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**THE EFFECT OF TECHING TECHNIQUES (ROLE-PLAY-
REPETITION) AND SPEAKING ANXIETY ON STUDENTS'
SPEAKING ABILITY AT MA NURUL ISLAM
KAMPUNG BARU**

A THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree of *Magister*
in English Education



UIN SUSKA RIAU

BY

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**THE POSTGRADUATE PROGRAMME
ENGLISH EDUCATION DEPARTMENT**

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1444 H./2023



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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, praise belongs to Allah the Almighty, the Lord of Universe. Through His guidance and blessing, the researcher has completed an important academic requirement for the Magister Program in English Education concentration at the Postgraduate Program of, State Islamic University (UIN) of Sultan Syarif Kasim Riau. Then the researcher says peace be upon to Prophet Muhammad SAW. Researcher's deepest appreciation and love also go to her parents. The researcher is grateful for the endless love, pray, advice, support and motivation that they have done to researcher.

In conducting the research and finishing this project paper, the researcher got suggestions, encouragements, motivation, and supports from many people. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude to those who have given the writer a lot of things that writer is able to finalize and publish this research:

1. Prof. Dr. Khairunnas Rajab, M. Ag. the rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. Ilyas Husti, MA, the Director of Post Graduate Program of State Islamic University of Sultan Syarif Kasim Riau.
3. Dr. Zaitun, M.Ag, Deputy of Postgraduate Program State Islamic University of Sultan Syarif Kasim Riau.
4. Dr. Alwizar, M.Ag, the chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staff for their kindness,



services and advice during accomplishment of this project paper.

5. Dr. Khairil Anwar, M.A, Secretary of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staff for their kindness, services and advice during accomplishment of this project paper.
6. The deepest appreciation also given to my first supervisor Dr. Promadi, M.A.,Ph.D, who has given supervision, advice, guidance, and correction to finish this research. Thank you so much.
7. The deepest appreciation also given to my second supervisor, Dr. Dodi Settiawan, M.Pd. who has given supervision, advice, guidance, and correction to finish this research. Thank you so much.
8. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who has given and transferred knowledge and insight both through formal classroom meeting and through informal occasional one.
9. English teachers of MA Nurul Islam Kampung Baru especially Rubaida, S.Ag, M.A who has helped and suggested the researcher in doing research, school staff officer, and all the twelfth grade students who have participated in the research.
10. The researcher's big family, her brothers Zulhijri, Ismun Gunawan, Dian Epri, and Maizi al-furqan. Her sisters, Rulia Fitri and Yetra yenti. Who always motivate and support the researcher.
11. The researcher's beloved friends Rika Mahlia, Winda Safira, Alfi Hasanah, Ratimaya Nadya Prima, Nopela Amanda all my classmates at post graduate

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program. Thank you so much for always be there for me in every conditions.

12. The researcher's beloved friends, Masitha Rahma, Kholifatul Aziza, Rizka Asfira, and R. Mona Rama Desni, Alda Suryani, Agusti Dwi Mutia, Gina Nabila, and Melfi Madina Putri who has always give love, support, advice and thank you so much for always there for me whatever the condition is.
13. The researcher work's partners, Reza, Wika, Wiltri, and Citra who helped the researcher in recording the process of research, support and motivate the researcher in finishing the thesis.
14. Finally, I would like to thank everybody who has important to the successful of realization of the thesis. May Allah bless us.

Pekanbaru, June 19th , 2023
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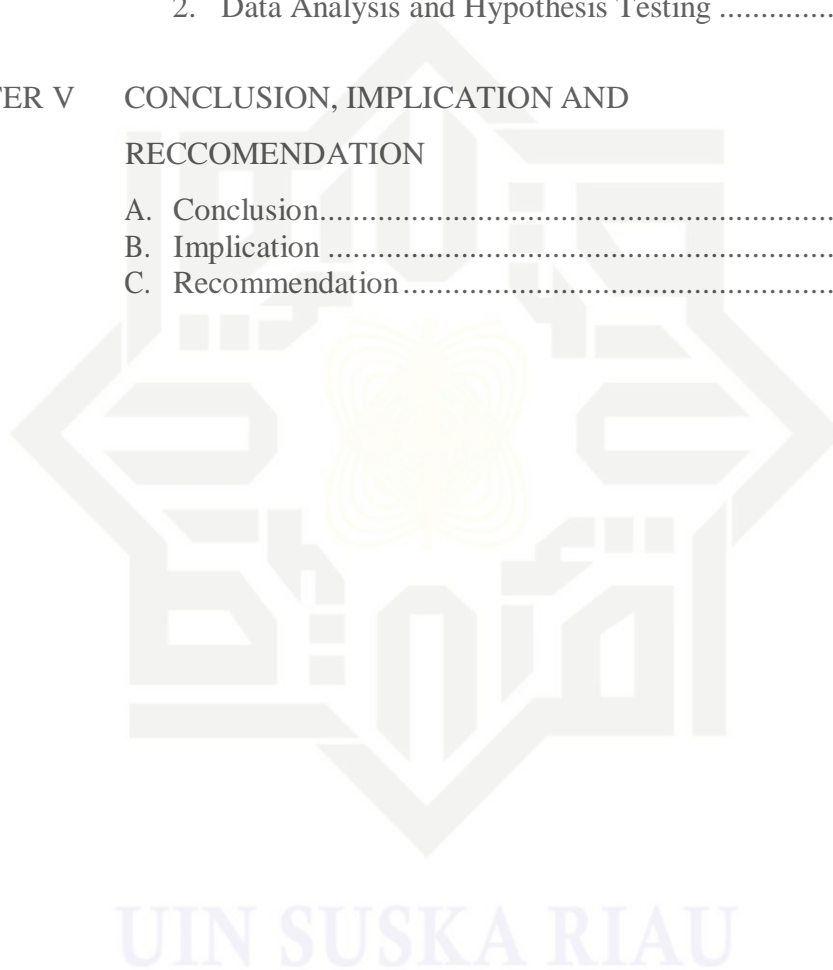
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ABSTRACT

Rulia Septami, (2023): The Effect of Teaching Techniques (Role-Play-Repetition) and Speaking Anxiety on Students' Speaking Ability at MA Nurul Islam Kampung Baru.

The objective of this research were to find out whether there is significant difference in speaking ability taught by role-play and taught by repetition, to find out whether any significant difference in speaking ability between the high level anxiety students taught by using role-play and taught by repetition, to find out whether any significant difference in speaking ability between the low level anxiety students taught by role play and taught by repetition and to find out whether any significant interactional effect between teaching techniques and speaking anxiety on students' speaking ability. This research was experimental research in the form of factorial design 2x2 post-test only. The population of the research was the eleventh grade at MA Nurul Islam Kampung Baru consisting of three classes (XI IPA 1, XI IPA2, XI IPS). In order to take the sample of the research cluster sampling technique was used. It has been selected 34 students which consist of two classes, XI IPA 1 and XI IPA 2 as the sample of the research. In collecting the data speaking test was conducted in both classes after giving treatments in six meeting. The data were analyzed by using by parametric test since the assumption of normally distributed. However, the data interpreted by using Two-ways anova. Finally, the results of that analyzed were, there was a significant difference in speaking score taught by role-play and taught by repetition, There was a significant difference in speaking ability between the high level anxiety students taught by role play and taught by repetition, There was significant difference in speaking ability between the low level anxiety students taught by role play and taught by repetition, and There was no significant interactional effect between teaching techniques and speaking anxiety on speaking ability.

Key words: Role-play technique, Repetition technique, Speaking Anxiety, Speaking Ability

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ABSTRAK

Rulia Septami, (2023): Pengaruh dari teknik pembelajaran (*Role-play dan Repetition*) dan Kecemasan berbicara terhadap Kemampuan berbicara siswa pada MA Nurul Islam Kampung Baru

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan berbicara yang diajarkan dengan *role-play* dan diajarkan dengan *repetition*, untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan berbicara antara kecemasan tingkat tinggi siswa yang diajarkan dengan menggunakan *role-play* dan diajarkan dengan *repetition*, untuk mengetahui apakah ada perbedaan yang signifikan dalam kemampuan berbicara antara tingkat kecemasan rendah siswa yang diajarkan dengan *role-play* dan diajarkan dengan *repetition* dan untuk mengetahui apakah ada pengaruh interaksional yang signifikan antara teknik pengajaran dan kecemasan berbicara terhadap kemampuan berbicara siswa. Penelitian ini merupakan penelitian eksperimen dengan desain faktorial 2×2 , *post-test* saja. Populasi penelitian ini adalah kelas XI MA Nurul Islam Kampung Baru yang terdiri dari tiga kelas (XI IPA 1, XI IPA2, XI IPS). Untuk pengambilan sampel digunakan teknik cluster sampling. Telah dipilih 34 siswa yang terdiri dari dua kelas, XI IPA 1 dan XI IPA 2 sebagai sampel penelitian. Dalam pengumpulan data tes berbicara dilakukan pada kedua kelas setelah diberikan perlakuan selama enam kali pertemuan. Data dianalisis dengan menggunakan uji parametrik karena asumsi data berdistribusi normal. Namun, data tersebut diinterpretasikan dengan menggunakan Two-ways anova. Akhirnya, hasil data yang dianalisis adalah, ada perbedaan yang signifikan skor berbicara yang diajarkan dengan permainan peran dan yang diajarkan dengan pengulangan, ada perbedaan yang signifikan dalam kemampuan berbicara antara tingkat kecemasan tinggi siswa yang diajarkan dengan permainan peran dan yang diajarkan dengan pengulangan, terdapat perbedaan yang signifikan dalam kemampuan berbicara antara tingkat kecemasan rendah siswa yang diajarkan dengan *role play* dan yang diajarkan dengan pengulangan, dan tidak terdapat pengaruh interaksional yang signifikan antara teknik mengajar dan kecemasan berbicara terhadap kemampuan berbicara.

Kata kunci: Teknik *role-play*, Teknik *repetition*, Kecemasan Berbicara, Kemampuan Berbicara

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ملخص

روليا سبتامي، (٢٠٢٣): تأثير تقنية تعليم (لعب الأدوار والتكرار) والقلق على التحدث على مهارة الكلام للتلاميذ في مدرسة نور الإسلام الثانوية الإسلامية كامبونج بارو

الهدف من هذا البحث هو معرفة ما إذا كان هناك فرق كبير في مهارة الكلام يتم تدريسها من خلال لعب الأدوار ويتم تدريسها عن طريق التكرار، لمعرفة ما إذا كان هناك فرق كبير في مهارة الكلام بين التلاميذ القلقين ذوي المستوى العالي الذين يتم تدريسهم من قبل لعب الأدوار والتدريس مع التكرار، لمعرفة ما إذا كان هناك فرق كبير في مهارة الكلام بين التلاميذ ذوي مستوى القلق المنخفض الذين يتم تدريسهم من خلال لعب الأدوار ويتم تدريسهم بالتكرار ومعرفة ما إذا كان هناك تأثير تفاعلي كبير بين تقنية التدريس وقلق التحدث على مهارة الكلام للتلاميذ. هذا البحث هو بحث تجريبي بتصميم عاملي ٢×٢ بالاختبار البعدي فقط. مجتمع هذا البحث عبارة عن الصف ١١ في مدرسة نور الإسلام الثانوية الإسلامية كامبونج بارو ويتكون من ثلاث صفوف (١١ العلوم الطبيعية ١، ١١ العلوم الطبيعية ٢، و١١ العلوم الاجتماعية). لأخذ العينات، تستخدم تقنية أخذ العينات العنقودية. تم اختيار ٣٤ تلميذا يتكونون من صفين، تم اختيار ١١ العلوم الطبيعية ١ و١١ العلوم الطبيعية ٢ كعينة البحث. عند جمع البيانات، تم إجراء اختبار التحدث في كلا الفصلين بعد تلقي العلاج لستة اجتماعات. تم تحليل البيانات باستخدام اختبار حدودي لأنه كان من المفترض أن يتم توزيع البيانات بشكل طبيعي. ومع ذلك، يتم تفسير البيانات باستخدام تابين اتجاهين. أخيراً، نتائج البيانات التي تم تحليلها، كان هناك اختلاف كبير في درجات التحدث التي تم تدريسها باستخدام لعب الأدوار والتي تم تدريسها مع التكرار، وكان هناك اختلاف كبير في مهارة الكلام بين التلاميذ ذوي مستوى القلق العالي الذين تم تعليمهم بلعب الأدوار وأولئك الذين تم تدريسهم مع التكرار، كان هناك فرق كبير في مهارة الكلام بين مستوى القلق المنخفض لدى التلاميذ الذين تم تدريسهم عن طريق لعب الأدوار وأولئك الذين تم تدريسهم بالتكرار، ولم يكن هناك تأثير تفاعلي كبير بين أسلوب التدريس وقلق التحدث على مهارة الكلام.

الكلمات الأساسية: تقنية لعب الأدوار، تقنية التكرار، قلق التحدث، مهارة الكلام



CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is one of productive skills that need to be mastered by the learner in learning language. The mastery of speaking becomes main goal in learning foreign language. It is proven by many EFL learners want to be able to use and communicate use the target language fluently. In line with the idea above Richards and Renandya (2002) informed that a large percentage of the learners who learns the language in the worlds is aimed to develop their proficiency in speaking. Thus, it can be claimed the successful of learning foreign language is when the learners master the speaking skill.

It is also supported by Hanifa (2018), mastering speaking skill is the most important aspect that need to be achieved in learning language if it compares with other language skill. It is important for the learners who learn the language to communicate in the target language.

The importance of speaking also indicated in 2013 curriculum, producing oral and written text accurately and fluently is one of the competencies that must be achieved by the learners in the 2013 curriculum. For the speaking skills the learners are expected to have the communication competence of interpersonal, transactional, and functional discourse by using oral and written text (Department of National Education, 2013). It is clear that speaking skill is important to be mastered and developed by students in language learning.

However, speaking skill considered as the most difficult skill by the students particularly for the EFL learners who have limited chance to speak English outside the classroom due to the environment does not support. It is not an easy matter to do. Mogrovejo and Ayabaca (2013) said that speaking is a complex skill to be developed by students due to of some factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it.

Other factors also indicated by Brown (2001), one of affective factor which becomes the major obstacle that must be solved in speaking is anxiety. Students are afraid to speak and they are not motivated to speak. It has negative effect on students' achievement, the anxiety effect on the student's motivation or their willingness to speak, students with anxiety will be passive in speaking.

However, in other cases anxiety may have positive impact. According to Aguila and Harjanto (2016), anxiety may either have negative or positive impact on one's learning process. Anxiety can increase student's motivation due to feeling of pressure. In EFL cases the students who have anxiety will be motivated to learn more than the students who have not anxiety, if the students feel pressure they will learn more and practice more to reach a good result. According to Aguila and Harjanto (2016), anxiety may either have negative or positive impact on one's learning process. Thus anxiety can influences the speaking skill positively and negatively.



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Those problems usually happen in some schools for example MA Nurul Islam Kampung Baru. MA Nurul Islam Kampung Baru is located in Kuantan Singing district Riau province. This school provides English as the compulsory subject to be taught in the school. They use 2013 curriculum as the guidance in teaching and learning process. In 2013 Curriculum there are four skills taught integrated, as the school who uses 2013 curriculum this school also taught speaking skill. According 2013 curriculum, in teaching and learning foreign language must be based on the learning theories, such as, behaviorism, cognitivism, or constructivism.

Theoretically, curriculum has expected the students in learning foreign language to have the communication competence of interpersonal, transactional, and functional discourse by using oral and written text. This school has done a lot of efforts to improve students' speaking skills in English subject, such as repetition as the technique in teaching speaking, the teacher tell the meaning and use the form and the pattern of the new language, the teacher pronounce the language and the students are asked to repeat what the teacher is pronounced. Repetition technique is related to one of the leaning theories, behaviorism which focuses on how the learners learn and form habits. This method called audio lingual method.

In fact, based on preliminary observation in this school the researcher finds some problems faced by the students. Almost of the students' scores in English was still under the average and low. It means that almost all of the students cannot pass the passing grade. Most of students are passive in speaking class,



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they do not know what to say and majority of them cannot speak fluently and accurately. So, it is clear that students in this school still face problems and difficulties in speaking English. The problems that still faces by students is indicated in some symptoms as follows:

1. Most of students were lack of vocabularies, so they do not know how to express their idea
2. Most of students could not pronounce the word clearly.
3. Most of students could not speak fluently and accurately.
4. Most of students were not able to speak English grammatically.
5. Most of students produced many filler words while speaking English

Thus, to solve the problems above, the researcher assumes the teacher to try another technique in teaching speaking. There are so many techniques in teaching speaking. One of the recommended techniques in teaching speaking is Role-play technique. Ments (1999), said that role-play is an activity where students have to act and behave as in the real situation. Role-play technique is related to one of learning theories, constructivism.

Constructivism is a philosophy that emphasizes that knowledge is constructing by our self. Knowledge is not thought to be an imitation of reality and also a picture the reality of the world. Constructivism theory is defined as learning that is generative, creative act of something meaning of what is learned. This theory sees learning as a human activity to build or



create knowledge by giving meaning to his knowledge according to his own experience.

Additionally, Diane (2000,p. 134) “role plays are very important in CLT because they allow students to practice communicating in different social contexts and different social roles, and role-plays can be set up so that they are very structured or in less a less structured way.

Lastly, the latest study in 2022 Dhimastoro and Bharati (2022) who investigates the effectiveness of role- play and task-based technique to teach speaking to students with different learning styles, the result indicates that role play was more effective than task-based Techniques to teach speaking. It is clear that role-play is still recommended today in teaching speaking.

Beside the role play, as mentioned above another factor that can influence speaking is anxiety. According to Hanifa (2018) anxiety is feeling of anxious, unease, nervousness, worry and apprehension which commonly expressed by learners in learning to speak foreign language in public. It can influence the students’ speaking ability. In contrast, anxiety may have positive and negative impact on student’s speaking ability.

Based on Phillips in Shams (2006), he stated that anxiety may either have debilitating or facilitative effects. It depends on the students’ situation. Facilitating anxiety triggers the students to fight in performing the provided task. In short, anxiety increases student’s motivation to learn more because feeling pressure.



Furthermore, it can trigger the students to prepare or fight in performing the speaking. Thus, anxiety may have positive and negative impact on the student's speaking skill. It can influence the students' language skills, especially speaking.

Considering explanation above the researcher is highly interested to investigate the effect of teaching techniques (role-play, repetition) and speaking anxiety on students' speaking ability at the eleventh grade students of State Islamic Nurul Islam Kampung Baru.

