

**THE USE OF SKITS AS A READER'S THEATRE VARIATION
TO IMPROVE ENGLISH AS A FOREIGN LANGUAGE (EFL)
STUDENTS' ORAL PROFICIENCY
IN EXPRESSING SYMPATHY AND FEELING**

**(A Classroom Action Research at the First Year of
SMK PP Assyafiyah Kendal in the Academic Year 2014/2015)**

A FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement
for Degree of Education Bachelor
in English Language Education



By:
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**EDUCATION AND TEACHER TRAINING FACULTY
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SEMARANG
2015**

A THESIS STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinion or findings included in the final project are quoted or cited in accordance with ethical standards.

Kendal, April 6th, 2015

The Researcher



The stamp is green with a white border. It features the Garuda Pancasila emblem at the top right. The text on the stamp includes "WETERAN TEMPEL" at the top, "6000" in large numbers, and "ENAM RIBU RUPIAH" at the bottom. A serial number "CG 89ADF161933473" is visible. A handwritten signature in black ink is written over the stamp.

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Title : **The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling (A Classroom Action Research at the First Year of SMK PP Assyafiiyah Kendal in the Academic Year 2014/2015)**

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had been ratified by the board of examiners of Education Faculty of Walisongo State Institute for Islamic Studies can be received as one of any requirement for Gaining the Bachelor Degree in English Language Education.

Semarang, June 8th 2015

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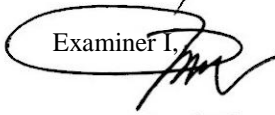
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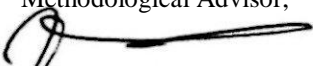
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ADVISOR APPROVAL

Kendal, April 6th, 2015

Dear Sir
Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Matter: A Final Project Manuscript Approval

Assalamu'alaikum Wr. Wb.

After reading and revising, we as advisors declare that the final project of:

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is approved. Therefore, we appeal in order to examine it as soon as possible. We thank you for your attention.

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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title : **The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling (A Classroom Action Research at the First Year of SMK PP Assyafiiyah Kendal in the Academic Year 2014/2015)**

Researcher : Tomy Widiyanto

Student Number : 113411091

This research is based on the students' difficulties in oral proficiency to express sympathy and feeling. To improve teaching oral proficiency, teacher must have an appropriate technique in teaching speaking to help students feel easy in speaking class. Skit as a Reader's Theatre Variation aims to help students' oral proficiency easily and improve their oral proficiency.

The purposes of this research are: (1) to describe the implementation of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling, (2) to prove Skits as a Reader's Theatre Variation can improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling, (3) to know the improvement of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling.

This classroom action research was done in two cycles with three activities including pre-cycle. pre-cycle was 12. In cycle 1 showed 13. In cycle 2 increased to be 17. The result of the research showed that there was a significantly different students' achievement in every cycle. It can be recommended that there was improvement in students' oral proficiency to express sympathy and feeling after using Skits as a Reader's Theatre Variation.

MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ ﴿٦٠﴾

He who strives, strives for himself. Allah does not need His creatures' help. As for those who have faith and do good works, We shall cleanse them of their sins and reward them according to their noblest deeds.¹

If you do not like it, change it.

¹Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of The Quran*, (Lebanon: Dar Al-Choura Clemenceau St. Tاجر Bldg, 1980), p. 290.

DEDICATION

This final project is proudly dedicated to:

1. My deepest gratitude goes to my beloved parents (Sudarsono and Rumiati) for their endless love, prayer, patient, and support;
2. My dearest little brother (Adityo Dwi Wicaksono) who gives me support in finishing this final project;
3. My ustad (Ali Muchtar, Lc., MA.) who supports and gives me motivation and advice everlastingly;
4. My special Pattani Malay friends of Southern Thailand both in Semarang and Yogyakarta, thank you very much for your nice attention and support;
5. All of my best friends who always give me motivation and support to do this final project.

ACKNOWLEDGEMENT

Praise is to Allah, the merciful, and the compassionate that the researcher can finish this final project completely. Shalawat and Salam for the Prophet Muhammad who brings us from the darkness to the brightness.

The researcher realizes that there are many people who are already helped him in arranging and writing this final project directly or indirectly. In this chance, the researcher would like to express deeper appreciation to:

1. Dr. H. Darmu'in, M.Ag. as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Muslih, M.A., Ph.D.as the Head of English Department.
3. Sayyidatul Fadlilah, M.Pd. as the Material Advisor thank for providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. Mukhammad Rikza, M.SI. as the Methodological Advisor thank for providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
5. My beloved father Sudarsono and my beloved mother Rumiati who always give inspiration and motivation to continue this study.

6. Muhammad Jamali, S.TH.I. as the Headmaster of SMK PP Assyafiiyyah Kendal who had allowed the researcher to carry out the research in his school.
7. All of my friends in English Language Education 2011 especially for English Education B 2011.
8. Last but not least, those who cannot be mentioned one by one, who have supported the researcher to finish this final project.

Finally, the researcher realizes that this final project is far from being perfect therefore, the research will happily accept constructive criticism in order to make it better. The researcher hopes that this final project would be beneficial to everyone. Ameen.

