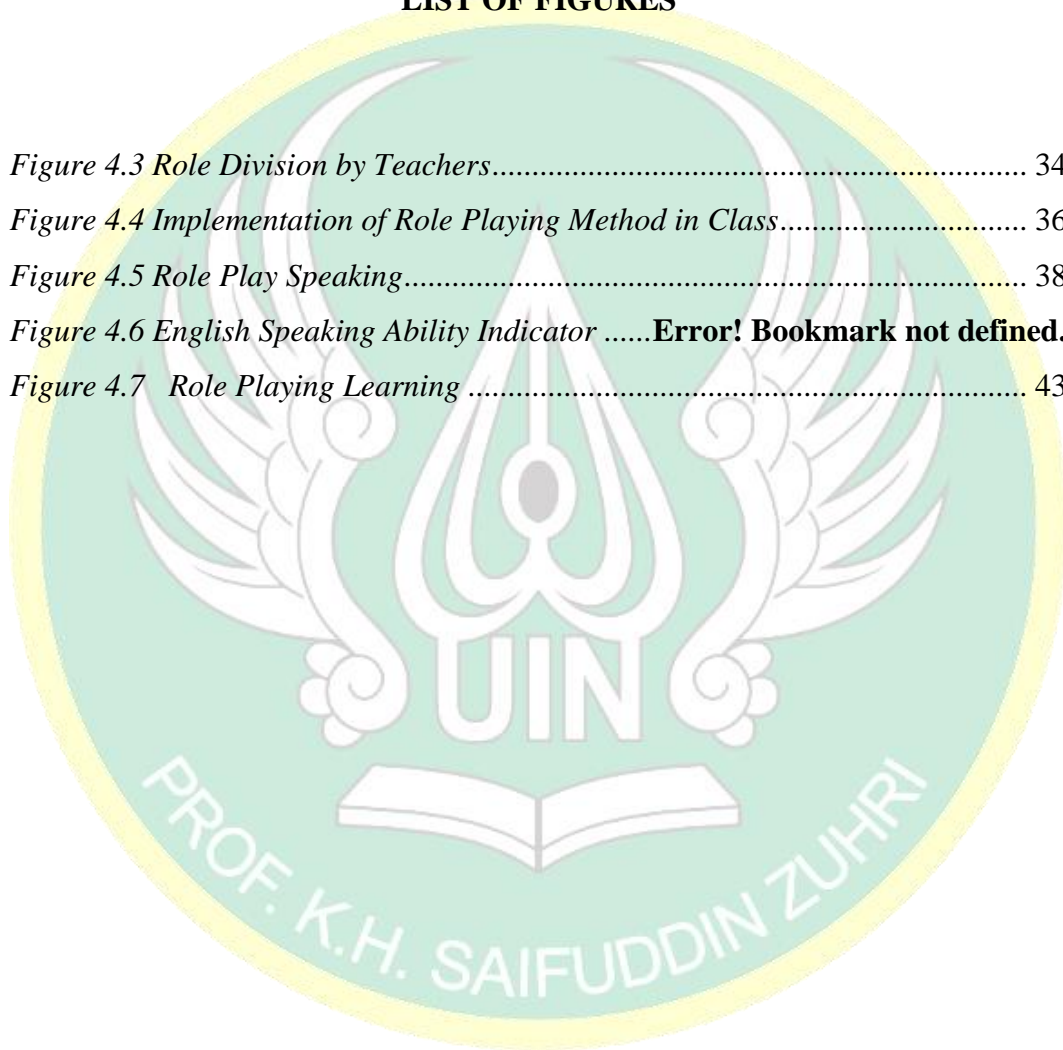
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CHAPTER 1

INTRODUCTION

This chapter explains the background of the research, operational definition, research question, objective, and significance of the research, and organization of the paper.

A. Background of Study

In the context of English language development in Indonesia, speaking proficiency held significant importance across various educational levels, from primary school to university. This emphasis was not arbitrary; it's closely tied to the implementation of ASEAN's Free Trade Area, highlighting the practical necessity of English proficiency in the region's economic landscape. Thornbury (2005) underscores the pivotal role of speaking in language learning curricula, emphasizing its status as an indispensable component. In England, speaking serves as the cornerstone for developing other oral skills, intimately intertwined with listening comprehension. As students cultivate their speaking abilities, they forge connections between existing knowledge and new linguistic concepts. Concurrently, sharpening listening skills enables learners to absorb information effectively and generate innovative ideas. Therefore, fostering proficient speaking skills not only facilitates communication but also enhances overall language acquisition, empowering students to navigate both familiar and novel contexts with confidence.

English learning was a dynamic process that requires innovative approaches to improve students' skills. In this context, the use of role play had become an increasingly recognized strategy for strengthening students' speaking and comprehension skills. This study aimed to investigate the impact of using role play in English language learning at secondary school level. Improving speaking skills in English was the main focus on the educational curriculum. However, challenges arose when students had difficulty applying their knowledge in everyday communicative situations. Therefore, it was necessary to look for a learning approach that could

provide practical and relevant experience. In this context, role play became important to help students adapt to the use of English in real life.

According to Gass and Selinker (2008), role play could provide students with direct experience in authentic communicative situations, accelerating language learning. This view was supported by contextual learning theory which emphasizes the importance of context in understanding and using language. This research integrated the views of these experts to understand the contribution of role play in improving students' ability to speak English. Johnson (2009) highlights that role play not only provided speaking practice, but also increased social interaction and cooperation between students. This made it a unique learning tool, not only strengthening language skills, but also supporting the development of students' social skills. This research explored ways in which role play could enrich students' learning experiences.

This study aimed to investigate the extent to which role play could improve students' speaking skills in English at the secondary school level. This research focused on students' contextual understanding, self-expression and confidence in using English in various situations.

Even though role play promised many benefits, there were challenges in its implementation. Some teachers had difficulty integrating role play into an already busy curriculum. Therefore, this research also considered practical obstacles in using role play in English language learning.

The successful use of role play in improving students' speaking skills made a significant contribution to the development of the English education curriculum. It was hoped that the findings of this research could provide practical guidance for teachers and education administrators to integrate role play effectively in English language learning. According to Maduwu (2016), English was a foreign language in Indonesia, although it played a significant role in our society's daily life. Role play was definitely seen in

Indonesian education around the world. English was one of the subjects taught to students at all levels, from elementary to postsecondary.

Based on Sari and Lestari (2019) one of the indicators of the development of the English language was the ability to speak, speaking was issuing or expressing opinions, the words that we wanted to express. In reality, many children had difficulty in English speaking. Speaking difficulties were usually caused by limited vocabulary, limited grammar skills (grammar), meaning of reciting words (pronunciation) and lack of courage to speak for fear of being wrong.

Therefore, in teaching English an appropriate method was needed that could improve students' speaking skills, one method that could be used was role play. Harmer (1991) stated that role-play method where students trained with other students in a situation to learn new things. A relevant study on the role play method by Harmer (1991) shows that the Role Play method affects students' English skills. However, the way to implement this learning method in speaking instruction, especially at Mts Darul Abror Purbalingga, has not yet been revealed. Therefore, this research needs to be conducted to provide detailed knowledge for teachers who want to try applying this method in reading instruction. The school was chosen because the teachers apply the hypnoteaching method in reading instruction and have experience implementing it in learning activities. Therefore, this research is titled **"The Implementation of Role Play Technique for Teaching Speaking at Mts Darul Abror Kedungjati Purbalingga Regency."**

B. Clarification of Key Term

The scope of the study was very important as it provides guidance for the research work currently being carried out. Based on the concept of this study, and to avoid conceptual misunderstanding, this study generally described the research variables as follows:

1. Role Play Technique

Role-play was a form of play in which people act out a situation. It was used to help people learn how to communicate or to help people who were mentally ill (Hornby 1995). According to Ladousse (2000), when students 'acted out a situation', they were acting out a role (either their role or someone else's role) in a particular situation. 'Acting out the situation' meant that students take on the role in a safe environment where they were as creative and fun as possible. Role play was not just for fun, it also helped students to be more active and applied their imagination and critical thinking skills. Role play was a way to act out and practiced real-life situations and everyday scenarios. In roleplay, students could bring things to class to create a real-life scenario. For example, if a student was pretending to be an announcer, she brought a written speech to read. So, it was a good idea to use role play to help students get better at speaking.

Role play in this research was English learning methods by playing character, which students were asked to group/pair to recite a previously prepared dialogue or might act out the immediate improvisation. By doing so, it could exercise a measure of students to express themselves without being weighed down or weighed down by a wrong pronunciation. In addition, students could practice truthful pronunciation (grammar), bravery, enriching vocabulary (grammar) and listening to each other's pronunciation (listening).

2. Speaking

Speaking, according to Thornbury (2005), was interactive and necessitates cooperation in order to handle speaking turns. Speaking, in Thornbury's opinion, was a skill that should be cultivated and exercised outside from the grammar curriculum. Speaking was the productive talent in the oral form, according to

Kayi (2006). Like the other talents, it required more than simply word pronunciation and was trickier than it looked at first.

Speaking was the ability to communicate orally with others. This involved the use of words, intonation, facial expressions, and body language to effectively communicate messages. Good speaking ability was essential in everyday life and in various situations, including at work, at school, and in social relationships

C. Research Questions

The study's background informed the formulation of the research questions, which was as followed:

“How was the role play implemented for teaching speaking at the seventh grade, of MTs Darul Abror Kedungjati Purbalingga, Regency”

D. Aims and Significances of Study

1. Aims of Study

The purpose of this research is to analyze how role play is applied to teach speaking in the seventh grade at MTs Darul Abror Kedungjati, Purbalingga Regency.

2. Significant of Research

Significance of research refers to the importance of research in contributing to the development of knowledge, practical applications, and solving existing problems. Good research can expand theoretical perspectives, provide solutions to practical challenges, and open opportunities for further research (Creswell, 2014). Thus, the significance of research lies not only in the findings produced but also in the impact it can have on the field of science and society.

a. For teacher

It was expected that teachers could apply role play in teaching speaking as learning material to teach students. Teacher as this research gave additional information on the application of role play in teaching speaking and create less stress and anxiety environment in the class.

Student for getting more motivated in speaking English especially in role playing performance.

b. For the other researcher

This study can be used as an example or reference for other researcher to further carry out related research. By organizing research towards a more specific focus, this study encourages further researcher to focus more specifically on instructional techniques and strategies, thereby allowing for in-depth analysis. Other researchers, for this study can be used as a consideration in conducting research on the same topic.

E. Previous Studies

It seemed like provided information about a specific study conducted by Maria and Johnny in 2018, which focused on the influence of implementing Role play as an educational technique on English as a Foreign Language (EFL) speaking development in Ecuador. The study explored the features of role play, its origins in Psychodrama, and its alignment with various teaching and learning approaches such as Task-Based Learning (TBLT), Cooperative Learning (CL), Communicative Learning Teaching (CLT), and English for Specific Purposes (ESP). The researchers suggested that Role-Play (RP) served as an effective educational technique that exposed learners to genuine situations. This exposure aimed to strengthen learners' abilities to communicate naturally and meaningfully with their peers, specifically about events in their daily routines and future professional environments (Maria & Johny,2018).

According to Sencar (2021), the New Headway remained one of the most frequently used course materials in a wide variety of language schools worldwide. One reason for this was that it was often recognized as one of the most adaptable course books to various sociocultural contexts. Even in these days of online and technologically driven learning, the most widely used aid in the classroom, after the board, was still the course book (Egitim & Price, 2020). Sencar noted that the New Headway series, which promotes communicative language instruction and a learner -centred approach,

appears to be the most popular choice among English language schools worldwide. Communicative language instruction placed a premium on the requirements of learners and is primarily concerned with offering flexibility and response to individual needs. While most coursebooks have a delicate design of learning activities and an appealing appearance, they were more likely to predetermine the learning objectives and provide little room for teachers to customize their lesson activities to match the unique needs of their students. The fact that most coursebooks had a shallow degree of flexibility to meet the varying demands of potential users in various circumstances is in direct opposition to communicative language instruction principles.