B. The Problem of the Research

1. The Identification of the Problem

From the background above, there were some problems that can be identified dealing with one of the English teachers of MA Nurul Islam. They can be identified in following statements:

- a. Most of students were lack of vocabularies, so they do not know how to express their idea
- b. Most of students could not pronounce the word clearly.
- c. Most of students could not speak fluently and accurately.
- d. Most of students were not able to speak English grammatically.
- e. Most of students were not able to pronounce the words properly
- f. Most of students produced many filler words while speaking English

2. Limitation of The Problem

Based on the identification above, it is important to limit the problems. There are so many techniques in teaching speaking. However, in



this research is focused on role-play technique that will be used in experimental class, while repetition technique will be used in control class as the teaching technique in speaking that is usually implemented in that school. Thus, this research will research **The Effect of Teaching Techniques (Role-Play-Repetition) and Speaking Anxiety (High-Low) in Speaking Ability at Islamic Senior High School Nurul Islam.**

3. Formulation of the Problem

- a. Is there any significant difference in speaking score taught by role-play and taught by repetition?
- b. Is there any significant difference in speaking ability between the high level anxiety students taught by role play and taught by repetition?
- c. Is there any significant difference in speaking ability between the low level anxiety students taught by role play and taught by repetition?
- d. Is there any significant interactional effect between teaching technique (role-play - repetition), and speaking anxiety (high-low) in speaking ability?

C. Objective and Significance of the Research.

1. The Objective of the Research

- a. To find out whether there is significant difference in speaking ability taught by role-play and taught by repetition.
- b. To find out whether any significant difference in speaking ability between the high level anxiety students taught by using role-play and taught by repetition



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- c. To find out whether any significant difference in speaking ability between the low level anxiety students taught by role play and taught by repetition.
- d. To find out whether any significant interactional effect between teaching technique (role-play - repetition), and speaking anxiety (high-low) in speaking ability.

2. The Significance of the Research.

After conducting this research, the writer hopes the research finding of this research will give benefit and valuable as follow:

- a. These research findings are expected to increase the writer's knowledge about research, especially the writer's scientific insight regarding teaching Techniques in teaching speaking.
- b. These research findings are also expected to increase the writer about research, especially the writer's scientific insight regarding speaking anxiety.
- c. These research findings are also expected useful and valuable especially for students and teachers of English at MA Nurul Islam.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories on English language teaching.

Definition of the Key Terms

1. Teaching Techniques

It is a well-defined procedure used to accomplish a specific activity or



D.

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task.

a. Role-play

Altun (2015), Role-play is a technique in which students are required to act specific roles through saying, doing, and sharing. Another definition of role-play also stated by Qing (2011), he said that role-play is a set of activities or the projection in real life situation with social activities that offer the students experiences. In short, role play is a technique that provides activities which require the students to act and behave of social activity in real life. It can offer the students experiences to collaborate with their peers by saying, doing, and sharing.

b. Repetition

According to Richard & Rodgers (2014), repetition technique involves the students may listen to their lecturer, imitate their lecturer dealing with pronunciation, words, and sentences, and repeat after the lecturer as a model.

Another idea in defining repetition is also said by Comay (2015), repetition technique is a technique that offers more chance to students to practice the language. It tends to allow students to study and interact freely, and the students are allowed to use the mother tongue to express them.



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2. Speaking Anxiety

Horwitz, Horwitz, and Cope (1986) have maintained speaking anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

3. Speaking Ability

Brown (2001, p.267), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In line with the idea above, Chaney in Neupane (2019) said that speaking skill is the procedure of allocation and construction meaning when using verbal and non-verbal symbols in different situations. Speaking is not only to utter the word, but it is mainly about producing, receiving, processing, and constructing meaning that happens at the same time or simultaneously

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CHAPTER II

REVIEW OF RELATED THEORIS

A. The Theoretical Framework

1. The Nature of Speaking

a. Definition of Speaking Skill

Speaking is ability to speak and understand the language using oral communication and expressions. It is a productive skill in language that should be mastered by the students who learns the language. Speaking is defined in different ways by some expert. In this regard, Goh and Burns (2012) recognize that “speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes such as, cognitive, physical and socio-cultural, and a speaker’s knowledge and skills have to be activated rapidly in real time” (p. 166).

It requires the students to use the target language to understand and develop their communicative skills simultaneously. The students can use the language to understand and interpret their reality, construct new knowledge, and develop their communicative competence at the same time for the involvement in meaningful situation.

According to Levin and Nolan (1991:17) “Speaking is transferring one’s idea and feeling by using target language”. This theory views speaking as a way to share idea, feeling, opinion, thought, and information by using language with other people. When students

are speaking in English, they should be able to pronounce correctly. Pronunciation will be the way they produce and articulate the words. Another aspect of speaking is fluency. Fluency refers to how well the speaker articulate the words; clear and understandable. The last is grammar. Grammar refers to the rules of language structure. Good pronunciation and fluency will be better if the grammar is correct.

Another definition of speaking stated by Brown (2001, p.267), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In line with the idea above, Chaney in Neupane (2019) said that speaking skill is the procedure of allocation and construction meaning when using verbal and non-verbal symbols in different situations.

Speaking is not only to utter the word, but it is mainly about producing, receiving, processing, and constructing meaning that happens at the same time or simultaneously. In this case, students should be able to speak in organized ways, in order to make it understandable they can share their points of view to others clearly and meaningfully.

Speaking is considered as the most important skill in language. This claim supported by Inthisang (2018), among the four skills speaking is the most important skill that is should be master by the students who desired to learn language. Therefore, he also stated that the students who are desired to master the language should be able to

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communicate with that language. The successful of learning the language is when the students able to communicate using the language itself.

According to Stoval (1998), the learners who wants to master the speaking skill needs to realize the three area of knowledge, such as mechanics which consists of pronunciation, grammar, and vocabulary; second, function, which are transaction and interaction; the last, social-culture rules, they are rate of speech, length of pauses between speakers, and relative roles of participants.

Furthermore, Hedge (2002) claims that the most important element in speaking is identifying the different types of situations in which language is used, the students can express their own idea, opinion, belief which they need to be equipped with some background knowledge, expression, and vocabulary.

b. Teaching Speaking

There are several reasons why English student's need to learn speaking (Kayi, 2006):

- 1) they can produce speech and sound patterns of English,
- 2) they can use word and sentence stress, intonation and the rhythm of English,
- 3) they can prefer convenient words and sentences based on the social setting, participants, situation and material,



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- 4) they can manage their ideas in a valuable and sequential context,
- 5) speaking includes some expression values and judgment in using language, f) speaking can be faster and confident in using the language (Nunan, 2003).

Regarding the term teaching speaking, Nunan (2003) stated the purpose of teaching speaking are producing the speech sound and pattern, using word and sentence stress, intonation, rhythm, choosing appropriate lexicons and sentences, organizing their thought, using language as a way of expressing values and discretions, and using the language rapidly, reasonably and confidently without lots of unintended pauses, known as fluency. It can be considered that speaking is an important part in teaching and learning foreign language.

Referring the importance of teaching speaking, the teacher and curriculum has big roles in helping the learner in speaking. Talley and Huiling (2014) observed curriculum for teaching speaking ability that should lead students to be in more authentic and practical settings and encourage active students involving in the lesson. This claim means that the curriculum especially in speaking should involve and lead the students in an authentic communication by providing them authentic activities in the learning process.



The learning process should engage the students and motivate them to speak, since the problem in speaking is come from the affective factor such as anxiety, like has no motivation to speak, and has no self-confidence. In line with the idea above, Brown (2004) stated the one of the major obstacles that should be overcome in speaking is anxiety. He also stated that anxiety is one of affective factor that can influence the students speaking skill.

c. Aspects of Speaking

Brown (2004) in details explained the proficiency description of scoring oral ability, which comprised five aspects as in the following:

- 1) Students are able to produce differences among English phonemes and allophonic variants. (pronunciation)
- 2) Students are able to reduce forms of words and phrases. (vocabulary)
- 3) Students are able to produce fluent speech at different rates of delivery. (fluency)
- 4) Students are able to use grammatical word classes. (grammar)
- 5) Students are able to express a particular meaning in different grammatical forms. (comprehension).

Furthermore, In line with the idea above Harris in Kurniati (2015) stated there are five components of speaking skill that must be concerned, such as, comprehension, grammar, vocabulary, pronunciation, and fluency.



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- 1) The first, comprehension is important component in speaking and it should be consideration in speaking. The goal of speaking is when the listeners can comprehend and accept the information that is developed by the speaker. It needs a subject to respond, to speech as well as to initiate it.
- 2) The second, grammar is needed by the students to arrange the accurate sentences in a conversation. The purpose of grammar is also to learn about the way to get the ability in a language in oral and written form.
- 3) The third, vocabulary can be defines as the appropriate word (diction) which is used in communication. In speaking also need the sufficient vocabulary, without having a sufficient vocabularies, it will be hard to speak properly and cannot express the ideas.
- 4) The fourth, pronunciation can be defined as the way for students“ in producing clearer sounds when they speak. It refers to the phonological process or how to produce the sound vary and language pattern. The clearer pronunciation produced the easier to be understood.
- 5) The last, one of the aims in learning language especially speaking is fluency. Fluency is the ability to speak accurately and fluently. The signs that the speaker can speak fluently are they are able to speak without using long pause and producing many filler words such as, “ums” or “er” and so on.



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Those are the component of speaking that can measure the students' speaking ability, but the successful of speaking also influenced of affective factors, such as motivation, attitude, self-confidence, and anxiety.

d. The Component of Speaking

In speaking there are some components that must be concerned, according to Vanderkevent in Meilyaningsih (2015) there are three components in speaking, the speakers, the listeners, and the utterances.

Speaker is someone who produces the sound as a tool for expressing the idea or feeling and giving the information to the listener. Speaker also needs the listeners, to accept the information from the speaker.

Listeners are people who receive or get the information from the speaker. If there is no listener, speakers will express their opinion by writing.

Furthermore, the process of speaking can happen when speaker produces words or sentences to express the opinion and information to the hearers or listeners. It is termed utterances.

e. Types of Speaking Ability

Brown (2003) cited five types of speaking ability. They are imitative, intensive, responsive, interactive, and extensive. The explanation about those categories is stated as follows:



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- 1) Imitative. This is types of speaking performance tasks that deal with the ability to imitate a word or phrase or possibly a sentence.
- 2) Intensive. The production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationship.
- 3) Responsive. Students are able to give some respond or giving instruction.
- 4) Interactive. Students are able produce interaction either transactional language or interpersonal exchange
- 5) Extensive. Students are able to produce oral language in term of monologue, speech, or oral presentation.

f. The Factors Affecting Students' Speaking Ability

Tuan & Mai (2015) explained the factors affecting students' speaking ability. The researcher got some of them as follows:

- 1) Performance conditions. Students perform a speaking task under a variety of conditions.
- 2) Affective factors. One of the most important influences on language learning success or failure is probably the affective side of the learner (Oxford, 1990).
- 3) Listening ability. Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Students must understand what is said to them to have a successful conversation.



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- 4) Topical knowledge. It provides enables learners to use language with reference to the world in which they live.
- 5) Feedback during speaking activities. Most students want and expect their teachers to give them feedback on their performance. They suggest that the teachers should always correct the students' mistakes positively and with encouragement (Baker & Westrup, 2003).

2. The Nature of Anxiety

a. Definition of Anxiety.

Generally, anxiety can be defined as feeling of anxious, doubt, unease, apprehension, and worry. Dogan (2016) stated that anxiety, along with unease, irritation, self-doubt, and concern, is a significant element in language acquisition and can harm foreign language learning. In a nutshell, anxiety is described as a person's general and predictable uneasiness.

According to Ansari (2015), anxiety is negative way of someone to express what they feel, such as, anxious, nervous, worried, and fearful. It happens when she or he are anxious, nervous, doubt, and etc. Furthermore, Suleimenova (2013), anxiety can be defined as distress or nervousness of the mind caused by fear of failure. In other words anxiety happens when she or he is fear of failure.

In language learning anxiety also happen to the language learner, it is called foreign language anxiety, Horwitz, Horwitz, and



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Cope (1986) have maintained speaking anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Furthermore, Horwitz, Horwitz, and Cope (1986) have maintained language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. It means FLA is the student's self-perception, feeling and behavior on language learning.

b. Types of Anxiety.

According to Spilberger in Horwitz and Cope (1986), he divided anxiety into two types:

- 1) State anxiety refers to the temporary feeling about an unpleasant experience when faced by a certain situation, demand or event. This kind of anxiety refers to feeling anxious which happen in specific situation and has a clear trigger. When the situation that is perceived as threatening goes away, the people will not experience anxiety anymore. It it occur in short time.
- 2) Trait anxiety defined as a personality characteristic rather than a temporary feeling. People with high level of trait anxiety experience more intense than people with state anxiety.



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- 3) Situation- specific anxiety Luo (2014) stated that situation-specific anxiety is stable over time, similar to trait anxiety, but it might not be consistent across circumstances (Luo, 2014). Almost the same as state anxiety, situationspecific anxiety usually only occurs in certain situations, such as during exams and public speaking. The situation that triggers their anxiety also depends on each person.

Furthermore, Sener (2015) classified anxiety into three types. It can be perceived “through three lenses.”

- 1). anxiety as a general personality trait (trait anxiety), which has been shown to impair cognitive functioning, disrupt memory, and lead to avoidance behaviors;
- 2). anxiety as a transitory emotional state (state anxiety), which refers to a transitory emotional state or condition;
- 3). anxiety that persists over time within a given situation (situation-specific anxiety), which has been shown to impair cognitive functioning, disrupt memory, and lead to avoidance behaviors

In this research, the researcher focuses on state anxiety, while the students get anxiety when they are threatened only.

c. Factor Influencing Students’ Speaking Anxiety

There are plenty of factors influencing the anxiety perceived by the students.



- 1) Firstly state by Ahmed (2017), one of the factors that becomes obstacle and make the students anxious in speaking is afraid of speaking in front of people. They have many ideas to be spoken, but when they speak in front of the people, they cannot the delivered it.
- 2) Based on Bozavli & Gulmez (2012), the next factor that influences students to perceive anxiety is verbal action that they perform. Verbal production requires lots of aspects such as pronunciation, intonation, accent, stress, and other spoken language elements. Besides, language elements such as grammar and vocabulary are also needed in spoken communication. Due to, there are so many rules that they must consider in speaking, it makes them feel anxious to speak.
- 3) In addition Sari and Ihwayuni (2019), some students are not confident in their English proficiency. Students who are unconfident with their ability in speaking will feel in a threat condition. The students do not believe about their proficiency in speaking, they think that others students do better in speaking than them.
- 4) Finally, they are typically feeling unsure of what they intend to say and end up to becoming anxious. Another factor influencing the anxiety is the unfamiliarity in using the language. As the foreign



language learner, the learners have minimal chance to practice the target language. They practice English is only in the school.

In addition Monarth & Kase (2007), the factors that influence individuals to experience speaking anxiety are as follows:

- 1) Biological factors fear and anxiety are experienced by everyone when faced with danger. When faced with a situation he feels uncomfortable, the physiological responses that occur are first the production and release of adrenaline by the sympathetic nervous system, the hormonal struggle (face), and the escape from dangerous situations (avoidance). Second, the heart beats violently. Blood pressure rises. Red face. Third, I feel a cold, shivering sensation in my limbs. Fourth, is rapid breathing; breathing is difficult to control and you feel dizzy. Fifth, sweat all over the body.
- 2) Negative thinking factors On the contrary, thinking provokes a biological response, sometimes accompanied by a biological response that indicates fear or negative thinking. The common negative idea is that it is scary to speak in front of the class. Second, think too much about the negative effects of social conditions. Third, emotional thinking is about anxiety. For example, abdominal pain causes people to express their opinions badly. Fourth, there is a feeling of not being able to overcome



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some difficulties in social situations. Fifth, focus on the negative aspects of a situation and ignore the positive.

- 3) Emotional factors, when we present a terrifying situation, we experience the physiological, cognitive, and behavioral reactions that explain the situation, and we develop our fear of that particular situation. These individuals tend to feel anxious, afraid, worried, feel it is not easy to deal with social situations, tense, panicked, and nervous about public speaking situations. When individuals avoid the situation of speaking in front of the class, they realize the implications for their career and social life. This causes feelings of depression, depression, frustration, hopelessness, and feelings of fear.

Furthermore, Horwitz and Cope (1986) stated that there several factors that hinder or disturb students when performing the appearance of English speaking that students become anxious as follows:

- 1) Over self-prediction toward fear, when students feel trembling if they forward in front of the class to perform and think if the other students have a bad impression.
- 2) Irrational faith, self-defeating can increase anxiety disorder. It same when the students face the problem. For example, the students think “I can’t do that”. That suggestion will disturb the plan and encourage the behavior to avoid it.



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- 3) Over sensitivity toward the threat, when students feel in a safe situation but for some students think something will happen that makes them feel afraid.
- 4) The sensitivity of anxiety, when students feel fear and panic which is marked by a rapid heartbeat and shortness of breath.
- 5) Wrong attribution body signal, that it means the beat of heart will rise, the breath quickly, perspire.
- 6) Low self-efficacy, according to Rathus (2005: 180-183), low self-efficacy tends to feel more anxious in a situation where doubt the ability it is own. People with low self-efficacy will less confidence in their ability to perform the task with success. According to the explanation above, the researcher can conclude that the factors of students' anxiety are categorized into six major problems. There are over self-prediction toward fear, irrational faith, over-sensitivity toward the threat, the sensitivity of anxiety, wrong attribution body signal, and low self-efficacy

Those above are the factors influencing anxiety. It can be from biological factor, negative thinking, low self-efficacy, emotional factors, etc.

d. The impact of anxiety on speaking

According to Aguila and Harjanto (2016), anxiety may either have negative or positive impact on one's learning process. It is



possible anxiety can deteriorate the quality of learning process by making the learner intellectually and psychologically disturbed.

However, in other cases, anxiety can increase student's motivation due to feeling of pressure. In EFL cases the students who have anxiety will be motivated to learn more than the students who have not anxiety, if the students feel pressure they will learn more and practice more to reach a good result.

It is also supported by Phillips in Shams (2006), he stated that anxiety may either have debilitating or facilitative effects. It depends on the students' situation. Facilitating anxiety triggers the students to fight in performing the provided task. In short, the positive impact of anxiety can be listed, as follows:

- 1) It can increase student's motivation to learn more because feeling pressure.
- 2) It can trigger the students to prepare or fight in performing the task.