Kendal, April 6th, 2015

The Researcher,

A handwritten signature in black ink, appearing to read 'Tomy Widiyanto', is written over a light blue rectangular background.

Tomy Widiyanto
NIM: 113411091

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CHAPTER I

INTRODUCTION

This chapter is a general description of what the research will discuss in the next chapter. This part consists of background of the research, identifying research problem, limitation of the research, statements of problem, objectives of the research, significance of the research, and definition of key terms.

A. Research Background

Every human being in this world needs language to communicate with others. Through language people can express their willing and feelings of something. Language is primary a mean of communicating thoughts from one person to another. English is used by a considerable part of people in the world as a purpose of communication. The fact that English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together and it cannot be denied by anyone.

That is why today English is taught as a foreign language in most countries, including Indonesia. Long ago, English was only used in business. But now, English is taught at all levels of education. It means that English is a very important thing that must be mastered well by all students. Mastering English, in students' opinion, is not an easy thing. In English, there are 4 skills that must be mastered. They are reading, writing listening, and speaking. In the students' opinion, the most difficult skill in English is speaking. The speaking skill can

be enhanced through more practicing. In this term, the students should speak up more than mastering English passively. There is a proverb “practice makes perfect”. In addition, encouraging students to speak up in righteousness that it will address them in a piety ever-lastingly. Allah has commanded in the Surah Al Mujadala Verse 9:

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَتَنَجَّوْا بِالْآثِمِ وَالْعُدْوَانِ وَمَعْصِيَتِ
الرَّسُولِ وَتَتَنَجَّوْا بِالْبِرِّ وَالتَّقْوَىٰ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشُرُونَ ﴿٩﴾

Believers, when you converse in private do not speak with wickedness and enmity and disobedience towards the Apostle, but with justice and with piety. Have fear of Allah, before whom you shall be brought together.¹

From Surah above, Allah asks us to speak up in order increasing virtues and God fearing. Hence, there are some complaints from both students and teachers. No matter how much they understand the lesson, students claim that they can neither use what is taught in real context nor in the classrooms.

On the other hand, teachers protest that they do teach nearly all necessary elements of English but they cannot manage to make students speak fluently, either there is a problem on the teacher’s side, on students’ or on the methods.²

¹Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of The Quran*, (Lebanon: Dar Al-Choura Clemenceau St. Tajer Bldg, 1980), p. 407.

²E-book: Asutayc, *Speaking Difficulties of Students*, (Research Papers, 2011), p. 1.

This research is based on the phenomena that the students have difficulties in speaking English. The students are asked to repeat the sentences or some expressions that their teacher said. It seems a monotonous learning method that does not offer the students to express their idea independently. However, sometimes there are teachers who instruct the students to write and make up a short conversation in pair related to a certain material, for example, teaching students about expression of sympathy and feeling. Then, the teacher asked them to come forward practicing it in the front of the class. The topic of conversation has been established by the teacher based on the hand-out that the situations are usually in formal contexts. Students only depend on the situation that the teacher provided, of course it must use formal language and it is not enough to improve students' speaking skill because the teacher does not offer a way to students to speak independently based on their own sentences and interpretations.

Through using appropriate technique, such as Skits as Reader's Theatre Variation, it can be wonderful learning in improving students' oral proficiency. Students will be independent to speak up without doubt choosing the sentences so that students feel easy to practice speaking using their own sentences, not depending on the formal contexts because they may combine the conversation by putting down humorous things, and of course it will be more creative, more joyful, and happier in every single speaking class. It also drilled to enhance the students' speaking ability from the simple way of intermediate level and how to speak in righteousness politely through the

researcher's strategic material, that was a way of building mental confidence in speaking and polite use of expressions of sympathy and feeling.

To improve students' oral proficiency, the researcher conducted a classroom action research under the title – The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling (A Classroom Action Research at the First Year of SMK PP Assyafiiyyah Kendal in the Academic Year 2014/2015).

B. Reason for Choosing the Topic

There are some reasons underlying the choice of the topic. They are:

1. Speaking is one of skills in studying language, it is very important in our lives because it can convey our ideas each other.
2. Vocational High School is the type of education system that prepares people for specific trades so that Vocational High students are expected to prefer practicing speaking rather than only understanding the theory.
3. Vocational High students at SMK PP Assyafiiyyah Kendal in the academic year of 2014/2015 still have difficulties in understanding expression of sympathy and feeling, especially in speaking.
4. The appropriate method to enhance students' speaking skill in expressing sympathy and feeling is Skits as a Reader's Theatre Variation. It is one of the keys to find out the successful in teaching and learning.

C. Problem Statement

Based on the description of the research above, the researcher made statements of the problems. The problems that were discussed in this research can be stated as follows:

1. How is the implementation of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling at the first year of SMK PP Assyafiiyyah Kendal in the academic year of 2014/2015?
2. Can Skits as a Reader's Theatre Variation improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling at the first year of SMK PP Assyafiiyyah Kendal in the academic year of 2014/2015?
3. How is the improvement of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling at the first year of SMK PP Assyafiiyyah Kendal in the academic year of 2014/2015?