Next, the study by Pinatih (2021) entitled *“Improving Students Speaking Skill through Role-Play Technique in 21 Century”*. This study focused on investigating the use of role play technique to improve students’ speaking ability. This study conducted by a library research method with collecting the data from some article, journals, or even books to develop a certain study. Based on the finding and discussion of the study, it concluded that the use of role play technique significantly can improve students’ speaking skill is by implementation of role play technique which also reflects a 21 century teaching technique.

The other research conducted by Arif Sunarmo and Indriyanti with the title *“Improving Students’ Speaking Skill through Role Play Technique”*. This research purposed to improve students’ speaking skill through role play technique. This research used classroom action research method. This study used three cycles and each of cycle consist of four steps such as planning, observing and reflecting. The data resources are students of tenth grade MIA 1 of SMA Taman Harapan 1 Bekasi. The data collection technique used interview, test, observation and documentation. The result of the study presented that there was a significant improvement of students’ speaking skill after using role play technique in teaching learning process.

F. Organization of the Paper

The research was structured as follows: It commenced with components such as a cover, thesis title page, Statement of originality, endorsement page, official note from the supervisor, motto, dedication, acknowledgments, abstract with keywords, table of contents, list of tables, and appendixes.

The problem's history, investigate questions, points, significances, operational definition, survey of germane papers, investigate strategy, and common structure were all secured within the to begin with chapter's presentation.

The second chapter presented a literature review, delving into relevant theories on authentic materials and textbooks.

The third chapter outlined the research methodology, covering the type of research, data sources, collection techniques, and analysis strategies.

Chapter four focused on data presentation and discussion, encompassing findings, discussion results.

The final chapter, chapter five, encompassed the research's conclusion, recommendations, and concluding remarks. The study concluded with a bibliography serving as a reference, an appendix, and the researcher's biography.

CHAPTER II

LITERATURE REVIEW

Literature review is the process of reviewing and analyzing research or literature relevant to the topic being studied, to provide a comprehensive overview of the latest developments in the field (Ridley, 2012). In a literature review, researchers identify key findings, research gaps, and existing theories to provide a solid foundation for further research. As explained by Creswell (2014), the literature review also serves to assess the contributions of existing research and determine the direction of future research.

A. Role Play

1. The Definition of Role Play

Role play is a learning method in which participants are involved in simulating certain situations or roles to improve their understanding and skills (Hanaipah A & Ismail M 2018). According to David Kolb, an expert in the field of experimental learning, role play provides hands-on experience that allows participants to integrate abstract concepts into practical situations. In his work "Experiential Learning: encounter as the Source of Learning and Advancement," Kolb (1984) emphasizes the significance of part play as a dynamic and impactful learning apparatus.

John Dewey, a famous philosopher and educator, viewed role play as a way to develop social and communication skills. In his book "How We Think," Dewey (1933) explained that role play provides a deep learning experience, allowing individuals to understand the complex dynamics of social interaction through the roles they play.

Maria Montessori, an Italian educator and doctor, highlighted the important role of role play in children's development. In "The Montessori Method," Montessori (1912) emphasized that role play facilitates children's learning through hands-on experience, allowing them to hone social skills, problem solving, and creative imagination.

Overall, the definition of role play involves the active participation of participants in a role simulation, which provides an in-depth and contextual learning experience. The views of various experts such as Kolb, Dewey, and Montessori provided rich insight into the value and positive impact of role play in individual development.

2. The Type of Using Role Play

According to Cho (2015), role-play was categorized into three distinct types:

a. In fully scripted role-play (SRP)

Participants were provided with every word, and their task primarily involved reading or memorizing their lines (Harper-Whalen & Morris, 2005). The purpose of this type was to interpret model dialogues found in textbooks, aiming to convey the meaning of language items effectively (Byrne, 1986). Fully SRP was suit lower-level proficiency students who might not be familiar with the context, given its highly structured nature.

b. Semi-scripted role-play (SSRP)

Presented a model dialogue with some blanks, allowing students to fill in appropriate words based on their scenario (Livingstone, 1983). This type permitted learners to modify the original dialogue to a certain extent, fostering the creation of their dialogues within a provided framework (Harper-Whalen & Morris, 2005). SSRP was suitable for learners at upper-beginner to intermediate levels who grasp basic procedures and aspire to engage in more complex tasks due to its less structured and controlled nature compared to SRP.

c. Non-scripted role-play (NSRP)

Involved providing students with cues, information, or situations for less structured and controlled activities (Holden, 1981; Littlewood, 1981; Dickson, 1989). In NSRP, learners generated short dialogues based on the given cues, information, or situations instead of merely filling in gaps (Pi-Chong, 1990). NSRP, classified by Harper-Whalen & Morris (2005), provided an excellent opportunity for learners to apply ideas or skills in

context. Davies (1990) highlights that in NSRP, learners could draw on their thoughts and feelings to create people and relationships, fostering language improvisation without a preconceived plan. NSRP was suitable for intermediate to advanced level learners due to its freely structured nature, sometimes demanding problem-solving skills.

Scholars had identified different types of role play used in various contexts, representing diverse approaches to the use of this technique. Dorothy Heathcote and Gavin Bolton, in the book "Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education" (1995), emphasized the use of role play in education as a tool to deepen understanding of concepts through direct experience. Michael Gredler, in "Designing and Evaluating Games and Simulations: A Process Approach" (1994), discusses the role of role play in skills training, underscoring the importance of simulations for the development of specific skills. In the field of entertainment and game design, Katie Salen and Eric Zimmerman, in "Rules of Play: Game Design Fundamentals" (2004), explain the role of role play as an important element in creating interesting interactive experiences. For foreign language learning, Adrian Wright, David Betteridge, and Michael Buckby, in "Games for Language Learning" (1984), discuss types of role play that can be used to improve communication skills in a foreign language. Overall, the views of these various experts help illustrate the diversity and relevance of different types of role play in various learning and skill development contexts.

3. Procedure of Using Role Play

Introducing role-play into educational settings can significantly enhance students' language acquisition and communication skills. The procedure for implementing role-play typically involves several key steps aimed at facilitating effective learning experiences as follows:

a. Introduction and Scenario Selection:

The process of using role play begins with selecting a scenario that is relevant and interesting for the participants. According to Gajar (2016),

the selection of scenarios must be in accordance with the learning objectives and create situations that reflect real life. A deep understanding of the context and characters in the scenario helps participants actively engage in the roles played.

b. Division of Roles and Participant Preparation

Once the scenario is selected, the next step is to assign roles to the participants. According to McGrath (2005), the distribution of roles must be done carefully, considering the abilities and comfort level of each participant. Additionally, allowing time for preparation allows participants to understand their roles, develop dialogue, and design communication strategies appropriate to the characters they play.

c. Explanation

From the observations, the researcher found out that the quality of role play was good. The implementation of role play was in accordance with the features of a good role play and tips to succeed with role play which state that role play should be based on a familiar situation, allows the students to speak naturally, and develops the students' creativity. The type of role play which used in this class was Simple Role Play. The researcher found the fact that the role play was conducted by performing a drama that the students had prepared before.

d. Evaluation

During a roleplay session, attention should be focused on the interactions of the participants and the dynamics of the developing situation. According to Galloway (2008), apart from paying attention to speaking skills, evaluations should also include participants' ability to take initiative, respond to challenges, and work together in the context of the role played. Constructive, learning-oriented evaluation helps participants identify areas for their development.

Another source provides procedures of using role play as follows. First and foremost, instructors must carefully select appropriate role-play scenarios that align with the learning objectives and the proficiency

levels of the students. These scenarios should be engaging, relevant, and conducive to meaningful interaction. Next, clear instructions should be provided to students regarding their roles, objectives, and expectations during the role-play activity. Establishing a supportive and non-judgmental atmosphere encourages students to actively participate and experiment with language use. Additionally, providing necessary linguistic support and scaffolding ensures that students feel confident and equipped to engage in the role-play effectively. Finally, post-role-play reflection and feedback sessions allow students to consolidate their learning, identify areas for improvement, and enhance their language skills through constructive dialogue and self-reflection. Through a systematic and well-planned approach, role-play can serve as a dynamic and engaging tool for language learning and cultural exploration.

3. The Advantages of Role Play

Role play provides a number of significant benefits in the context of learning and skills development. First, role play allows participants to apply knowledge practically in real-life situations, increasing understanding of concepts. According to the experiential learning cycle proposed by David Kolb, role play creates deep, direct experience, allowing participants to combine abstract knowledge into practical contexts (Kolb, 1984).

Apart from that, role play also strengthens interpersonal and communication skills. Participants must adapt to the role they play and interact with fellow participants, improving their ability to communicate effectively. John Dewey, a philosopher and educator, viewed that role play provides a unique opportunity for participants to understand the complex dynamics of social interaction through the roles they play (Dewey, 1933).

Another advantage is the development of problem solving and creativity. In role play, participants are often faced with challenges or scenarios that require creative thinking and solutions. Maria Montessori, a famous educator, highlighted that role play provides opportunities for

children to develop social skills, problem solving, and creative thinking through imagination and role play (Montessori, 1912).

Lastly, role play can also increase participants' self-confidence and self-confidence. Through success in taking on roles and completing the challenges given, participants can feel more confident in their abilities. The self-confidence picked up in part play can have a positive affect on different viewpoints of life.

In this light, role play can be considered an effective tool in the development of personal and professional skills.

4. The Disadvantages of Role Play

Although role playing has a number of advantages, there are also several disadvantages that need to be considered. First, some participants may feel uncomfortable or awkward when asked to take on certain roles. This can influence the level of participation and effectiveness of learning. According to James Neill, an expert in simulation and role play, reluctance to participate can arise from psychological factors, such as anxiety or shame (Neill, 2005).

Additionally, in role play situations, there is the potential for conflict between participants or misinterpretation of roles which can disrupt the learning process. These events can be detrimental to the success of the simulation and reduce its effectiveness. Michael Gredler, in "Designing and Evaluating Games and Simulations: A Process Approach" (1994), underscores the importance of designing role plays carefully to avoid negative consequences such as conflict or confusion.

Another weakness is the lack of generalization. Role plays are often related to specific situations or scenarios, so participants may face difficulties applying acquired skills in different real-life contexts. This can be a barrier to effective skills transfer. Neill (2005) also highlights that it is possible that role play may not fully reflect real life situations, so learning outcomes may be limited.

Lastly, the aspect of time and preparation required to carry out role play can be an obstacle. Poor preparation or limited time can reduce the effectiveness of role play. This can be a challenge especially in formal learning contexts or work environments where time is limited.

B. Speaking

1. The Definition of Speaking

Speaking, in the context of language and communication, refers to the act of expressing thoughts, ideas, or information through verbal communication. It is a fundamental language skill that involves producing sounds, words, and sentences to convey meaning to others. Speaking is a dynamic process that requires the coordination of various linguistic elements, such as vocabulary and grammar, as well as non-verbal elements like tone, intonation, and body language (Brown, 2001). Effective speaking involves not only the correct use of language but also the ability to adapt to different communication contexts and listeners (Richards, 2008).

Effective speaking involves not only the ability to articulate words clearly but also to organize thoughts coherently, adapt language to different contexts and audiences, and engage in interactive communication. It is a crucial aspect of language proficiency and is essential for effective social interaction, education, work, and various other aspects of daily life. In language learning and teaching, the development of speaking skills often encompasses activities like conversation, role play, debates, presentations, and discussions, aiming to enhance learners' ability to express themselves fluently and appropriately in different situations (Harmer, 2007; Richards, 2008)

Speaking has a crucial role in everyday life, especially in the context of social interaction. Good speaking skills enable a person to communicate clearly and effectively, form strong interpersonal relationships, and build emotional connections. According to Holmes (2008), success in speaking does not only include mastering correct grammar, but also the ability to read

situations, adjust speaking tone, and recognize facial expressions, so that messages can be conveyed optimally.