However anxiety can give negative impact on speaking ability. In his research, Khan (2005) contends that some of his students struggle psychologically when they talk. Students' performance in speaking skills is also influenced by psychological issues. Essentially, the students' anxious feelings will irritate them during the learning process. It influences their effort and performance in the target language. Almost all anxiety students think less clearly and make more mistakes than their peers. Furthermore, because the anxiety has



affected them, causing them to worry and distract themselves from the learning process, they must work harder to complete the task.

Speaking anxiety.

According to He (2018), speaking anxiety is an individual's fear and nervousness that include real or avoiding any communication that occurs when communicating with other people using a foreign language. Speaking anxiety is the type of language anxiety that most researchers are interested in. Many researchers claim that speaking is the subject most affected by the anxiety experienced by students.

Speaking is one of the skills that require the students to practice speaking in the target language. In the process of speaking cannot be separated with the factor that influences the student performance in speaking. Speaking has some factors that will affect it. One of the factors is an affective factor that contains of psychological.

According to Brown (2001, p. 209), one of affective factors that become the major obstacle learners have to overcome in learning to speak is anxiety. Anxiety can cause and influence the learner speaking performance. Moreover, Harmer (2004), speaking anxiety in language learning is the primary barrier in language learning so that learners should overcome it. It becomes a major obstacle that should be resolved, because it will affect the speaking performance.

Rico, Tasyi and Horwitz have maintained some factor contributes students anxiety when speaking English, those are:



- 1) Fear of making mistakes
- 2) Lack of vocabulary
- 3) Concern about pronunciation/mispronunciation
- 4) Fear of negative evaluation.

Additionally, Zhang and Rahimi (2014) identified six sources of anxiety:

- 1) personal problems and / or interpersonal;
- 2) the interaction between teacher and student;
- 3) procedures in the classroom;
- 4) the assessment of language;
- 5) what the teacher thinks about learning;
- 6) what students think about learning.

In addition, considering the effect of anxiety, it needs to find the solution. Horwitz and Cope (1986) suggests two ways to overcome students' anxiety; (Horwitz et al., 1986)

- 1) The teacher can help students to face the fears that students experience. Some experts have provided several techniques to help overcome student anxiety. Such as the technique offered by Foss and Reitzell in Young, one of the ways they suggest is to ask students to express any fears and then write them down on the board (Young, 1991). According to them, students need to be aware of the fear they believe and feel to make them able to find the causes and deal with the anxiety they experience,

not avoid it. The teacher can help by showing students that they are not alone. Many other students also encounter the same fears and difficulties so that students feel less worried and begin to dare to face the causes of the anxiety they feel.

- 2) Second, the teacher suggested forming a learning context to not stressful. The teacher should make the classroom atmosphere comfortable and relaxed, both the process of delivering the material and the way to communicate with the students. Teachers also advised knowing deeply about their students, such as recognizing students' anxiety levels and things that students are afraid of when learning a language to make the teacher avoid creating uncomfortable situations.

Another ways in reducing anxiety also stated by Kondo and Ying (2004), they suggest 5 strategies to reduce students' speaking anxiety (Kondo & Ying-Ling, 2004):

- 1) Preparation, this is very important to prevent threats that may occur during speaking performance, this can be done by studying, and taking notes.
- 2) Relaxation, this is done to overcome the symptoms of anxiety that occur, can be done by taking a deep breath, holding hands, and trying to calm down, and control yourself.
- 3) Positive thinking, this is quite effective to relieve anxiety that may occur. By thinking positive students can divert thoughts and



feelings of stress that cause anxious. This can be done by imagining good things about yourself.

- 4) Peer seeking, which is looking for other friends who may experience the same thing, so students feel not alone and can reduce the few worries they have.
- 5) Resignation, namely students refuse to face problems such as not doing anything in class, this can ease the burden of anxiety that students feel a little.

e. Components of speaking anxiety

Horwitz, and Cope (1986) recognized three components of speaking anxiety:

- 1) Communication apprehension. Communication apprehension refers to a fear of participation in real communication with others. The learner with communication apprehension is fear to take part in real communication with others and difficult to speak in public.
- 2) Fear of negative evaluation refers to the fear of negative evaluation which rises from learners' need to make a positive impression.
- 3) Test anxiety, Horwitz and Young (1991), test anxiety refers to the fear of failure in tests and a unpleasant experience that learners hold either consciously or unconsciously in many situations. The learners with test anxiety, they are afraid of failure in speaking and unpleasant experience. Thus, it makes students have low self-confidence.



Furthermore, Ozturk and Gurbuz (2014) recognized three indicators in speaking anxiety:

- 1) Communication apprehension: students are fear to take part in real communication with others, students has no enthusiasm to speak.
- 2) Fear of negative evaluation: the students are fair of negative evaluation from teachers and friends
- 3) Test anxiety: students have low confidence and nervous to speak English because of fair of failure in speaking.

3. The Concept of Role-Play

a. Definition of Role-Play

In general role-play is an activity which requires the students to act and behave as the real situation. Simply according to Altuan (2015), Role-play is a technique in which students are required to act specific roles through saying, doing, and sharing. In this regard there are many experts who defined about role-play.

Role-play is defined as a scene in the real world, but the roles are given to the students. They are told the identity of character, so they can take the role which suit to their characteristic. Golebiowska as cited in Adnan, Ilias and Ali (2012) said that role-play is a task that has to be finished by the students as a communicative activity.

In order to make the role-play alive, the identity of the character is told clearly. The students are asked to speak



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spontaneously, and even sometimes the teacher asks the students to answer a question based on their opinion.

P'Rayan as cited in Adipranata (2009) said that role-play is an act in which students take a role, and have conversation one and another in a group. Each group creates a story, and presents the roleplay in front of the audiences. In this activity, students do an activity like a drama. Students create some dialogues which have a theme, character, and characterizations. Role-play is considered as one of communicative-based activities which allow the learners to practice the target language, and interact with others for the purpose of their proficiency Livingstone, as cited in Blatner (2009).

According to Livingstone, as cited in Krebt (2017), role-play is an activity in the class that gives a chance for the students to become completely and actively involved in using the language.

Additionally, Diane (2000,p. 134) “role plays are very important in CLT because they allow students to practice communicating in different social contexts and different social roles, and role-plays can be set up so that they are very structured or in less a less structured way.

Harmer (2003) stated that Role play is a teaching technique that extremely suggested by many educators in which cause the learners to advance their own language skill that can help the learners to



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overcome the difficulties related communicative competence by providing exercise based on true situations and communication.

In addition, Tipmontree, S & Tasanameerlarp (2004) stated that role-play is a very suitable teaching technique to improve students' speaking competence as well as strengthening their self-confidence in speaking English with their teacher and classmates. This technique not only requires students to use the knowledge of language in dealing with realistic situation tasks given by the teachers, but it also encourages students to use their interpersonal skills to collaborate effectively in group work, which is one of the necessary skills of the 21st century

Through this technique the learners will build their confidence to speak English with their classmate and teacher. This technique is not only can build self-confidence of the learners to speak English but also can inspire students to use their interpersonal skills in collaborating in a group work effectively. Brown (2001), said that role-play should involve at least giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish.

According to Qing (2011), role play is a set of activities or the projection in real life situation with social activities that offer the students experiences.

From the explanation above it can be concluded that role play allows students to act out roles, it is not only can provide the students opportunities to use their English language skills, but also can give them experiences based on real-life situations.



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b. The Form of Role-Play

According to Byrne in Davis (1990), there are two forms of role play; those are scripted and unscripted role play.

- 1) Scripted role-play, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. In the unscripted role-play.
- 2) Unscripted role-play, the students are assigned to perform the role-play activity in front of the class based on the prompts given without preparing or writing the script in advance.

c. Advantages of Role-Play

There are several reasons why there is an increasing popularity of role-play use for language learners. For instance, Hyland (1993), provided three main reasons showing the importance of applying role-playing simulation activities into English language teaching.

The first reason is that this activity can increase students' motivation in learning English, encouraging them to discover their knowledge through scenarios based on participating in real-life situations, through which they learn unconsciously without realizing what they retain through their learning process.



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Secondly, by focusing on the influence of playful experience, these activities create a supportive, non-threatening environment for learners to freely use their English skills.

Thirdly, role-play activities give learners the impetus for purposeful communication, encouraging them to build up structures, vocabulary, and strategies based on real-life situations.

Furthermore there are some advantages of role play technique into the English learning process. According to Krebt (2017), role-play provides the students to participate in social situation which is simulated that intends to illustrate the roles and contexts that direct to the real life. Role-play is set up in real life, so the students are asked to act and behave as in the real life situation. It makes the students more interest to speak.

The next, Maier (2002), Rao & Stupans (2012), they stated that role play is effective in facilitating the learners in reaching learning outcomes in affective, cognitive, and behavioral domain. As we know role-play is an activity that require the students to practice speak, by simulating and demonstrating it, that is not only involves their cognitive skill (speaking), but also affective and behavioral.

It is supported by Qing (2011), Role play engaged as a training approach that has the capacity to change behavior and use only the best practices in the real world settings.





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- 1) Through this technique the students who joined in role play activities will have the chance to interact with others classmate and also can share their ideas and opinion when playing their role as well on the scenario.
- 2) Role-play technique, the students will involve the students to participate actively in the classroom (Kim, 2018). Moreover, it can motivate students' to speak in a relaxing environment which can also increase their speaking self-confidence (Harmer, 2003).
- 3) Role-play activities involve various aspects of skills such as communication, interaction, and social skills (Bygate, 1991).
- 4) Brown (2004: 174) "in some version, role-play allows some rehearsal time so that students can map out what they are going to say, and it has effect of lowering anxieties as students can, even for a few moment, take on the persona of someone than themselves"

d. Procedures of Role-Play

According to Huang (2008), there are six steps major in implementing the role-play.

- 1) Decide the teaching materials,
The materials that will be taught must be chosen by the teacher. It can be taken from text-book. It should based on the student's level, interest, and teaching objective.
- 2) Select the situation and create the dialog. After choosing the material to be taught, teacher provides the students dialog.



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- 3) Teach dialogue for role-play.
- 4) Organize the group of students
- 5) Having the students practice the role plays.
- 6) Having students modify the situation and dialogue. Students perform the dialogue within group.

Moreover Djamarah (2013), the implementation of the role-play technique are as follows:

- 1) The teacher should specification the social problem that interesting for student to be studied.
- 2) Explain to the students what content is about.
- 3) Specifying the student which can or which have the kindness to play its role in front of class.
- 4) Explain to audience concerning their role when role play technique is going on.
- 5) Give chance to the player to discuss a few minute before them play its role.
- 6) Close the role play when the story situations reach stress.
- 7) Close the role play technique with class discussion together to solve the problems that happen in the drama.

Furthermore, Depdiknas (2009), has maintained some steps in implementing role-play:

- 1) Teacher prepares the scenario
- 2) Teacher divided students into some groups



- 3) Teacher explains some competencies that must be achieved
- 4) Teacher asks the group to perform in front of class.
- 5) Each students in group observe the scenario.
- 6) After finishing the performance gives conclusion about the scenario that have been performed.
- 7) The teacher gives general conclusion about material that has been done by the students in their role-play.
- 8) Evaluation
- 9) Closing.

Finally, according to Sherrin (2016), there are eleven procedures of implementing role-play, such as: selecting a story; researching; creating (or determining) the characters; determining the scenes; writing the background narratives; deciding on conflicts and choice moments; creating action and speaking cards; gathering props; determining homework assignments; pivotal decision debates; creating an assessment.

e. Teaching Speaking by Using Role-play

The goal of teaching is improving student's skill in oral production in English. Therefore teaching speaking is intended to maximize students in using English. According to Harmer (2007), the main goal of teaching speaking is communicative efficiency, students able to speak freely.

However, some students still faced some difficulties of speaking. It includes speaking anxiety. Anxiety is learning obstacle that must be resolved. Thus, this is the chance for the English teacher to make students feel confident to speak English and resolve their speaking anxiety.

Many activities or teaching techniques can be used in teaching speaking. One of recommended techniques is role-play. Role-play is technique that extremely suggested by many educators.

In this research the researcher will choose the teaching materials that suitable with the syllabus. As Huang stated, there are six steps in implementing role-play. First, deciding teaching materials. The researcher will choose the material about “Offer and Suggestion”. There will be some expression that usually used in offering and suggesting. The second, the researcher will teach how to pronounce the word or vocabulary used. Third, provide the situation and dialogue to be role-played. Having the students practice the role plays. Having students modify the situation and dialogue. Finally, students perform the dialogue within group that organized.

4. The Concept of Repetition

a. Definition of Repetition

According to Brown (2004) repetition could be defined as a technique that focuses on a minimal number of language forms through some type of repetition. It gave opportunity for the students of



language learning to accurately tried out what they have learned (Epstein and Ormiston, 2007). In other words the students tried out the pronunciation of English words.

Furthermore, Richard & Rodgers (2014), repetition technique involves the students may listen to their lecturer, imitate their lecturer dealing with pronunciation, words, and sentences, and repeat after the lecturer as a model. Repetition gives opportunities to the students to deal with their pronunciation by listening, and imitating their teacher' pronunciation.

Another idea in defining repetition is also said by Comay (2015), repetition technique is a technique that offers more chance to students to practice the language. It tends to allow students to study and interact freely, and the students are allowed to use the mother tongue to express them. To some extends, it also encourages the students to the purpose of communication. Shortly repetition techniques are permissive, they can tolerate simple grammar, understandable pronunciation and the use of mother tongue and translation may also be used where if it is possible (Harmer, 2007; Larsen-Freeman & Anderson, 2013; Leow, 2015).

According Lamsal (2011), repetition drill is a method applied in teaching language in order to teach the students to speak using the structure of new language. Drilling method can be applied by listening to what the teacher said. Moreover, the students can listen to a radio or



tape, then the students repeat the vocabulary together or it can be one by one. The function of drilling method is to introduce the new language and new vocabulary to the students.

Larsen-Freeman in Meiske (2010) explains that in repetition drills students are asked to repeat the teacher's model as accurately and as quickly as possible. In addition, she explains that this drill is often used to teach the lines of the dialog. Similarly, Richards and Rodgers in Meiske (2010) adds that utterances must be brief enough to be retained by the ear. Sound is as important as form and order. Then Tice (2004). the teacher says models (the word or phrases) and the students repeat it. Example: Teacher : It didn't rain, so I needn't have taken my umbrella Students : It didn't rain, so I needn't have taken my umbrella.

b. Advantages of Repetition

According to Ghilay & Ghilay (2018), drilling repetition can reduce the number of inactive or passive learners. Being an active learner in the speaking class can make every activity to develop learners' speaking ability in the second language class work smoothly. It is because the active learners create a dynamic class in which every learner engages in every activity in the class. Repetition engaged the passive students to be active in the class, especially in speaking.

There are some benefits of repetition delivered by the experts, such as:

- 1) firstly Kartika, Arifin, & Salam (2015) stated that repetition drills or drilling repetition can be used to improve learners'



pronunciation, fluency, and accuracy in speaking. This technique do not emphasize on pronunciation only, but fluency and accuracy also included, by repeating the structure of correct sentences, the students will familiarize the sentences structure.

- 2) Hidayati (2016) stated that using the repetition drill gives benefit in practice where the learners can produce the sentences with correct pronunciation. If the students have a good pronunciation, they will have self-confidence to speak. Their confidence is significant effect in improving their speaking ability.
- 3) Christie and Lisstyani (2018), repetition can increase students' self-confidence to speak by giving the students a chance to speak in the class.
- 4) In audiolinguism, repetition needed to facilitate learning, although it is meaningless and mechanical drill (Tice, 2004). In conclusion, repetition drill enables the students to be aware of the relationship among form, meaning, the use of language, and also helps the students to memorize the words or phrases.

According to Swanto (2014) advantages and disavantage in repetition drill technique like below:

- 1) Drilling help our learners memorizes language by the teachers control. And the teacher can correct any mistakes that students



make and encourage them to concrete on difficulties at the sometimes.

- 2) Drilling can help the student to be self-confidence , because they memorized what are they want to say.

Beside the advantages of repetition drill, it also has disadvantages stated by According to Swanto (2014), drilling often make the students not creative. In all drills learners have no little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.

c. Procedures of Repetition

In this research the repetition techniques was a technique that is usually used by the teacher in the school in teaching speaking. The teacher taught the students about some expressions. Then the teacher explained the meaning and told how and when the expression could be used. At last, teacher taught how to pronounce the expressions then students were asked to repeat after the teacher. The steps in implementing this technique were adopted by Harmer (2007). Which were elaborated in two steps as followed:

- 1) The teachers gave the clear explanation to the meaning and use, the form and the pattern of new language that is going to be practiced.



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- 2) The teacher asked the whole class to repeat the model of the new language they have learnt together.

In addition, According to Jhon Haycraft in Asnanudin (2018) there are several steps in teaching speaking through repetition drill technique below:

- 1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structure that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually, line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and one other half responding. The students do not consult their book throughout this phase.
- 2) The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students
- 3) Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.



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- 4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

B. The Relevant Research

According to Syafi'i (2018), the relevant research is the researcher's review of the previous research that have been conducted by the other researchers to observe in which they are relevant to the researcher's research itself. Besides, the researcher has to analyze what the point that is focused on, inform the design, and finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers. The researcher will conduct some previous research those relevant with this research especially in Indonesian context.

The first, research from Adnyani, Seken, and Nitiasih (2014) did research entitled "The effect of scripted Role-play and foreign language anxiety on the eleventh grade students' speaking competency at SMAN 8 Denpasar in academic year 2013/2014". This research aimed at investigating the effect of scripted role play and foreign language anxiety on eleventh grade students' speaking competency. It was an experimental research with 2x2 factorial design and 68 of students were selected as the sample of the study.



The result showed that there is a significant effect in speaking competency between the students who were taught by using scripted role play technique and those taught by the conventional technique, there is a significant interactional effect between teaching technique applied and the foreign language anxiety on the students' speaking competency, there is a significant effect in speaking competency between the students with high foreign language anxiety who were taught by using scripted role play technique and those who were taught by the conventional technique; and there is a significant difference in speaking competency between the students with low foreign language anxiety who were taught by using scripted role play technique and those students who were taught by the conventional technique.

This research was also investigates about role-play as the independent variable, and foreign language anxiety as the moderating variable, while speaking ability was the dependent variable. However, the difference is this thesis proposal focus on students' speaking anxiety as the moderating variable, however the research from Adnyani, Seken, and Nitiasih (2014), investigates the anxiety as foreign language anxiety in general.

