THESIS

IMPLEMENTATION OF THE ROLE PLAY METHOD IN JOB INTERVIEW MATERIAL TO IMPROVE SPEAKING SKILL AT TWELFTH GRADE STUDENTS OF SMK DARUNNAJAH TEGALDLIMO IN THE ACADEMIC YEAR 2021/2022

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BLOKAGUNG BANYUWANGI

2022

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THESIS

Presented to the Faculty of Education and Teacher Training in a Partial Fulfillment of the Requirement for the Degree of Strata 1 in English Education Department

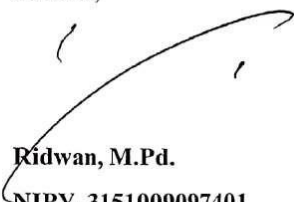**BY:**
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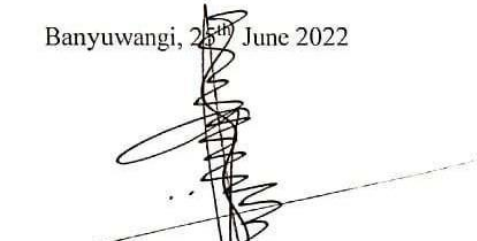Banyuwangi, 25th June 2022

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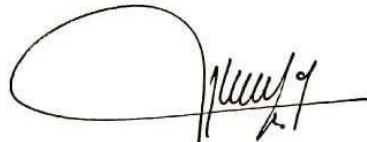
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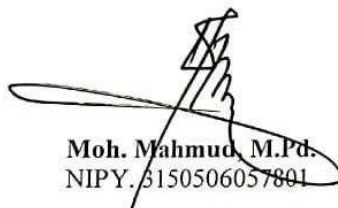
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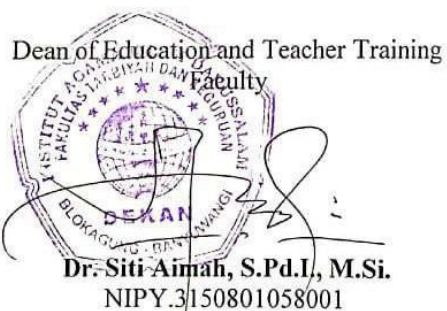Examiner 2

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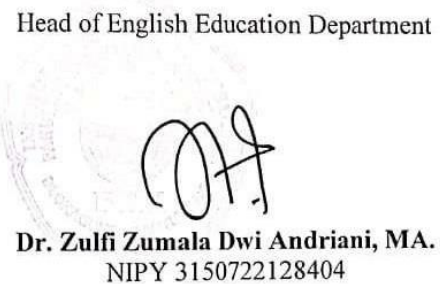NIPY. 3150506057801

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v

MOTTO

"Home is where you're surrounded by other critters that care about you"

-Sandy Cheeks

DEDICATION

This thesis is dedicated first, to myself. Thank you 'I' for broadening my shoulders, expanding my heart, strengthening my steps. Thanks for being stronger, can, should be proud!

Then, to the my Parents, your prayers and efforts are great! I love you guys.

ABSTRACT

DEVI, IVA SYAFIKA. 2021. *Implementation of the Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 2021/2022.*

Keyword: Speaking skill, Role play, Job interview practice.

The purpose of this study was to find out how far the speaking ability of class twelve students of SMK Darunnajah Tegaldlimo was through job interview material by taking a role-playing approach.

This research method uses Classroom Action Research Design, and this research consists of two cycles, each cycle consisting of two meetings. In addition, this research was conducted based on the Classroom Action Research procedures, as follows: Preliminary study, planning, acting, observation and reflection. This research uses the classroom action research method which consists of two cycles. The subjects in this study were 21 students in grade twelve of SMK Darunnajah Tegaldlimo in the academic year 2021/2022. In addition, the researcher uses a qualitative approach, there are data collection techniques used to collect data such as observations, and tests. And the researcher analyzed the data by using the score rubric.

Based on data analysis, the results of this study show progress. This shows that the average score of students for speaking skills has increased. This can be seen from the results of data analysis for each cycle (Preliminary Study (52.38), Cycle 1 (61.19), Cycle 2 (75.71)). Based on the results of data analysis, the researchers concluded that the matery of job interviews through the roleplay method worked well and could be applied to improve students' English speaking skills.

ABSTRAK

DEVI, IVA SYAFIKA. 2021. *Implementation of the Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 2021/2022.*

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana kemampuan berbicara siswa kelas dua belas SMK Darunnajah Tegaldlimo melalui praktik wawancara kerja dengan mengambil pendekatan *Role Playing*.

Metode penelitian ini menggunakan Desain Penelitian Tindakan Kelas, dan penelitian ini terdiri dari dua siklus, setiap siklus terdiri dari dua pertemuan. Selain itu, penelitian ini dilakukan berdasarkan prosedur Penelitian Tindakan Kelas, sebagai berikut: Studi pendahuluan, perencanaan, tindakan, observasi dan refleksi. Penelitian ini menggunakan metode penelitian tindakan kelas yang terdiri dari dua siklus. Subjek dalam penelitian ini adalah siswa kelas dua belas SMK Darunnajah Tegaldlimo tahun ajaran 2021/2022 sebanyak 21 siswa. Selain itu peneliti menggunakan pendekatan kualitatif, ada teknik pengumpulan data yang digunakan untuk mengumpulkan data seperti observasi, dan tes. Dan peneliti menganalisis data dengan menggunakan rubrik skor.

Berdasarkan analisis data, hasil penelitian ini menunjukkan kemajuan. Hal ini menunjukkan bahwa rata-rata skor keterampilan berbicara siswa mengalami peningkatan. Hal ini terlihat dari hasil analisis data untuk setiap siklus (Studi Pendahuluan (52,38), Siklus 1 (61,19), Siklus 2 (75,71). Berdasarkan hasil analisis data, peneliti menyimpulkan bahwa praktik wawancara kerja melalui metode *Roleplay* berjalan dengan baik dan dapat diterapkan untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer can finish his 'Thesis' after a long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of the Faculty of Education and Teacher Training
3. Dr. Zulfi Zumala Dwi Andriani, SS., M.A. Head of Undergraduate Program in English Education Department
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I do expect this Thesis gives advantages to the world of education. For improvement of this Thesis, I welcome warmly for any constructive and suggestions. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi, 18 April 2022

The Writer

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CHAPTER I

INTRODUCTION

This chapter consists of six sections. The first is the research background. The second is the research problem. The third is the research objective. The fourth is the research significance. The fifth is the research scope and limitation. The last is the definition of key terms.

A. Research Background

AS Hornby (1995:662) says that language is a system of sound signs used by humans to communicate. A communication system in speech and writing that is used by people from a particular country or region. This means that language is very important in human life because it is impossible for humans not to communicate in their lives, especially in their society or the surrounding environment.

Asiti (2012:1) states that there are several important aspects of English, such as English as access to education abroad, as a way to have an international business and join politics. English is one of the languages that must be learned by second or foreign language learners. In speaking, mastering all aspects is important because learning a second language is measured by the ability to dialogue (Nunan, 1991: 39).

There are four main skills that must be learned in learning English. And each skill is mutually sustainable with one another. Learning English begins with listening first, then followed by speaking, then reading, and

finally, writing (Neno, 2013). Of the four skills above, speaking skills play a very important role in communicating.

Without speaking skills, communication will not occur. Most people say that speaking English is the most complicated aspect because it includes pronunciation, listening, grammar and vocabulary all at once (Yanto, 2015). And if the person has proficient pronunciation, then when he speaks English it will be very clear and sound professional in every word he says. Besides pronunciation, another important thing in speaking English is mastering a lot of vocabulary, and course requires a lot of practice, here is the key. Apart from all aspects, the main capital in speaking English is a strong mentality and self-confidence.

SMK Darunnajah Tegaldlimo is a place of research conducted by researchers. This school is located on KH. Dzulqornein Street KM 1 Kedungsumur, Kedunggebang Village, Tegaldlimo District, Banyuwangi Regency, East Java Province. Researchers chose to conduct research at this school for several reasons, first, this school is the location for field experience or PPL practice. Second, the researcher feels that this location is appropriate for research because several things are sufficient to support research activities. And thirdly, this location is very impressive according to the researcher, in addition to the needs of the practice and research itself, there are parties who support and are open to our presence as researchers who are considered as family.

After that, according to the researcher's observations when conducting a preliminary study, the researcher found several problems experienced by the students in practicing speaking English. First, is the courage and confidence in speaking English because mental problems, courage and self-confidence are problems for almost all students in doing practice, especially speaking practice. Second, is the lack of mastery of English vocabulary, vocabulary is the key to practicing speaking. In this problem, the vocabulary mastered by the students is very little because students' interest in learning English is still low. Third is their difficulty in pronouncing every word in English, the way of pronunciation is also the reason for the low interest of students in learning to speak English because the pronunciation is not the same as the actual writing of the letters. According to the students, this is quite difficult because they are not used to making such disclosures and are not applied in everyday life.

Looking at the problem at hand shows that it is important to give students an equal amount of change in their speaking skills practice and to pay more attention to creating learning situations with different teaching methods.