Apart from that, speaking plays an important role in the professional world. According to Murphy (2006), in the work environment, good speaking skills can increase team productivity, facilitate convincing presentations, and assist in establishing successful business partnerships. Employees who have good speaking skills tend to be more appreciated and have a greater chance of achieving career success.

The importance of speaking is also seen in the educational context. According to Nation and Newton (2009), good speaking skills help students actively participate in the learning process, understand the material better, and improve critical thinking skills. By speaking, students can articulate their understanding, share ideas, and build knowledge collaboratively.

2. The Element of Speaking

a) Grammar

The first element in speaking ability is grammar. Mastery of grammatical rules helps speakers to structure sentences correctly and clearly convey messages. According to Thornbury (2005), a strong understanding of grammar is a necessary basis for effective oral communication

b) Vocabulary

Vocabulary plays a key role in speaking ability. McCarthy (1990) emphasizes the importance of using appropriate vocabulary in context to increase the precision and clarity of the message. Choosing varied words can also make conversations more interesting and informative.

c) Intonation and Articulation

Non-verbal elements such as intonation and articulation influence how messages are conveyed. According to Celce-Murcia, Brinton, and Goodwin (1996), appropriate intonation can add emotional nuance, while good articulation improves understanding. Both are important elements for achieving communication clarity.

d) Fluency and Coherence (Fluency and Coherence)

The ability to speak fluently and coherently is also an important element in speaking. Bygate (2008) states that fluency includes fluency in constructing sentences without stopping, while coherence concerns the logical relationship between ideas. These two aspects contribute to good understanding by the listener.

e) Non-Verbal Expression

Non-verbal expressions, such as body language and facial expressions, are also part of the elements of speaking. Goffman (1959) emphasized the importance of paying attention to the rules of etiquette and non-verbal expressions in social interactions. Harmony between words and body language can strengthen the message conveyed. By understanding and honing these elements, a person can move forward their talking aptitudes and gotten to be a more compelling communicator in a assortment of circumstances.

3. The Important of Speaking

The ability to speak English is very important because it facilitates effective communication in professional situations, such as business presentations and cross-cultural meetings (Saville-Troike, 2003). Good speaking skills also increase a person's ability to adapt in a social environment, opening up opportunities to build intercultural relationships and develop networks (Brown, 2014). In an academic context, solid speaking skills can support the active learning process, allowing students to participate in class discussions and convey thoughts clearly (Nunan, 1991).

The importance of speaking skills in language acquisition and communication is well-recognized in the field of education and linguistics. Effective oral communication is crucial in various aspects of life, including personal relationships, professional settings, and academic endeavors. Here are some reasons why speaking skills are considered important:

1. **Social Interaction:** Speaking is fundamental for engaging in social interactions. It allows individuals to express thoughts, feelings, and

ideas, fostering effective communication and understanding in personal and social contexts.

2. **Professional Success:** In many professions, effective verbal communication is a key skill. The ability to articulate ideas clearly, participate in meetings, give presentations, and engage in discussions is essential for career advancement.
3. **Academic Achievement:** In educational settings, speaking skills are vital for classroom participation, presentations, and collaborative learning. Students who can express themselves orally are better equipped to succeed in academic environments.
4. **Cultural Integration:** For language learners, speaking is a bridge to cultural integration. It enables individuals to interact with native speakers, understand cultural nuances, and navigate real-life situations in the target language.
5. **Critical Thinking:** Verbal expression is linked to critical thinking skills. The process of organizing thoughts and articulating them verbally contributes to cognitive development and the ability to analyze and evaluate information.

4. The Character of Successful Speaking

a) Openness:

Success in speaking involves being open to accepting different thoughts and views. Successful speakers are able to build connections with listeners through an open attitude toward dialogue and collaboration. According to Covey (2004), openness is one of the main traits of an effective leader, and this also applies in the context of speaking ability.

b) Listening Skills:

A deep understanding of successful speaking involves good listening skills. According to Brownell (2011), listening attentively and empathetically helps speakers to respond appropriately and produces

more effective communication. Good listening skills form the basis of understanding interactions.

c) Clarity and Readability:

Successful speakers are able to convey messages with clarity and readability. This involves using correct grammar, structured sentence organization, and choosing the right words. According to Fisher (1997), clarity is the key to making a message well understood by listeners.

d) Empathy

Successful speakers are able to understand and absorb the listener's perspective. According to Davis (1996), the presence of empathy in communication creates stronger relationships and allows messages to be more effectively conveyed. Empathy helps the speaker to respond in a way that respects the listener's feelings and experiences.

e) Adaptability

Successful speakers have good adaptation skills, able to change their communication style according to the needs and characteristics of the audience. According to McCroskey and Richmond (1996), adaptability allows speakers to more effectively influence and interact with various groups of listeners.

By developing these traits, a person can strengthen their speaking abilities and become a successful communicator in a variety of situations.

5. Teaching Speaking Skill

a) Interactive Teaching Methods

Teaching speaking skills requires interactive methods and actively involves students. According to Brown (2007), learning approaches that involve simulations, role plays, and group discussions can increase student involvement in practicing speaking. This method helps students to experience real communication situations and develop their speaking skills.

b) Use of Authentic Materials

Using authentic materials, such as interviews, news broadcasts, or speeches, can give students a more real-life speaking experience. According to Celce-Murcia, Brinton, and Goodwin (2010), the use of authentic materials helps students become familiar with a variety of spoken languages and different communicative contexts.

c) Constructive Feedback

Providing constructive feedback is essential in teaching speaking skills. According to Ur (1996), feedback that helps students understand their strengths and weaknesses in speaking can stimulate the development of communication skills. Teachers who provide clear and supportive feedback can motivate students to continue to improve.

d) Application of the Speaking Process Approach

A process-focused approach to speaking, such as that proposed by Bygate (1987), views speaking as an activity that involves planning, implementation, and evaluation. Applying the speaking process helps students understand the stages involved in speaking and increases their awareness of the strategies used.

e) Integrated Speaking Skills Development:

Joining the educating of talking aptitudes with other dialect aptitudes, such as tuning in, perusing, and composing, can enhance students' by and large learning. Agreeing to Country and Newton (2009), the advancement of coordinates talking abilities makes a difference understudies to put through different angles of dialect in a normal communication setting

6. Technique in Teaching Speaking.

Teaching speaking skills involves a combination of activities and strategies to help learners improve their ability to communicate orally. Here are some effective approaches to teaching speaking skills:

a) Provide opportunities for practice:

Encourage students to engage in conversations, discussions, debates, and presentations. Pair and group activities can also help students gain confidence in speaking.

b) Model good speaking

As a teacher, demonstrate clear and effective communication by speaking clearly, using appropriate intonation, and expressing ideas coherently.

c) Focus on fluency and accuracy

Encourage students to speak fluently without being overly concerned about making mistakes. However, also provide guidance on correct pronunciation, grammar, and vocabulary usage.

d) Use authentic material

Incorporate real-life materials such as videos, podcasts, and news articles to expose students to natural language use and different speaking styles.

e) Provide feedback

Offer constructive feedback on students' speaking performance, highlighting both strengths and areas for improvement. Encourage peer feedback as well.

f) Build confidence

Create a supportive and non-judgmental environment where students feel comfortable expressing themselves. Encourage shy or hesitant students to participate gradually.

g) Use role-plays and simulations

Engage students in understudies in role-playing exercises that reenact real-life circumstances, such as requesting nourishment in a eatery or arranging a commerce bargain.

h) Encourage active listening

Help students develop their speaking skills by emphasizing the importance of active listening, turn-taking, and responding appropriately to others in a conversation.

i) Integrate speaking into all language skills

Connect speaking activities with reading, writing, and listening exercises to reinforce language learning across different modalities. By incorporating these approaches into your teaching practice, you can help students develop confidence and proficiency in their speaking skills. Remember that creating a supportive and engaging learning environment is essential for fostering effective oral communication. By implementing these teaching strategies, teachers can help students develop their speaking skills effectively and contextually.

CHAPTER III

METHODOLOGY

Methodology is a systematic approach or method in designing, collecting, and analyzing data to achieve research objectives. Methodology includes the selection of research design, data collection techniques, and appropriate analysis procedures to answer research questions. In quantitative research, the methodology focuses more on the collection of numerical data and statistical analysis, whereas in qualitative research, it prioritizes a deep understanding of social phenomena or behaviors (Creswell, 2014). Choosing the right methodology is crucial for producing valid and reliable findings in research.

A. Research Design

Research is a method carried out by someone who intends to collect information about a system or phenomenon that is currently occurring. Information collection is carried out and directed at objects related to the system or phenomenon by using a series of methods that have been prepared carefully and systematically (Gumilang, 2016). Types of research used in this research was case study research, which was a qualitative approach, where researchers explore real life. As Stake said, the case study was not a methodology, but a choice of something to study, namely a limited case limited by time and place. But other opinions were estimated as strategy research, methodology, or comprehensive strategy research (Creswell, 2015).

Jhon W. Best said that case studies were related to everything that was meaningful in the history or development of a case, the aim of which was to understand the cycle of life, whether the life of an individual unit, group or society (Hardani, 2020). So, case study research was a method for collecting and analyzing data in one case.

In this case study research, researcher examined real life through data collected in detail and in depth which involved various sources of information such as observation, interviews and documentation. The type

of case study used in this research was an intrinsic case study which focused on the case itself.

B. Research Site and Participants

The subject of this investigate was the moment year of MTs Darul Abror Kedungjati Purbalingga Rule within the moment semester of the scholastic year 2023/2024 . In this school, the students had been taught the role play. The lessons were based on teacher's recommendation as most seventh-grade students had difficulty in English speaking skill. This class consisted of 29 students in 7A class and 28 students in 7B clas. At this stage, students may still feel awkward when speaking in English due to limited vocabulary and grammar proficiency. Therefore, they need a lot of listening and speaking practice. Simple conversation activities and role-play are very helpful for them to become more confident in using English in real-life situations. Inizially the teacher pointed out that she often had difficulty in teaching to guide students to have good pronunciation.

Hence, to illuminate the matter, the educator connected the strategy of part play to make strides students' elocution capacity. There were three stages of research time, as follows:

1) Phasses of planning

The stage of research planning, which includes things like creating and submitting a proposal, requesting a research permit, and creating a research instrument. This stage was carried in December 2023-April 2024.

2) Implementation Stages

This stage was conducted for a month in May 2024. Implementation stages applied by interviewing and documenting the resaearch.

3) Completion Stages

June–July 2024 is when the research completion stage, which includes data analysis and report writing, takes place.

C. Research Subject and Object

1. Subject of Research

This research used qualitative research with a case study approach, which explored real life that occurred in the daily life cycle around the research site. This research obtained data related to the object under study from subjects who directly experience the research topic. People who experience and understand were willing to provide information related to the object of this research was called research subjects. The following are details of research data sources, including:

a. English Teacher

The English teacher was the one the researcher aims to provide information related to the research, his role here was as the main actor. The reason for choosing a subject teacher was of course because he was someone who completed information or data and also the person who played a direct role or the main actor in the field or research location.

b. Students of MTs Darul Abror Kedungjati, Purbalingga Regency.

Students at MTs Darul Abror Kedungjati, Purbalingga got an overview of the use of role play in English learning classes and the author researched class VII students. The reason that made class VII students act as respondents was because the teacher supported and implemented role play as a learning medium in class VII because he was mandated to hold class VII so the researcher took a sample of class VII as respondents. Students definitely experienced firsthand how learning was implemented and progresses.