The second, Dimasthoro and Bharati (2022), conducted a research entitle” the effect of role-play and task-based technique to teach speaking to the student with different learning style”. This is 2x2 factorial design which is aimed to find out to explain whether Role-play and Task- Based Language Teaching (TBLT) is effective to teach speaking to students with different learning styles. The result showed that, there is a significant difference



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between role-play task based language teaching to teach speaking to the students with different learning style. Role-play is more effective than task based language teaching to teach speaking to auditory and visual learner. The result shows there is a significant interaction among role-play, TBLT, and learning style pin teaching speaking.

Dimasthoro and Bharati also used role-play as independent variable, another independent variable is learning style, the dependent variable is teaching speaking. However this thesis proposal investigates the effect of teaching Techniques (Role-play – repetition) and speaking anxiety as independent variable, the dependent variable is speaking ability.

The third, Utami, et. al (2015) also researched a research entitled the effect of role-play and repetition in teaching speaking. The purpose of this research was to find out the effectiveness of Repetition and Role Play technique in teaching speaking. The study was Quasi Experimental, Nonrandomized Group Pretest-Posttest Design. The data proved that repetition and role play technique had strong effect in teaching speaking.

This research also consisted of three variables, which consisted of three variable, role-play and repetition as independent variable, and teaching speaking as dependent variable and its quasi experimental design which is aimed, to know the effectiveness of role-play and repetition in teaching speaking.

However, this thesis proposal consisted of three variable role-play and speaking anxiety as independent variable, and speaking ability as dependent



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variable. It is aimed to find out the interactional effect of role-play and speaking anxiety in speaking ability.

The fourth, a thesis by Fenny Yustika (2019), she investigated a thesis entitled *The Effect of Role-Play and Self- Confidence on English Speaking Skill*. This research was to obtain the empirical evidence the effect of role-play and self- confidence on broadcasting students' speaking skill. The population of the research was the second grade of SMK Prima Unggul students. There were two classes of broadcasting major (XI BC 1 and XI BC 2). Each class consisted of 24 students, so totally there were 48 students. Since there were only two classes, so they all became the sample of the research.

Then, they were divided into experimental and control groups by using random assignment. For determining whether the students had high or low self-confidence, the instrument used was a Likert scale questionnaire consisting 24 questions. A pre-test of speaking including 5 questions was administered to both groups, and the participants were asked to answer them orally. The experimental group was taught speaking in role play technique while the control group was taught speaking in presentation technique. After three sessions of the treatments, the post-test of speaking was administered in which the participants in both groups were asked to answer the posttest questions.

The data was analyzed through calculating ANOVA coefficient. The results indicated that: (1) there was difference on English speaking skill of broadcasting students between those who are taught by using role play



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technique and those who are taught by using presentation, (2) there was no interactional effect between teaching technique and students' self-confidence towards English speaking skill of broadcasting students, (3) There was difference on English speaking skill of broadcasting students between students who had high self-confidence that were taught by using role play technique and those who are taught by presentation technique, (4) there was difference on English speaking skill of broadcasting students between students who had low self-confidence who were taught by using role play technique and those who were taught by presentation technique.

The similarities of a thesis by Fenni Yustika (2019) and this research are investigating on role-play technique toward speaking skill, finding the interaction of role-play with personality factor that may influence speaking skill, using factorial design consisting of two groups, experimental and control class, using post-test only.

However, the differences between this research and thesis by Fenny Yustika are, this thesis investigates the interaction of role-play and speaking anxiety on students' speaking ability.

The personality factor that becomes a moderating variable in this research is speaking anxiety, however the thesis of Fenny Yustika (2019) used self-confidence as the moderating variable, the next differences are in the technique used for the control class, in this research used repetition, however her research used presentation technique in control class. After reviewing her research, the researcher interested to investigate the interaction of role-play



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and another personality factor, that is anxiety.

The last, Eppendi, J (2020) investigated a research entitled Play and Speaking Anxiety Towards English Speaking Skill. The purposes of his study were to find out whether or not (1) there was a significant difference in English speaking achievement between the students who were taught by using role-play technique and those who were not, (2) there was a significant interaction effect of role-playing and speaking anxiety on English speaking achievement, and (3) there was a considerable difference in speaking performance between the students who have high and low levels of speaking anxiety. 57 out of 80 tenth graders of hotel accommodation of SMKN 3 Palembang were selected randomly as the sample. The 'Foreign Language Classroom Anxiety Scale' and an oral test were used to collect the data.

The intervention was conducted for sixteen meetings, two teaching hours in each. The findings showed the main difference between both groups was 4.6, which the experimental led the control group. Also, the two-ways ANOVA indicated that there was a significant interaction between role-playing and speaking anxiety on students' speaking achievement. The main difference score between low and high levels of speaking anxiety was 3.68, in which low-level speaking anxiety drove the upper level. It is clear that speaking anxiety plays an essential role in students' speaking performance.

This research also investigated about role-play and speaking anxiety on speaking skill. Role-play as independent variable, speaking anxiety as moderating variable, and speaking skill as dependent variable. This research



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also used factorial design 2x2 which is aimed to find the interaction between teaching technique that is role-play and the level of speaking anxiety (high and low).

However, this study only investigates significant difference in English speaking achievement between the students who were taught by using role-play technique and those who were not, there was a significant interaction effect of role-playing and speaking anxiety on English speaking achievement, and there was a considerable difference in speaking performance between the students who have high and low levels of speaking anxiety.

Thus, the researcher continue to investigates the significant differences of students who had high-low speaking anxiety taught by role-play and students who had high and low speaking anxiety taught by repetition. Furthermore, Eppendi, J used foreign language classroom anxiety scale (FLCAS) which was focus on classroom anxiety, however this research used foreign language speaking anxiety scale (FLSAS). It is clear that there are similarities and differences between research from Eppendi, J and this research.

In conclusion, after reviewing the previous study above, the researcher found that the similarities and differences among them. Although it investigates same variables, it has difference focus. Most of the previous study above concerns on investigating the effect or role-play technique in speaking skill and the interaction with personality factors.

However, this research wants to investigate the effect of teaching



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techniques (role-play-repetition) and speaking' anxiety on students' speaking ability. This research consists of three variables, which consist of two independents variables that are teaching technique (role-play, repetition) and speaking' anxiety, and a dependent variable that is speaking ability.

C. The Operational Concept

According to Syafi'i (2019) operational concept is derived from related concepts on the variables that should be practically and empirically operated. In operational concept the researcher will deliver the concept that relate with the variable of this research. This research consisted of two variables which are role playing technique that is used in teaching/learning speaking as independent variable (x), the second variables is students' anxiety in speaking as dependent variable (y).

1. Teaching Techniques is Independent Variable (X1)

According to Gay, Mills and Airisian (2012), an independent variable in experimental research is a variable that can be manipulated by the researcher. It is the primary characteristic of independent variable in experimental research, for example teaching strategies. Teaching strategies can be treated and can be manipulated by the researcher. The researcher can implement it using their way. Thus, teaching techniques is independent variable.

In this research, two teaching techniques implemented, role-play and repetition technique. For the experimental group role-play used in teaching speaking, however in the control class repetition technique used



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as the technique that was usually used by the teacher in teaching speaking.

Thus, repetition used in control class.

a. Role-play Technique

After reviewing some theories in implementing role-play techniques. The researcher found that it has no significant differences between the theories. In role-play technique the students divided into groups, then they was given roles and a chance to discussed it with their groups before performing it in front of the class. Thus, the researcher decided to use theory which stated by Huang (2008), which are elaborated in some steps, below:

1) Decide the teaching materials.

The materials that will be taught must be chosen by the teacher. It can be taken from text-book. It should based on the student's level, interest, and teaching objective.

3) Select the situation and create the dialog. After choosing the material to be taught, teacher provides the students dialog.

4) Teach dialogue for role-play.

5) Organize the group of students

6) Having the students practice the role plays.

7) Having students modify the situation and dialogue. Students perform the dialogue within group.



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b. Repetition

In this research the repetition techniques was a technique that is usually used by the teacher in the school in teaching speaking. The teacher taught the students about some expressions. Then the teacher explained the meaning and told how and when the expression could be used. At last, teacher taught how to pronounce the expressions then students were asked to repeat after the teacher. The steps in implementing this technique were adopted by Harmer (2007). Which were elaborated in two steps as followed:

- 1) The teachers gave the clear explanation to the meaning and use, the form and the pattern of new language that is going to be practiced.
- 2) The teacher asked the whole class to repeat the model of the new language they have learnt together.

2. Students' anxiety in speaking is as Moderating variable (X2)

According to Indriantoro (1999), moderating is the existing variable that can strengthen or weaken direct relationship between variables independent with the dependent variable. Moderating variable is variable that have an influence on the nature or the direction of the relationship between variables. Nature or direction relationship between variables independent with variables depending on whether it is positive or negative depending on the moderating variable, moderating variable also called as contingent variable. Speaking anxiety is moderating variable because it can give positive impact or negative impact on the dependent

variable (speaking ability). It also exists and it can't be manipulated.

In this research speaking anxiety is moderating variable. According to Ozturk and Gurbuz (2014), there are some indicators of students' anxiety in speaking according, they are:

- a. Communication apprehension: students are fear to take part in real communication with others, students has no enthusiasm to speak.
- b. Fear of negative evaluation: the students are fair of negative evaluation from teachers and friends
- c. Test anxiety: students have low confidence and nervous to speak English because of fair of failure in speaking.

Based on the operational concept above, there are three variables, role-play as an independent variable (X1) and speaking anxiety as a moderating variable (X2). Before giving the treatment the students will be given a questionnaire which is aimed to know the students' level of anxiety, which has tree indicators, communication apprehension, fear of negative evaluation, and test anxiety. Then the students will be classified into some groups.

Then, role play will be used as the teaching technique in experimental group, and it will be done by considering the procedures above, such as, deciding the teaching materials; organizing the group of students; providing the situation and dialog to be role-played; teaching the dialog for role-plays; having the students practice the role plays; having the students modify the situation and dialogue; having the students



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perform the dialogue in front of the class.

3. Speaking Ability as dependent variable (Y)

The indicators of speaking ability according to Brown (2003) can be seen as follows:

- a. Students are able to produce differences among English phonemes and allophonic variants. (pronunciation)
- b. Students are able to reduce forms of words and phrases. (vocabulary)
- c. Students are able to produce fluent speech at different rates of delivery. (fluency)
- d. Students are able to use grammatical word classes. (grammar)
- e. Students are able to express a particular meaning in different grammatical forms. (comprehension).

D. The Assumption and Hypotheses

1. The Assumption

In this research, the researcher knows that there are many techniques which the teacher can use in teaching learning process to build the students capability in speaking English. The researcher assumes that using Role-play is effective in teaching English especially speaking skill. Furthermore, researcher assumes that speaking anxiety is an effective factor that can influence speaking skill.

2. The Hypotheses

Ho1: There is no significant difference in speaking score taught by role-play and taught by repetition



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- Ha1: There is significant difference in speaking score taught by role-play and taught by repetition
- Ho2: There is no significant difference in speaking ability between the high level anxiety students taught by role-play and taught by repetition
- Ha2: There is significant difference in speaking ability between the high level anxiety students taught by role-play and taught by repetition
- Ho3: There is no significant difference in speaking ability between the low level anxiety students taught by role-play and taught by repetition
- Ha3: There is significant difference in speaking ability between the low level anxiety students taught by role-play and taught by repetition
- Ho4: There is no interactional effect between teaching technique (role-play-repetition) and speaking anxiety (high-low) in speaking ability
- Ha4: There is interactional effect between teaching technique (role-play-repetition) and speaking anxiety (high-low) in speaking ability

UIN SUSKA RIAU



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

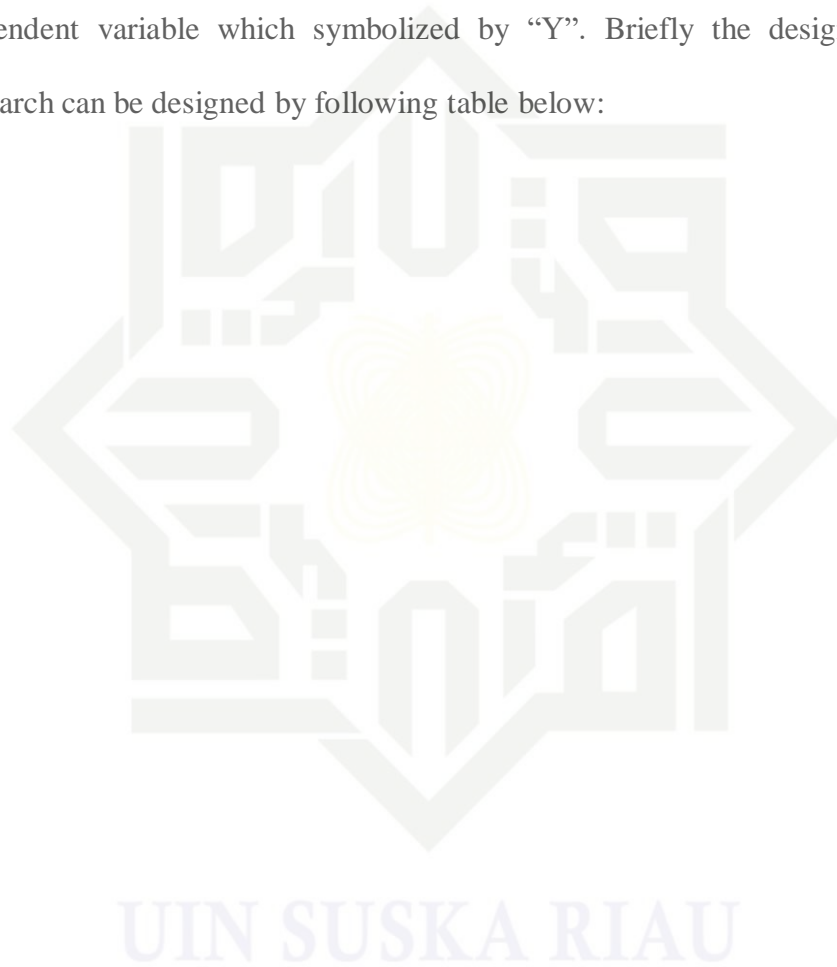
This research employed experimental research which consisted of two independent variables and one dependent variable. According to Gay, Mills and Airisian (2012, p. 269), experimental research is the only kind of research that may test hypotheses to found cause and effect relationship. It also supported by Creswell (2012, p. 318), he stated that experiment is a type research design to found the cause and effect between independent and dependent variable.

Moreover, the research design of this research was factorial design 2x2 with quantitative approach. According to Creswell (2012), factorial designs represent a modification of the between group design in which the researcher studies two or more categorical, independent variables, each examined at two or more levels. Speaking anxiety with consist two levels: High and low level.

This research consisted of three variables, independent variables “role-play” which is symbolized by “X1, According to Gay, Mills and Airisian (2012), an independent variable in experimental research is a variable that can be manipulated by the researcher. It is the primary characteristic of independent variable in experimental research, for example teaching strategies. Furthermore, speaking’ anxiety as the moderating variable which is symbolized by “X2”. According to Indriantoro (1999), moderating is the existing variable that can strengthen or weaken direct relationship between



variables independent with the dependent variable. Moderating variable is variable that have an influence on the nature or the direction of the relationship between variables. Nature or direction relationship between variables independent with variables depending on whether it is positive or negative depending on the moderating variable. While, speaking ability as the dependent variable which symbolized by “Y”. Briefly the design of this research can be designed by following table below:



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Table 3.1

The Design of Factorial 2x2 research

Teaching Techniques		Experimental Group Role-play (A1)	Control Group Repetition (A2)
Speaking anxiety level	High (B1)	A1B1	A2B1
	Low (B2)	A1B2	A2B2

Notes:

A : Teaching Techniques

B : Speaking Anxiety Level

A1 : The group of students who is taught speaking with Role-Play.

A2 : The group of students who is taught speaking with Repetition.

B1 : The group of high speaking anxiety

B2 : The group of low speaking anxiety

A1B1 : The group of high speaking anxiety student who is taught by using Role-Play.

A2B1 : The group of high speaking anxiety student who is taught by using repetition.

A1B2 : The group of low speaking anxiety student who is taught by using Role-Play

A2B2 : The group of low speaking anxiety student who is taught by using Repetition.





B. Time and Location of the Research

This research took place at MA Nurul Islam. This school was located in Kuantan Mudik, Kuantan Singingi district, Riau province. This research was conducted on February-May.

C. Subject and Object of the Research

The subject of this research was the Eleventh grade students of MA NURUL ISLAM. While, the object of this research was the effect of teaching techniques (role-play-repetition) and speaking anxiety on speaking ability.

D. Population and Sample

1. Population

According to Creswell, (2012) population is a group of people that has same characteristic that distinguishes from other group. In this research, the population was all of the students of the Eleventh grade in MA NURUL ISLAM. The target of the population was 52 students, there were three classes of MA NURUL ISLAM grades eleventh, they were XI IPA 1, XI IPA 2, XIPS.

Table. 3.2

The Total of Population of Eleventh Grade of MA Nurul Islam

No	Class	Total
1	XI IPA 1	16
2	XI IPA 2	18
3	XI IPS	18
Total of Population		52



2. Sample

According to Creswell, (2012) sample is subgroup of target population in a study that researcher plans to generalize about the target population. Considering the target of population in this research was large. Thus, the researcher took a class as a sample of the research. In this research, the researcher use cluster random sampling technique to select the sample.

Table 3.3

The Sample of the Research

No	Name of Class	Number of students
1	XI IPA 1 (Who taught by repetition)	16 students
2	XI IPA 2 (Who taught by role-play)	18 students
Total of Samples		34 students

E. Technique of Collecting Data

1. Questionnaire

This questionnaire is aimed to know speaking anxiety level. The researcher adopted the questionnaire of Foreign Language Speaking Anxiety Scale (FLSAS) is 18 item questionnaires from Ozturk and Gurbuz (2014) who designed their questionnaire by selecting 18 items from the 33 items of Foreign Language Classroom Anxiety Scale developed by

Horwitz et al.

To get the scores the researcher used likert scale. Likert scale was used to measure attitude, opinion, and perception. In this research, the respondent asked to answer the questionnaire that was provided by the researcher, they asked to choose one of the five alternatives.

Table 3.4

Blueprint of FLSAS Questionnaire

No	Indicator	Item of Questionnaires	Total
1	Communication apprehension	3, 6, 11, 13, 18, 16	6
2	Fear of negative evaluation	2, 4, 8, 10, 15, 17	6
3	Test anxiety	1, 5, 7, 9, 12, 14	6
	Total		18

Furthermore, in order to determine the category of speaking anxiety, the researcher used the category that is adopted from Ozturk and Gurbuz (2014) who have designed the questionnaire of speaking anxiety. There were three categories, high, moderate, and low. In determining the level, the total score ranged from 18-90. The interval was 24. A total score of more than 60 demonstrated a high level of speaking anxiety; a total



score ranged from 42 to 59 presented a moderate level of speaking anxiety, and participants who had a total score less than 41 showed a low level of foreign language speaking anxiety, that might be seen in table below.