D. Research Objective

1. To describe the implementation of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling.
2. To prove Skits as a Reader's Theatre Variation can improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling.

3. To know the improvement of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling.

E. Pedagogical Significance

It is very important for us to know the advantages of the research. It is hoped that Skits as a Reader's Theatre Variation is one of methods that can be used as an interesting way to teach oral proficiency. In addition, it can contribute to some benefits as follow:

1. For students
 - a. Using Skits as a Reader's Theatre Variation to improve their oral proficiency.
 - b. Students are able to increase their knowledge of language structure and language use, and the metalinguistic awareness.
 - c. Students can be more confident to speak in their own abilities.
 - d. Students can develop their own interpretations in the process of "re-creating" or interpreting a Reader's Theatre script.
 - e. Students can share their creativity with others.
 - f. Students love the activity and are willing to persevere through the reading, writing, speaking and thinking skills that they incorporate.
2. For teachers
 - a. Teachers can use Skits as a Reader's Theatre Variation to improve their students' oral proficiency.

- b. Teachers will get a new innovative technique in enhancing their teaching technique. Their technique will definitely affect the teaching process quality. In short, the teachers will help their students in achieving the best result.
3. For the school
The result of this research can be used to improve English teaching and learning process.
4. For researcher
The researcher can use this learning technique to improve his skill in teaching speaking through Skits as a Reader's Theatre Variation.
5. For readers
The researcher hopes that this research can give more information and contribute the knowledge.

F. Problem Scope

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. To limit the scope of the discussion and to analyze the problem, the researcher limited the research in students' oral proficiency in expressing sympathy and feeling through Skits as a Reader's Theatre Variation. It meant that he analyzed only in students' oral proficiency in expressing sympathy and feeling. This research was applied only to the tenth grade students of SMK PP Assyafiyah Kendal in the academic year of 2014/2015.

G. Term Definition

Definition of term is needed to avoid different explanation from different point of the readers. The researcher defines some terms according to her point of view. It will avoid misunderstanding that can drive us to ambiguous meaning.

1. Skits

A short comedy sketch or piece of humorous writing, especially a parody. It has synonyms, they are comedy sketch, comedy act, parody, pastiche, burlesque, satire, informal spoof, takeoff, and sendup.³

A short piece of humorous writing or a performance that makes fun of something by copying them.⁴

4. Reader's Theatre

Reader's theatre is an activity in which students are asked to adapt text and act it out orally in the form of a play.⁵ In reader's theatre, individuals read from literary works, most often without costumes, sets, or letting their voices convey the emotion and situations of the various characters.⁶

³Retrieved at 21.25 on December 30th, 2013 from https://www.google.com/?gws_rd=ssl#q=definition+skits

⁴AS, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 1393.

⁵Herrera G. S., *Teaching Reading to English Language Learners*, (Boston: Pearson Education, Inc., 2010), p. 178.

⁶E-book: Ion D., *Readers Theatre: A different approach to English for struggling readers*, (University of Stavanger: Faculty of Arts and Education, -), p. 2-3.

5. Improve

According to Longman dictionary Improve is to make something better, or to become better.⁷

4. Proficiency

The *American Heritage Dictionary* of the English Language (1978) defines *proficient* as “performing in a given art, skill or branch of knowledge with expert correctness and facility”. Implied in this definition, then, is the idea that *proficiency* refers to a somewhat idealized level of competence and performance, attainable by experts through extensive instruction.⁸

5. Oral

According to Longman dictionary Oral is a spoken test, especially in a foreign language.⁹ Spoken rather than written.¹⁰

6. English as a Foreign Language (EFL)

English as a Foreign Language (EFL) described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Students often studied EFL in their

⁷Addison-Wesley Longman, Inc. Staff, *Longman Dictionary of American English*, (Longman: Longman, 1997).

⁸Alice C. O., *Teaching Language in Context Proficiency-Oriented Instruction*, (Massachusetts: Heinle & Heinle Publishers, Inc., 1986), p.2.

⁹Addison-Wesley Longman, Inc. Staff, *Longman Dictionary of American English*,

¹⁰AS, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p.1034

own country, or sometimes on short courses in Britain, the USA, Australia, Canada, Ireland, New Zealand, etc.¹¹

7. Expression of Sympathy and Feeling

Sympathy is the feeling of being sorry for showing that you understand and care about somebody's problems.¹² Feeling is something that you feel through the mind or through the senses.¹³

¹¹Jeremy H., *The Practice of English Language Teaching*, (Pearson: Longman, -), p. 19.

¹²AS, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 1514.

¹³AS, Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 544.

CHAPTER II
SKITS AS A READER’S THEATRE VARIATION TO
IMPROVE ENGLISH AS A FOREIGN LANGUAGE (EFL)
STUDENTS’ ORAL PROFICIENCY IN EXPRESSING
SYMPATHY AND FEELING

In this chapter, the research discussed some theories related to the research. They are previous research, literature review, and hypothesis.

A. Previous Research

There are some researches conducted in English speaking teaching through Reader’s Theatre Technique. Related to this research, the researcher chose some literatures about previous research which were relevant to the teaching using Reader’s Theatre.