2. Object of Research

Characteristics of objects in qualitative research, in general, the form of the research object was a situation and social conditions that existed and occurred in the surrounding environment, including the location where the research was carried out, who were the parties involved in the research, and the types of activities carried out related to the research

(Fadilah,2021). So the research object in this research was the implementation of role play in teaching speaking.

D. Data Collection Tecnique

The types of data were quite diverse. There was primary data where each data was collected directly by the researcher from the source, as well as secondary data where the data was collected by the researcher from sources that already exist. There was qualitative data where the data was usually in the form of an arrangement of words, and quantitative data which was usually in the form of an arrangement of numbers (Siyoto and Sodik, 2015). There were several types of data collection methods for qualitative research, including the following:

1. Observation

Observation was an important tool for collecting data in qualitative research. Observing meant paying attention to phenomena in the field through the five senses directly (Creswell, 2015). The observation that researcher used in this research was frank observation, where the researcher in collecting data stated frankly when observing. This was done to avoid misunderstandings if there was data that was needed but it turned out to be confidential data (Zulfa, 2014). In the process of carrying out data collection, there were two observation techniques, namely participant observation (researcher take part) and non-participant observation (researcher were not directly involved, only as an independent observer). The type of observation used by researcher in the process of conducting research was non-participant observation, meaning that the researcher did not participate in the activities of the person being researched, the researcher only observes what was seen (Creswell, 2015).

Checklist observation is a tool used to systematically record events or actions using a predetermined list of items or criteria. One of the approaches in checklist observation theory is the participatory observation theory developed by Merriam (2009). In this approach, the

researcher is involved in the situation being observed, either as an active researcher or as part of the group being observed, with the aim of recording behaviors or actions based on predetermined criteria.

In this research, the focus was on examining the utilization of role-play in enhancing speaking skills within the English curriculum at MTS Darul Abror Kedungjati, Purbalingga Regency. The researcher conducted observations to delve into the specifics of how role-play was implemented in practice. These observations took place during offline learning sessions in a class VII English lesson facilitated by Diah Kristiani, S.Pd. The researcher actively participated in the classroom environment to meticulously observe the dynamics between teachers and students throughout the learning process. Utilizing observation techniques, the researcher collected data encompassing the entirety of offline technique, from its initiation to its conclusion. Additionally, the researcher scrutinized the efficacy of role-play as a method within English language learning.

2. Interview

An interview was a conversation with a specific purpose. This conversation was carried out by two parties, namely the interviewer who asked questions and the resource person who provided responses or answers to the questions directly. Interviews were carried out directly or face to face with the respondent or resource person concerned, which later allowe the respondent and resource person to conduct questions and answers interactively or unilaterally (Sukardi, 2004).

Interviews were conducted using two techniques, namely structured or unstructured. Structured interviews, namely when collecting data, research instruments were prepared in the form of alternative written questions and the answers have also been prepared. Meanwhile, unstructured interviews are free interviews in which the researcher did not use an interview guide that had been arranged systematically and completely for data collection (Sugiyono, 2016).

In this research, Semi structure interview method was employed, characterized by a predefined set of questions outlining the research problem. The researchers conducted interviews with various respondents, including English teachers, curriculum assistants, and students from MTs Darul Abror Kedungjati Purbalingga Regency. Direct interview techniques were utilized, meaning that the researchers engaged with the respondents directly without any intermediaries. They posed a series of predetermined questions and recorded or documented the responses provided by the respondents. The interviews with English teachers, particularly Diah Kristiani, S.Pd., aimed to gather data concerning the implementation of role-play activities in English language learning, specifically focusing on their application in class VII. Additionally, interviews were conducted with the deputy head of curriculum, Pariyah, S.Pd., to obtain insights into the system governing the implementation of limited role-play techniques. Furthermore, interviews were conducted with students from MTs Darul Abror Kedungjati to gather their perspectives and experiences related to the utilization of role-play in English language learning. Through these interviews, the researchers sought to gather comprehensive data and perspectives from various stakeholders involved in the English language learning process at MTs Darul Abror Kedungjati purbalingga

3. Documentation

Documentation was documentary event which could be in the form of writing, pictures, or other works that have passed to obtain clearer information. This documentation technique was a complement to the observation and interview methods in this research. Documentation collected several documents and other data that were needed to be studied in more depth so that later the results of the data could be more supportive and became evidence (Satori and Komariah, 2013). The documentation method was used to obtain data from research results, either from direct observation or interviews. Documentation was

needed to provide reinforcement of the results of observations and interviews. The documentation intended by the author is other supporting data such as school profiles, vision and mission, curriculum documents, other supporting facilities and infrastructure that supported learning at MTs Darul Abror Kedungjati, Purbalingga Regency, especially in English subjects. As well as existing documentation such as lesson plans, learning outcomes, evaluations, as well as assignments that students had completed and other relevant data.

E. Data Analysis

Data analysis was an ongoing process during research (Creswell, 2015). Data analysis was the process of systematically searching for and compiling data obtained from interviews, observations, documentation, by organizing data into categories, breaking it down into units, carrying out synthesis, organize into patterns, choose what was important and what was studied, and made conclusions so that they were easily understood by yourself and others (Sugiyono, 2016). In qualitative research, there were data analysis steps and the steps used were data analysis developed by Miles and Hiberman which was done in three steps, namely:

1. Data Reduction

The sum of information gotten from the field is very huge , therefore the data needed to be recorded carefully and in detail. As had been stated, the previous researcher was in the field, the greater the amount of data, the more complex and complicated it was. For this reason, data analysis needed to be carried out immediately through data reduction. Reducing data meant summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what was not necessary. In this way, the reduced data provided a clear picture, and made it easier for researchers to carry out further data collection and searches if necessary. Data reduction was assisted by electronic equipment such as cellphones, computers by coding certain aspects (Sugiyono, 2016).

2. Data Display

Miles and Huberman presented an approach to presenting data in qualitative research through comprehensive data analysis methods. In their book "Qualitative Data Analysis: A Methods Sourcebook," they emphasized the importance of presenting findings clearly and coherently. The data presentation approach involved several steps, such as:

- a) Selection of Main Themes: Identify the main themes or patterns that emerge from the qualitative data.
- b) Data Organization: Arranging data in a structured manner according to identified findings or themes.
- c) Narrative Presentation: Describe the findings narratively, explaining the context and significance of the findings.
- d) Use of Tables and Graphs: Utilize tables or graphs to present data that supports findings, if necessary.

Miles and Huberman emphasized flexibility in the presentation of data, allowing researchers to adapt methods to suit the complexity and context of the research.

3. Conclusion Drawing

After presenting the data, the final step that was taken according to Miles and Huberman was drawing conclusions and verification. The initial conclusions put forward were still temporary, and changed if strong supporting evidence was not found at the next stage of data collection. However, if the conclusions put forward at the initial stage were supported by valid and consistent evidence when the researcher returns to the field of collecting data, then the conclusions put forward were credible conclusions, and after being researched they become clear (Sugiyono, 2016). The conclusions in this research were used to answer the problem formulation had been determined.

CHAPTER IV

FINDING AND DISCUSSION

The findings section presents the data obtained during the research without any in-depth analysis or interpretation. The data is usually presented in the form of tables, graphs, or statistical descriptions. In this section, the researcher only reports the findings, such as numbers or facts recorded during the experiment. According to Creswell (2014), findings are the results obtained from measurements or observations conducted during the research and do not include the interpretation of the data

Discussion section is where researchers interpret and analyze the findings that have been presented. Here, the researcher explains the meaning of the findings, how the results relate to the previously made hypothesis, and compares them with other relevant studies. The discussion also includes an assessment of the strengths and limitations of the conducted research. As explained by Cohen, Manion, and Morrison (2017), the discussion is the part where researchers connect their findings with existing theories, provide explanations for the results obtained, and suggest steps for further research.

A. Implementation of Role Play Learning Method in Students' English Speaking Ability

Based on the results of interviews, observations and documentation carried out by researchers during the research, the implementation of the Role Playing learning method in developing English language skills at MTs Darul Abror is through various steps applied in it. which aims to facilitate an effective learning experience as follows:

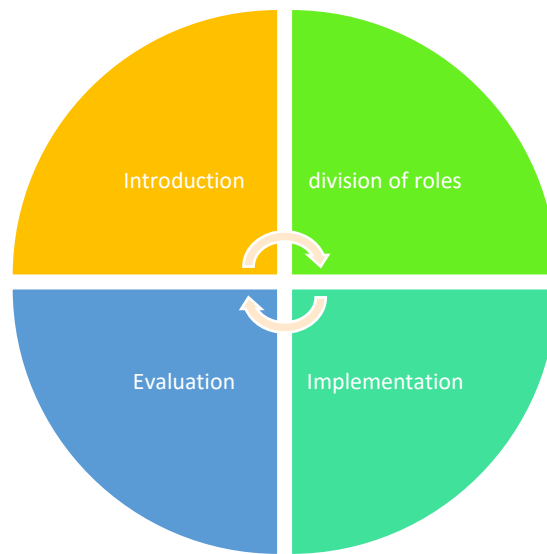


Figure 4.1 Role Playing Method Steps

In Figure 4.1 above, we can see that in implementing the Role Playing method there are steps that must be applied in it, namely as follows:

a. Introduction and Scenario Selection

The use of role play begins with the selection of a scenario that is relevant and interesting to participants. According to Gajar (2016), the selection of scenarios must be in accordance with learning objectives and create situations that reflect real life. A deep understanding of the context and characters in the scenario helps participants actively engage in the roles played.

" The thing that must be arranged some time recently educating utilizing hypnoteaching is to begin with mental planning. The instructor must be arranged some time recently entering the lesson. To actualize roleplay, instructors must be rationally and physically steady since instructors are moreover inquired to talk emphatically approximately themselves. So instructors are moreover prepared to instruct their understudies. 2). Educating modules, some time recently conducting learning, instructors must plan educating modules so that learning goals can be accomplished well. 3). Fabric, in deciding the fabric, we moreover consider a few things such as understudy potential, mental improvement, benefits for understudies whether they are significant or not to understudy needs, and the

assignment of accessible time. 4). Strategies and media, within the learning prepare, instructors utilize learning media as mediators in passing on fabric so that understudies can get it it. The media utilized are control focuses, pictures,etc."

Based on the results of the researcher's observations, the researcher saw that the teacher opened the lesson and reviewed last week's material. and choose the role play scenario to be used. The teacher created a scenario using real-life situations.

Based on the comes about of the meet depicted over, the things that got to be arranged some time recently educating utilizing roleplay are:

1. First, mental preparation, teachers must prepare before entering the classroom. To implement roleplay, teachers must be mentally and physically stable because teachers are also asked to speak positively about themselves. So teachers are also ready to teach their students.
2. Teaching modules, before conducting learning, teachers must prepare teaching modules so that learning objectives can be achieved well.
3. Fabric, in deciding the fabric, we too consider a few things such as understudy potential, mental advancement, benefits for understudies whether they are significant or not to understudy needs, and the assignment of accessible time.
4. Methods and media, within the learning prepare, instructors utilize learning media as middle people in passing on fabric so that understudies can get it it. The media utilized are control focuses, pictures, etc.

When teaching English, teachers often face challenges in helping students develop their speaking skills. One effective method to overcome this challenge is by using the role play method. This method allows students to practice speaking in situations similar to real life, so they can directly experience the application of the language they are learning. In this way, students not only learn the structure of the language but also learn

how to communicate spontaneously and confidently. The use of role play in English language learning provides students with the opportunity to hone their speaking skills in a fun and interactive way.

b. Role Division and Participant Preparation

Once the scenario is selected, the next step is to assign roles to the participants. According to McGrath (2005), role assignments should be done carefully, taking into account the abilities and comfort levels of each participant. In addition, by providing time for preparation, participants can understand their roles, develop dialogue, and design communication strategies that are appropriate to the characters they play.