Table 3.5
Category of Speaking Anxiety.

NO	Categories	Score
1	High level	More than 60
2	Moderate level	42-59
3	Low Level	Less than 41

(Otzurk and Gurbuz, 2014)

To get the scores the researcher used likert scale. Likert scale was used to measure attitude, opinion, and perception. In this research, the respondent asked to answer the questionnaire that was provided by the researcher, they asked to choose one of the five alternatives.

Table. 3.6
Likert Scale

Statements	Score (+)	Score (-)
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5



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2. Test

According to Brown (2004) stated that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this research speaking test will be held to know the students ability in speaking. This speaking test is to measure the students' ability in speaking skill. It is aimed to know the students ability who is taught by using role play, and who is taught by using repetition. This speaking test will be held after giving the treatment.

Table 3.7
Specification of the Test

Purpose	To test students' speaking ability grade eleventh
Intended Population	Eleventh grade students of MA Nurul Islam
Response Format	Completing the blank conversation and Practicing the conversation
Number of examiners	The researcher only. But it will be scored by the rater
Number and weighting of items/task	1 Speaking prompt (100%) Completing the provided template (5 minutes). Practice it (1-2 minutes)

Examination length	Maximum of 5 minutes
Order of Task	Speaking test only
Rating Scale Type	Two raters
Reporting type	Single score (maximum 100% ; pass mark 70%)

The test was interactive speaking test, the students were asked to practice conversation with their peers. The students were given the blank conversation about agreeing and disagreeing with someone's opinion. The topic was "Banning of cigarettes".

They were given 5 minutes to complete the dialog and practiced it in front of the class. The test was adopted from English book grade eleventh from Kemendikbud 2017. One of the base competences that must be achieved by the students was Compile the transactional text, oral and written, short and simple, which involves asking and giving for information related to opinions and thoughts. Thus the researcher decided to adopted the test because it was related to the 2013 curriculum, and it was valid to be used to measure students' speaking ability.

There are five criteria evaluated; they were pronunciation, grammar, vocabulary, fluency, and comprehension. Those are components of speaking ability. The researcher also used the rubric of



which was adopted from Buku Guru Bahasa Inggris Grade eleventh from Kemendikbud 2017.

Table 3.8
Rubric of Assessing Speaking (For Conversation)

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	Pronunciation can be understood although with a certain accent	There is a problem in pronunciation so that the listener must be very focused and sometimes raises misunderstanding	Difficult to be understood because there is a problem in pronunciation and the frequency is often	Almost always mistaken in pronunciation so it cannot be understood.
Grammar	Almost there was no mistakes in grammar	There are some mistaken in grammar but it does not influence the meaning	Many mistakes in grammar which influences the meaning and often have to rearrange sentences or conversation	Grammar is very bad so that the conversation is difficult to be understood.
Vocabulary	Sometimes pronunciation is	Often using inappropriate	Using wrong vocabulary so it	The vocabulary is



	inaccurate and needs more explanation because the vocabulary is not appropriate	vocabulary so the conversation is limited because limited vocabulary	can't be understood	very limited so the dialog is impossible to occurs
Fluency	The dialog is fluent, less of difficulty is found	Not fluent enough because of finding language difficulty	Often being in doubts and stopping because of the limitations of the language	Often stopping and being quiet during the dialog so the dialog is not created
Comprehension	The whole content of the dialog can be understood although there is repetition occasionally in certain parts	Most of the content of the conversation understandable although there are some repetitions	Difficult to follow the dialog which is conducted except in common dialog section with the slow conversation and many repetitions	Unable to be understood even in the form of short dialog

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This research is post-test only. The data of students speaking test was scored by raters. According to curriculum 2013, the category of students' scores as follow:

Table 3.9

The Category of Students' Scores

No	Score	Category
1	90-100	A (Very Good)
2	76-89	B (Good)
3	75	C (Enough)
4	<74	D (Less)

F. Validity and Reliability of Instrument

1. Validity of Speaking Test

According to Gay, Milss and Airasian (2012), validity refers to the degree to which a test measures what is supposed to measure and, consequently, permits appropriate interpretation of scores. Validity is very important in order to test how valid the instrument can measure the variable.

The test used for testing the students' speaking ability should consist of validity. The test is valid if it measures accurately what is intended to measure. There are some criteria for good validities which are content validity, contrast validity, concurrent validity, and predictive validity. In this research the test was adopted from the English book grade

eleventh from kemendikbud 2017. Furthermore, because it the test was adopted from kemendikbud 2017 and it was created by the learning purpose that was suitable to the 2013 curriculum, the test could be said valid based on content validity.

2. Reliability of test

The validity and reliability is related. A test could be reliable without being valid for a specific purpose, but a test couldn't be valid without first being reliable. Hughes (1989, p. 20) stated that a reliable test is consistent and dependable. If the same test was given to the same student or matched students in two different, the test should similarly result.

In this research, to avoid the subjectivity in giving the score, the researcher decided to use the raters. The rater's score was combined and the average was the score taken.

3. Validity of the Questionnaires

In this research, the questionnaires were adopted from Otzurk and Gurbuz, who designed the FLSAS questionnaires by selecting 18 items from FLAS by Horwitz and Cope (1986). In order to determine the validity of the questionnaire, the researcher conducted a tried out by handing some students who are not included in the research sample. To measure the validity the researcher used construct validity by using SPSS.



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The researcher compared r observed to r table at significant level 5%. If the r observed higher than R table, the test is considered as valid. In contrast, if the r observed less than R table, it can be concluded that the item is invalid and must be remove or corrected.

Table 3.10
Validity of the Questionnaire

No	Items	Corrected Item-Total Correlation	R table (N-2)=25 Significant 5%	Explanation
1	Item 1	0.617	0.380	Valid
2	Item 2	0.523	0.380	Valid
3	Item 3	0.735	0.380	Valid
4	Item 4	0.737	0.380	Valid
5	Item 5	0.658	0.380	Valid
6	Item 6	0.477	0.380	Valid
7	Item 7	0.408	0.380	Valid
8	Item 8	0.413	0.380	Valid
9	Item 9	0.476	0.380	Valid
10	Item 10	0.478	0.380	Valid
11	Item 11	0.735	0.380	Valid
12	Item 12	0.602	0.380	Valid
13	Item 13	0.530	0.380	Valid
14	Item 14	0.563	0.380	Valid
15	Item 15	0.646	0.380	Valid



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16	Item 16	0.561	0.380	Valid
17	Item 17	0.701	0.380	Valid
18	Item 18	0.584	0.380	Valid

From the table above, it could be seen that, all the items of the questionnaire was valid. All the items were acceptable to be used for measuring students' anxiety in speaking.

4. Reliability of the Questionnaire

According to Gay, Mills and Arisan (2012, p. 164), reliability is the grade to which a test consistently measure whatever it is measuring. In order to know the reliability of the questionnaire, the researcher used this category to determine the level reliability.

Table 3.11

The level of Acceptable Reliability

No	Reliability	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally
5	<0.60	Unacceptable low

(Cohen, Manion & Morison, 2007:506)

After testing the reliability of the questionnaire using SPSS 23 version, the researcher found that that the value of Cronbach's alpha was 0.913. The value was higher than the standard of cronbach's alpha 0.60. Thus it can be concluded that, the questionnaire was reliable and the level was very high. It can be seen in the table below.

Table 3.12

Reliability test of Questionnaire

Cronbach's Alpha	N of items
0.913	18

After testing the validity, reliability of the questionnaires, the researcher gave the questionnaires to 34 students of both group, experimental group consisted of 18 students, and control group consisted of 16 students. In order to know the students' speaking anxiety level the researcher used the category adopted from Otzurk and Gurbuz (2014). The result can be seen in the following table:

Table 3.13

**Students' speaking anxiety level of Experimental Group
(Taught by role-play)**

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	High Level	More than 60	10	55,56
2	Moderate Level	42-59	0	0,00
3	Low Level	Less than 41	8	44,44



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From the table, it can be seen that, most of students in experimental class were in high level of anxiety, which consisted of 10 students with the percentage (55,56%). However, there were no students who had moderate level of speaking anxiety and 8 students were in low level of anxiety with percentage (44,44%). In short, for experimental group there were two variations of students' speaking anxiety level, high and low level.

Table 3.14

Students' speaking anxiety level of Control group

(Taught by repetition)

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	High Level	More than 60	8	50,00
2	Moderate Level	42-59	0	0,00
3	Low Level	Less than 41	8	50,00

The table above showed that there are 8 students who had high level of speaking anxiety with percentage (50%), and also there were 8 students who had low level of speaking anxiety. However, there were no students who had moderate level of speaking anxiety. In short, for control group there were also two variations of students' speaking anxiety level, high and low level. To know the students who had high and low speaking anxiety level, the researcher developed it into table below:



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Table 3.15

The Number of students who had high and low speaking anxiety

No	Experimental Class		Control Class	
	High	Low	High	Low
1	Respondent 1	Respondent 3	Respondent 1	Respondent 2
2	Respondent 2	Respondent 4	Respondent 4	Respondent 3
3	Respondent 5	Respondent 7	Respondent 5	Respondent 6
4	Respondent 6	Respondent 8	Respondent 9	Respondent 7
5	Respondent 9	Respondent 13	Respondent 10	Respondent 8
6	Respondent 10	Respondent 16	Respondent 12	Respondent 11
7	Respondent 11	Respondent 17	Respondent 13	Respondent 14
8	Respondent 12	Respondent 18	Respondent 16	Respondent 15
9	Respondent 14			
10	Respondent 15			
Total	10 Respondents	8 Respondents	8 respondents	8 respondents

Table 3.14 showed that, in experimental class, the respondents who had high speaking anxiety were respondent 1, 2, 5, 6, 9, 10, 11, 12, 14 and 15, the respondents who had low speaking anxiety were respondent 3, 4, 7, 8, 13, 16, 17 and 18. Furthermore, in control class, the respondents who had high anxiety were respondent 1, 4, 5, 9, 10, 12, 13, and 16, the respondent who had low anxiety in control class were respondent 2, 3, 6,



7, 8, 11, 14, and 15.

G. Technique of analyzing the data

In this research there were some hypothesis tested. In order to answer the Ha1, Ho1, Ha2, Ho2, Ha3, and Ho3 used independent sample t-test. Furthermore to analyze forth hypothesis consisted Ha4 and Ho4, it used F test (factorial), Two Ways ANOVA through Statistical Package for Social Science (SPSS) version 23.0 for windows in order to know the interaction between teaching techniques and speaking anxiety. Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors.

H. The Homogeneity of the Test

Test of homogeneity of variance between the experimental group with the Control group were tested with Levene's test with SPSS 23.0 program. The assumption of homogeneity of variance is things to consider in doing the research. The interactions between both independent variables toward dependent variable are proven by using F- observed analysis. The further tests were done to verify the accurateness of the effect of teaching Techniques and speaking anxiety in speaking ability.

Here the result of the homogeneity of the test using SPSS 23.0 program.



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Levene's Test of Equality of Error Variances^a

SCORE			
Levene Statistic	df1	df2	Sig.
1.719	1	32	.199

Table above showed that the result Levene test of variances indicated that both variable Y and inter variable anxiety has $F = 1.719$ where the significant, 199 were higher than 0.05. It means that the dependent variables were homogenous that the two ways-anova test can be continued.

I. Normality of the Test

The testing of normality was being used to know whether the sample taken was normally distributed or not. Testing for normality in this research used a Kolmogorov Smirnov test through SPSS 23.0

1. If the numbers Kolmogorov-Smirnov test of significance > 0.05 then the normal distribution of data.
2. If the numbers Kolmogorov-Smirnov test of significance < 0.05 then the distribution of data was not normal.

The result can be seen in the table below.



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Table 3.16
Normality of the test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		16
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.79460202
Most Extreme Differences	Absolute	.166
	Positive	.166
	Negative	-.096
Test Statistic		.166
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it is known that the significant value from Asymp. Sign (2-tailed) of data is 0.200 and it is higher than 0.05 (0.200>0.05). It means that the distribution of the data is normal

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APPENDIX 1

The Data of Students' Speaking Anxiety (Experimental Class)



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RESPONDENT	ITEM																		TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Abdi nanta	4	3	4	4	3	5	3	4	4	2	2	4	3	5	5	4	1	4	64	1
Olvi	5	4	3	4	3	3	3	5	3	4	3	4	5	4	4	3	3	4	67	1
Desvin	1	1	2	1	5	4	2	1	1	1	3	4	2	4	1	2	2	1	38	1
Imam	3	1	2	4	2	2	3	1	1	2	3	1	1	3	2	2	3	1	37	1
Gian	5	4	4	4	4	3	5	5	3	4	1	4	5	5	3	5	4	4	72	1
Aldo	3	3	4	3	5	3	5	5	4	3	4	3	3	4	4	4	3	5	68	1
Lucky	1	2	2	3	2	4	1	1	1	2	2	3	1	4	2	2	1	2	36	1
Rehan	4	2	1	1	3	1	3	2	1	3	2	2	2	2	1	1	2	1	34	1
Meli	3	5	4	5	5	4	3	5	3	4	1	4	2	3	4	5	4	5	69	1
Variatun	5	5	3	4	2	5	2	4	2	5	2	5	2	5	4	4	2	5	66	1
Patra	3	4	3	4	3	3	3	5	3	4	3	4	5	4	4	3	3	3	64	1
Zaki	3	5	3	5	5	3	4	3	3	5	1	4	3	3	5	5	4	3	67	1
Rani	1	2	1	2	2	1	5	2	1	2	1	1	1	2	2	2	1	2	31	1
Yesi	4	5	2	5	5	4	5	1	5	5	3	4	5	4	2	1	1	3	64	1
Reno	3	5	5	4	5	5	5	5	4	5	5	4	5	5	4	5	5	5	84	1
Ferdi	3	2	3	1	2	2	3	1	3	2	2	2	3	2	2	1	2	1	37	1
Prihartini	3	1	3	2	2	2	1	2	1	1	2	1	3	1	3	2	3	1	34	1
Siska	1	2	5	1	2	2	3	1	2	2	2	1	3	1	1	2	3	2	36	1

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APPENDIX 2

The Data of Students' Speaking Anxiety (Control Class)



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 merugikan kepentingan yang wajar UIN Suska Riau.
 dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

RESPONDENT	ITEM																		TOTAL			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
Farid Habibi	4	3	4	4	2	5	4	5	5	1	4	4	4	2	4	5	5	5	70		2	
Amel	1	5	1	1	1	2	2	5	1	2	2	1	1	2	2	2	2	1	34		2	
Alfan	4	3	3	1	3	2	2	1	1	1	3	1	2	2	1	2	3	2	37		2	
Gita Novella	5	3	3	5	4	4	4	5	2	5	4	2	4	5	2	2	4	5	68		2	
mi Sastra Neg	5	4	5	5	5	3	3	5	3	5	4	5	3	4	3	5	5	4	76		2	
Mey Dilla Egisk	1	1	1	5	2	1	5	2	4	1	4	1	2	2	1	1	1	2	37		2	
Candra	4	3	3	1	2	1	1	2	3	2	3	1	1	2	1	1	1	2	34		2	
Mahiratul Aulia	1	2	2	2	1	3	1	1	1	2	1	2	2	2	1	1	2	1	28		2	
abil dwishafwa	5	5	4	5	3	3	4	3	5	5	4	4	3	3	5	2	4	5	72		2	
Saskia	5	4	4	5	5	4	5	4	5	4	2	5	4	3	5	2	5	4	75		2	
Indra	1	3	2	1	3	1	1	3	2	2	2	1	3	2	1	3	2	1	34		2	
Nadila Hamdar	4	3	5	3	4	4	4	3	3	4	5	3	4	4	2	5	3	5	68		2	
Nasrul Hadi	5	5	5	4	4	1	5	1	2	4	1	5	3	4	4	3	5	4	65		2	
Welvin	1	2	2	1	2	3	1	1	2	1	1	3	2	2	2	1	1	2	30		2	
Limardo	4	5	1	4	1	1	1	1	3	1	1	2	1	1	2	2	1	1	33		2	
Nursyafitri	1	2	1	2	4	4	5	5	4	4	5	4	5	4	4	4	3	5	66		2	

APPENDIX 3

The Score of Students' Speaking Ability Test in Experimental Class

EXPERIMENTAL CLASS				
NO	RESPONDENT	EXPERIMENTAL CLASS		TOTAL
		RATER 1	RATER 2	
1	Respondent 1	85	85	85
2	Respondent 2	85	80	83
3	Respondent 3	80	75	78
4	Respondent 4	75	80	78
5	Respondent 5	75	75	75
6	Respondent 6	80	75	78
7	Respondent 7	90	85	88
8	Respondent 8	75	70	73
9	Respondent 9	75	75	75
10	Respondent 10	75	80	78
11	Respondent 11	70	70	70
12	Respondent 12	75	80	78
13	Respondent 13	85	80	83
14	Respondent 14	80	75	78
15	Respondent 15	80	80	80
16	Respondent 16	90	85	88
17	Respondent 17	85	80	83
18	Respondent 18	75	75	75
	TOTAL	1435	1405	1420
	MEAN	79,72	78,06	78,89



APPENDIX 4

The Score of Students' Speaking Ability Test in Control Class

CONTROL CLASS				
NO	RESPONDENT	CONTROL CLASS		TOTAL
		RATER 1	RATER 2	
1	Respondent 1	80	75	78
2	Respondent 2	70	70	70
3	Respondent 3	70	75	73
4	Respondent 4	85	80	83
5	Respondent 5	65	70	68
6	Respondent 6	70	70	70
7	Respondent 7	75	70	73
8	Respondent 8	75	75	75
9	Respondent 9	75	70	73
10	Respondent 10	70	70	70
11	Respondent 11	70	75	73
12	Respondent 12	75	75	75
13	Respondent 13	70	65	68
14	Respondent 14	70	75	73
15	Respondent 15	75	70	73
16	Respondent 16	70	70	70
	TOTAL	1165	1155	1160
	MEAN	72,81	72,19	72,50

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APPENDIX 5

RESEARCH INSTRUMENT

IDENTITAS RESPONDEN

Nama :

Kelas :

PETUNJUK PENGISIAN

Berdasarkan pengalaman pribadi anda, berilah tanda centang (√) pada pilihan yang anda anggap sesuai dengan diri anda pada setiap pernyataan. Kuesioner ini disusun dengan menggunakan skala likert terdiri dari 5 pilihan.