Observations made by researchers on the conditions that exist above are proven by conducting a preliminary study. This is evidenced by checking scores which show that many students do not meet the maximum criteria. While the minimum completeness criteria or KKM at this school is 70. The highest score achieved by students is 65 and the lowest is 45, it

shows that no one has achieved the success criteria value. Through problems as above, the researcher tries to apply one of the strategies and methods to develop students' speaking English skills by doing role playing so that students can feel firsthand how to speak English and how to apply it.

Joyce and Weil (2007:70) state that the role playing technique can improve students' ability to respect themselves and others, and they can also learn a behavior and can handle situations so that they can practice their ability to solve problems. Because through role playing students can live the role, develop imagination and ideas, and how the style and behavior in these English expressions. Based on a case study in the field, the researcher chose the role playing technique as a strategy to improve the students' speaking ability in English. Apply role playing techniques to make updates to the learning atmosphere.

The accuracy of the choice of the teaching strategy is a determining factor in the success of students' speech. Improving students' conversational skills, especially with respect to transactional and interpersonal texts, can be achieved through strategies that encourage student curiosity and are fun to apply. A Role-playing strategy is one of the alternatives used to encourage the learning process of speaking by focusing on the conversation itself. By using this strategy of role play, teachers and students, or students and students, can constantly interact during the learning process.

Based on the facts described above, the researchers chose the role play technique as a learning technique to practice speaking English skills to

students because this technique can make students play an active role directly in training students' speaking skills. Role-play is a product of 'play', 'games' and 'simulation', and this definition is given in The Concise Oxford English Dictionary (1978 edition) the definition of role-playing is: *'behave according to a prescribed function'*.

This research shows that role playing by applying the practice of job interviewing can have a positive impact on students' interests, express their thoughts, and motivate them to improve their speaking skills. It is based on belief. The title of the research is **"Implementation of the Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 2021/2022".**

This research was strengthened by some researchers' thesis such as: Implementing Role Play to Improve Speaking Skill at The Eight Students of MTS Al-Amiriyah Blokagung Banyuwangi in Academic Year 2019/2020 by Nidaul Fitria. Using The Role Play Method to Improve Students Transactional and Interpersonal Speaking Skill (A Classroom Action Research at The Seventh Grade Students of SMP Somba Opu Kabupaten Gowa) 2017/2018 by Erwin Wijaya. Improving Students' Speaking Skill Using Role Play in English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta by Hermina Prima.

B. Research Problem

Based on the research background, the researcher formulates the research problem, namely how to be implementation of the role play method in job interview material to improve speaking skill at twelfth grade students of SMK Darunnajah Tegaldlimo in the academic year 2021/2022?

C. Research Objective

Seeing the problems that occurred in the previous section, the objective of the research is to describe how the implementation of the role play method in matery of job interview can improve speaking skill at twelfth grade students of SMK Darunnajah Tegaldlimo in the academic year 2021/2022.

D. Research Significance

The following are some of the benefits of the research that has been carried out and is expected to provide benefits to:

1) Student

The researcher hopes that this research can provide benefits for students to improve speaking skills through job interview practices.

2) Teacher

The researcher hopes that this research can be input and become one of the ways to improve students' speaking skills.

3) Other Researchers

The researcher hopes that this research can provide further information related to similar research.

E. Research Scope and Limitation

The scope of this research is limited to the implementation of the role play method in job interview material to improve speaking skill at twelfth grade students of SMK Darunnajah Tegaldlimo in the academic year 2021/2022.

F. Definition of Key Terms

1. Speaking

According to Brown and Yule (2007), speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally. This means that speaking is a way of communicating that can affect a person's life.

Speaking not only requires learners how to produce certain language points such as grammar, pronunciation or vocabulary, but also they have to understand when, why and in what ways to produce language.

2. Job Interview

Interviews are an important part of any recruitment process (Keith, 2018), and Esterberg said in Sugiyono (2015: 72) that an interview is a meeting held by two people to exchange information or an idea by

means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

So, a job interview is a type of stage in job selection that involves a conversation between a job applicant and a representative from the employing organization to see if the job candidate is the right candidate or not.

3. Role Play

Bailey and Nunan (2005: 52) state that role-playing is a speaking activity in which students participate with others and interact using their characteristics (age, gender, profession, etc). He also explained that role-playing involves specific communication tasks such as negotiating purchases, resolving issues, booking, and getting information.

Role Playing is a teaching method that is an action that is carried out consciously by a group of students in briefly demonstrating the learning material by playing a character.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher reviews the related literature consisting of related literature and previous studies.

A. Related Literature

1. Speaking

   Speaking is a communication activity carried out by two or more people. especially on this is the ability to speak in English. Speaking is a way of expressing and issuing opinions and words to be conveyed. Speaking is an oral language skill that is functional in everyday human life. Because by talking we get and convey information. But for Indonesians, speaking English fluently is a tough challenge because we don't use English as our daily communication language.

   According to Tarigan (1990: 8) "Speaking is a way to communicate that affects our daily lives". Meanwhile, according to Ladouse (in Nunan, 1991: 23), speaking is an activity to explain someone in a certain situation or an activity to report something. According to Brown and Yule (2007), speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally. This means that speaking is a way of communicating that can affect a person's life.

Speaking not only requires learners how to produce certain language points such as grammar, pronunciation or vocabulary, but also they have to understand when, why and in what ways to produce language.

a. Components of Speaking Skills

It can be concluded that speaking is a way to express what we feel which is then manifested in the form of a spoken language process between two or more people.

In speaking skills, several components must be known and learned to improve the ability to speak English properly and correctly.

Following below are the components of speaking skills as Brown (2004):

1) Pronunciation

Pronunciation is an important part of practicing speaking English. Good pronunciation will make the other person catch the content of the conversation well. Good pronunciation will reduce the risk of misunderstanding the other person. Good pronunciation practice will involve articulation, intonation, rhythm as well as phrase cutting. In speaking practice, good pronunciation is also supported by body language and eye contact to reduce the risk of misunderstanding.

2) Grammar

Grammar is sound, a unit of meaning, such as a word, and the rules for combining them to form new sentences. Therefore, grammar is very important in the practice of speaking English because if you do not master the rules of grammar, you will not be able to speak English well.

3) Vocabulary

Vocabulary is the most important thing in practicing speaking English. Vocabulary is diction or the right choice of words in conveying information. Mastering a lot of vocabulary will make it easier to catch the ideas and information that has been conveyed, and vice versa.

4) Fluency

The fluency stage is the last stage if all of the above components have been mastered by the speaker. At this stage, the speaker should be diligent in practicing. Another way to hone fluency in speaking can be by listening to music for listening and watching English films.

b. Techniques in Teaching Speaking

Below are some techniques for teaching speaking based on Nunan (2003),

1) Role play

   Role playing is also an excellent activity for speaking in a relatively safe classroom environment. In role-playing, students are given specific roles in the target language. Such as an example of a role play between a job applicant and a manager conducting a job interview test.

2) Information gap

   The information gap is a useful activity in which one person has information that another does not. You must use the target language to share the information. For example, an employee gets information through an online message from his boss and has to tell his friends.

3) Simulation

   Simulation is more complicated than role playing. In the simulation, properties and documentation are needed as supporting tools so that learning activities are more realistic. So, a job interview practice simulation requires office equipment, files and files, office worker clothes and others.

4) Puzzle activity

   A Puzzle activity is a bidirectional or multidirectional information gap. Everyone in the pair or group has some of the information the other person needs.

5) Contact assignment

Contact assignments include sending students out of the classroom with the goal of speaking with people in the target language. If foreign tourists, exchange students, and business people speak to students in the target language, contact tasks can also be used in the context of a foreign language.

2. Role Play

According to Nurul Ramadhani Makarao (2009:121) explains that Role Playing is a learning method that facilitates students to play roles in certain scenarios. Students are given role cards to be studied and then practiced in a role-playing situation according to a predetermined scenario.

Rebecca (2009, in Ardriyati, 2009:220) asserts that in most role-playing exercises, each student takes on the role of someone who is affected by a problem and studies the impact of the problem on human life and/or the effects of human activities in the world around them. us from that person's perspective.

Bailey and Nunan (2005: 52) state that role-playing is a speaking activity in which students participate from others and interact using their characteristics (age, gender, profession, etc). He also explained that role-playing involves specific communication tasks such as negotiating purchases, resolving issues, booking, and getting information.

Role Playing is a teaching method which is an action that is carried out consciously by a group of students in briefly demonstrating the learning material by playing a character.

a. Application Role Play Method in Teaching Speaking

The teacher must create collaborative learning. This means that teachers must divide, encourage, and accept students. This will lesson their fear and hugs. It also makes students feel appreciated and appreciated so that they can freely exercise their abilities. When teaching oral speech, teachers need creativity. Role-playing games can be used to improve students' speaking skills. The teacher uses role play, play and discussion to enable students to listen, speak and work together under specific conditions.

River (1987: 10) says that the role play involves several steps:

1) Students are asked to assume a specific role and to introduce themselves in that role in certain situations.

2) He or she should speak to the teacher in a manner appropriate to the role and situation.

b. Role Play Method Process in Class

1) It provides a concrete framework for conceptual thinking.

2) Have a high level of interest in students. This can motivate students and increase their interest in participating in the learning process and thus achieve learning objectives.

3) By offering real-life experiences that stimulate self-activity in students.

4) It provides an experience that is not easy to provide with other materials. Makes a strong and deep impression that lasts longer in the minds of students.