Figure 4.2 Role Division by Teachers

In Figure 4.2 above, it can be seen that students are very enthusiastic about learning English using role playing techniques. This was also conveyed by one of the English teachers below:

“Their ability is good in receiving material. Teaching using the roleplay method is very helpful in making students more focused and ready to receive learning. One of them is that

students can improve their speaking and listening skills effectively."

In class, the students looked enthusiastic while practicing role play as part of their English learning. With instructions from the teacher, each student takes on predetermined roles, such as customers and sellers in a store, or tourists and tour guides, to practice speaking in relevant situations. They interact with each other, exchanging dialogues in English, and try to develop characters and storylines that fit the given context. The classroom atmosphere becomes more vibrant with energetic conversations, where students can directly apply their speaking skills in real situations. The teacher also provides feedback during the role play sessions to help students improve their pronunciation, grammar, and speaking fluency. With this method, students not only learn English theoretically but also gain practical experience that enhances their communication skills.

c. Explanation

From the observation results, the researcher found that the quality of role play was good. The explanation of role play was in accordance with the characteristics of good role play and tips for successful role play which state that role play must be based on familiar situations, allow students to speak naturally, and develop students' creativity. The type of role play used in this class is Simple Role Play. The researcher found the fact that role play was carried out by staging a drama that had been prepared in advance by students.

The researcher's findings indicate that the quality of role play in the classroom was good, aligning with established characteristics of effective role play. These characteristics emphasize that role play should be grounded in familiar situations, allow students to speak naturally, and foster creativity. Specifically, the type of role play used in this study was **Simple Role Play**, in which students engaged in a dramatic performance based on a scenario that had been prepared in advance.

Role play, as an instructional method, is widely recognized for its effectiveness in language learning and development. The **Communicative Language Teaching (CLT)** approach supports the use of role play as it focuses on interaction and practical communication skills. According to Brown (2007), effective role play allows students to practice real-life language use in a supportive, controlled environment. It offers opportunities to use language in a meaningful context, enhancing both fluency and accuracy.

Students do not yet understand the role in creating dialogue.

"I opened the lesson with a greeting and then did pacing to motivate students with shouts"

This is as stated by the teacher below:

"Teaching using the roleplay method really helps to make students more focused and ready to receive learning. One of them is that students can improve their speaking and listening skills effectively."



Figure 4.3 Implementation of Role Play Method in Class

In the figure 4.3 above, we can see that MTs Darul Abror students are practicing their communication skills in English. In this case, many students do not understand the characters they will play, students do not pay attention to fluency, giving students the freedom to develop their own

characters and dialogues. However, the teacher tries to upgrade by using this role playing method.

The teacher also provides constructive feedback to help students understand and improve aspects that need enhancement, such as speaking fluency and the use of appropriate vocabulary. With this approach, it is hoped that students can become more confident in using English actively and effectively in real-life situations.

d. Evaluation

During the role play session, attention should be focused on the interaction of participants and the dynamics of the developing situation. According to Galloway (2008), in addition to paying attention to speaking skills, evaluation should also include participants' ability to take initiative, respond to challenges, and work together in the context of the role played. Constructive and learning-oriented evaluation helps participants identify areas for their development.

A constructive and learning-oriented approach to evaluation is essential to maximize the benefits of role play. Carless (2020) proposes that evaluation should be formative, meaning it is ongoing and aimed at guiding learners through the process of improvement. This type of evaluation provides learners with immediate feedback that can be applied in subsequent activities, enabling them to make adjustments and improve performance in real-time.

Other sources provide the following procedures for using role-playing. First and foremost, instructors should carefully select role-play scenarios that are appropriate to the learning objectives and proficiency levels of the students. These scenarios should be interesting, relevant, and conducive to meaningful interaction. Furthermore, clear instructions should be given to students regarding their roles, goals, and expectations during the role play activity. Creating a supportive and nonjudgmental atmosphere encourages students to actively participate and experiment with language use.



picture 4.4Role Play Speaking

In the picture above we can see that the speaking ability of MTs Darul Abror students can be honed by using the role playing method in teaching and learning activities. This can really hone their speaking skills, especially speaking in public by pairing up with their friends.

This is as stated by the teacher below:

"The results are good. I think this method is effective in teaching speaking"

In addition, providing the necessary linguistic support and scaffolding ensures that students feel confident and ready to engage in role-play effectively. Finally, post-role-play reflection and feedback sessions allow students to consolidate their learning, identify areas for improvement, and enhance their language skills through constructive dialogue and self-reflection. Through a systematic and well-planned approach, role-play can serve as a dynamic and engaging tool for language learning and cultural exploration.

Apart from this, there are obstacles experienced by English teachers in implementing the role play method. This is reflected in the interview below:

"The problem or shortcoming of the role play method is that teachers have difficulty focusing on each student. Students' understanding of receiving different learning is different. There are students who are very active and there are also those who still feel embarrassed when giving their opinions.

Sometimes students feel jealous and feel that they are not being cared for when teachers pay attention to students who need more explanation."

Speaking skills are the ability to convey thoughts, ideas, and feelings to others using understandable spoken language. The main purpose of speaking is to communicate. This has also been included in the table below:

Table 4.1 Informant Interview Results

Interview Results			
Question	Azril Biansyah	The Story of Firda Khoiri Rohmah	M. Khozin
How do you feel when your English teacher starts the lesson?	Very Happy and Glad	Happy, because Mrs. Diah is different from other teachers	Quite happy and pleased
When learning takes place, do you take notes on important things that are explained during learning?	Sometimes	No	Sometimes
Do you pay attention to the results obtained	Yes, I pay attention to the results of the	Yes	Yes I noticed because I remember it

from the English learning that has been done?	English learning that has been done.		
Do you answer questions from the teacher, when asked?	Want to	Yes if you know the answer	Want to
How do you respond when you are having a group discussion?	Submitting an opinion	Normal	Submitting an opinion
During learning, if there is something you don't understand, what do you do?	ask	Ask the teacher about things you don't understand.	ask
After completing your English lessons, did you deepen your understanding of the material taught?	seldom	A little	Yes, sometimes deepen it and understand

Based on the results of interviews with three students, namely Azril Biansyah, Firda Khoiri Rohmah, and M. Khozin, there are several patterns that can be analyzed regarding their responses to English language learning in the classroom.

1. Feelings Towards English Lessons All students showed positive feelings towards the English lesson, although with varying intensities. Azril feels very happy and joyful, Firda feels happy because Mrs. Diah's

teaching is different from other teachers, and M. Khozin feels quite happy and satisfied. This shows that the positive atmosphere created by teaching can influence students' motivation in participating in learning.

2. **Notes During Learning** There are differences in students' habits regarding the note-taking of important material. Azril and M. Khozin sometimes take notes, while Firda does not take notes at all. This shows that the habit of taking notes on lesson material varies among individuals, which can be influenced by each student's learning style.
3. **Attention to Learning Outcomes** The three students showed attention to the learning outcomes that had been achieved. Azril and Firda explicitly mentioned that they pay attention to learning outcomes, whereas M. Khozin stated that he remembers the results, although he did not explain further. This shows that they care enough about their learning progress, although the level of their involvement in reflecting on learning outcomes may vary.
4. **Response to the Teacher's Question** When asked about their response to the teacher's questions, Azril and M. Khozin said that they wanted to answer, while Firda only answered if she knew the answer. This reflects the differences in students' levels of confidence and readiness to actively participate in class.
5. **Responses in Group Discussions** The three students tend to express their opinions during group discussions, which indicates that they are quite engaged in the discussions. However, their level of participation in delving deeper into the discussion material is not explained in detail.
6. **Actions When Not Understanding the Material** The three students agreed to ask the teacher when they do not understand the material. This shows that they feel comfortable seeking help, which is important in supporting an effective learning process.

7. Deepening of Material After Learning Regarding the deepening of the material, there are differences in the levels of understanding possessed by students after the learning is completed. Azril rarely delves deeper into the material, Firda does so a little, and M. Khozin does it more often. This shows that although all three are involved in learning, their levels of motivation and habits of delving into the material outside of class differ.

Overall, the results of this interview indicate that although all three students have a positive response to learning English, there are differences in study habits, engagement, and reflection on the material learned. This can be a consideration for teachers to adjust their teaching approach to the different needs and characteristics of the students.

Based on table 4.1, MTs Darul Abror students have covered english speaking ability indicators such as Pronunciation, Grammar, Vocabulary, Fluency, Comprehension. Grade VII students of MTs Darul Abror tend to actively participate in English teaching and learning activities and practice according to teacher instructions.



Figure 4.5 Role Play Learning

Based on Figure 4.5 above, students of class VII MTs Darul Abror tend to actively participate in English teaching and learning activities and practice according to teacher instructions. They are happy and pleased to participate in teaching and learning activities by practicing English speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion is the final part of a research study that summarizes the main findings, answers the research questions, and draws conclusions based on data analysis. The conclusion aims to provide an overview of the research results and their implications. In the conclusion, researchers can also highlight the contributions of the research to specific fields of study and suggestions for further (Creswell 2014)

Suggestion is a recommendation given by researchers based on research findings, which can serve as a guide for further research, practice, or policy. These suggestions often include steps that can be taken to address the issues found in the research or to improve existing shortcomings (Punch, 2014).

A. Conclusion

Based on the results, it was concluded that there were 4 stages in implementation of role play in students' speaking ability.

1. Preliminary stage

Before teaching using roles, teachers need to prepare themselves mentally and physically, prepare appropriate teaching modules, consider students' potential in determining roles, and choose effective methods and media to convey the material so that students can understand it well.

2 Role Division

Their ability is good in receiving material. Teaching using the roleplay method is very helpful in making students more focused and ready to receive learning. One of them is that students can improve their speaking and listening skills effectively.

3. Explanation

After the researcher observed the students of MTs Darul Abror practicing their communication skills in English. In this case, many students do not

understand the characters they will portray, students do not pay attention to fluency, and they are given the freedom to develop their own characters and dialogues. However, the teacher is trying to improve by using this role-playing method.

4. Evaluation

The problem or shortcoming of the role play method is that teachers have difficulty focusing on each student. Students' understanding of receiving different learning is different. There are students who are very active and there are also those who still feel embarrassed when giving their opinions. Sometimes students feel jealous and feel that they are not being cared for when teachers pay attention to students who need more explanation."

Those were preliminary stage, role division, explanation, and evaluation. At each stage, to develop students' speaking ability at MTs Darul Abror the teacher pays attention to indicators in students' speaking ability such as pronunciation, grammar, pronunciation. so that the speaking ability of MTs Darul Abror students can enhance well.

B. Research Limitations

From this study there are several limitations that cause disturbances and lack of results of this study.. The limitations contained in this study include several things, including:

1. The confinements of past investigate writing that analysts have not however gotten. This comes about in this ponder having numerous shortcomings, both in terms of investigate comes about and examination.
2. The confinements of the researcher's information in making and compiling this article, so it must be re-tested within the future.
3. The constrained information utilized in this consider implies that the comes about are still less than ideal. This research is far from perfect, so it is hoped that the next research will be better than before.

C. Suggestion

Based on the conclusions outlined by the researcher above, the researcher would like to provide suggestions to the parties related to this research in order to improve and enhance the quality of learning by implementing the role playing method in English learning in the future with the following suggestions:

1. For Teachers

For teachers, especially English teachers, they should be stricter in supervising and assisting students. In addition to tasks in the classroom through learning, English teachers have a dual role to always supervise not only outside the classroom but also outside the classroom.

2. For Readers

The author hopes that this research can increase scientific insight and knowledge about the Implementation of the Role Playing Learning Method in developing English speaking skills, so that later this research can be a benchmark for students who conduct research related to this thesis.