1. Thesis under the title *A Trial Study on Using Readers Theatre with EFL Junior High Students* by Ying-Chin Chen and Shu-I Chang, National Chiayi University. In their research, they had a trial study on using Reader’s Theatre (RT) with English as a Foreign Language (EFL) Junior High School students to find out how RT could be used with the students and how they reacted to this classroom technique. The research was using a Classroom Action Research to run their research. The researchers recruited ten Junior High Students to participated in an RT program that started on September, 2007 and ended on January, 2008. The result of the research was that the students were able to learn how

to cooperate among themselves and also found the enjoyment in the RT program.¹

Differences between their research and the researcher's are the level of teaching and the skill focuses on. They used Reader's Theatre for teaching English as a Foreign Language (EFL) Junior High students, while the researcher will use Reader's Theatre to teach English as a Foreign Language (EFL) for Vocational High students. In their research, they only concerned in learning how to cooperate among students and also how to conduct the Reader's Theatre (RT) class to be fun, while the skill focus of researcher's research was on oral proficiency that will be enhanced using Skits as a Reader's Theatre Variation. The similarities were, both their research and the researcher concern using Reader's Theatre to teach English as a Foreign Language (EFL) Students.

2. The title is *Teaching Prosody Through Readers Theatre* by Ann Daly, Hamline University. The purpose of the research is to determine the effects of a comprehension-based Readers Theatre program on second-grade ELLs' use of prosody in oral reading. She used an Action Research method. Data was collected through observation and through the pre- and post testing of participants. Her research built the use of repeated reading in general, and Readers Theatre in particular, as a tool to improve oral reading

¹E-book: Ying C. and Shu-I C., *A Trial Study On Using Readers Theater With EFL Junior High Students*, (Taiwan: National Chiayi University, 2008), p. 10-11.

fluency.² The result is that Readers Theatre was effective to improve the students' oral reading fluency in learning prosody.

The differences between her research and the researcher's were teaching material and the skill focus. Her research used teaching prosody through Readers Theatre, while the researcher's used Skits as a Reader's Theatre variation to improve EFL Students' oral proficiency in expressing sympathy and feeling. Her research concerned on students' oral reading fluency, while the researcher's focused on oral proficiency. The similarities were, both her research and the researcher's used Reader's Theatre and also conducted a Classroom Action Research.

3. The research is entitled *The Effects of Reader's Theater on 6th Grade Students' Fluency, Comprehension, and Reading Attitude* by Jennifer K. Sailer, a Thesis (M.Ed), Wichita State University, College of Education, Department of Curriculum and Instruction. The objective of the researches designed to examine the effects of Reader's Theater on sixth grade students' fluency, comprehension, and reading attitude. It is also designed to measure the interrelatedness of all of those aspects.³ The result is

²E-book: Ann D., *Teaching Prosody Through Readers Theatre*, (Minnesota: Hamline University, 2009), p. 26-28.

³Sailer, Jennifer K., "The effects of reader's theater on 6th grade students' fluency, comprehension, and reading attitude", <http://soar.wichita.edu/handle/10057/255>, retrieved at 8.26 on December 19th, 2013.

that Reader's Theatre influenced 6th Grade students' fluency, comprehension, and reading attitude.

The differences of her research and the researcher's were the level of teaching and the skill focus. Her research used Reader's Theatre on 6th grade students, while the researcher's implemented Reader's Theatre for the first year of English as a Foreign Language (EFL) Vocational High students. The skill focus of her research was reading attitude, but the researcher concerned on oral proficiency. The similarity was, both her research and the researcher's used Reader's Theatre in English teaching and learning.

B. Literature Review

In this chapter, the researcher discussed some related topics in order to build comprehension frame of thinking of this research . The related topics to be discussed are:

1. Teaching Strategy of English as a Foreign Language

a. Definition of Teaching

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his/her students. S/he tries her/his best to make students understand. Her/His duty is to encourage students to learn the subjects. Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to

achieve them. Many great teachers of world define teaching in different way, but we can say that teaching is just to train the students so that they can stand on their own foot in society.

In teaching, there are three main aspects comes in our front, namely Teacher, Students, and Education, while the nature and characteristics of teaching, are: The main character of teaching is to provide guidance and training; Teaching is interaction between teacher and students; Teaching is an art to give knowledge to students with effective way; Teaching is a science to educate fact and causes of different topics of different subjects; Teaching is continues process; Teacher can teach effectively, if he has full confidence on the subject; Teaching encourages students to learn more and more; Teaching is formal as well as informal; Teaching is communication of information to students. In teaching, teacher imparts information in interesting way so that students can easily understand the information; and Teaching is tool to help student to adjust himself in society and its environment.⁴

Referring Skits as a Reader's Theatre Variation, it will enable students to take part in speaking class actively. Students are encouraged by teacher to be confident in

⁴Retrieved at 13.55 on December, 30th 2013 from <http://ugcnetonline.svtuition.org/2009/03/definition-of-teaching-and-its.html>.

conveying their own idea with others without demanding of the teacher's instructions. The researcher believes that Skits as a Reader's Theatre Variation is one of excellent tools to measure students' ability in speaking.

b. Definition of English as a Foreign Language

English as a Foreign Language (EFL) described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people. Students often studied EFL in their own country, or sometimes on short courses in Britain, the USA, Australia, Canada, Ireland, New Zealand, etc.⁵

In a Vocational High School, students are prepared to capable of their own business field based on the department. In this research, the researcher tries to build the students' proficiency in speaking since speaking is the important thing to communicate and share idea with others.

Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language

⁵Jeremy H., *The Practice of English Language Teaching*, (Pearson: Longman, -), p. 19.

to students whose first language is not English.⁶ The participants of this research use English as a foreign language which is not used to communicate in daily life.

The research classifies the participants belong to the young learners who understand and speak conversational and academic English with decreasing hesitancy and difficulty and allow them to demonstrate academic knowledge in content areas with assistance. Skits as a Reader's Theatre Variation is expected to be able to invite the students' activeness in speaking class in order to become interesting and fun learning.

c. Definition of Vocational Education

Vocational education is the provision of materials, activities and teaching that is designed to prepare people to function, at a specified level, in specific roles in the context of (usually) paid employment. Using a term of vocational education to mean the orchestration of strategies and structures so that learning leads to its desired outcomes. Vocational education is concerned with courses, timetables, syllabuses, qualifications and so on. Vocational education

⁶Clare G., *Teaching English as a Foreign Language*, (Edge Hill University, 2011), p.3.

concerns the development of practical competence within, or for, a defined work “domain”.⁷

In this research, the researcher will take Tenth Grade of Vocational High students as the sample of the research. As Vocational High students, beside mastering the theories, they also must be able to implement the theories well. In learning English, the theories may include when students learn grammatical structures. Students consider the sentences according to the appropriate tenses. Unfortunately, most of teachers do not count heavily on the aim of learning English, that is students must be able to communicate well in English. Consequently, students cannot speak up independently and confidently since they tend too often considering and thinking the correct structures first.

By providing Skits as a Reader’s Theatre Variation, they are as Vocational High students are hope in order to be easier to implement the theories in speaking. The speaking theories in this research include expression of sympathy and feeling.

Vocational education as education for working and as training for working. If seen as training, vocational education could simply be removed from the institution of

⁷E-book: Bill L., Ellen Spencer and Guy Claxton, *How to Teach Vocational Education: A Theory of Vocational Pedagogy*, (Centre for Real-World Learning: University Winchester, 2012), p.21.

education altogether, and the job of training given to employers. Vocational education thus includes training for work but is more than just training.⁸ Vocational education (education based on occupation or employment) (also known as vocational education and training or VET) is education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. Craft vocations are usually based on manual or practical activities, traditionally non-academic, related to a specific trade, occupation, or vocation. It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular group of techniques.⁹

There are two specific careers in the Vocational High School where will become the setting of the researcher's research. They are Clothing Boutique (Busana Butik) and Motorcycle Engineering (Teknik Sepeda Motor). Therefore, the researcher is strongly sure that learning speaking in focusing on expressing sympathy and feeling is appropriate for them, because the material is also included in the

⁸Bill L., Ellen Spencer and Guy Claxton, *How to Teach Vocational Education: A Theory of Vocational Pedagogy*, (Centre for Real-World Learning: University Winchester, 2012), p.41.

⁹Retrieved at 19.27 on December, 29th, 2013 from http://en.wikipedia.org/wiki/vocational_education.

syllabus. In another hand, the researcher agrees that every human always express their feeling of something every day.

d. Language Learning Strategy

The concept of “strategy” is a somewhat fuzzy one as it is not easy to tie down. A strategy consisted of mental or behavioral activity related to some specific stage in the overall process of language acquisition or language use.¹⁰ The best approaches to define learning strategies are to try to list their main characteristics. The characterizes how the term “strategies” has been used, are: Strategies refer to both general approaches and specific actions or techniques used to learn an L2; Strategies are problem-oriented-the learner deploys a strategy to overcome some particular learning problem; Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking; Strategies involve linguistic behaviour (such as requesting the name of an object) and non-linguistic (such as pointing at an object so as to be told its name).¹¹

Learning strategies clearly involve internal mental actions, but they may also involve physical actions as well.

¹⁰Rod E., *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 529.

¹¹Rod E., *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 532.

The claims made in the literature involve potential improvements in language learning related to the selection of information from the input and the organization and integration of it in terms of learner systems.¹²

Skits as a Reader's Theatre Variation is appropriate to implement as a learning strategy. It involves physical actions to demonstrate and also may overcome some particular learning problem, especially in oral proficiency. For instance, students will learn by doing.

2. Reader's Theatre Variation

a. Definition of Reader's Theatre

Reader's theatre is an activity in which students are asked to adapt text and act it out orally in the form of a play. Criteria for such a rubric might include interpretation of text, expression, fluidity of reading, and communication of meaning.¹³

In this research, the implementation of reader's theatre was varied, that was a skits. The researcher underlined that interpretation of text included the content of the script. Expression referred to stage act/performance. Since this

¹²Gass, et. all., *An Introductory Course Second Language Acquisition*, (London: Lawrence Erlbaum Associates, Publishers, 2001), p. 365.

¹³Herrera G. S., *Teaching Reading to English Language Learners*, (Boston: Pearson Education, Inc., 2010), p. 178.

research observed in improving oral proficiency, so that the fluidity of reading was replaced by fluidity of speaking and communication of meaning referred to the pronunciation.