The concrete instructions for the above role-playing have been mentioned by Heinich, Morlenda and Russel (1982: 21).

According to Nunan (1989:32), oral communication can be successful if it involves the following developments: the ability to express the phonetic characteristics of the language; master the stress, rhythm, and intonation patterns; acceptable fluency; trading and interpersonal skills; Skills of taking turns and talking long and short; interaction management skills; skills of negotiation meaning; conversational listening skills (successful conversation requires good listeners and good speakers); skills to understand and negotiate the purpose of dialogue; use appropriate dialogue formulas and filter.

Role-playing is provided by teachers and provided to students in theory and application. I hope students will do well according to the materials provided by the teacher. They must develop the material and improve it so that they can play other people with different roles and locations.

3. Job Interview

Interviews are an important part of any recruitment process (Keith, 2018). Esterberg said in Sugiyono (2015: 72) an interview is a meeting held by two people to exchange information or an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic.

So, a job interview is a type of stage in job selection that involves a conversation between a job applicant and a representative from the employing organization to see if the job candidate is the right candidate or not.

a. Job interview stages

In general, the stages of a job interview consist of five parts, such as interview preparation, directing/relationship creation, information exchange, termination, and evaluation.

b. Job Interview Purpose

The objectives of a job interview are as follows:

1) To know the personality of the applicant

2) To help companies identify qualified applicants for job offers

3) To find relevant information needed in job requirements

4) To obtain additional information needed for the position and the company.

c. Types of Job Interviews

The types of job interviews are as follows:

1) Selection interview

A Selection interview is when a candidate or applicant occupies more than one position, it is necessary to conduct a job interview to select the most qualified applicants so that they can proceed to the next selection stage. Usually, the selection interview lasts quite short between 15 minutes to 30 minutes.

2) Phone interview

Phone/telephone interviews are interviews conducted by many recruiters to save costs and be more time efficient. For this reason, applicants must be ready to be contacted at any time. Because recruiters often don't give applicants the choice of when they are ready to be interviewed over the phone.

3) Interview on campus or at school

Although not many companies conduct interviews on campus, for certain companies that are looking for graduates to be further trained, this interview method is very effective because it

provides access for companies to get the best candidates who may be very difficult to get if waiting for candidates to come to apply.

4) Teleconference interview

Due to the rapid development of the world of technology, this interview is possible for companies to conduct. Several companies in Indonesia have also conducted this type of interview.

5) Job fair interview

The Job fair is an exhibition held to bridge companies with job seekers. So interviews are sometimes conducted directly at job fairs.

B. Previous Studies

There are several previous studies related to this research as follows:

1. Implementing Role Play to Improve Speaking Skill at The Eight Students of MTS Al-Amiriyah Blokagung Banyuwangi in Academic Year 2019/2020 by Nidaul Fitria.

2. Using The Role Play Method to Improve Students Transactional and Interpersonal Speaking Skill (A Classroom Action Research at The Seventh Grade Students of SMP Somba Opu Kabupaten Gowa) by Erwin Wijaya.

3. Improving Students' Speaking Skill Using Role Play in English Extracurricular Class in SMP Pangudi Luhur 1 Yogyakarta by Hermina Prima.

Researcher have incorporated some of the above studies as enhancements or knowledge enhancements. These studies have some similarities, such as the first method used from the three studies being the same as the researcher, that is, using Classroom Action Research (CAR). The second is the subject of research. It is carried out in a school environment. In addition, there are differences between each of the three studies and researchers to determine the minimum reference values for each school and analyze the data usage of each school. A researcher is someone who studies something.

CHAPTER III

RESEARCH METHOD

A. Research Design

A CAR (Classroom Action Research) is used as the design for this study. This is because the author aims to solve students' speaking skills problems and improve their speaking ability. Istiqomah (2018:6) argues that classroom action research is an investigation carried out by researchers, and can be carried out in all circles, be it schools, counselors or other environments. This research uses classroom action research which is conducted through two sessions. Each cycle consists of planning, action, observation and reflection. This research was conducted for two cycles. Those are the first and second cycles and each cycle is a series of closely related activities. As the second cycle continues to be achieved and reformed from the first. Thus, the research plan was used by us to research practical activities in the classroom with a cyclic model. According to Kemmis and McCarthy (Mc Niff, 1992; 27), classroom research was conducted using defined procedures with a cyclical model of four activities. These are: (1) planning (2) action (3) observation and (4) reflection.
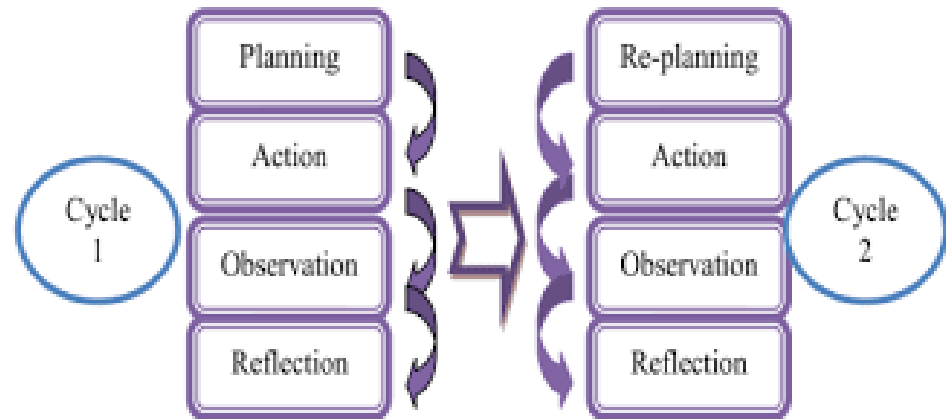
To achieve the objectives of this study, the action will be performed in two cycles. This cycle model allows researchers to take corrective action in the next cycle. It may take more than two loops to overcome every problem that arises in the classroom, and this loop is always connected and continuous.

B. Research Setting

The subjects of this research are the twelfth graders of SMK Darunnajah Tegaldlimo for the Academic Year 2021/2022 which is located on KH. Dzulqornein Street KM 1 Kedungsumur, Kedunggebang Village, Tegaldlimo District, Banyuwangi Regency, East Java Province.

C. Research Subject

In this study, the research subjects were class XII students of SMK Darunnajah Tegaldlimo. Researchers took 21 students as research

subjects. Researchers also want to measure the success of speaking skills by using the Role play method on target students.

D. Research Instrument

1. Speaking test

   The speaking test seeks to determine the student's response to learning through role play and job interview strategies. Due to the above variables, the researcher also included two indicators in this study, namely:

   1) Students' speech accuracy in English includes pronunciation

   2) Students' fluency in English

   3) How students demonstrate/explore their roles, such as job seekers and interviewers.

   To perform the test, there are several steps that must be taken to produce good performance. The following are the stages in the test activity:

   1) The researcher prepares a scenario in the form of a job interview text that will be carried out by students. This scenario is important for students to know their role situation.

   2) The researcher asks students to study the scenario a few days before. Giving time to students is useful to prepare them for acting.

   3) The researcher divides the group of students into pairs.

4) The researcher explains the competencies to be achieved. The teacher gives enlightenment to the students that from their appearance on the expressions they will convey.

5) The researcher calls a group of students who have been selected to play the scenario that has been prepared.

6) Each student in his group observes the scenario carried out.

7) After the show is over, each student is asked to discuss the performance of each group.

8) The researcher gives a general conclusion. That is about the material that students have done in their role play.

9) Evaluation, conducted with a test to determine their understanding of the material.

10) Closing activities.

2. Observation checklist

By using checklist observations, researchers can determine student and researcher as teacher behavior that shows students and researcher can carry out teaching and learning activities.

Nu	Name	Paying attention	Asking the question	Responding to the question	Enthusiasm in role-playing job interview practice
1					
2					
3					
4					

Table 3.1

Num	Teacher activities	Yes	No	Description

Table 3.2

E. Procedure of Data Collection

This study followed the steps of preliminary study, action plan, action implementation, observation, analysis, and consideration. If the action succeeds, Classroom Action Research (CAR) will stop, but if the action fails, the researcher will identify the defect and proceed to the next cycle to fix the defect.

The study will be conducted in SMK Darunnajah Tegaldlimo (PPL) from October to November 2021. This is done to obtain real data on general English teaching, especially oral teaching. Through direct observation of the classroom and discussions with other English teachers, the researcher will find that the oral skills in the classroom will encounter some problems. The problem is that students still have difficulty expressing their ideas. Based on the data obtained above, researchers will conduct research in accordance with action research procedures, using a cyclical process, starting with planning,

implementation, observation and reflection. Researchers are responsible for observing behaviors. Researchers and collaborators discuss the observation results to understand the impact of these behaviors on students' oral ability.

1. Cycle I

   The teaching and learning process is carried out together for meetings and each meeting consists of 2 x 45 minutes. This research will be divided into two cycles, namely: cycle 1 and cycle 2. Each cycle consists of planning, action, observation and reflection. , every meeting recognizes the steps of planning, action, observation and reflection.