Sangat Setuju : 5

Setuju : 4

Netral : 3

Tidak Setuju : 2

Sangat Tidak Setuju : 1

INSTRUMENT KECEMASAN SISWA DALAM BERBICARA BAHASA INGGRIS

No	Statements	5	4	3	2	1
1	Saya tidak pernah merasa cukup yakin pada diri saya sendiri ketika saya berbicara dalam bahasa Inggris.					
2	Saya takut membuat kesalahan dalam kelas bahasa Inggris					
3	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas bahasa Inggris					
4	Itu menjadi menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris					
5	Saya mulai panik ketika saya harus berbicara bahasa Inggris tanpa persiapan					
6	Saya malu untuk memberikan jawaban secara sukarela di kelas bahasa Inggris					
7	Saya gugup berbicara bahasa Inggris dengan native speaker					
8	Saya kecewa jika saya tidak mengerti apa yang di koreksi guru					
9	Saya merasa tidak percaya diri ketika berbicara dalam bahasa Inggris					
10	Saya takut guru bahasa Inggris saya siap untuk memperbaiki setiap kesalahan yang saya buat					
11	Saya bisa merasakan jantung saya berdebar-debar ketika saya akan					



	dipanggil di kelas bahasa Inggris					
12	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					
13	Saya merasa sangat sadar diri tentang berbicara bahasa Inggris didepan siswa lainnya					
14	Saya gugup dan bingung ketika saya berbicara bahasa Inggris					
15	Saya selalu merasa guru bahasa inggris saya akan memberi nilai yang jelek					
16	Walaupun jika saya sudah mempersiapkan dengan baik untuk berbicara bahasa inggris , saya merasa takut tentang itu.					
17	Saya takut murid lain akan menertawakan saya ketika saya berbicara bahasa Inggris					
18	Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya					



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APPENDIX 6

Lesson Plan of Experimental Class Who Taught by Role-Play

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA Nurul Islam
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 2/ Dua
 Materi Pokok : Offer and Suggestion
 Fokus Skill : Speaking
 Alokasi Waktu : (4 x 35 menit) (4 JP) (3 pertemuan)

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
<p>3. 1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)</p>	<ol style="list-style-type: none"> 1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan tawaran 2. Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi terkait saran dan tawaran 3. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait saran dan tawaran



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<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ol style="list-style-type: none"> 1. Menyusun dialog saran dan tawaran secara berkelompok. 2. Mendemonstrasikan dialog terkait saran dan tawaran di depan kelas
--	--

Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan pendekatan saintifik serta menggunakan teknik role-play peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi sarandan tawaran
2. Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi saran dan tawaran
3. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait saran dan tawaran
4. Menyusun dialog ungkapan saran dan tawaran secara berkelompok.
5. Peserta didik diharapkan secara berkelompok dapat mendemonstrasikan (role-play) dialog saran dan tawaran di depan kelas dengan percaya diri.

Metode Pembelajaran

Teknik : role-play

Materi Pembelajaran

- a. Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
- b. Struktur Teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- c. Unsur Kebahasaan
 - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their,*



dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan pemberian saran dan tawara melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

Kegiatan Pembelajaran

Pertemuan 1 (35 menit)

1. Opening (Pembukaan)

- d. Guru mengondisikan kesiapan peserta
- e. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam.
- f. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
- g. Guru mengecek kehadiran siswa
- h. Guru mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelejaran dimulai.
- i. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi
- j. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami
- k. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran

2. Kegiatan Inti

- a. Guru menampilkan dialog tentang tindakan memberikan saran
- b. Guru melakukan tanya jawab bersama siswa terkait dialog yang disajikan.
 1. What is the dialog about?
 2. What is the purpose of the text?
- c. Peserta didik menganalisis terkait ungkapan-ungkapan saran dan tawaran dengan teliti dan cermat.
- d. Guru juga memberikan kesempatan peserta didik untuk mempelajari kosakata terkait tema dan menirukan cara pelafalannya.
- e. Guru menjelaskan tentang struktur teks, ungkapan saran, social function, dan cara pelafalannya.
- f. Guru membagi siswa kedalam beberapa kelompok.
- g. Peserta didik diminta untuk berdiskusi dengan teman sekelompok tentang dialog, dan membagi peran
- h. Peserta didik dengan anggota kelompok mempraktekkan dialog sesuai script dan peran masing-masing
- i. Setiap kelompok diminta mendemonstrasikan dialog didepan kelas (role-play)
- j. Peserta didik memperoleh feedback dariguru dan teman tentang percakapan yang telah dipraktekan di depan kelas;

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3. Kegiatan Penutup
 1. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama
 2. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
 3. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan berupa melengkapi sebuah dialog rumpang sesuai dengan ungkapan saran.

Pertemuan 2 (2x35 Menit)

1. Opening (Pembukaan)

- a. Guru mengondisikan kesiapan peserta
- b. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam.
- c. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
- d. Guru mengecek kehadiran siswa
- e. Guru menanyakan terkait materi pertemuan sebelumnya.
- f. Guru dan siswa berdiskusi terkait materi pertemuan sebelumnya
- g. Guru memberikan apersepsi dengan mengajukan pertanyaan terkait dengan materi yang akan dipelajari
- h. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami
- i. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran

2. Kegiatan Inti

- a. Guru menampilkan sebuah dialog yang terdapat ungkapan menawarkan.
- b. Guru memberikan penjelasan tentang ungkapan menawarkan yang terdapat pada dialog, dan memberikan ungkapan-ungkapan menawarkan lain yang bisa digunakan di situasi formal maupun informal
- c. Peserta didik dibagi menjadi beberapa kelompok.
- d. Peserta didik bekerja sama melengkapi sebuah dialog rumpang dengan arahan guru.
- e. Guru mengajarkan tentang unsur kebahasaan yang ada didalam dialog.
- f. Siswa memperagakan role-play didepan kelas bersama sesuai peran dan script masing-masing
- g. Peserta dapat memodifikasi dialog yang diperagakan jika



diinginkan

- h. Peserta didik memperoleh feedback dari guru dan teman tentang percakapan yang telah dipraktikkan di depan kelas;

3. Kegiatan Penutup

- a. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
- b. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

Pertemuan 3 (35 menit)

1. Opening

- a. Guru mengondisikan kesiapan peserta
- b. Guru mengucapkan salam kepada seluruh peserta didik dan peserta didik menjawab salam.
- c. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
- d. Guru mengecek kehadiran siswa
- e. Guru mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelajaran dimulai.
- f. Guru mengajukan pertanyaan terkait materi pada pertemuan sebelumnya

2. Kegiatan Inti

- a. Setelah guru mereview kembali materi pertemuan pertama dan kedua, tentang ungkapan saran dan tawaran
- b. Guru memberikan situasi dan pertanyaan yang berkaitan dengan ungkapan saran dan tawaran.
- c. Guru mengajak siswa berfikir ungkapan apa yang sesuai dengan situasi yang diberikan
- d. Siswa merespons dengan memberikan ungkapan yang sesuai dengan situasi yang diberikan guru.
- e. Guru memberikan beberapa situasi, kemudian diminta membuat dialog berdasarkan situasi-situasi yang diberikan.
- f. Siswa secara berkelompok memperagakan kembali dialog sudah dibuat di depan kelas.
- g. Guru dan peserta didik lain memberikan feedback terhadap performance role-play yang ditampilkan

Kegiatan Penutup

- a. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
- b. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

GURU KELAS

Rulia Septami, S.Pd

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : MA Nurul Islam
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI IPA 2/ Dua
 Materi Pokok : Opinion and though
 Fokus Skill : Speaking
 Alokasi Waktu : (4 x 35 menit) (4 JP) (3 pertemuan)

1. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
<p>3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>I think, I suppose, in my opinion</i>).</p>	<p>3.2.1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait pendapat dan pikiran.</p> <p>3.2.2. Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional tulis yang terkait pendapat dan pikiran.</p>
<p>4.2. Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.2.1. Menyusun dialog berdasarkan pernyataan yang diberikan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2.2. Menyajikan kembali dialog yang telah dibuat.</p>



2. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa diharapkan dapat:

1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait pendapat dan pikiran dengan benar.
2. Menganalisis perbedaan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional tulis yang terkait pendapat dan pikiran dengan benar.
3. Menyusun dialog berdasarkan pernyataan yang diberikan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan benar.
4. Mempereragakan dialog dengan bermain peran (role-play)

3. Materi Pembelajaran

1. Fungsi Sosial: Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.
2. Struktur Teks: Memulai dan Menanggapi (diharapkan/di luar dugaan)
3. Unsur Kebahasaan
 - a. Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
 - b. Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

4. Topik

Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI.

5. Pendekatan, Model dan Teknik Pembelajaran

1. Pendekatan : Saintifik
2. Teknik : Role-play



6. Hand out

<i>Agreeing with opinion</i>	<i>Disagreeing with opinion</i>
Of course. I agree with this opinion. I think so too. This is absolutely right.	I am sorry, I don't agree with you I disagree with you. I think you are wrong. I am not sure I agree with you.

Example of how to agree and disagree with opinion

Statements	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this

3. Unsur Kebahasaan:

- Tata bahasa: simple past tense, simple present tense, perfect tense.
- Ungkapan menyatakan pendapat/pikiran (*I think, I suppose, In my opinion .. dsb*).
- Ungkapan *Agreement* (*Of course, i agree, this is absolutely right, ... dsb*)
- Ungkapan *Disagreement* (*I disagree, i am not sure, ... dsb*)
- Kata kerja bantu modal (*need, should, will... dsb*)
- Ucapan, tekanan kata, intonasi, dan ejaan.

Media, Alat dan Sumber Pembelajaran

- Media : Gambar, role-card
- Sumber Belajar : Kurikulum 2013, buku teks

Langkah – langkah Kegiatan Pembelajaran

PENDAHULUAN

- Guru memberi salam (greeting)
- Guru menanyakan kabar siswa
- Guru menunjuk ketua kelas untuk memimpin berdoa sebelum memulai pembelajaran
- Guru memeriksa kehadiran siswa
- Guru melakukan tanya jawab dengan beberapa siswa
- Guru menjelaskan cakupan materi sesuai dengan silabus



KEGIATAN INTI

Pertemuan 1

1. Guru menampilkan dialog sederhana tentang opinion and though
2. Guru memberikan pertanyaan terkait dialog. “what they are doing”, what they are talking about?
3. Siswa secara lisan menjawab pertanyaan yang diberikan berdasarkan dialog percakapan yang telah diamati.
4. Siswa memperoleh informasi rinci terkait materi *opinion and Thought*.
5. Guru memberikan penguatan terkait materi yang telah diamati.
6. Siswa menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks dialog yang ditampilkan.
7. Siswa dibentuk kelompok secara heterogen
8. Guru membagikan LKPD berupa dialog rumpang
9. Dengan arahan guru, siswa mulai berdiskusi untuk melengkapi dialog rumpang dengan ungkapan yang sesuai
10. Peserta didik secara berkelompok mempraktekkan dialog

PENUTUP

1. Guru bersama peserta didik menyimpulkan pembelajaran terkait materi yang telah dipelajari pada pertemuan ini.
 - a. *Ok students, what we have learned today?*
 - b. *Can you mention the social function, generic structure, language features of asking and giving opinion?*
2. Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan mengisi form refleksi diri:
 - a. *Do you feel happy after learning this material?*
 - b. *Can you determine the social function, generic structure and language features of expression asking and giving opinion?*
 - c. *Do you know when to express your opinion?*
 - d. *Do you have any problem in learning this material?*

“If you answer ‘no’ to one of those questions, see your teacher and discuss with him/her how to make you able to express your opinion spoken and written forms”.

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4. Guru menyampaikan topik materi untuk pertemuan selanjutnya
5. Guru menutup kegiatan dengan dengan mengajak siswa berdoa dan mengucap
6. salam penutup.

Pertemuan 2

PENDAHULUAN

- 1) Guru memberi salam (greeting)
- 2) Guru menanyakan kabar siswa
- 3) Guru menunjuk ketua kelas untuk memimpin berdoa sebelum memulai pembelajaran
- 4) Guru memeriksa kehadiran siswa
- 5) Guru melakukan tanya jawab dengan beberapa siswa terkait materi pada pertemuan sebelumnya

KEGIATAN INTI

Pertemuan 1

1. Peserta didik diminta kembali untuk duduk dikelompok yang sudah dibentuk pada pertemuan sebelumnya
2. Setiap kelompok memperagakan dialog dengan bermain peran didepan kelas
3. Setiap siswa memperagakan dialog sesuai perannya masing-masing
4. Kelompok lain diminta untuk memberikan feedback terhadap performance kelompok lain
5. Peserta didik diminta mengidentifikasi expression yang digunakan didalam dialog
6. Guru memberikan feedback setekah semua kelompok memperagakan dialog, sekaligus memberikan penguatan terhadap expression yang digunakan.

PENUTUP

1. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
2. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

GURU,

Rulia Septami, S. Pd



Pertemuan 3 (Agreeing and Disagreeing opinion)

PENDAHULUAN

- 1) Guru memberi salam (greeting)
- 2) Guru menanyakan kabar siswa
- 3) Guru menunjuk ketua kelas untuk memimpin berdoa sebelum memulai pembelajaran
- 4) Guru memeriksa kehadiran siswa
- 5) Guru melakukan tanya jawab dengan beberapa siswa
- 6) Guru menjelaskan cakupan materi sesuai dengan silabus

KEGIATAN INTI

- 1) Guru menampilkan dialog sederhana tentang agreeing and disagreeing an opinion
- 2) Guru memberikan pertanyaan terkait dialog. “what they are doing”, what they are talking about?
- 3) Siswa secara lisan menjawab pertanyaan yang diberikan berdasarkan dialog percakapan yang telah diamati.
- 4) Siswa memperoleh informasi rinci terkait materi *agreeing and disagreeing an opinion*
- 5) Guru memberikan penguatan terkait materi yang telah diamati.
- 6) Siswa menentukan fungsi sosial, struktur teks dan unsur kebahasaan dari teks dialog yang ditampilkan.
- 7) Siswa dibentuk kelompok secara heterogen
- 8) Guru membagikan LKPD berupa dialog rumpang
- 9) Dengan arahan guru, siswa mulai berdiskusi untuk melengkapi dialog rumpang dengan ungkapan yang sesuai
- 10) Peserta didik secara berkelompok mempraktekkan dialog

PENUTUP

- 1) Guru bersama peserta didik menyimpulkan pembelajaran terkait materi yang telah dipelajari pada pertemuan ini.
 - *Ok students, what we have learned today?*
 - *Can you mention the social function, generic structure, language features of asking and giving opinion?*
- 2) Siswa mendapatkan umpan balik terhadap proses dan hasil pembelajaran dengan mengisi form refleksi diri: *Do you feel happy after learning this material? Can you determine the social function, generic structure and language features of expression asking and giving opinion? Do you know when to express your opinion? Do you have any problem in learning this material?* Guru menyampaikan topik materi untuk pertemuan selanjutnya

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- 3) Guru menutup kegiatan dengan dengan mengajak siswa berdoa dan mengucap
- 4) salam penutup.

HANDOUT RESPONSES OF OPINIONS

Responses

Response can be expressed in the ways expressions below.

Kinds of Opinion's Responses:

1. Agreeing with an Opinion

These are some of the expressions used to express agreement with an opinion.

- I am sorry, i don't agree with you.
- I am not sure. I agree with you.
- I don't agree with you.
- I am afraid i have to disagree with you.
- I do not believe that.
- By this I mean...
- I disagree with you.
- I think you are wrong.
- That's not the same thing at all.
- It is not justified to say to.
- I am not convinced that...
- I can't say I agree with this, and here's why...

Example of how to agree and disagree with opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Woman should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with on this
Online gaming should be banned.	Absolutly right, it should be as it distracts the students from studying.	I don't agree with you It is a venue for student s to develop their skills.

Example the dialog to be role-played

Dialog 1



Hana : What do you think about the test yesterday, me?
 Meme : I think it was difficult. I could not answer some of questions.
 Hana : I disagree with you. I think it's easy.

Dialogue 2

Rifan : Guys, I have an idea. How about if we go to beach in the next holiday?
 Icha : Yes, I agree with you. Where will we go?
 Kania : Bali! I want to see sunrice in Kuta beach.
 Icha : I am sorry, I don't agree Kania. It's too expensive.
 Bryan : Yups. What about with Sine beach in Tulungagung
 Rifan : I agree, I never thought of that. Sine beach is Tulungagung's Kuata beach.

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APPENDIX 6

Lesson Plan of Control Class Who Taught by Repetition

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MA Nurul Islam
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA 1/ Dua
Materi Pokok	: Offer and Suggestion
Fokus Skill	: Speaking
Alokasi Waktu	: (4 x 35 menit) (4 JP) (3 pertemuan)

Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3. 1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)	<p>4. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan tawaran</p> <p>5. Menunjukkan perbedaan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta informasi terkait saran dan tawaran</p> <p>6. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi</p>



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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	terkait saran dan tawaran
<p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3. Menyusun dialog saran dan tawaran secara berkelompok.</p> <p>4. Mendemonstrasikan dialog terkait saran dan tawaran di depan kelas</p>

Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan pendekatan saintifik serta menggunakan teknik repetition peserta didik diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan tawaran
2. Menunjukkan perbedaan cara pelafalan dari masing-masing konteks ungkapan memberi dan meminta informasi saran dan tawaran
3. Menerapkan struktur teks dan unsur kebahasaan ungkapan memberi dan meminta informasi terkait saran dan tawaran
4. Menyusun dialog ungkapan saran dan tawaran secara berkelompok.



Metode Pembelajaran

© Teknik : repetition

Materi Pembelajaran

Fungsi Sosial

Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.

Struktur Teks

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

Unsur Kebahasaan

- Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can*
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topik

Situasi yang memungkinkan pemberian saran dan tawara melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI

Kegiatan Pembelajaran

Pertemuan 1 (Suggestions)

1. Opening (Pembukaan)

- a. Guru mengondisikan kesiapan peserta
- b. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam.
- c. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
- d. Guru mengecek kehadiran siswa
- e. Guru mengajak bermain game untuk mengecek konsentrasi siswa sebelum pembelajaran dimulai.
- f. Guru mengajukan pertanyaan yang ada keterkaitannya dengan materi
- g. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami
- h. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran

2. Kegiatan Inti

- a. Guru menampilkan beberapa ungkapan untuk memberikan saran, menerima, dan menolak saran.
- b. Guru melakukan tanya jawab bersama siswa terkait ungkapan memberikan saran dan responnya.
- c. Peserta didik menganalisis terkait ungkapan-ungkapan saran dengan teliti



dan cermat.