Reader's theatre frequently defined as "theatre of the mind" or minimal theatre, is, to quote Aaron Shepard a convenient and effective means to present literary works in dramatic forms. In reader's theatre, individuals read from literary works, most often without costumes, sets, or letting their voices convey the emotion and situations of the various characters.

Reader's Theatre always involves a group reading aloud a text from visible scripts with an authentic communicative purpose. The emphasis is on the oral reading of the text, the print coming alive through reading speed, intonation and stress. Reader's Theatre is a holistic method that integrates reading, speaking, listening and thinking. It is especially useful for struggling readers as it provides them with a meaningful context to enhance their skills, interest and confidence.

A wide range of texts can be used for Readers Theatre purposes. These maybe fictional texts, such as narratives, short stories, folk tales, myths and extracts from novels, or non-fiction texts, such as biographies and autobiographies,

diaries, speeches, letters, newspaper articles and historical documents.¹⁴

Reader's Theatre is as an oral presentation of drama, prose or poetry by two or more readers. It is a form of dramatic reading in which a play, narrative or a dramatic piece of work is performed for an audience. The 'actors' first read a story and then transform it into a script involving several characters.¹⁵

Researcher agrees that Reader's Theatre has five basic characteristics as described in detail by Ng (2003). There are selective and limited use of scenery and costumes, voices, restrained gestures and facial expressions project the mood, a narrator usually describes the setting, action, character or mood, each actor uses a physical script, effort is made to develop a close relationship between the performer and audience.¹⁶

As Vocational High students, they tend to move and need more practices in learning. Including when they are learning English. Students ought to practice their theory into

¹⁴E-book: Ion D., *Readers Theatre: A different approach to English for struggling readers*, (University of Stavanger: Faculty of Arts and Education, -), p. 2-3.

¹⁵E-book: Patrick, N. C. L., *The Impact of Readers Theatre in EFL Classroom*,

¹⁶E-book: Patrick N., *Readers Theatre: Improving Oral Proficiency in a Japanese University*, (University of Niigata Prefecture, 2003), p. 1-2.

spoken language. This case, it is needed a treatment to stimulus them to speak out and act out. The researcher will provide a Reader's Theatre to become an interesting learning to enhance Vocational High students' oral proficiency.

b. Variation on Reader's Theatre

Shepard (2004) distinguishes between two main models of Reader's Theatre. Firstly, in the 'traditional model', readers have relatively fixed positions, for example sitting or standing in a row or semi-circle. The text is divided between the readers so that, for example, each reader in a group reads the part of a character in a story. Alternatively, the reading may be divided between narrators providing background information, and characters reading dialogues. Another alternative is for the text to be divided randomly among the readers irrespective of whether it is narrative or character dialogue. Secondly, in the 'developed model', in contrast, several or all of the readers are mobile. In Shepard's own adaptation of Reader's Theatre those reading the roles of characters are mobile, while the narrators are stationary, for example four narrators, one in each corner of a room.

If students are totally unfamiliar with Reader's Theatre, the teacher normally introduces the concept to them, informs them of what kind of script they will be working with and

how long the process will take. The next step is to assign roles.¹⁷

In this research, the researcher will implement a traditional model, because it is simple and suitable for the research subjects. They were in the transition level to learn English orally.

c. Key Components of Reader's Theatre

1) Scripted Reading

Unlike conventional theatre or drama, Reader's Theatre is an uncomplicated classroom activity because it does not require full costumes, stage sets and memorization of scripts. To implement Reader's Theatre in the classroom, students first read a story, and then transform the story into a script through negotiations with other group members. The students then rehearse their scripts by reading aloud their lines, paying attention to the way they articulate the words in the script, varying their tone and projecting their voice. They finally perform for an audience by reading aloud from their hand-held scripts. Reader's Theatre is particularly important in developing reading and oral skills. Scripted dialogues provide English as a Foreign Language (EFL) students with the opportunity to express their thoughts and ideas

¹⁷Ion D., *Readers Theatre: A Different Approach to English for Struggling Readers*, p. 3-4.

(Adams, 2003). In addition, scripted dialogues have often been used in the language classroom to enable students to acquire the vocabulary, idioms, grammar and syntax of English speech (Berlinger, 2000). As they involve all aspects of language use, scripts that are rehearsed in class can offer students an authentic communicative context to practice spoken English.¹⁸

In this research, Skits as a Reader's Theatre Variation will enable students to bring the script in their performance, but they must not too depend on the script. Students could express broader and wider idea based on their interpretations.

2) Dramatic Reading

The use of drama, in the traditional sense, promotes 'talk' in the classroom, Jordan and Harrell (2000) recognized Reader's Theatre as an effective drama activity for providing authentic speech practice.¹⁹

In this research, the researcher will design his research in the hopes of understanding the students' experiences may have with Reader's Theatre and to help them improve oral proficiency. Skits as a Reader's

¹⁸E-book: Patrick N., *Readers Theatre: Improving Oral Proficiency in a Japanese University EFL Course*, p. 2.