   1) Planning

      Before proceeding to the teaching process, the researcher first prepared several things that were considered important and useful to support the teaching process. In this case, the researcher will prepare with:

      a) Preparing teaching strategy

      b) The researcher introduces material about the practice of job interviews using the role play method

      c) Practice job interview material

      d) Apply the role play

2) Action

At the beginning of each meeting, before proceeding with the teaching and learning process, the teacher first greets the students and gives a little warning to make sense. This is to prepare students for learning and encourage them to follow the teaching process.

    a) The researcher explains to students how to use role playing in the learning process.

    b) Researcher gives materials

    c) Practice role-playing activities (working in pairs)

    d) The teacher asks the students to talk and practice in front of the class

    e) Giving evaluation

3) Observation

    a) Identify and record all the problems we need during the teaching and learning process.

    b) Provide evaluations that are used as learning outcomes to find out how far they have improved.

4) Reflection

After collecting data, then an evaluation is held on teaching and learning. then there is a reflection through the results of observations to see the development of students' speaking skills.

to see if students meet the requirements for success on the first test or not, if not, a second cycle test will be held.

2. Cycle II

The second cycle also consists of planning, action, observation, and consideration as follows:

1) Plan

    a) Continue activity in cycle I

    b) Fix weaknesses in cycle I

    c) Look back on the results of cycle I, and plan a scenario for the learning process.

2) Action

At this stage, the action repeats the same activity in cycle 1 and improves the results based on the reflection of cycle I.

3) Observation

Observations are similar to cycle I observations, identifying and providing assessments, identifying and assessing what is needed in the teaching and learning process, and assessing how much the student improves the text.

4) Reflection

From the findings, we can conclude that the ability to teach in this way can improve students' speaking skills. In action research in this classroom, the data collection method for this study is a speaking test and observation checklist.

F. Data Analysis

In analyzing the collected data, there are several procedures such as classifying, presenting and analyzing the data. The procedure is like this:

1. Classification of data is done based on the type of data source. The data were obtained from the results of the observation checklist and direct tests.

2. In presenting the data, the classified data is presented in a different description.

(Obtained Students score)

Result =   ……………..   X100

(Maximum Score)

Table of Assessment Rubric

Student	Pronunciation	Vocabulary	Grammar	Fluency	Total Score	Final Score
X	5	5	5	5	20	20/20 X100 =100

Table 3.3

CHAPTER IV

FINDING AND DISCUSSION

A. Preliminary Study

First, the researcher conducted a preliminary study during the teaching and learning process of speaking. In this study, researchers found conditions in the classroom related to students' speaking problems. Namely students' lack of interest in speaking, lack of confidence, and other difficulties. To find out the student's condition, the researcher conducted a pre-test first. The aim is to get the ability value of students before practicing speaking.

Researchers made observations to determine the initial state of the students. Observations were made in October 2021. The class was inhabited by 21 students in this 12th grade. Observation starts from doing oral practice, then starts by giving a simple example of how to make a work letter before entering the core material. During the activity, students' abilities were monitored by the researcher.

NUM	ACTIVITY		DATE	MONTH	YEAR
1	Preliminary study		15 th	October	2021
2	The cycle I	1st meeting	22 nd	October	2021
		2nd meeting	23 rd	October	2021
3	The cycle II	1st meeting	29 th	October	2021
		2nd meeting	30 th	October	2021

Table 4.1

After the observations were made, the researchers found several problems experienced by students in practicing speaking English, such as students being afraid of making mistakes in pronunciation, and lack of confidence to speak English, and also the results of observations show that the students' ability to speak English is still low, the researchers will apply strategies to increase students' interest and speaking skills by conducting job interviews that are suitable for student learning materials and also applying the role-play method.

The application of learning is described by describing activities into cycles. The research procedure starts with planning, implementation, observation, and reflection.

No.	Name	Pro	Voc	Gra	Flu	Total	Final total
1.	AH	2	3	3	2	10	50
2.	AF	3	3	2	2	10	50
3.	ATW	3	2	2	3	10	50
4.	AP	3	3	3	3	12	60
5.	AF	2	3	2	3	10	50
6.	BF	3	3	3	3	12	60
7.	DP	3	3	2	2	10	50
8.	IN	3	2	2	2	9	45
9.	KF	3	3	2	2	10	50
10.	MES	2	2	2	3	9	45
11.	MFR	2	3	2	3	10	50
12.	MKA	3	3	2	2	10	50

13.	NR	3	3	3	3	**12**	**60**
14.	ROS	3	3	2	2	**10**	**50**
15.	RT	3	2	2	3	**10**	**50**
16.	RNA	3	2	2	2	**9**	**45**
17.	PRN	3	3	2	2	**10**	**50**
18.	SUZ	3	3	2	3	**11**	**55**
19.	YP	3	3	2	3	**11**	**55**
20.	GT	3	3	3	3	**12**	**60**
21.	L	4	3	3	3	**13**	**65**
							52,38

Table 4.2

Based on the student assessment table above, there are 21 students in the class to follow the learning practice. The minimum standard of completeness criteria or KKM is 70. In the preliminary study, none of the students met the criteria for success.

B. Classroom Action Research

The procedure for this action research refers to the model of Kemmis and McCarthy (Mc Niff, 1992; 27), namely there are four steps; planning, implementation/action, observation, and reflection. The researcher describes the data separately from one cycle to another, which aims to show the material procedures that will be applied to students.

- **Cycle I**

The research begins with cycle I, in this cycle the researcher decides on the process whether the action needs to be continued or not.

1. Planning the action

   The material about the practice of job interviews follows a lesson plan that has been made by the subject teacher so that researchers do not need to make their lesson plans. The practice of job interviews was chosen because it is continuous with the role-play method.

   To improve students' speaking skills, the researchers chose to apply practical job interview materials, which of course is continuous with the role-play method.

2. Implementation

   The implementation of cycle 1 ;is carried out on October 22-23, 2021 and is described as follows:

   1) Meeting

      a) Pre activity

         At first, the researcher entered the class and then greeted and also attended to the students. After that, warm up by asking students to open books and read the material previously studied at a glance, of course, the material before is continuous with the material that will be applied later.

         After reading, move on to the next topic, which is introducing job interviews. Then hone the students' abilities to what extent they understand this material by asking some related questions.

      b) Main activity

           The main activity begins with the researcher explaining the job interview material. Then ask some students to tell what texts are in applying for jobs.

           Then enter the practical session on how to apply for a job, this is where the role-play method is applied.

           The researcher asked two students to act as applicants and recruiters. The practice was started alternately based on the direction of the researcher.

      c) Post activity

           At the end of the activity, the teacher concludes and provides input to students regarding the practice with the consideration that the activity. The researcher asked the students about the difficulties during the practice of job interviews.

3. Observation

      Researchers made observations based on observations of the practice of job interviews and writing notes during teaching and learning activities.

      Assessment sheets and an observation checklist have been prepared by the researcher. Then, the data was obtained from the observation checklist of student activities on the implementation of practice in the teaching and learning process.

Sources of data came from 21 grade 12 students of SMK Darunnajah Tegaldlimo. By applying the practice of continuous job interviews with the role-play method.

The procedure for collecting data is done by giving a verbal test. The speaking test carried out was to do a question and answer test in the practice of interviewing.

During the activity, students are free to think and argue. Meanwhile, two sessions of the technique followed the implementation phase of the first cycle of the teaching and learning process by the researchers using the role-playing technique. While the researchers applied the role-playing technique to their job interview practice, the researchers also observed the students.

During the cycle 1 process, researchers evaluated students and identified improvements in student speaking. During education and learning, researchers observed student activity and development. From the results obtained during the practice of Cycle 1, the researchers concluded that the practice would continue in Cycle 2 as the improvement in speaking skills did not meet all the success criteria. Although only a few indicators were met, the key purpose of this speaking exercise was for students to educate and learn, especially to improve their speaking skills, motivation to learn, and to provide a better learning environment. It was to encourage the active practice of English in the process. The standard was successful. To analyze all conditions

in the classroom, observations are also supported by an observation

checklist, as below:

Nu	Name	Paying attention	Asking the question	Responding to the question	Enthusiasm in role-playing job interview practice
1	AH	✔			✔
2	AF	✔			✔
3	ATW	✔			✔
4	AP	✔			✔
5	AF	✔			✔
6	BF	✔	✔	✔	✔
7	DP	✔			✔
8	IN	✔			✔
9	KF	✔		✔	✔
10	MES	✔			✔
11	MFR	✔			✔
12	MKA	✔			✔
13	NR	✔			✔
14	ROS	✔			✔
15	RT	✔			✔
16	RNA	✔			✔
17	PRN	✔			✔
18	SUZ	✔	✔	✔	✔
19	YP	✔			✔
20	GT	✔	✔	✔	✔
21	L	✔	✔	✔	✔

Table 4.3

Num	The teacher activities	Yes	No	Description
1	Providing a material well	✔		The teacher prepared the material as well as possible
2	Greeting students	✔		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✔		The teacher checked students' attending list by calling them one by one
4	Giving a motivation	✔		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✔		The teacher presented and explained the materials
6	Giving a traditional media to teach	✔		The teacher gave a media to deliver the material such as PowerPoint, picture and etc.
7	Giving the difficult for students to ask	✔		The teacher gave students' time to ask what made they still confused were
8	Helping students' difficulty during learning	✔		The teacher helped them to solve the difficulty in teaching and learning
9	Giving the feedback after the lesson ended	✔		The teacher gave the feed back according to the resut of the teaching and learning

Table 4.4

4. Reflection

Based on the results of observations, the researcher made several conclusions based on the practice of job interviews at the first meeting which consisted of two meetings. In addition, the analysis was collected from speaking tests, observation checklists, and assessment sheets in determining the value of success.