3. For further researchers

Other researchers should carry out more in-depth studies on Implementation of Role Playing Learning Method in developing English speaking skills. Even by conducting better research than this research so that it can bring up new innovations in the world of learning.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No.40A Purwokerto 53126
 Telepon (0281) 635624 Faksimil (0281) 636553
 www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

THE IMPLEMENTATION OF ROLE PLAY TECHNIQUE FOR TEACHING SPEAKING AT MTS DARUL ABROR KEDUNGJATI PURBALINGGA REGENCY

Written by Zulfa Fadlullah Istiqlal (Student Number. 1917404094) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on Januari, 9 2025 and declared qualified for achieving Sarjana Pendidikan (S.Pd.) Degree.

Purwokerto, Januari 10 2025

Approved by:

Examiner I/Head of Examiners/Supervisor

Examiner II/Secretary,

Desi Wihayanti Ma'rufah, M.Pd.

Windharivati Dyah K., M.A., M.pd

NIP. 199212152018012003

NIDN.2001049001

The Main Examiner

Yulian Purnama, S.Pd., M.Hum.

NIP.197607102008011030

Legalized by:

The Head of Education Department

Dr. Maria Ulpah, M.Si.

NIP. 198011152005012004

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ATTACHMENT

Attachment I Research Documentation

Figure 5.1 Interview with the Teacher





Figure 5.2 Implementation of Role Play



Figure 5.3 Implementation of Role play



Figure 5.4 Implementation of Role play



Figure 5.5 Implementation of Role play

Attachment II Research Instrument

OBSERVATION SHET

Classroom Observation Form	
Observer Name	:
Observation Date	:
Place	:
Teacher Name	:

The data obtained from the results of student activities in class are as follows.

No	Stage	Implementation		Notes
		Yes	No	
1.	Introduction a. The proses of using role play begins with selecting a scenario that is relevant and interesting for the participant. b. A deep understanding of the context and characters in the scenario helps participants actively			

	engage in the roles played.			
2.	<p>Division of role play</p> <p>a. Participants to understand their roles, develop dialogue, and design communication strategies appropriate to the characters they play.</p>			
3.	<p>Implementation</p> <p>a. Quality of role play.</p> <p>b. Pay Attention to the fluency skill</p> <p>c. Development of student creativity.</p>			
4.	<p>Evaluation</p> <p>a. Experiment with language use.</p> <p>b. Constructive and learning-oriented evaluation.</p> <p>c. Reflection.</p>			

Attachment III Observation Results 26 Oktober 2024

OBSERVATION SHET

Classroom Observation Form	
Observer Name	: Zulfa Fadlullah Istiqlal
Observation Date	:26 oktober 2024
Place	: MTs Darul Abror Kedungjati Purbalingga
Teacher Name	: Mrs. Diah Kristiani, S.Pd.

The data obtained from the results of student activities in class are as follows.

No	Stage	Implementation		Notes
		Yes	No	
1.	Introduction			
	c. The proses of using role play begins with selecting a scenario that is relevant and interesting for the participant.	√		Teachers always select scenarios that correspond to student subject materials and interests.
	d. A deep understanding of the context and characters in the scenario helps	√		The teacher conveys to the students the purpose of the role play. What do they want to achieve? For

	participants actively engage in the roles played.			example, improving speaking skills, understanding other people's points of view, or applying theory in practice
2.	<p>Division of role play</p> <p>b. Participants to understand their roles, develop dialogue, and design communication strategies appropriate to the characters they play.</p>	√		Students choose or are assigned roles in the scenario. Make sure each student understands the character they will play and the context of the situation.
3.	<p>Implementation</p> <p>d. Quality of role play.</p> <p>e. Pay Attention to the fluency skill</p> <p>f. Development of student creativity.</p>	<p>√</p> <p>√</p> <p>√</p>	√	<p>·After the teacher explains the students understand each other's roles</p> <p>·Students did not understand the vocabulary.</p> <p>·Students as a role play regularly and confidently in their creativity.</p>

4.	<p>Evaluation</p> <p>d. Experiment with language use.</p> <p>e. Constructive and learning-oriented evaluation.</p> <p>f. Reflection.</p>	<p>√</p> <p>√</p> <p>√</p>		<p>· After students make conversation, students practice in group.</p> <p>· Teachers provide constructive feedback to students about their performance</p> <p>· The teacher provides feedback after students practice it.</p>

Attachment IV Observation Results 29 Oktober 2024

OBSERVATION SHET

Classroom Observation Form	
Observer Name	: Zulfa Fadlullah Istiqlal
Observation Date	:29 oktober 2024
Place	: MTs Darul Abror Kedungjati Purbalingga
Teacher Name	: Mrs. Diah Kristiani,S.Pd.

The data obtained from the results of student activities in class are as follows.

No	Stage	Implementation		Notes
		Yes	No	
1.	Introduction			
	e. The proses of using role play begins with selecting a scenario that is relevant and interesting for the participant.	√		·Teachers always select scenarios that correspond to student subject materials and interests.
	f. A deep understanding of the context and characters in the scenario helps participants actively	√		·The teacher needs to act as a good facilitator, providing guidance and support during the activity.

	engage in the roles played.			
2.	<p>Division of role play</p> <p>Participants to understand their roles, develop dialogue, and design communication strategies appropriate to the characters they play.</p>	√		<p>·Students choose or are assigned roles in the scenario. Make sure each student understands the character they will play and the context of the situation.</p>
3.	<p>Implementation</p> <p>g. Quality of role play.</p> <p>h. Pay Attention to the fluency skill</p> <p>i. Development of student creativity.</p>	√	<p>√</p> <p>√</p>	<p>·After the teacher explains the students understand each other's roles</p> <p>·Students did not understand the vocabulary.</p> <p>·Students did not role play regularly and confidently in their creativity.</p>
4.	Evaluation	√		

	g. Experiment with language use.	√		· After students make conversation, students practice in group.
	h. Constructive and learning-oriented evaluation.	√		· Teachers provide constructive feedback to students about their performance
	i. Reflection.			· The teacher provides feedback after students practice it.

Attachment V Observation Results 26 Oktober 2024

OBSERVATION SHET

Classroom Observation Form	
Observer Name	:Zulfa Fadlullah Istiqlal
Observation Date	:4 November 2024
Place	:Mts Darul Abror Kedungjati Purbalingga
Teacher Name	:Mrs Diah Kristiani, S,Pd.

The data obtained from the results of student activities in class are as follows.

No	Stage	Implementation		Notes
		Yes	No	
1.	Introduction			
	g. The proses of using role play begins with selecting a scenario that is relevant and interesting for the participant.	√		The teacher opens the lesson and reviews last week's material. and choose the role play scenario that will be used.
	h. A deep understanding of the context and characters in the scenario helps	√		The teacher creates scenarios using real life situations.

	participants actively engage in the roles played.			
2.	<p>Division of role play</p> <p>c. Participants to understand their roles, develop dialogue, and design communication strategies appropriate to the characters they play.</p>		√	Students do not understand the role in creating dialogue.
3.	<p>Implementation</p> <p>j. Quality of role play</p> <p>k. Pay Attention to the fluency skill</p> <p>l. Development of student creativity.</p>		<p>√</p> <p>√</p> <p>√</p>	<p>Many students do not understand the characters they will play</p> <p>students do not pay attention to fluency.</p> <p>give students the freedom to develop their own characters and dialogue</p>
4.	<p>Evaluation</p> <p>j. Experiment with language use.</p> <p>k. Constructive and learning-oriented evaluation.</p> <p>l. Reflection.</p>	√		After the role play, the teacher holds a discussion with students about the material. ask students what they learned and how they can develop their ideas further.

Attachment VI Lesson Plan

MODUL AJAR

CHAPTER 2 : CULINARY AND ME

INFORMASI UMUM

I. IDENTITAS MODUL

Nama Penyusun	: Diah Kristiani, S.Pd.
Satuan Pendidikan	: MTs. Darul Abror
Kelas / Fase	: VII (Tujuh) / D
Mata Pelajaran	: Bahasa Inggris
Prediksi Alokasi Waktu	: 9x45 Menit
Tahun Penyusunan	: 2024

II. KOMPETENSI AWAL

1. Guru mengulas kembali materi pada Chapter 1. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia pada bagian-bagian penting dalam Chapter 1.
2. Guru menjelaskan tujuan Chapter 2. Bila memungkinkan, Bahasa Inggris dapat digunakan secara penuh atau sebagian besar. Bila belum memungkinkan guru dapat menggunakan Bahasa Indonesia. Penggunaan Bahasa Inggris dan Bahasa Indonesia dapat disesuaikan dengan tingkat kemampuan Bahasa Inggris peserta didik pada bagian-bagian selanjutnya pada Chapter ini. Makanan dan minuman khas Indonesia tidak perlu diterjemahkan ke dalam Bahasa Inggris, kecuali sudah ada padanan katanya.

III. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yang Maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

IV. SARANA DAN PRASARANA

1. Buku Teks
2. Laptop/Komputer
3. Akses Internet
4. PC
5. Papan tulis/White Board
6. Lembar kerja
7. Handout materi
8. Infokus/Proyektor/Pointer
9. Referensi lain yang mendukung

V. TARGET PESERTA DIDIK

Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VI. MODEL PEMBELAJARAN

Blended learning melalui model pembelajaran dengan menggunakan *Project Based Learning* (PBL) terintegrasi pembelajaran berdiferensiasi berbasis *Social Emotional Learning* (SEL).

meminta peserta didik mengerjakan Worksheet 2.2. Kemungkinan ada jawaban yang ambigu, bisa menjadi makanan berat maupun makanan ringan. Tergantung pada kebiasaan peserta didik.

- Guru meminta peserta didik mengerjakan Worksheet 2.3.

Section 2 – Reading

- Guru memperdengarkan Audio 2.1. Guru meminta peserta didik membaca percakapan sambil menyimak audio.
- Guru membahas isi percakapan dengan peserta didik dengan menekankan pada kata-kata kunci.
- Setelah peserta didik memahami isi percakapan, guru meminta peserta didik mengisi Worksheet 2.4.
- Guru dapat membahas jawaban bersama peserta didik.

Section 3 – Your Turn: Listening

- Guru memperdengarkan Audio 2.2. Guru menulis di papan tulis: *'Special lunch, celebrating.'*
- Guru membahas isi percakapan bersama peserta didik. Guru dapat meminta beberapa peserta didik merespon pertanyaan dan pernyataan guru.
- Guru meminta peserta didik memperhatikan jenis-jenis makanan dan minuman pada gambar meja makan Monita dan pada gambar di dalam Worksheet 2.5.
- Guru melakukan elisitasi tentang berbagai rasa makanan dan minuman dalam Bahasa Indonesia dan Bahasa Inggris.
- Guru memperdengarkan sisa percakapan pada Audio 2.3. Kemudian membahas isi percakapan.
- Guru meminta peserta didik memasangkan gambar dengan rasa makanan dan minuman pada Worksheet 2.6.
- Guru meminta peserta didik mendengarkan pengucapan makanan pada Audio 2.4 dan mengulang pengucapannya.

Section 4 – Speaking

- Guru meminta peserta didik mendengarkan pengucapan makanan pada Audio 2.4 dan mengulang pengucapannya.
- Guru meminta peserta didik memikirkan dua jenis makanan (bisa makanan berat atau makanan ringan atau keduanya) dan dua jenis minuman.
- Guru meminta mereka mendeskripsikan makan dan minuman yang dipilihnya. Guru memberi contoh. Guru bisa membacakan contoh pada Worksheet 2.7 dan memberi contoh makan dan minuman kesukaannya sendiri.

Section 5 – Speaking

- Guru menjelaskan tentang cara menanyakan makanan dan minuman kesukaan.
- Guru bertanya kepada beberapa orang peserta didik menggunakan pertanyaan makanan dan minuman kesukaan.
- Guru memperdengarkan beberapa ungkapan yang dapat digunakan untuk menanyakan makanan dan minuman kesukaan beserta responnya. Guru meminta peserta didik mengulang ungkapan yang didengarnya

- Guru meminta peserta didik menuliskan beberapa nama makanan dan minuman pada Worksheet 2.8.
- Guru meminta peserta didik berpasangan saling bertanya apakah mereka menyukai makanan dan minuman yang ada di dalam tabel dan menuliskan jawabannya di worksheet. Sebelum memulai mereka harus menuliskan nama orang yang ditanya.