¹⁹Patrick N., *Readers Theatre: Improving Oral Proficiency in a Japanese University EFL Course*, p. 3.

Theatre Variation will guarantee the students to more active in speaking class. Through this technique, the students may act out to balance with the story script. It also can build the students' confidence.

3) Interpretive Reading

Reader's Theatre is important for learners to be able to interpret and respond appropriately to nonverbal clues such as the speaker's facial expressions and the speaker's tone of voice. Sloyer (1982) viewed Reader's Theatre as a specific interpretative reading activity.

Reader's Theatre is a strategy that show cases the power of language. It is an interpretive reading activity in which readers bring characters, story, and even content area or textbook material to life through their voice, actions, and words.

Reader's Theatre provides an oral interpretation of literature, becoming an integrated language event in the classroom. Students may adapt and present self-selected material. A story, poem, scene from a play, song, or even material from a textbook, newspaper, historical document, or biography can provide ingredients for a script. Reader's Theatre makes a unique contribution to the language arts through its integration of thinking,

reading, writing, speaking, listening, and viewing experiences.²⁰

Based on the explanation above, the researcher agrees with the differences between Staged Drama and Reader's Theatre as described by Toni Buzzeo in the table below:²¹

STAGED DRAMA	READER'S THEATRE
Formal and complex	Informal and simple
Memorized script	Script interpretively read aloud
Emphasis on staged action and stage movement	Emphasis on spoken words and gestures
Scenery, costumes, and props	Exists in minds of audience only

d. Procedure

Reader's Theatre is an oral presentation of two or more readers. It was originally developed as a mean to present literary in dramatic form. There are four basic steps in Reader's Theatre, namely, reader must read aloud a story

²⁰Alison B. and Anna M. S., *A Comprehensive Guide to Readers Theatre: Enhancing Fluency and Comprehension in Middle School and Beyond*, (The International Reading Association, 2007), p. 3-4.

²¹Toni B, *Readers' Theater in the Classroom and Library: Pathway to Increased Fluency and Comprehension*, 2011, p. 1.

first, make selective and analytical choices in transforming the story into a script through social negotiation, formulate, practice and refine their representations, finally perform for an audience, reading aloud from hand-held scripts.²²

Through this research, the researcher will consider the procedure that will adopt from the theories of Tony and Patrick. Students will enable to arrange the script from a theme of expressing sympathy and feeling as their Reader's Theatre performance. These maybe fictional texts, such as narratives, short stories, folk tales, myths and extracts from novels, or non-fiction texts, such as biographies and autobiographies, diaries, speeches, letters, newspaper articles and historical documents. Students may bring their hand-held scripts, but they must not totally read it in their performance. Meanwhile, they are able to develop the scripts through their creativity.

In this case, students should speak loudly when they are performing. In addition, when students are making their scripts, they have to combine the script by adding skits into it. It will be more fun and attractive learning so that Skits as a Reader's Theatre Variation will provide advantages English as a Foreign Language (EFL) students as it was emphasized by Separd A (1996), Reader's Theatre will

²²Patrick E. C. L., *The Impacts of Readers Theatre (RT) in the EFL classroom*,-

benefit English as a Foreign Language (EFL) students because it has the key features, they are no full costume is needed, no full stage sets, and narration provides the framework for dramatic action.²³

3. Oral Proficiency

a. Definition of Proficiency

The *American Heritage Dictionary* of the English Language (1978) defines *proficient* as “performing in a given art, skill or branch of knowledge with expert correctness and facility”. Implied in this definition, then, is the idea that *proficiency* refers to a somewhat idealized level of competence and performance, attainable by experts through extensive instruction.²⁴

Through Skits as a Reader’s Theatre Variation, students will be expected to be able to use their capability in speaking so that they will master English both written and spoken language.

The definitions of the five limited-English language proficiency levels, as well as Level 6, one of two fully-English language proficiency levels, are from PI 13.08 (3) (1) - (6), Wisconsin Administrative Rule. Level 7, the other

²³E-book: Separd A., *What is Readers Theatre?*, (In Aaron Separd’s RT website: aaronshp.com., 1996),.

²⁴Alice C. O., *Teaching Language in Context Proficiency-Oriented Instruction*, (Massachusetts: Heinle & Heinle Publishers, Inc., 1986), p.2.

fully-English language proficiency level, is used for purposes of state reporting/state testing.

Level 1: Beginning/Preproduction [WIDA level = Entering]. It means a pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions. Level 2: Beginning/Production [WIDA level = Beginning] that a pupil shall be classified level 2 if all of the following criteria are met: (a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty, (b) The pupil understands parts of lessons and simple directions, (c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level. Level 3: Intermediate [WIDA level = Developing] means a pupil shall be classified level 3 if all of the following criteria are met: (a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) The pupil is post-emergent, developing reading comprehension and writing skills in English, (c) The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance. Level 4: Advanced Intermediate [WIDA level = Expanding] which is a pupil shall be classified level 4 if all of the following criteria are met: (a) The pupil understands and speaks conversational English without apparent

difficulty, but understands and speaks academic English with some hesitancy, (b) The pupil continues to acquire reading and writing skills in content areas as needed to achieve grade level expectations with assistance. Level 5: Advanced [WIDA level = Bridging]. It means a pupil shall be classified level 5 if all of the following criteria are met: (a) The pupil understands and speaks conversational and academic English well, (b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations, (c) The pupil requires occasional support. Level 6: Formerly Limited-English Proficient/Now Fully-English Proficient. It is a pupil shall be classified level 6 if all of the following criteria are met: (a) The pupil was formerly limited-English proficient and is now fully English proficient, (b) The pupil reads, writes, speaks and comprehends English within academic classroom settings. Level 7: Fully-English Proficient/Never Limited-English Proficient. The student was never classified as limited-English proficient and does not fit the definition of a limited-English proficient student outlined in either state or federal law.²⁵

In this research, the researcher classifies the students belong to the level 3 who are as the intermediate learners.