Based on the data that has been obtained that the practice of job interviews with the role-play method can increase students' motivation, confidence, and courage in speaking. This can be proven at the time of the implementation of the practice itself. Based on this evaluation, there are several considerations related to these activities.

Table 4.5

The first cycle of action did not meet all the success criteria. only a

No.	Name	Pro	Voc	Gra	Flu	Total	Final total
1.	AH	3	3	3	3	**12**	60
2.	AF	3	3	2	3	**11**	55
3.	ATW	3	3	2	3	**11**	55
4.	AP	4	3	3	3	**13**	65
5.	AF	3	3	3	3	**12**	60
6.	BF	4	4	3	4	**15**	75
7.	DP	3	3	3	2	**11**	55
8.	IN	3	3	2	3	**11**	55
9.	KF	3	3	3	3	**12**	60
10.	MES	3	3	3	3	**12**	60
11.	MFR	3	3	2	3	**11**	55
12.	MKA	3	3	2	3	**11**	55
13.	NR	4	3	3	3	**13**	65
14.	ROS	3	3	2	3	**11**	55
15.	RT	3	3	3	3	**12**	60
16.	RNA	3	3	3	3	**12**	60
17.	PRN	4	3	3	3	**13**	65
18.	SUZ	3	3	3	3	**12**	60
19.	YP	3	3	3	4	**13**	65
20.	GT	4	3	3	4	**14**	70
21.	L	4	4	3	4	**15**	75
							61,19

few students were active and more confident to practice job interviews.

Therefore, the researcher concludes that the activities in cycle 1 have not met the criteria for success and need to be continued to the next cycle 2 to achieve the criteria for success.

- **Revision of the Cycle I**

    Based on the students' scores in the first cycle, the researcher revised the strategy that was used in the first cycle. The researcher is using a different method in the first cycle, which will be applied in the second cycle. The difference between the two texts is that the interview text used in the interview practice for the second cycle is more detailed and complete.

- **Cycle II**

    Cycle 2 is conducted to evaluate the next process and whether action should be continued to the next act or stopped.

    1. Planning the action

        Based on the first cycle evaluation, the role-playing implementation did not meet the integrity criteria. The researchers redesigned the content to focus on learning materials and how to apply them to role-play. The revision focuses on creating a situation where students can speak fluently and improve standard grades.

        The lesson plan module that contains certain learning objectives, topics, learning media, time allocation, and procedures for teaching and learning activities are set in 3 stages; pre-activity, main activity, and post-activity during the process in cycle 2.

In cycle 2 the researchers set learning objectives that had been applied previously such as motivating students to be actively involved in learning in class, encouraging students to communicate in English, developing positive interactions between students, improving students' English speaking skills, and providing opportunities for students to initiate communication oral and ask students to think critically.

To achieve the criteria of success, the researcher pays attention to focus on improving speaking skills. Thus, it is hoped that in cycle 2 the learning practice can increase students' self-confidence and motivation to speak more than in cycle 1.

2. Implementation

Cycle 2 continued to be implemented based on the reversal of the previous cycle. The implementation of session 2 consisted of two meetings. Implementation for each meeting as described. The teaching and learning scenarios are presented as follows;

1) Meeting

a) Pre activity

Before starting activities, the researchers greeted, asked about the student's condition, checked the attendee list, and started the class. The researchers told the entire class that they would like to continue the lesson using the action research techniques of the previous classroom. For the study to proceed

successfully, the teacher promises the students that they must focus on the materials they practice in the process.

The researcher started by asking questions about the same material that had been practiced before. It is used to determine students' understanding of students' knowledge of learning materials. To motivate students, the researcher asked some questions about the previous lesson.

b) Main activity

In this section, the researcher explains and reviews the practice of job interviews by doing role play. The explanation of the material aims to make students understand better and motivate them to speak without being burdened.

After explaining, the researcher asked students to practice this material in pairs in turns. After that, the researcher began to pay attention to the course of practice and assess the ability of each student. Job interview practice is conducted alternately.

c) Post activity

In this section, the researcher asked the students what ease and difficulties they felt during the practice. Then the researcher reviewed and gave suggestions to each student and provided input to motivate students to practice speaking better than before.

3. Observation

Researchers made observations based on observations of the practice of job interviews and writing notes during teaching and learning activities.

The assessment sheet and observation checklist have been prepared by the researcher. Then, data were obtained from an observation checklist on student activities on the implementation of practice in the teaching and learning process.

Sources of data came from 21 grade 12 students of SMK Darunnajah Tegaldlimo. By applying the practice of continuous job interviews with the role-play method.

The data collection procedure was carried out by giving a verbal test. The speaking test was carried out by conducting a question and answer test in a practical interview. During the activity, students are free to think and express their opinions.

While the two-session technique follows the implementation stage of the first cycle of the teaching and learning process by researchers using role-playing techniques. While the researchers applied the role-playing technique to their job interview practice, the researchers also observed the students.

During the process of cycle 2, the researcher evaluated the students and identified the improvement in the students' speaking.

From the results obtained during the practice of job interviews using the role-play method in cycle 2, the researcher concludes that the

practice in this learning activity is only in cycle 2 because seeing the increasing ability to speak through practice has met the success criteria. Observe the conditions and processes that occur in cycle 2 more intensively. The teaching and learning process is also supported by using an observation checklist, as below:

Nu	Name	Paying attention	Asking the question	Responding to the question	Enthusiasm in role-playing job interview practice
1	AH	✔			✔
2	AF	✔			✔
3	ATW	✔			✔
4	AP	✔	✔	✔	✔
5	AF	✔			✔
6	BF	✔	✔	✔	✔
7	DP	✔		✔	✔
8	IN	✔	✔		✔
9	KF	✔		✔	✔
10	MES	✔			✔
11	MFR	✔			✔
12	MKA	✔		✔	✔
13	NR	✔			✔
14	ROS	✔		✔	✔
15	RT	✔			✔
16	RNA	✔			✔
17	PRN	✔			✔
18	SUZ	✔	✔	✔	✔
19	YP	✔	✔		✔
20	GT	✔	✔	✔	✔
21	L	✔	✔	✔	✔

Table 4.6

Num	The teacher activities	Yes	No	Description

1	Providing a material well	✔		The teacher prepared the material as well as possible
2	Greeting students	✔		The teacher began the teaching-learning by greeting students
3	Checking students' attending lists	✔		The teacher checked students' attending list by calling them one by one
4	Giving a motivation	✔		The teacher gave the motivation in teaching and learning
5	Explaining the Material	✔		The teacher presented and explained the materials
6	Giving a traditional media to teach	✔		The teacher gave a media to deliver the material such as PowerPoint, picture and etc.
7	Giving the difficult for students to ask	✔		The teacher gave students' time to ask what made they still confused were
8	Helping students' difficulty during learning	✔		The teacher helped them to solve the difficulity in teaching and learning
9	Giving the feedback after the lesson ended	✔		The teacher gave the feed back according to the resut of the teaching and learning

Table 4.7

4. Reflection

Based on these observations, the researcher has summarized several conclusions based on the implementation of exercises to improve speaking skills by conducting job interviews in cycle 2 which consist of two meetings. It was found that the student's learning motivation increased and their speaking ability increased as indicated by the increase in the average score obtained from field notes, and assessment sheets.

The data shows that the practice of improving speaking skills with job interview materials can increase students' motivation, confidence, and courage in speaking during the teaching and learning process.

Based on the data that has been obtained, the researchers found that:

No.	Name	Pro	Voc	Gra	Flu	Total	Final total
1.	AH	4	3	3	4	**14**	70
2.	AF	4	3	3	4	**14**	70
3.	ATW	4	4	3	3	**14**	70
4.	AP	5	4	3	4	**16**	80
5.	AF	4	4	3	4	**15**	75
6.	BF	5	5	4	4	**18**	90
7.	DP	4	4	3	3	**14**	70
8.	IN	4	3	3	4	**14**	70
9.	KF	4	4	3	4	**15**	75
10.	MES	4	3	3	4	**14**	70
11.	MFR	4	4	3	3	**14**	70
12.	MKA	4	4	3	3	**14**	70
13.	NR	4	4	3	5	**16**	80
14.	ROS	4	4	3	3	**14**	70
15.	RT	4	4	4	4	**16**	80
16.	RNA	4	3	3	4	**14**	70
17.	PRN	4	4	4	4	**16**	80
18.	SUZ	4	3	3	4	**14**	70
19.	YP	4	4	4	4	**16**	80
20.	GT	5	5	4	4	**18**	90
21.	L	5	5	4	4	**18**	90
							75,71

Table 4.8

After carrying out the practice of job interviews in cycle 2, researchers have observed scores and found students' speaking skills are better than in cycle 1, especially to improve speaking skills by using job interview materials applied through the role-play method. The

conclusion is that this application in the process of improving students' speaking skills in cycle 2 has met the success criteria.

C. Summary of Findings

Based on the results that have been carried out by students from the preliminary study, cycle 1, and cycle 2, it can be concluded that the practice of using job interview tests and the role-play method can improve students' speaking skills. This can be proven by the results of students' initial observations, and the results of student observations in the preliminary study cycles 1, and 2. It can be said that there are some improvements referring to students' speaking skills. The average score of student assessment results in the preliminary study (52.38), student assessment scores in cycle 1 (61.19), and student assessment results in cycle 2 (75.71).