Section 6 – Your Turn: Speaking

- Guru memperdengarkan percakapan pada Audio 2.6.
- Guru membahas isi percakapan bersama peserta didik.
- Guru memperdengarkan kembali percakapan. Guru meminta peserta didik berlatih percakapan.
- Guru mengulang ungkapan-ungkapan yang dipelajari pada Unit 1.
- Guru meminta peserta didik mengisi Worksheet 2.9. Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan. (Peserta didik bisa berganti pasangan dari pasangan sebelumnya)
- Guru meminta peserta didik secara berpasangan saling menanyakan makanan dan minuman kesukaan dengan menggunakan contoh pada percakapan. Peserta didik bisa berganti pasangan dari pasangan sebelumnya.

Section 7 – Speaking

- Guru meminta peserta didik mengidentifikasi makanan dan minuman kesukaan anggota keluarganya dan menuliskannya pada Worksheet 2.10. Bila menjadi pekerjaan rumah, minta mereka bertanya kepada anggota keluarganya di rumah masing-masing.
- Guru meminta peserta didik melaporkan hasil temuan makanan dan minuman kesukaan keluarganya. Peserta didik bisa melaporkannya dalam kelompok atau kepada seluruh kelas.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-2

MY FAVORITE SNACK

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Tujuan dari kegiatan di Section 1 adalah untuk menambah penguasaan kosakata dan membantu peserta didik untuk mendapatkan gambaran umum tentang konteks yang dibangun pada unit ini.
- Peserta didik diminta memikirkan cemilan kesukaan mereka yang digunakan sebagai pengetahuan dasar dalam mempelajari Unit 2.
- Peserta didik diminta untuk mencari tahu cara membuat cemilan kesukaan mereka.

Section 2 – Reading

- Guru meminta peserta didik untuk memperhatikan gambar pisang goreng.
- Guru meminta peserta didik untuk mencari tahu tekstur, rasa, warna, dan dekorasi dari pisang goreng lalu menuliskannya dalam Worksheet 2.12.
- Guru meminta peserta didik untuk membaca teks tentang cemilan favorit Galang.
- Guru membantu peserta didik lebih memahami teks dengan memberikan penjelasan lebih lanjut mengenai kosa kata yang asing bagi peserta didik.
- Guru meminta peserta didik untuk mengisi Worksheet 2.13 dimana peserta didik diminta untuk mencari tahu apakah pernyataan yang tertulis sesuai dengan isi teks atau tidak.

Section 3 – Reading

- Guru meminta peserta didik untuk membaca daftar belanjaan Monita dan menebak kue apa yang akan Monita buat berdasarkan daftar belanjanya.
- Guru meminta anak untuk membaca teks tentang deskripsi kue Black Forest yang dibuat Monita.
- Guru meminta peserta didik untuk mengingat kembali isi teks '*Galang's Favorite Snack*'
- Guru kemudian meminta peserta didik untuk mengisi Worksheet 2.14 sesuai dengan teks deskripsi tentang kue Black Forest.
- Guru meminta peserta didik untuk menjawab semua pertanyaan pada Worksheet 2.15.

Section 4 – Your Turn: Reading

- Guru meminta peserta didik untuk membaca teks yang tersedia tentang dua makanan favorit.
- Guru meminta peserta didik untuk mengisi semantic web sesuai dengan teks yang telah dibaca.

Section 5 – Language Focus

- Guru meminta peserta didik untuk mengerjakan Worksheet 2.17 dengan cara memberi lingkaran pada jawaban yang benar.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

PERTEMUAN KE-3

A SECRET RECIPE

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi siswa untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

Section 1 – Say What You Know

- Guru meminta anak untuk menjawab beberapa pertanyaan sederhana tentang peralatan dan bahan-bahan yang digunakan ketika memasak.
- Tujuan dari diskusi ini adalah agar peserta didik dapat mencoba menyebutkan alat dan bahan yang dibutuhkan ketika membuat sesuatu.
- Dalam kegiatan ini, peserta didik boleh menjawab dengan Bahasa Inggris sederhana atau dalam Bahasa Indonesia.
- Guru juga dapat meminta peserta didik untuk menggunakan kamus untuk mencari padanan kata yang tepat.

Section 2 – Language Focus

- Guru menunjukkan Picture 2.7.
- Guru memberikan informasi umum mengenai Picture 2.7, misalnya menanyakan tentang nama peralatan yang sering mereka pakai ketika memasak.
- Guru meminta peserta didik untuk memberi nama pada peralatan yang tersedia dalam Picture 2.7 sesuai dengan kata-kata yang tersedia di dalam tabel pada Tabel 2.2.
- Guru memberikan penjelasan singkat tentang fungsi dari peralatan yang tertulis dalam Tabel 2.2
- Guru meminta peserta didik untuk mengisi Worksheet 2.18 berdasarkan pengalaman atau background knowledge mereka. Guru meminta peserta didik untuk mengerjakan Worksheet 2.19.

Section 3 – Reading

- Guru menjelaskan makna kata yang tersedia dalam kotak.
- Guru meminta peserta didik untuk mengamati Picture 2.9
- Guru meminta peserta didik untuk melabeli gambar dengan kata yang tersedia dalam kotak.
- Guru meminta peserta didik untuk mengisi Worksheet 2.21 dengan temannya.
- Guru meminta peserta didik untuk membuka Worksheet 2.23.
- Guru meminta peserta didik untuk menuliskan langkah-langkah membuat bubur instan.

Section 4 – Reading

- Guru meminta peserta didik untuk membaca teks dengan judul 'Recipe for Indonesian Fried Rice'.

- Guru membantu peserta didik jika peserta didik kesulitan memahami teks dengan memberikan penjelasan lebih lanjut.
- Setelah membaca teks, guru meminta peserta didik untuk mengurutkan cara-cara membuat nasi goreng.
- Guru menjelaskan struktur dari teks prosedur.
- Setelah menjelaskan tentang teks prosedur, guru meminta peserta didik untuk mengobservasi sebuah teks prosedur pada Table 2.4.
- Guru membahas struktur teks pada Table 2.4.

Section 5 – Language Focus

- Guru menjelaskan tentang kalimat imperatif. Guru meminta peserta didik untuk mengerjakan Worksheet 2.24.

Section 6 – Writing

- Guru meminta peserta didik untuk membuka Worksheet 2.25 dan mengerjakannya.
- Setelah mengurutkan gambar tentang langkah-langkah membuat pisang goreng, guru meminta peserta didik untuk menulis langkah langkah untuk membuat pisang goreng.

Section 7 – Your Turn: Writing

- Guru meminta peserta didik untuk memberi tanda ceklis pada setiap bahan dan alat untuk membuat ubi goreng.
- Guru mengarahkan peserta didik untuk memilih kata kerja yang mereka butuhkan ketika membuat teks prosedur tentang bagaimana cara membuat ubi manis goreng.
- Guru meminta peserta didik untuk menulis resep lengkap dalam membuat ubi manis goreng.

Enrichment: Writing

- Guru meminta peserta didik untuk mencari tahu cara, alat, dan bahan untuk membuat *stir fry vegetable*.
- Guru meminta peserta didik untuk membuat kerangka teks dari hasil pencarian mereka.
- Guru meminta peserta didik untuk menulis teks prosedur.

Kegiatan Penutup (10 MENIT)

- Siswa dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian siswa/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa.

V. ASESMEN / PENILAIAN

1. Asesmen Diagnostik:

Mengetahui kondisi awal mental para peserta didik

2. Asesmen Formatif:

Diskusi : melatih kemampuan peserta didik dalam berkolaborasi dengan kelompoknya, melatih berbicara dan berani mengungkapkan pendapat, memunculkan ide-idenya, bekerja sama dalam tim

Presentasi: melatih kemampuan peserta didik dalam melatih berbicara di depan umum, berani mengajukan pertanyaan terhadap pemaparan hasil praktikum milik kelompok lain, memaksimalkan kerja kelompok

Unjuk kerja : menilai keterampilan proses yang dimiliki setiap anak, dan perkembangannya

3. Asesmen Sumatif

Dilaksanakan diakhir pembelajaran untuk mengukur tingkat capaian pemahaman sains peserta didik untuk menentukan langkah selanjutnya.

- Guru melakukan pengamatan selama diskusi berlangsung. Hasil pengamatan berupa jawaban siswa dan partisipasi siswa dalam diskusi dapat dicatat dalam jurnal untuk ditinjau kembali
- Guru memeriksa kelengkapan lembar pengamatan siswa
- Asesmen ini dibuat Individu, kelompok, performa dan tertulis- formatif dan sumatif

Students Name : _____

FOCUS	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Genre				
Text structure				
Accuracy				
Vocabulary				
Mechanics				
TOTAL				
Overall comments				

Nilai total 12 = 100 points

1. PENILAIAN SIKAP (CIVIC DISPOSITION)

Indikator sikap didasarkan pada hasil pengamatan terhadap siswa, baik pengamatan langsung maupun pengamatan tidak langsung. Pengamatan langsung dilakukan guru dalam setiap pertemuan terhadap siswa dalam menjalani kegiatan pembelajaran. Sedangkan pengamatan tidak langsung didasarkan pada laporan menyangkut sikap siswa sehari-hari baik di rumah, sekolah, maupun masyarakat yang telah terkonfirmasi.

Indikator sikap dapat mengacu pada empat ranah kecerdasan, yakni kecerdasan spiritual-kultural (olah hati/SQ), kecerdasan intelektual (olah pikir/IQ), kecerdasan fisikal-mental (olah raga/AQ), serta kecerdasan emosi-sosial(olah rasa dan karsa/EQ).

Jujur, rajin beribadah, dan menjauhi larangan agama merupakan indikator sikap spiritual. Partisipasi dan ketekunan belajar menjadi indikator sikap intelektual. Bersih, disiplin, dan tanggung jawab adalah indikator sikap mental. Sedangkan ramah, antusias, dan kolaborasi termasuk indikator sikapemosi-sosial.

Pelaksanaan penilaian sikap dalam dua kategori. Kategori pertama penilaian sikap adalah yang dilakukan setiap akhir pertemuan yang berarti sebanyak 36 kali dalam satu semester. Adapun kategori kedua yang dilakukan secara berkala per semester berdasarkan hasil pengamatan langsung maupun tidak langsung yang telah terverifikasi terlebih dahulu.

Penilaian menggunakan empat tingkat, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1). Untuk penilaian sikap di setiap akhir pertemuan dilakukan dengan merangkum seluruh aspek sikap, dan dapat menggunakan format sebagai berikut:

TABEL PENILAIAN SIKAP

No	Nama	Pertemuan dan Nilai (A=4, B=3, C=2, D=1)								
		1	2	3	4	...	...	12	Jumlah	Rata rata
1		4	3	3	2	...	...	3	39	3.25/B
2		3	4	4	4	...	...	4	46	3.8/A
3										
4										
5										
dst		2	4	3	2	...	...	4	35	2.9/B

Adapun penilaian sikap secara berkala per semester dapat dilakukan dengan format sebagai berikut:

TABEL PENILAIAN SIKAP BERKALA

No	Nama	Nilai (A, B, C, dan D)					Catatan
		Spiritual	Intelektual	Fisikal Mental	Emosi Sosial	Rata-rata	
1		A	B	B	C	B	
2		B	A	A	A	A	
3							
4							
5							
dst		A	A	B	A	A	

Nilai sikap pada akhir semester = (Nilai rata-rata per pertemuan + Nilai berkala rata-rata)/2.