- d. Guru juga memberikan kesempatan peserta didik untuk mempelajari kosakata terkait tema dan menirukan cara pelafalannya.
- e. Guru menjelaskan tentang struktur teks, ungkapan saran, social function, dan cara pelafalannya.
- f. Guru meminta seluruh siswa untuk mengikuti apa yang dia ucapkan guru setelahnya. "Repeat after me!" Say what I say!
- g. Peserta didik satu-satu diminta meniru dan mengulang kembali apa yang diucapkan guru dengan intonasi dan pronunciaation yg benar
- h. Peserta diberikan LKPD berupa dialog dan diminta melengkapi dialog rumpang sesuai dengan ungkapan yang dipelajari

3. Kegiatan Penutup

- a. Guru memberikan penghargaan kepada peserta didik yang telah menunjukkan peningkatan sikap disiplin dan bekerja sama
- b. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
- c. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

Pertemuan 2 (Offers)

Opening (Pembukaan)

1. Guru mengondisikan kesiapan peserta
2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam.
3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
4. Guru mengecek kehadiran siswa
5. Guru menanyakan terkait materi pertemuan sebelumnya.
6. Guru dan siswa berdiskusi terkait materi pertemuan sebelumnya
7. Guru memberikan apersepsi dengan mengajukan pertanyaan terkait dengan materi yang akan dipelajari
8. Peserta didik menjawab berdasarkan pengalaman yang sudah pernah mereka alami
9. Guru menyampaikan materi yang akan dipelajari dan menyampaikan tujuan pembelajaran

Kegiatan Inti

1. Guru menampilkan ungkapan menawarkan, dan menerima tawaran, dan menolak tawaran.
2. Siswa diminta untuk mengidentifikasi ungkapan menawarkan yang disajikan. ungkapan mnewarkan jasa di situasi formal maupun informal
3. Peserta didik menganalisis terkait ungkapan-ungkapan saran dengan

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teliti dan cermat.

4. Guru juga memberikan kesempatan peserta didik untuk mempelajari kosakata terkait tema dan menirukan cara pelafalannya.
5. Guru menjelaskan tentang struktur teks, ungkapan saran, social function, dan cara pelafalannya.
6. Guru meminta seluruh siswa untuk mengikuti apa yang dia ucapkan guru setelahnya. "Repeat after me!" Say what I say!
7. Peserta didik satu-satu diminta meniru dan mengulang kembali apa yang diucapkan guru dengan intonasi dan pronunciaation yg benar
8. Peserta diberikan LKPD berupa dialog dan diminta melengkapi dialog rumpang sesuai dengan ungkapan yang dipelajari

Kegiatan Penutup

1. Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.
2. Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

Pertemuan 3 (offer and suggestion)

Opening

1. Guru mengondisikan kesiapan peserta
2. Guru mengucapkan salam kepada seluruh pesertadidik dan peserta didik menjawab salam.
3. Guru mengajak berdoa bersama sebelum pembelajaran dimulai sebagai ungkapan rasa syukur.
4. Guru mengecek kehadiran siswa.
5. Guru mengajukan pertanyaan terkait materi pada pertemuan sebelumnya

Kegiatan Inti

1. Guru meminta siswa menampilkan dialog tentang ungkapan menawarkan yang ditugaskan didepan kelas.
2. Peserta didik membaca nyaring dialog yang dibuat didepan kelas
3. Guru meminta siswa menunjukkan ungkapan menawarkan, dan responnya pada dialog yang dibuat.
4. Guru dan peserta didik lain memberikan feedback terhadap dialog yang dibaca.

Kegiatan Penutup

- 1) Guru dan peserta didik mengulas kembali apa yang sudah dikerjakan

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selama awal hingga akhir kegiatan. Guru membuka diskusi untuk refleksi terhadap semua kegiatan yang telah dilakukan selama proses pembelajaran dan meminta peserta didik untuk mengisi format refleksi di bagian akhir.

- 2) Guru menyampaikan kegiatan pembelajaran berikutnya dan memberi peserta didik penugasan

GURU KELAS



Rulia Septami, S.Pd

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APPENDIX 8

SPEAKING RUBRIC

RUBLIK PENILAIAN DIALOG

Criteria	Score 4	Score 3	Score 2	Score 1
Pronunciation	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan frekuensinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Grammar	Hampir tidak ada kekeliruan tata bahasa	Terjadi beberapa kekeliruan tata bahasa, tetapi tidak berpengaruh terhadap arti	Banyak terjadi kekeliruan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat dipahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercipta
Comprehension	Seluruh isi percakapan dapat dipahami meskipun sesekali ada pengulangan di	Sebagian besar isi percakapan dapat dimengerti meskipun ada beberapa pengulangan	Sulit untuk mengikuti dialog yang dilakukan kecuali di bagian dialog	Tidak dapat dipahami bahkan dalam bentuk dialog yang singkat sekalipun

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bagian-bagian tertentu	umum dengan percakapan yang perlahan-lahan dan banyak pengulangan
------------------------	---

CARA PENILAIAN DIALOG (PERCAKAPAN)

No	Nama Siswa	Perolehan skor					Jumlah skor perolehan
		Aspek 1	Aspek 2	Aspek 3	Aspek 4	Aspek 5	
1							
2							
3							
dst							

Rumus perhitungan nilai siswa sebagai berikut:

$$\frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor maksimal/ideal}} \times 100$$

Appendix 9

Recommendation Letter



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Pekanbaru, 20 Desember 2022

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berkas
Penunjukan Pembimbing I dan
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Dr. H. Promadi. MA. Ph. D (Pembimbing Utama)
2. Dr. Dodi Settiawan. M. Pd (Pembimbing Pendamping)

Pekanbaru

Sehubungan dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Rulia Septami
NIM	: 22190123381
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: III (Tiga)
Judul Tesis	: The Effect Of Teaching Techniques And Speaking Anxiety In Speaking At State Junior High School 5 Kuantan Mudik

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. H. Ilyas Husti. MA
NIP. 19611230 198903 1 002

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Nomor : B-316/Un.04/Ps/HM.01/01/2023
Lamp. : 1 berkas
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Pekanbaru, 24 Januari 2023

Kepada
Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Prov. Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: RULIA SEPTAMI
NIM	: 22190123381
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2023
Judul Tesis/Disertasi	: The effect of Teaching Techniques and Speaking Anxiety in Speaking at MA Ponpes Nurul Islam Kampung Baru

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Kampung Baru, Kec. Gunung Toar, Kab. Kuantan Singingi

Waktu Penelitian: 3 Bulan (24 Januari 2023 s.d 24 April 2023)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

UIN SUSKA RIAU



Wasalam
Direktur,

Prof. Dr. H. Ilyas Husti, MA
NIP. 19611230 198903 100 2

Tembusan:
Yth. Rektor UIN Suska Riau

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-Riset/53266
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permisinan Penelitian dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : B.316/Un.04/Ps/HM.01/01/2023 Tanggal 24 Januari 2023**, dengan ini memberikan rekomendasi kepada:

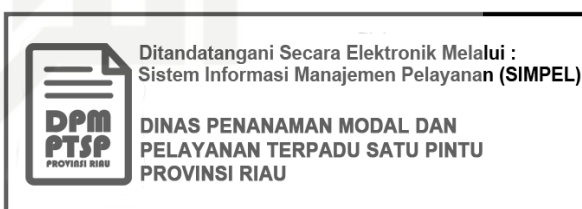
1. Nama : **RULIA SEPTAMI**
2. NIM / KTP : 22190123381
3. Program Studi : PENDIDIKAN AGAMA ISLAM
4. Konsentrasi : -
5. Jenjang : S2
6. Judul Penelitian : **THE EFFECT OF TEACHING TECHNIQUES AND SPEAKING ANXIETY IN SPEAKING ENGLISH AT MA PONPES NURUL ISLAM KAMPUNG BARU**
7. Lokasi Penelitian : MA PONPES NURUL ISLAM

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 30 Januari 2023



Tembusan

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi
Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PROVINSI RIAU
KABUPATEN KUANTAN SINGINGI

1409014309980002

Nama : RULIA SEPTAMI
Tempat/Tgl Lahir : SAIK, 03-09-1988
Jenis kelamin : PEREMPUAN Gol. Darah :
Agama : SAIK
RT/RW : 005/005
Kec/Desa : SAIK
Kecamatan : KUANTAN MUDIK
Agama : ISLAM
Status Perkawinan : BELUM KAWIN
Pekerjaan : PELAJAR/MAHASISWA
Kewarganegaraan : WNI
Berlaku Hingga : SEUMUR HIDUP



KUANTAN SINGINGI
19-07-2018

PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id



UIN SUSKA RIAU



REKOMENDASI

Nomor : 503/DPMPPTSP/NON IZIN-RISET/53266
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Penelitian dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 316/Hn.04/Ps/HM.01/01/2023 Tanggal 24 Januari 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama : **RULIA SEPTAMI**
2. NIM / KTP : **22190123381**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **-**
5. Jenjang : **S2**
6. Judul Penelitian : **THE EFFECT OF TEACHING TECHNIQUES AND SPEAKING ANXIETY IN SPEAKING ENGLISH AT MA PONPES NURUL ISLAM KAMPUNG BARU**
7. Lokasi Penelitian : **MA PONPES NURUL ISLAM**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
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Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 30 Januari 2023



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

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State Islamic University of Sultan Syarif Kasim Riau

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi
Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KEMENTERIAN AGAMA RI**
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
جامعة السلطان شريف قاسم الإسلامية الكوچية رباو
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
JALAN HR. SOEBRANTAS KM. 15 TAMPAK, PEKANBARU, RIAU, 28293

KARTU TANDA MAHASISWA

NAMA : RULIA SEPTAMI
NIM : 22190123381
PRODI : PENDIDIKAN AGAMA ISLAM S2
FAKULTAS : PASCASARJANA
BERLAKU S/D : 01-07-2025



VISI
UIN SUSKA RIAU

"Visi UIN Suska Riau adalah terwujudnya Universitas Islam Negeri sebagai lembaga pendidikan tinggi pilihan utama pada tingkat dunia yang mengembangkan ajaran Islam, ilmu pengetahuan, teknologi dan/ atau seni secara integral pada tahun 2023"



UIN SUSKA RIAU

-Undang an atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
-Kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
-Diklan kepentingan yang wajar UIN Suska Riau.
-Dikan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SURAT PERNYATAAN

Saya yang bertandatangan di bawah ini :

1. Nama : RULIA SEPTAMI
2. NIM : 22190123381
3. Universitas/Lembaga : UIN SUSKA RIAU
4. Fakultas : PASCA SARJANA S2
5. Jurusan : PENDIDIKAN AGAMA ISLAM, KONCENTRASI BAHASA INGGRIS
6. Jenjang/Strata : S2
7. Alamat : SALK, Kec. Kuantan Mudik, Kab. Kuantan Singingi
8. Judul Penelitian : THE EFFECT OF TEACHING TECHNIQUE AND SPEAKING ANXIETY IN SPEAKING ABILITY AT ISLAMIC SENIOR HIGH SCHOOL NURUL ISLAM KAMPUNG BARU
9. No. HP/WA : 0852 1814 0005
10. Lokasi Penelitian : Kampung Baru, Kec. Gunung Toar, Kab. Kuantan Singingi

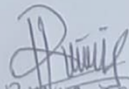
Dengan ini menyatakan bahwa :

1. Dalam melakukan penelitian saya akan mentaati dan tidak melanggar ketentuan Peraturan Perundang-Undangan yang berlaku. Apabila saya melanggar ketentuan yang sudah ditetapkan maka, saya bersedia mempertanggungjawabkan perbuatan saya.
2. Seluruh Dokumen yang saya lampirkan adalah benar dari saya sendiri untuk memenuhi persyaratan Penelitian. Apabila terdapat Kesalahan atau Pemalsuan terhadap Dokumen yang saya lampirkan, maka saya bersedia dikenakan Sanksi sesuai dengan Aturan yang berlaku.
3. Bersedia mengembalikan 1 (satu) rangkap hasil penelitian kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru.

Demikian surat pernyataan ini saya buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 31 Januari 2023

YANG MEMBUAT PERNYATAAN


RULIA SEPTAMI
NIM. 2219 0123 381

NB: di FOLLOW Instagram @bakesbangpolpekanbaru
di SUBSCRIBE YouTobe @Kesbangpol Pekanbaru



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Hak cipta milik UIN Suska Riau
State Islamic University of Sultan Syarif Kasim Riau

PEMERINTAH KABUPATEN KUANTAN SINGINGI

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KOMPLEK PERKANTORAN PEMERINTAH KABUPATEN KUANTAN SINGINGI
Telepon (0760) 2524242 Fax (0760) 2524242 Kode Pos 29562
Email : dpmpstp@kuansing.go.id, Website : https://dpmpstp.kuansing.go.id
TELUK KUANTAN

REKOMENDASI

Nomor : 53/DPMPSTP-PTSP/1.04.02.02/2023

Tentang

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kuantan Singingi, setelah membaca Surat Rekomendasi dari DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU Nomor:503/DPMPSTP/NON IZIN-RISET/53266 Tanggal 30 JANUARI 2023.

Dengan ini memberikan Rekomendasi kepada :

Nama : **RULIA SEPTAMI**
NIM : 22190123381
Jurusan : PENDIDIKAN AGAMA ISLAM
PASCASARJANA
Jenjang Pendidikan : S2
Alamat : PEKANBARU
Judul Penelitian : "THE EFFECT OF TEACING TECHNIQUES AND SPEAKING ANXIETY IN SPEAKING ENGLISH AT MA PONPES NURUL ISLAM KAMPUNG BARU"
Untuk melakukan Penelitian di : MA PONPES NURUL ISLAM

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungannya dengan kegiatan riset / pra riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan riset / pra riset dan pengumpulan data ini berlangsung selama 3 (tiga) bulan dihitung mulai tanggal rekomendasi ini dibuat.
3. Hasil riset / pra riset dan pengumpulan data dilaporkan kepada Bupati Kuantan Singingi melalui Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi.

Demikian rekomendasi ini diberikan agar digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan riset / pra riset ini, dan terima kasih.

Dikeluarkan di : Teluk Kuantan
Pada Tanggal : 8 Februari 2023

Ditandatangani Secara Elektronik oleh :

Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu
Kabupaten Kuantan Singingi,

JHON PITTE ALSI, S. IP
Pembina Tk. I. IV/b
NIP 19801012 200501 1 006



Tembusan : disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kuantan Singingi di Teluk Kuantan;
2. Instansi terkait;
3. Arsip.



SURAT KETERANGAN

Nomor : MA.04.11/PPNI/PP.00.6/191 /2023

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Pondok Pesantren Nurul Islam
Kampung Baru Kecamatan Gunung Toar Kabupaten Kuantan Singingi, dengan ini menerangkan

Nama : RULIA SEPTAMI
NIM : 22190123381
Program Studi : Pendidikan Agama Islam Pascasarjana
Jenjang : Magister/S-2 UIN SUSKA Riau
Alamat : Saik Kec. Kuantan Mudik

Benar telah melakukan kegiatan penelitian berkaitan dengan penyelesaian Tesis dengan Judul
Penelitian : *" The Effect Of Teacing Techniques And Speaking Anxiety In Speaking English At
MA. Ponpes. Nurul Islam Kampung Baru"* di Madrasah Aliyah Ponpes, Nurul Islam Kampung
Baru Kecamatan Gunung Toar Kabupaten Kuantan Singingi. Yang dilaksanakan pada Tanggal 10
Februari s/d 10 Mei 2023.

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Kampung Baru, 14 Juni 2023

Kepala Madrasah



RUBAIDA, S. Ag., MM

NIP. 19790701 200312 2 001

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Hak Cipta Dilindungi Undang-Undang

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State Islamic University of Sultan Syarif Kasim Riau



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Sertifikat

Nomor: B-1958/Un.04/Ps/PP.00.9/04/2023

Komite Penjaminan Mutu Pascasarjana Universitas Islam Negeri Sultan Syarif Kasim Riau Menerangkan Bahwa :

Nama	: Rulia Septami
NIM	: 22190123381
Judul	: The Effect Of Teching Techniques (Role-Play-Repetition) And Speaking Anxiety On Students' Speaking Ability At MA Nurul Islam Kampung Baru

Telah dilakukan uji Turnitin dan dinyatakan **lulus** cek plagiasi Tesis Sebesar (25%) di bawah standar maksimal batas toleransi kemiripan dengan karya tulis ilmiah lainnya. Berdasarkan peraturan Pemerintah melalui Dikti Nomor UU 19 Tahun 2002: Permendiknas 17 tahun 2010 bahwa tingkat persentase kesamaan tulisan yang diunggah di dunia maya hanya boleh 20-25% kesamaan dengan karya lainnya.

State Islamic University of Sultan Syarif Kasim Riau

Pekanbaru, 19 Juni 2023
Pemeriksa Turnitin Pascasarjana

Dr. Perisi Nopel, M.Pd.I
NUPN. 9920113670

Dr. Ilyas Husti, MA
196112301989031002



UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



UIN SUSKA RIAU
PUSAT PENGEMBANGAN BAHASA

CENTER FOR LANGUAGE DEVELOPMENT

State Islamic University of Sultan Syarif Kasim Riau

مركز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية ريارو

CERTIFICATE OF ACHIEVEMENT

This is to certify that

RULIA SEPTAMI

achieved the following scores on the

TOEFL Prediction Test

Listening Comprehension	: 50
Structure & Written Expressions	: 54
Reading Comprehension	: 53
Overall Score	: 523

Expired Date: June 10, 2025

TOEFL Prediction Test® Certificate is provided by
Center for Language Development of State Islamic University of
Sultan Syarif Kasim Riau. The scores and information presented
in this report are approved.