All indicators of success criteria have been met as follows:

1. Students are more actively involved during the teaching and learning process. they responded positively to the practice of job interviews using the role-play method.

2. Students are more active, confident and motivated to communicate after the practice is done.

3. Students are happy and comfortable learning to speak after the practice is applied. And finally, the average score in cycle 2 has met the criteria for success.

D. Discussion

Based on what has been obtained from the cycle, it can be concluded that there are several things about the advantages of conducting job interviews using the role-play method, such as:

1. The need for diverse learning strategies to increase student interest in learning English, especially in speaking skills. One way or strategy that is quite powerful is to apply it directly by using the role-playing method. This method is quite helpful for students in communicating using English.

2. With the role-playing method, many roles can be applied in practice, one of which is by conducting a job interview test. Job interview tests, help teachers and students in achieving learning goals.

3. In addition, applying the practice to students with job interview practices and role-playing methods is very useful in improving students' speaking skills because with this application students immediately practice and focus on their achievements.

Referring to the procedures for implementing the practice of job interviews, the researcher hereby explains the important parts presented. After selecting the materials and methods, then determining the procedure, the researcher designs how to apply the lesson plans to students. Researchers also prepare media, such as benches for practice, blackboards, and other media that will be used in the teaching and learning process.

Teaching and learning strategies are presented in a lesson plan that includes detailed teaching and learning process procedures such as pre-activity is activity before carrying out practical procedures in learning, the teacher encourages students to find out students initial knowledge. After that, the researcher prepared matters related to the learning process.

Entering the main activity, the researcher introduced the learning material, namely the practice of job interviews. Of course, the researchers already knew the abilities of each student. During practice, the teacher or researcher acts as a guide to direct students according to the procedures for the practice to be carried out. Where done by 2 people and alternately, one as a job applicant and the other as an interviewer.

In the main activity, students actively participate in doing the practice and they are also encouraged to apply the practice as interesting as possible. Practice is done alternately. Carry out the practice as directed by the researcher.

The action in cycle 1 went well, although some aspects needed to be taken into account in the practical process, for example, during the interview practice, some students ' skills made mistakes, especially in the grammar and pronunciation. Although the researcher made corrections in terms of grammar and pronunciation at the end of the action, the researcher selected the group members in a balanced way between the active and passive students. The goal is for the action to be enjoyed as long as their English

can be understood. Because the main thing is to focus on the target language as a means of communication.

Before applying the practice of job interviews with the role-play method, the researcher found that students had some difficulties speaking English. From the data obtained, we know 52.38 from preliminary observations. The average does not reach the standard score target.

The main factors are they are not confident when standing in front of their friends to speak English, they don't dare to convey their ideas, they are afraid to make mistakes in speaking, and sometimes they can't respond to others quickly. But on the other hand, after applying the practice of job interviews, students' speaking skills showed an increase. Evidence during reflection can improve students' speaking skills. This can be seen from the observation checklist, and assessment form.

Based on the assessment sheet during the practice process, the researcher got data from the assessment sheet which showed the students' improvement in their speaking. The Average Score for the Preliminary Study (52,38), the Average Score for the Cycle 1 Assessment (61,19), and the Average Score for the Cycle 2 Assessment (75,71). The data contained in the preliminary study shows that the average score of pronunciation (2.85), Vocabulary (2.76), Grammar (2.28), and Fluency (2.57) means the process of implementing exercises to improve speaking skills in students. student. students are far from expected. Then the data obtained from cycle

1 mean scores of pronunciation (3.28), Vocabulary (3.0), Grammar (2.71), and Fluency (3.14), here the improvement of students in their Practice shows. In cycle 2, the data on the average value of pronunciation (4.19), Vocabulary (3.85), Grammar (3.28), and Fluency (3.80), showed an increase in students.

The impact obtained on the practice of job interviews using the roleplay method is positive. By using the chosen method, students are more motivated and active in practicing speaking English. as well as the success criteria as expected and fulfilled in the second cycle. Based on the evidence that has been proven above, it can be concluded that to improve speaking English skills by using practice and roleplay methods. practicing with the roleplay method is quite efficient in a teaching and learning atmosphere, able to motivate students in communicating and train self-courage.

These findings suggest that roleplaying can be a helpful technique for improving students' speaking skills. Various techniques can be used to get students to speak up. Students are motivated to speak and communicate in English.

CHAPTER V

CONCLUSION

It can be concluded that the use of role play interviews in teaching English speaking skills is effective. The role-playing method gives students more flexibility in learning English. The role-play method can be a very helpful teaching tool because it can increase students' interest and motivation in learning English and improve their speaking skills.

Based on the evidence from each cycle, it can be concluded that the practice and roleplay method used with students can improve their speaking skills in English. Role-playing is a system chosen according to language learning goals; it stimulates students to actively participate in classroom learning, encourages students to communicate in English, develops positive interactions between students, improves students' oral English ability, and provides students with opportunities for active oral communication. Students think critically. As a result, students become more confident in communicating or expressing their ideas in English, and students can have the courage to express their opinions.

Based on the data that has been obtained during the research, there are several points that refer to improving speaking skills, such as;

1. The results of the practice using the Role play method can improve students' speaking skills.

2. Students' speaking ability can be shown by their ability to answer and respond to other people's questions during the practice.

3. Based on the reflection in cycles 1 and 2 researchers can find out that all the success criteria are met in cycle 2. The results of student responses to practice have a positive impact.

In accordance with the research problem that has been carried out, the researcher concludes that the application of practice with the Role play method can prove the improvement of students' speaking skills at SMK Darunnajah Tegaldlimo.

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APPENDIXES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMK Darunnajah Tegaldlimo
Mata pelajaran   : Bahasa Inggris
Kelas / semester   : XII / Ganjil
Materi pokok   : Job interview
Aspek / skill   : Speaking
Alokasi waktu   : 2 x 45 menit (pertemuan pertama)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model role play, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada job interview dan dapat menggunkan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

B. Metode pembelajaran

- Role play

C. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Spidol

D. Langkah Pembelajaran

Kegiatan pendahuluan
• Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a.
• Mengecek kehadiran siswa
• Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai
• Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
• Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
• Memberikan rangsangan kepada peserta didik dengan menggunaan sapaan dalam bentuk bahasa inggris
• Menayangkan media yang berhubungan dengan job interview
• Meminta peserta didik untuk mengidentifikasikan ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam job interview.
• Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasikan dengan rapi.
• Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas.

• Memberikan tugas kepada peserta didik untuk mmembuat job interview dan mempraktikkannya didepan kelas..
Kegiatan penutup
• Menyampaikan kesimpulan dari pembelajaran
• Memberikan peserta didik refleksi pembelajaran
• Memberikan umpan balik dan pesan moral dari pembelajaran
• Memberikan tugas atau penugasan kepada peserta didik.
• Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMK Darunnajah Tegaldlimo
Mata pelajaran   : Bahasa Inggris
Kelas / semester   : XII / Ganjil
Materi pokok   : Job interview
Aspek / skill   : Speaking
Alokasi waktu   : 2 x 45 menit (pertemuan kedua)

E. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model role play, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada job interview dan dapat menggunkan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

F. Metode pembelajaran

- Role play

G. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Spidol

H. Langkah Pembelajaran

Kegiatan pendahuluan
- Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a.   - Mengecek kehadiran siswa   - Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai   - Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari   - Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
- Memberikan rangsangan kepada peserta didik dengan menggunaan sapaan dalam bentuk bahasa inggris   - Menayangkan media yang berhubungan dengan job interview   - Meminta peserta didik untuk mengidentifikasikan ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam job interview.   - Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasikan dengan rapi.   - Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas.

• Memberikan tugas kepada peserta didik untuk mmembuat job interview dan mempraktikkannya didepan kelas..
Kegiatan penutup
• Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMK Darunnajah Tegaldlimo
Mata pelajaran   : Bahasa Inggris
Kelas / semester   : XII / Ganjil
Materi pokok   : Job interview
Aspek / skill   : Speaking
Alokasi waktu   : 2 x 45 menit (pertemuan ketiga)

I. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model role play, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada job interview dan dapat menggunkan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

J. Metode pembelajaran

- Role play

K. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Spidol

L. Langkah Pembelajaran

Kegiatan pendahuluan
• Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a.
• Mengecek kehadiran siswa
• Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai
• Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
• Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
• Memberikan rangsangan kepada peserta didik dengan menggunaan sapaan dalam bentuk bahasa inggris
• Menayangkan media yang berhubungan dengan job interview
• Meminta peserta didik untuk mengidentifikasikan ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam job interview.
• Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasikan dengan rapi.
• Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas.

• Memberikan tugas kepada peserta didik untuk mmembuat job interview dan mempraktikkannya didepan kelas..
Kegiatan penutup
• Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK Darunnajah Tegaldlimo
Mata pelajaran : Bahasa Inggris
Kelas / semester : XII / Ganjil
Materi pokok : Job interview
Aspek / skill : Speaking
Alokasi waktu : 2 x 45 menit (pertemuan keempat)

M. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran dengan model role play, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada job interview dan dapat menggunkan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

N. Metode pembelajaran
- Role play

O. Media pembelajaran
- Buku panduan
- Internet
- Papan tulis
- Spidol

P. Langkah Pembelajaran

Kegiatan pendahuluan
• Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a.
• Mengecek kehadiran siswa
• Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai
• Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari
• Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
• Memberikan rangsangan kepada peserta didik dengan menggunaan sapaan dalam bentuk bahasa inggris
• Menayangkan media yang berhubungan dengan job interview
• Meminta peserta didik untuk mengidentifikasikan ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dalam job interview.
• Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasikan dengan rapi.
• Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas.