2. PENILAIAN KETERAMPILAN (CIVIC SKILLS)

Penilaian keterampilan dilakukan juga berdasar pengamatan guru terutama terhadap keterampilan siswa dalam menjalani kegiatan pembelajaran disekolah. Penilaian didasarkan pada keterampilan-keterampilan sesuai contoh indikator di bawah ini atau indikator lain yang relevan dapat ditentukan masing-masing guru.

Indikator keterampilan antara lain adalah kemampuan menyampaikan hasil diskusi kelompok secara tegas dan lugas; kemampuan mengomunikasikan ide dan gagasan dengan terarah dan sistematis; kemampuan merespons pertanyaan yang pada sesi diskusi; atau lainnya. Adapun pelaksanaan penilaian keterampilan dilakukan di setiap akhir pertemuan

yang menuntut adanya penilaian keterampilan, dengan menggunakan empat tingkat penilaian, yakni Baik Sekali (A=4), Baik (B=3), Sedang (C=2), serta Kurang (D=1).

TABEL PEDOMAN PENILAIAN ASPEK KETERAMPILAN

Nama Peserta Didik : _____

No	Indikator	Pertemuan dan Nilai (A, B, C, D)						
		1	2	3	4	5	dst	Rata-rata
1	Mampu menyampaikan hasil diskusi kelompok secara tegas dan lugas							
2	Mampu mengomunikasikan ide dan gagasan dengan terarah dan sistematis							
3	Mampu merespons pertanyaan yang pada sesidiskusi							
dst	.....						
Nilai Akhir								

3. PENILAIAN PENGETAHUAN (*CIVIC KNOWLEDGE*)

Penilaian pengetahuan dilakukan untuk mengukur keberhasilan siswa dalam memahami materi yang dipelajari dalam setiap pertemuan, seperti yang tersebut dalam bagian uji kompetensi. Guru dapat menilai dari setiap aktivitas dalam pembelajaran. Guru dapat menilai kemampuan siswa dalam menjawab pertanyaan atau menganalisa persoalan. Guru dapat memberi skor pada setiap tugas dan keaktifan siswa dalam menjawab dan berpartisipasi dalam kegiatan pembelajaran. Penilaian dilakukan secara kuantitatif dengan rentang 0–100.

VI. PENGAYAAN DAN REMEDIAL

Enrichment: Show and Tell

Kegiatan ini adalah pengayaan bagi peserta didik yang siap untuk melakukannya. Kegiatan ini dapat diadaptasi sesuai dengan lingkungan dan peralatan yang dimiliki peserta didik.

1. Peserta didik diminta untuk memilih salah satu makanan atau minuman yang sangat disukainya. Peserta didik memotret makanan atau minuman tersebut dan menempelkannya pada kertas karton.
2. Guru meminta peserta didik menunjukkannya kepada kelas dan mendeskripsikan makanan atau minuman kesukaannya.

VII. REFLEKSI GURU DAN PESERTA DIDIK

REFLEKSI GURU

No	Reflection	Descriptions and Evidence
1	Kriteria keberhasilan pembelajaran: 1. Describing favorite food	_____ _____ _____

	2. Writing the procedure to make favorite food	
2	Yang terlihat dari proses belajar siswa	
3	Hal yang di butuhkan untuk memperbaiki pengajaran saya	
4	Bantuan/dukungan yang di butuhkan untuk pengajaran saya	
5	Strategi yang akan saya gunakan pada bab berikutnya	
Note: <hr/> <hr/> <hr/> <hr/>		

REFLEKSI PESERTA DIDIK

Indonesia has abundant kinds of food due to its variety of ethnic groups and cultures. This gives different flavors and tastes in different places. Some kinds of food are popular across the country such as Rendang, Satay, Nasi Goreng, Bakso, and Soto. These kinds of food are also popular around the world. Find out more in <https://www.gramedia.com/best-seller/makanan-khas-indonesia-yang-mendunia/>

Tea Time

Every country has a tea culture. It's more than just a beverage. It's all about culture and the people. In Great Britain, for example, tea time is a light meal in the afternoon. British tea is usually served with both sweet and savory snacks. Tea is the drink for any emotional situation. People drink it in hot and cold weather. In Turkey, people start their day with a cup of tea and drink it throughout the day. Tea is the drink of choice for breakfast, snacks, and meetup with friends. If you visit a Turkish household, your host will first offer you a cup of tea to welcome you.

LAMPIRAN- LAMPIRAN

Lampiran 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

WORKSHEET 2.1

Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories.



WORKSHEET 2.2

Write the kinds of food and drinks in Worksheet 2.1. at the appropriate categories.

Main meal	
Snack	
Drink	

WORKSHEET 2.3

What are your favorite food and drink? Write your answers in Worksheet 2.3.

Main meal	
Snack	
Drink	

WORKSHEET 2.4

Circle the correct words to complete the sentences. Number one has been done for you.

1. Monita loves ... for snacks.

a. Banana fritters

b. Fried rice.

2. Galang and Monita like ...

a. Banana fritters

b. Donuts

3. Galang is having breakfast ...

a. At home

b. At school

4. Galang has ... to drink.

a. Water

b. Sweet tea

WORKSHEET 2.5

Listen again to [Audio 2.2](#). Identify food and drinks that are not on Monita's dining table. Circle the words on [Worksheet 2.5](#).



Rica-Rica Chicken



Chicken Sheng



Coffee



Rice



Pudding



Orange Juice



Water



Fruit Salad


WORKSHEET 2.6

Draw a line from each taste to the food.

WORKSHEET 2.7

Say the food and drinks and their descriptions of texture and taste to the class. Number one has been done for you.



1. It's tea with sugar. It's sweet.
2. _____
3. _____
4. _____
5. _____

WORKSHEET 2.8

Make a list of your favorite food and drinks. Ask your friend if she/ he likes the same food. Write **Yes** if she/he likes it and **No** if she/he doesn't like it. Listen to the [Audio 2.5](#) for example.

No	Main Meal/Snacks/Drinks	Like/Don't Like
1.		
2.		
3.		
4.		
5.		

WORKSHEET 2.9

Write the food and drinks you like and you don't like in the table below.

	Food and Drink	
	I like	Don't Like
Main Meal		
Snacks		
Drinks		

WORKSHEET 2.10

Ask your family members about their favorite food and drinks. Ask them about the food and drinks' texture and tastes.

No.	Family Member	Favorite	
1.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
2.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
3.		Food:	Drink:
		Texture/Taste:	Texture/Taste:
		Texture/Taste:	Texture/Taste:

WORKSHEET 2.11

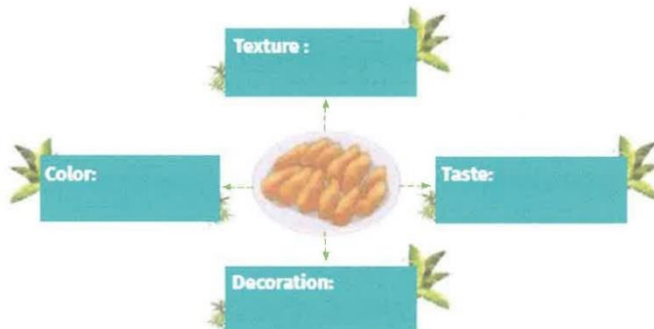
Share your findings with your friends.



1. My father likes _____
2. My mother likes _____
3. My sister doesn't like _____
4. My sister likes _____
5. _____

WORKSHEET 2.12

Look at the picture of banana fritters. What do you think of their texture, taste, color, and decoration?

**WORKSHEET 2.13**

Write true or false for each statement based on the text.



1. Banana fritters taste savory. ()
2. Banana fritters are very soft outside. ()
3. Galang loves grated cheese for topping. ()
4. Galang's mom makes banana fritters for breakfast. ()
5. Galang's mom uses a frying pan to make banana fritters. ()

WORKSHEET 2.14

Fill in the blanks in the mind map based on the text in [Picture 2.6](#).



WORKSHEET 2.15

Answer the questions based on the text in [Picture 2.6](#).

1. How many layers does Monita's cake have?

2. What are the toppings?

3. How does the cake taste?

4. What kind of drinks does she have when she eats the cake?

5. Where can we get the recipe?

WORKSHEET 2.16

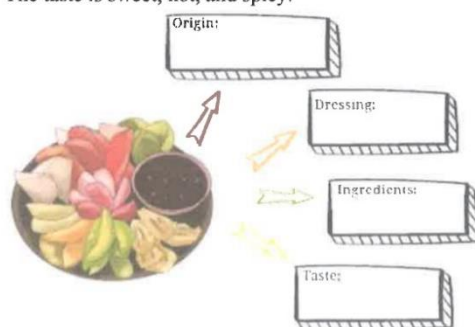
My Mom loves Rujak.

Rujak is a well-known dish in Indonesia.

It is a mixture of various sliced fruits.

It uses spicy palm sugar as a dressing.

The taste is sweet, hot, and spicy.



WORKSHEET 2.17

Circle the article in the brackets (*a/an*) that completes each sentence correctly.

1. Monita needs (a/an) oven to bake the cake.
2. It takes (a/an) month for Monita to learn to make a black forest.
3. Would you like (a/an) pack of cassava chips?
4. There is (a/an) orange in the fridge.
5. Can I have (a/an) bowl of soup, please?
6. There is (a/an) egg in the basket.
7. Monita's father makes (a/an) plate of fried rice for breakfast.
8. Monita is reading (a/an) recipe.

WORKSHEET 2.18

1. What do you do with the utensils in the kitchen?
 I use the ladle to _____
 I use the spoon to _____
 I use a napkin to _____
2. What do you do with the ingredients in the kitchen?
 I _____ the vegetable into small pieces.
 I _____ the stove to start cooking.
 I _____ the oil into the pan.

WORKSHEET 2.19

Now, match the action verbs on the left column and the suitable description on the right column. See the **Wordbox**.

1. heat	a. the carrot and the potato
2. cut	b. the vegetable into small pieces
3. stir	c. the oil in the pan
4. mix	d. the water into the pan
5. turn on	e. the salt into the fried rice for seasoning
6. pour	f. the rice and the egg in the pan
7. put in	g. the stove
8. peel	h. the butter and flour mixture well

WORKSHEET 2.20

Learn the words in the box. Then, label **Worksheet 2.20** with the correct words from the box.



WORKSHEET 2.21

Work with a friend and answer the following questions.

1. What are the contents of the Instant Bubur pack?

2. How many steps are there to make the Instant Bubur?

3. What utensils do you need to make the Instant Bubur pack?

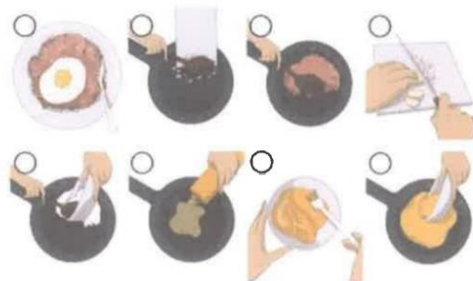
WORKSHEET 2.22

Discuss with your friend to write the cooking steps.

- Step 1: _____
- Step 2: _____
- Step 3: _____
- Step 4: _____
- Step 5: _____

WORKSHEET 2.23

Number the order of the cooking steps based on the text.



WORKSHEET 2.24

Write an instruction for the following situations.

1. Situation:

Monita's mom wants her to help by taking some eggs from the fridge.

Answer: Take some eggs from the fridge.

2. Situation:

Monita and her mom are in the kitchen. She wants Monita to peel and cut the carrot to make vegetable soup.

Answer:

3. Situation:

Ibu Posma asks Sinta to buy cooking oil.

Answer:

4. Situation:

Ibu Posma asks Galang to prepare some plates for dinner.

Answer:

5. Situation:

Sinta asks Ara to wash her hands.

Answer:

WORKSHEET 2.25

Put the following process into the correct order.

**WORKSHEET 2.26**

Write the process of making banana fritters. You can use **first**, **second**, **then**, **next**, and **inally** to indicate the order.