Address: KH. Ahmad Dahlan No. 94 Pekanbaru 28124

WA: +6281261656766

Email: p...@uin-suska.ac.id

Website: www.ph.uinsuska.ac.id

BRONZE 04.2708.02.1.000422

Date of Birth: September 03, 1998

Students Number: 22190123381

Sex: Female

Test Form: Online Test

Date of Test: June 10, 2023



Promadi, Ph.D

Reg. No: 19640827 199103 1 009

The Director of Center for Language Development

UIN SUSKA RIAU



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CENTER FOR LANGUAGE DEVELOPMENT
State Islamic University of Sultan Syarif Kasim Riau

مركز تطوير اللغات لجامعة سلطان شريف قاسم الإسلامية الحكومية ريارو

CERTIFICATE OF ACHIEVEMENT

This is to certify that

RULIA SEPTAMI

achieved the following scores on the

TOAFL Prediction Test

(Test of Arabic as a Foreign Language)

Listening Comprehension	: 53
Structure & Written Expressions	: 56
Reading Comprehension	: 46
Overall Score	: 517

Expired Date: June 19, 2025

TOAFL Prediction Test® Certificate is provided by Center for Language Development of State Islamic University of Sultan Syarif Kasim Riau. The scores and information presented in this score report are approved.
Address: Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28124
Website: www.uin-suska.ac.id
Email: pb@uin-suska.ac.id
Phone: 0404.2708.72.2.000168

Date of Birth: September 03, 1998
ID Number: 22190123381
Sex: Female
Test Form: Online Test
Date of Test: June 19, 2023



Promadi, Ph.D.

Reg. No: 19640827 199103 1 009

The Director of Center for Language Development

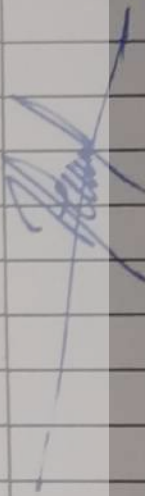
UIN SUSKA RIAU

**KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: Rulia Septami
:
: PAI
: PBI

- Hak Cipta Diindungi Undang-Undang**
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

No	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1 02/5/23	The effect of using mind mapping and writing motivation of students' skill writing in writing narrative text at SMA Plus Bina Bangsa Pekanbaru	Christya Dyah . P	
2 11/5/23	The Implementation of Teachers' written corrective feedback in teaching English at once of Vocational High School in Pekanbaru	Windu Tri Wahyuni	

UIN SUSKA RIAU
Pekanbaru, 12 Mei 2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.
2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi
3. Sebagai syarat ujian Proposal, tesis dan Disertasi



**KARTU KONTROL MENGIKUTI SEMINAR PROPOSAL / TESIS / DISERTASI
PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

: Kulia Septami
:
: PAI
: PBI

No	JUDUL PROPOSAL / TESIS / DISERTASI	PESERTA UJIAN	PARAF SEKRETARIS
1	Implementasi Kurikulum Terpadu dlm Pembelajaran PAI di SDIT Kecamatan Mandau kab. Bengkalis	Sri Muharni 22290120009	
2	Pengaruh Pengelanaan kelas Terhadap Minat dan Prestasi Belajar Siswa Pd Mapel PAI di SDN 21 Mandau	Fipi rubianti 22290120049	
3	Perspektif Implimentasi Pendidikan Akhlak dan Tahdzib al-akhlak karya Ibnu Miskawaih dan relevansinya Dalam Proses Pendidikan di Sekdah.	Jumari, S.Ag. 2290110034	
4	Konsep Akhlag Dalam Tafsir Buya Hamka & Relevansinya Dalam Pembentukan Karakter	Irman Novardi 22290110051	

UIN SUSKA RIAU

Pekanbaru, 10 Maret 2023
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB 1. Kartu ini dibawa setiap kali mengikuti ujian.

2. Setiap mahasiswa wajib menghadiri minimal 5 kali seminar proposal, thesis dan disertasi

3. Sebagai syarat ujian Proposal, tesis dan Disertasi



Rulia septami <ruliaseptami55@gmail.com>

[scope] Submission Acknowledgement

SITI NURANI <pengembangjurnalunindra@gmail.com>

18 Juni 2023 pukul 07.51

Kepada: Rulia Septami <ruliaseptami55@gmail.com>

###default.journalSettings.emailHeader###

Rulia Septami:

Thank you for submitting the manuscript, "The Effect of Teaching Techniques (Role-play, Repetition) and Speaking Anxiety on Speaking Ability" to Scope : Journal of English Language Teaching. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

SITI NURANI

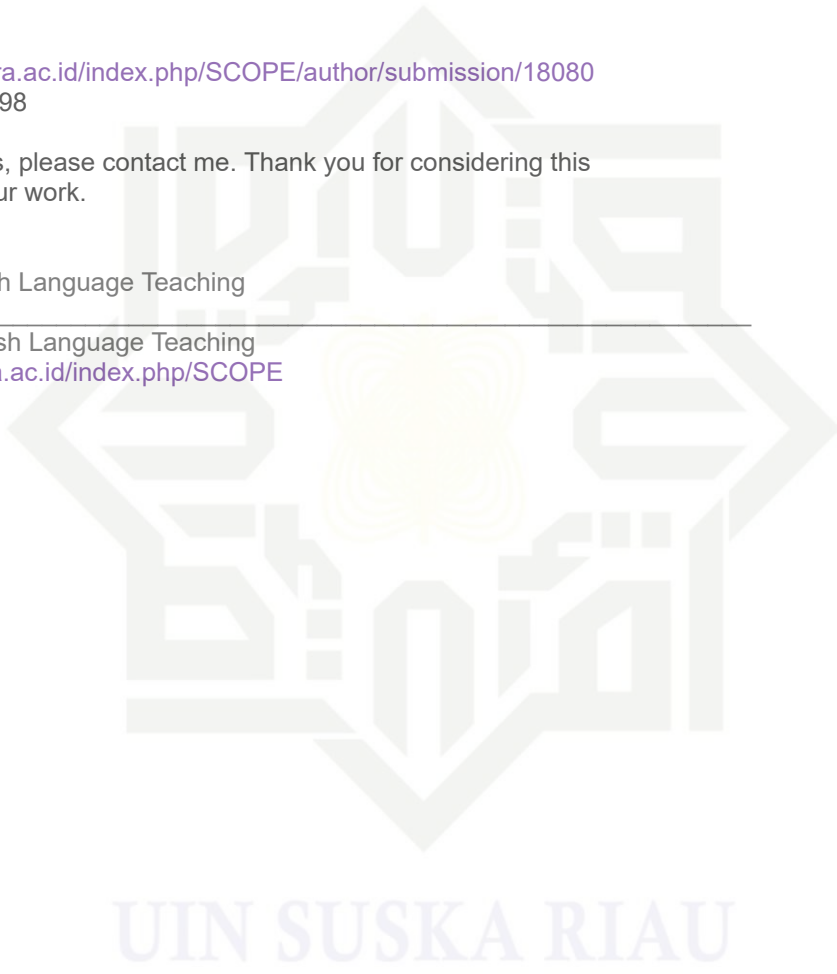
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M. Rajab Lubis:
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 بالتعاون مع كلية التربية والتعليم جامعة السلطان الشرف قاسم الإسلامية الحكومية، رواد

Rulia septami :

S2 Pendidikan Bahasa Inggris :

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رقم القيد

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1.		Make sure the limitation of the problems are clearly stated.		
2.		- Speaking fabric - Rater 1 and 2 - Rater 3 (if needed)		
3.	9/June - 2023.	- Approved to be examined		
4.				
5.				
6.				

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI*

No.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing / Co Promotor*	Keterangan
1.		Make sure the limitation of the problems are clearly stated.		
2.		- Speaking fabric - Rater 1 and 2 - Rater 3 (if needed)		
3.	9/June - 2023.	- Approved to be examined		
4.				
5.				
6.				

Pekanbaru, 21/6/2023
 Pembimbing I / Promotor*

Catatan:
 *Cant yang tidak perlu

Pekanbaru, _____ 20____
 Pembimbing II / Co Promotor*

APPENDIX 10

DOCUMENTATION



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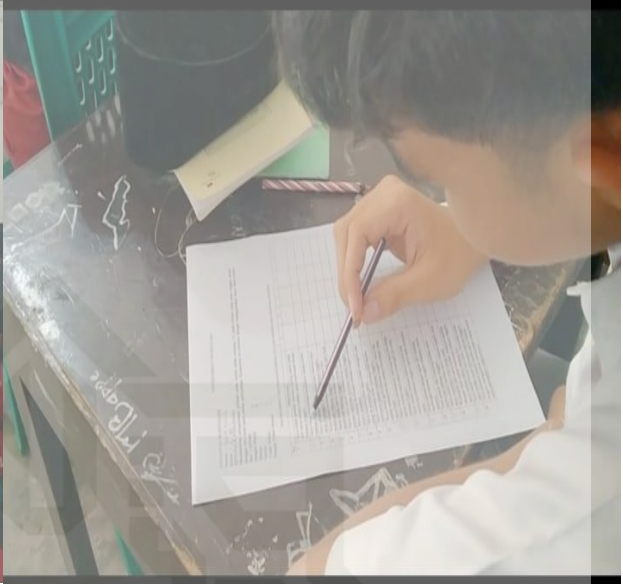
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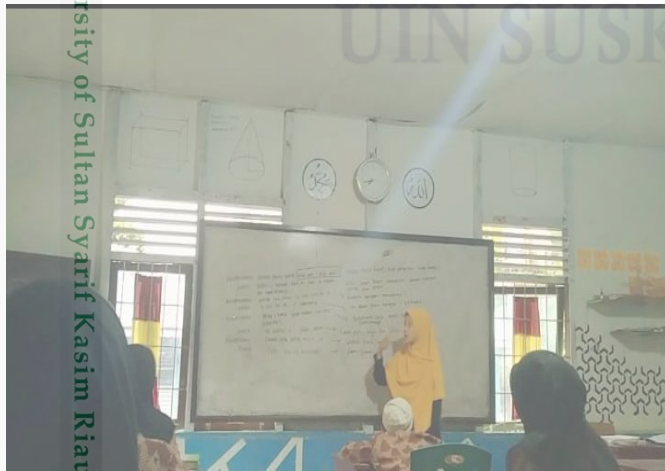
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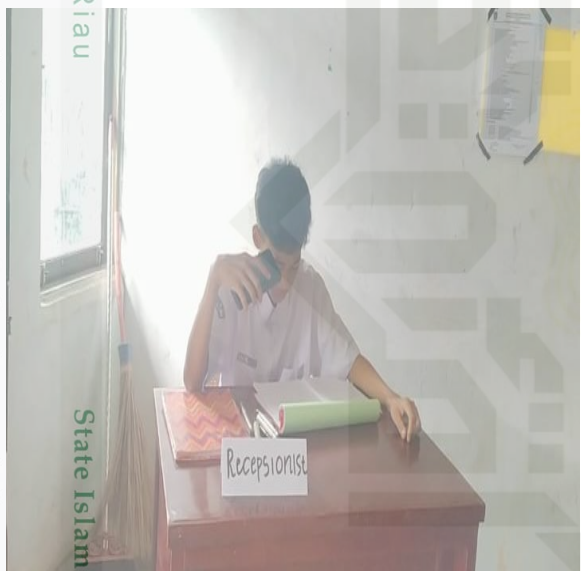
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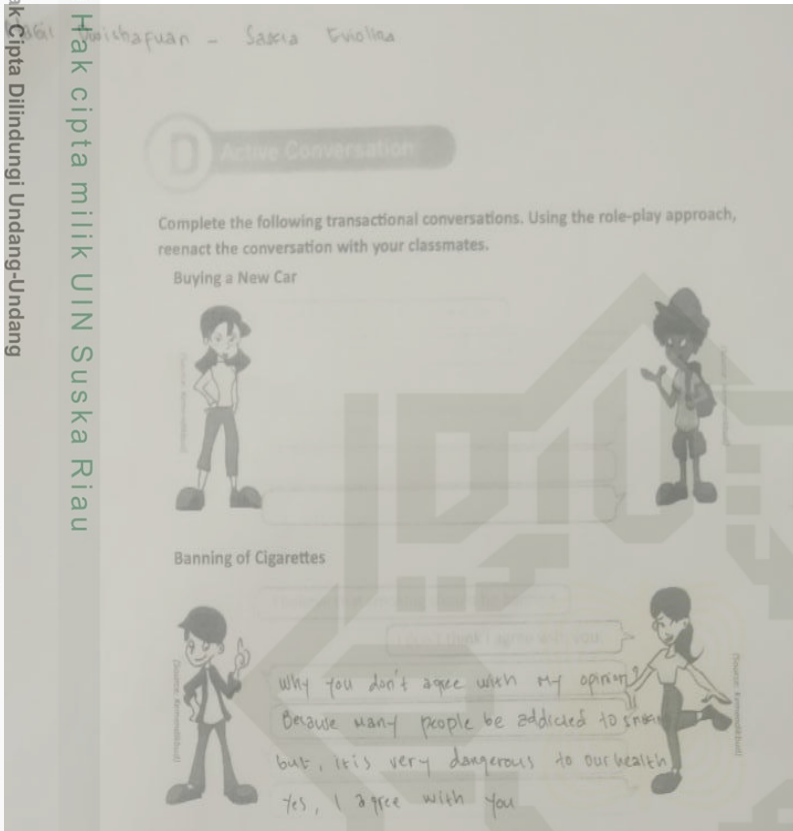


SPEAKING TEST

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INSTRUMENT PENELITIAN

IDENTITAS RESPONDEN

Nama : RANI JUMITA

Kelas : XI IPA 2

PURUNJUK PENGISIAN

Berdasarkan pengalaman pribadi anda, berilah tanda centang (✓) pada pilihan yang anda anggap sesuai dengan diri anda pada setiap pernyataan. Kuesioner ini disusun dengan menggunakan skala likert terdiri dari 5 pilihan.

- Sangat Setuju : 5
- Setuju : 4
- Netral : 3
- Tidak Setuju : 2
- Sangat Tidak Setuju : 1

INSTRUMENT KECEMASAN SISWA DALAM BERBICARA BAHASA INGGRIS

o	Statements	5	4	3	2	1
	Saya tidak pernah merasa cukup yakin pada diri saya sendiri ketika saya berbicara dalam bahasa Inggris.					✓
	Saya takut membuat kesalahan dalam kelas bahasa Inggris				✓	
	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas bahasa Inggris					✓
	Itu menjadi menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris				✓	
	Saya mulai panik ketika saya harus berbicara bahasa Inggris tanpa persiapan				✓	
	Saya malu untuk memberikan jawaban secara sukarela di kelas bahasa Inggris					✓
	Saya gugup berbicara bahasa Inggris dengan native speaker	✓				
	Saya kecewa jika saya tidak mengerti apa yang di koreksi guru				✓	
	Saya merasa tidak percaya diri ketika berbicara dalam bahasa Inggris					✓
	Saya takut guru bahasa Inggris saya siap untuk memperbaiki setiap kesalahan yang saya buat				✓	
	Saya bisa merasakan jantung saya berdebar-debar ketika saya akan dipanggil di kelas bahasa Inggris					✓
	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya					✓
	Saya merasa sangat sadar diri tentang berbicara bahasa Inggris didepan siswa lainnya					✓
	Saya gugup dan bingung ketika saya berbicara bahasa Inggris				✓	
	Saya selalu merasa guru bahasa Inggris saya akan memberi nilai yang jelek				✓	
	Walaupun jika saya sudah mempersiapkan dengan baik untuk berbicara bahasa Inggris, saya merasa takut tentang itu.				✓	
	Saya takut murid lain akan menertawakan saya ketika saya berbicara bahasa Inggris					✓
	Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya persiapan sebelumnya				✓	

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INSTRUMENT PENELITIAN

IDENTITAS RESPONDEN

Nama : *Andita handani*

Kelas : *XI IPA 1*

PETUNJUK PENGISIAN

Berdasarkan pengalaman pribadi anda, berilah tanda centang (✓) pada pilihan yang anda anggap sesuai dengan diri anda pada setiap pernyataan. Kuesioner ini disusun dengan menggunakan skala likert terdiri dari 5 pilihan.

- Sangat Setuju : 5
- Setuju : 4
- Netral : 3
- Tidak Setuju : 2
- Sangat Tidak Setuju : 1

INSTRUMENT KECEMASAN SISWA DALAM BERBICARA BAHASA INGGRIS

No	Statements	5	4	3	2	1
1	Saya tidak pernah merasa cukup yakin pada diri saya sendiri ketika saya berbicara dalam bahasa Inggris.		✓			
2	Saya takut membuat kesalahan dalam kelas bahasa Inggris			✓		
3	Saya gemetar ketika saya tahu bahwa saya akan dipanggil di kelas bahasa Inggris	✓				
4	Itu menjadi menakutkan ketika saya tidak mengerti apa yang dikatakan guru dalam bahasa Inggris			✓		
5	Saya mulai panik ketika saya harus berbicara bahasa Inggris tanpa persiapan		✓			
6	Saya malu untuk memberikan jawaban secara sukarela di kelas bahasa Inggris		✓			
7	Saya gugup berbicara bahasa Inggris dengan native speaker		✓			
8	Saya kecewa jika saya tidak mengerti apa yang di koreksi guru		✓			
9	Saya merasa tidak percaya diri ketika berbicara dalam bahasa Inggris			✓		
10	Saya takut guru bahasa Inggris saya siap untuk memperbaiki setiap kesalahan yang saya buat		✓			
11	Saya bisa merasakan jantung saya berdebar-debar ketika saya akan dipanggil di kelas bahasa Inggris	✓				
12	Saya selalu merasa bahwa siswa lain berbicara bahasa Inggris lebih baik daripada saya			✓		
13	Saya merasa sangat sadar diri tentang berbicara bahasa Inggris didepan siswa lainnya		✓			
14	Saya gugup dan bingung ketika saya berbicara bahasa Inggris		✓			
15	Saya selalu merasa guru bahasa Inggris saya akan memberi nilai yang jelek				✓	
16	Walaupun jika saya sudah mempersiapkan dengan baik untuk berbicara bahasa Inggris, saya merasa takut tentang itu.	✓				
17	Saya takut murid lain akan menertawakan saya ketika saya berbicara bahasa Inggris			✓		
18	Saya merasa gugup ketika guru bahasa Inggris mengajukan pertanyaan yang belum saya persiapkan sebelumnya	✓				

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BIOGRAPHY

PERSONAL INFORMATION

Name : Rulia Septami
 Place/Date of Birth : SAIK/3 September 1998
 Gender : Female
 Religion : Islam
 Nationality : Indonesia
 Marital Status : Single



ADDRESS & PERSONAL CONTACT

Address : Saik, Kec. Kuantan Mudik, Kab. Kuantan Singingi
 Phone Number/WA : 0852-1814-0005
 Email : ruliaseptami55@gmail.com

EDUCATIONAL BACKGROUND

1. 2005-2011 : SDN 015 Saik
2. 2011- 2013 : SMPN 2 Kuantan Mudik
3. 2013- 2017 : Man Teluk Kuantan
4. 2002-2007 : State Islamic University of Sultan Syarif Kasim Raiu

21th^{of} Juny 2023

Rulia Septami



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