• Memberikan tugas kepada peserta didik untuk mmembuat job interview dan mempraktikkannya didepan kelas..
Kegiatan penutup
• Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMK Darunnajah Tegaldlimo
Mata pelajaran   : Bahasa Inggris
Kelas / semester   : XII / Ganjil
Materi pokok   : Job interview
Aspek / skill   : Speaking
Alokasi waktu   : 2 x 45 menit (pertemuan lima)

Q. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran dengan model role play, peserta didik mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan pada job interview dan dapat menggunkan atau mengaplikasikan ungkapan-ungkapan tersebut dengan santun, percaya diri, dan bertanggung jawab.

R. Metode pembelajaran

- Role play

S. Media pembelajaran

- Buku panduan
- Internet
- Papan tulis
- Spidol

T. Langkah Pembelajaran

Kegiatan pendahuluan
- Membuka kegiatan pembelajaran dengan mengucapkan salam dan do'a.   - Mengecek kehadiran siswa   - Menyampaikan tujuan pembelajaran dan kompetensi dasar yang ingin dicapai   - Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari   - Menyampaikan cakupan materi dan teknik penilaian
Kegiatan inti
- Memberikan rangsangan kepada peserta didik dengan menggunaan sapaan dalam bentuk bahasa inggris   - Menayangkan media yang berhubungan dengan job interview   - Meminta peserta didik untuk mengidentifikasikan ciri-ciri (fungsi sosial, struktur teks, dan unsur kenahasaan) dalam job interview.   - Meminta peserta didik untuk menulis pokok-pokok pelajaran yang telah diidentifikasikan dengan rapi.   - Meminta peserta didik untuk menyampaikan hasil dari identifikasi yang telah mereka kumpulkan dan mempraktikkannya didepan kelas.

• Memberikan tugas kepada peserta didik untuk mmembuat job interview dan mempraktikkannya didepan kelas..
Kegiatan penutup
• Menyampaikan kesimpulan dari pembelajaran • Memberikan peserta didik refleksi pembelajaran • Memberikan umpan balik dan pesan moral dari pembelajaran • Memberikan tugas atau penugasan kepada peserta didik. • Menyampaikan materi pembelajaran berikutnya.

Tegaldlimo,

Peneliti

Kepala SMK Darunnajah

SUKRON MANSYUR, S.Pd

Iva Syafika Devi

Speaking Indication Table (Harris,1969:84)

No.	Description	Score	Aspect
1.	Has few traces of foreign accent	5	Pronunciation
	Always Intelligible, though one is conscious of definite accent	4	
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	3	
	Very hard to understand	2	
	Pronunciation problems so serve as to make speech virtually unintelligible	1	
2.	Use of vocabulary and idiom is virtually that of native speaker	5	Vocabulary
	Sometimes uses in appropriate term and/ or must rephrase ideas because of lexical inadequacies	4	
	Frequently uses the wrong words, conversation some, what limited because in adequate vocabulary	3	
	Misuse of word and very limited vocabulary make comprehension quite difficult	2	
	Vocabulary limitation so extreme as to make speech virtually impossible	1	
3.	Few (if any) noticeable errors of grammar or word order	5	Grammar
	Occasionally makes grammatical and/or word error which do not, however, obscure meaning	4	

	Makes frequent errors of grammar and word order which occasionally obscure meaning	3	
	Grammar and word order errors. Make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic pattern	2	
	Errors in grammar world order so severe as to make speech virtually unintelligible	1	
4.	Speech as fluent and effortless as that of a native speaker	5	Fluency
	Speed of speech seems to be slightly affected by language problems.	4	
	Speed and Fluency rather strongly affected by language problems	3	
	Usually hesitant or often forced into silence by language problems	2	
	Speech is so halting and fragmentary as to make conversation virtually impossible	1	

Score Classification

Score Range	Category
90-100	Very good
76-89	Good
61-75	Enough
41-60	Poor
0-40	Very poor

(adapted from Arikunto, 1998;246)

JOB INTERVIEW TEST QUESTIONS

X: Good morning. Sit down, please.

(Selamat pagi, mari silakan duduk.)

Y: Good morning. Thank you, Ma'am.

(Selamat pagi. Terima kasih Bu.)

X: I'm talking to Ms. Nania Sukma Riani, right?

(Dengan Nona Nania Sukma Riani, benar?)

Y: Yes, that's me.

(Benar itu saya.)

X: How can I suppose to call you, Miss?

(Bagaimana saya memanggil anda, Nona?)

Y: Nania, please.

(Nania saja.)

X: Ok, Miss Nania. Please introduce, I am Mrs. Anjani. I'm the third chairman of this company.

(Baiklah Nona Nania. Perkenalkan, saya Ibu Anjani, ketua 3 dari perusahaan ini.)

Y: Nice to meet you Ma'am.

(Senang bertemu dengan anda Bu.)

X: Are you prepared for the employee interview today?

(Apakah anda siap untuk melakukan wawancara kerja hari ini?)

Y: Yes, I am prepared Ma'am.

(Ya, saya siap Bu.)

X: How would you know the information about the occupation opportunity of this organization?

(Bagaimana kamu mengetahui informasi tentang lowongan kerja di perusahaan ini?)

Y: I read an advertisement on a Satelit Post Newspaper released on Monday last week. And, I feel I'm really excited to it.

(Saya membaca sebuah iklan di majalah Satelit Post yang rilis rabu lalu. Dan saya merasa sangat tertarik untuk mengaplikasikan pekerjaan di sini.)

X: Well, okay. So, what makes you interested to apply on the position of Marketing Manager in this company?

(Apa yang membuat anda tertarik untuk melamar pekerjaan di posisi Manajer Pemasaran di perusahaan ini?)

Y: I'm interested to apply as the head of Marketing Manager due to my capability. I feel that I am capable to get that position. Besides, I graduated from Business and Management Course with Cumlaude GPA. Not only that, I also have skills and experiences to promote my ability.

(Saya tertarik untuk melamar pekerjaan di posisi Manajer Pemasaran karena kemampuan saya. Saya merasa saya mampu dan pantas untuk mendapatkan posisi tersebut. Selain itu, saya juga lulusan Sekolah Bisnis dan Manajemen dengan nilai Cumlaude. Tak hanya itu saja, saya juga memiliki skill dan pengalaman yang mendukung kemampuan saya.)

X: Really? So, how about your skills? Could you tell me about your skills?

(Sungguh? Bagaimana dengan kemampuanmu? Bisakah kamu ceritakan apa saja skill yang kamu miliki?)

Y: I have sharpened the management project skill and I'm really tech savvy. I can also create user friendly tools and apps. You can see them on my PC. I'm bringing them.

(Saya sudah mempertajam kemampuan manajemen proyek saya dan saya sangat memahami teknologi. Saya mampu menciptakan aplikasi dan alat yang mudah digunakan untuk kepentingan pemasaran. Beberapa saya simpan di laptop saya, anda bisa melihatnya.)

X: Very nice. How about your experiences? Have you been on any employment encounters at Marketing Management before?

(Apakah kamu memiliki pengalaman kerja di bidang yang sama sebelumnya?)

Y: Yes Ma'am. Of course. I had worked at different company on the same position for about 3 years. However, I resigned because my office was too far. I need to work in a closer office to my house.

(Iya Bu. Saya sudah bekerja di perusahaan lain di posisi yang sama sebelumnya selama 3 tahun. Tetapi saya kemudian keluar karena kantor saya terlalu jauh. Saya membutuhkan kantor yang lebih dekat dengan rumah.)

X: I see. How about dialects and languages? Could you talk different languages and dialects?

(Oh begitu. Bagaimana dengan dialek dan bahasa? Apakah kamu bisa berbicara dengan bahasa dan dialek berbeda?)

Y: Yes, I can speak English, Japanese and Chinese.

(Ya, Saya bisa berbahasa Inggris, Jepang, dan Cina.)

X: Wow, That's really intriguing. Where did you learn the languages

(Wah, sangat menarik. Dimana kamu belajar bahasa-bahasa itu?)

Y: While I was in school and university, I took a course to explore learning languages. Basically, I'm really interested in languages. They are very unique.

(Saat saya sekolah dan kuliah saya mengambil kursus untuk mempelajari bahasa tersebut. Pada dasarnya, saya sangat tertarik dengan bahasa. Mereka sangat menarik.)

X: Great. I can't agree more with you. Anyway, do you have quality and shortcoming point? Tell me, please.

(Bagus sekali. Saya setuju dengan anda. Jadi, Apakah anda memiliki kelebihan dan kekurangan? Coba ceritakan pada saya.)

Y: Of course. My main quality is my skills and experiences, beside I also have greater thing that is my spirit and my responsibility in doing something. I additionally love to learn different and new things. My shortcoming is about my fairness of height.

(Tentu. Kualitas utama saya adalah skill dan pengalaman, selain itu saya juga memiliki hal lebih lagi yaitu semangat dan tanggung jawab dalam melakukan sesuatu. Saya juga suka mempelajari hal berbeda dan baru. Kekurangan saya adalah ketakutan saya dengan ketinggian.)

X: Well, it was an amazing time to meet you and talk about many things with you. I thought you are the one we are looking for so far. I agree that you are fitted to top off this position. I'll call you later after the all the majoring body settle get on a choice. Thank you very much for your time, Nania.

(Baiklah. Tadi sangat menakjubkan bertemu dan berbicara banyak hal dengan anda. Saya pikir anda adalah seseorang yang kami cari selama ini. Saya setuju bahwa anda sangat cocok mendapatkan posisi ini. Saya akan hubungi anda nanti setelah semuanya atasan mendapatkan satu pilihan. Terima kasih banyak atas waktumu, Nania.)

Y: Ma'am. May I ask something?

(Baiklah Bu. Bolehkah saya bertanya sesuatu Bu?)

X: Yes, please.

(Iya silahkan.)

Y: How much time this company need to inform to me the result of this interview?

(Berapa lama kira-kira perusahaan ini akan memberi informasi tentang hasil interview ini?)

X: as soon as possible. Maybe at the end of this week, we will send you an email about the result.

(Secepatnya. Mungkin pada akhir minggu ini, kami akan mengirimkan email mengenai hasilnya.)

Y: Thank you, Ma'am.

(Terima kasih Bu.)

X: You are welcome.

(Sama-sama)

SURAT PENGANTAR PENELITIAN

INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Nomor : 31.5/273.31/TBIG/FTK/IAIDA/C.3/II/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMK Darunnajah Tegaldlimo

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

       Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama   : **IVA SYAFIKA DEVI**
TTL   : **Dumai, 1 April 2000**
NIM   : **18112210033**
Fakultas   : Tarbiyah dan Keguruan (FTK)
Program Studi   : Tadris Bahasa Inggris (TBIG)
Alamat   : Ratu Sima-Dumai Selatan-Dumai-Riau
HP   : 085895246822
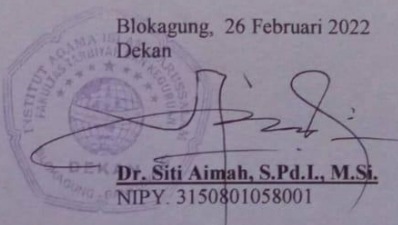Dosen Pembimbing : **Ridwan, M.Pd.**

       Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

Implementation of Job Interview Practice in Improving Speaking Skill at Twelve Grade Students of SMK Darunnajah Tegaldlimo in Academic Year 2021/2022

       Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

                          Blokagung, 26 Februari 2022
                          Dekan

                          Dr. Siti Aimah, S.Pd.I., M.Si.
                          NIPY. 3150801058001

SURAT BUKTI PENELITIAN

YAYASAN DARUNNAJAH
"SMK DARUNNAJAH TEGALDLIMO"
NSS. 402052504070 NPSN. 69939967
Nomor Ijin: 243/18.05/02/XII/2021
Alamat: Jl. KH. Dzulqornein Km.1 Kedungsumur Tegaldlimo
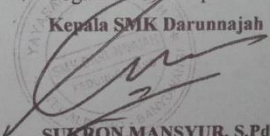Banyuwangi

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Yang bertanda tangan dibawah ini, Kepala SMK Darunnajah Tegaldlimo Banyuwangi menerangkan bahwa:

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Instansi	: Institut Agama Islam Darussalam

Yang tersebut diatas benar benar telah melakukan penelitian guna penyusunan skripsi mulai tanggal 6 Oktober 2021 s/d 5 November 2021. Dengan judul *"Implementation of Job Interview Practice in Improving Speaking Skill at Twelve Grade Students of SMK Darunnajah Tegaldlimo in Academic Year 2021/2022."*

Demikian surat keterangan ini disampaikan, agar dapat dipergunakan sebagaimana mestinya.

Tegaldlimo, 19 April 2022
Kepala SMK Darunnajah

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PERIODE	20212
JUDUL	Implementation of The Role Play Method in Job Interview Material to Improve Speaking Skill at Twelfth Grade Students of SMK Darunnajah Tegaldlimo in The Academic Year 20212022.

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	22 November 2021	07 April 2022	Research ProblemrnInstrumen penelitianrnMetode penelitianrnTechnique collecting method	22 November 2021 – Konsultasi judul dan Chapter 1rn13 Desember 2021 – Penerangan Chapter 1rn14 Desember 2021 – Chapter 2 dan 3rn23 Desember 2021 – Chapter 3rn02 April 2022 – Revisi Chapter 3rn05 April 2022 – Chapter 4rn06 April 2022 – Chapter 4 dan Discussionrn07 April 2022 – Chapter 5

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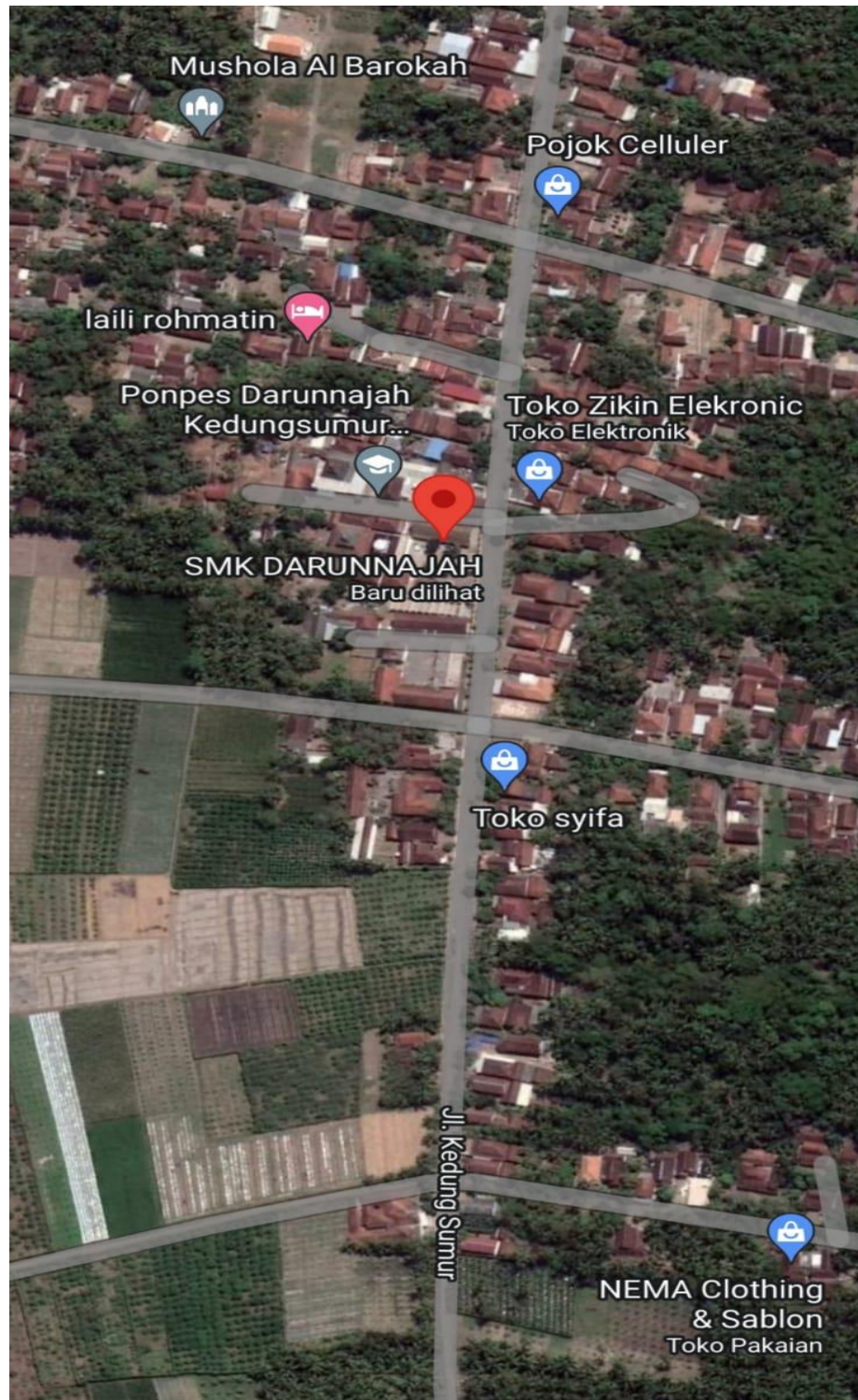
DOKUMENTASI

DENAH LOKASI

THE RESEARCHER'S AUTOBIOGRAPHY

Iva Syafika Devi was born in Dumai, Riau on April 1, 2000. She is the first child of Mr. Zaenur Rohman and Mrs. Eli Yandra. She started her education at SDN 010 Ratu Sima, Dumai Selatan in 2006 and graduated in 2012. Then continued her education at MTs Al-Falah Dumai in 2012 and graduated in 2015. Entered the next level, attended SMK ERNA Dumai in 2015 then graduated in the year 2018. Then she continued her education by entering one of the universities located in the Banyuwangi District. She was accepted at The Faculty of Tarbiyah and Teacher Training by taking Tadris of English as her major.