²⁵E-book: Wisconsin, *English Language Proficiency Levels*, p. 1.

b. Expression of Sympathy

- 1) If you want to respond to good news, you can use these expressions, they are *oh is it true?*, *oh really?*, *how nice!*, *how exciting!*, *how wonderful!*, *I'm pleased to hear that*, *I'm (very) glad to hear that*, and *nice to hear that*.
- 2) If you want to respond to bad news, you can use these expressions, they are *I'm sorry to hear that*, *how awful!*, *that's too bad*, *sorry to hear that*, and *how terrible!*
- 3) a) Accepting sympathy

To accept the expression of sympathy, we may use these expressions. They are *thank you*, *that's very kind of you*, *it is a pity*, *isn't it?*, *oh, well*, *such is life*, *So it goes*, *I guess*, and *better luck next time*,

b) Rejecting sympathy

These expressions show us how to reject sympathy. They are *don't tell sorry for me*, *don't give me your sympathy*, *oh leave me alone*, *I don't want your pity*, and *I don't need your sympathy*²⁶

These expressions may help students to express their sympathy. Practicing spoken English through Skits as a Reader's Theatre Variation is the most interesting way to be

²⁶Kharisma, *Pegangan Guru Bahasa Inggris untuk SMK*, (CV. HaKa MJ, 2013), p. 69.

implemented, especially for Vocational High students who they mostly need to practices than theories.

c. Expression of Feeling

- 1) Adjectives for Expressing Feelings, they are sad, happy, nervous, crazy, thankful, excellent, hopeless, glad, terrible, anxious, wonderful, and angry.

- 2) Adjective for Expressing Feeling with –ing and –ed²⁷

Adjective Ending in –ing	Adjective Ending in –ed
Boring	Bored
Exciting	Excited
Confusing	Confused
Amazing	Amazed
Shocking	Shocked

- 3) Grammar

a)	Subject	To Be	Adjective of Feeling
	I	am/was	glad
	She, He, It	is/was	excellent
	You, They, We	are/were	wonderful
b)	Subject	Verb	Adjective of Feeling
	I	Look	shocked
	She, He, It	seems	ill
	You, They, We	sound	exciting

²⁷Kharisma, *Pegangan Guru Bahasa Inggris untuk SMK*, p. 69 and p.72.

Based on the explanation above, the researcher refers the theoretical framework from Aaron Shepard that individuals have to read from literary works, most often without costumes, sets, or letting their voices convey the emotion and situations of the various characters which is divided by him into two main models, they are traditional model and developed model. The researcher implements the developed model. It enables students to improve their chosen-topic. They are allowed to develop the real main core of their story based on their experiences into a hand-held script, but they may not absolutely perform depend on the text.

C. Hypothesis

Based on the theory above, the researcher proposed the hypothesis of this Classroom Action Research which can be stated that Skits as a Reader's Theatre Variation can improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling.

CHAPTER III

RESEARCH METHOD

This research is a classroom action research that used observation data on the process of teaching learning in the classroom. Those data analyzed through some steps in the cycles. Method is an important factor in the research, the important steps had to be formulated to support the research, while the methods of this research consist of:

A. Research Subject

The subject of this research was the tenth grade students in the class of Clothing Boutique (*Busana Butik*) at SMK PP Assyafiiyah Kendal in the academic year 2014/2015. There were two departments in the school while in the academic year 2014/2015, there were two classes. They were Motorcycle Engineering (*Teknik Sepeda Motor*) and Clothing Boutique (*Busana Butik*). The researcher used the class of Clothing Boutique (*Busana Butik*) at SMK PP Assyafiiyah Kendal in the academic year 2014/2015 as the sampel in this research that consisted of sixteen female students.

B. Research Setting

In this research, a classroom action research was conducted at SMK PP Assyafiiyah Kendal located at Desa Sidorejo RT 02 RW 03 Brangsong Kendal 51371. The researcher chose this Vocational High School because the school belongs to a new school in Kendal. The academic year was started from

2012/2013. There was no a researcher conducted any research yet in this school, while the students were faced the limited facilities in learning and do need an interesting way to learn English especially in improving their oral proficiency. In addition, the researcher determined this setting because the location was not far for the researcher lived. Conducting the research in this setting was a good idea because it was appropriate with the program of teaching and learning process in SMK PP Assyafiiyah Kendal that was designed based on the religious programs to the students. It was also proper with the implementation of curriculum 2013 that was designed to improve students' moral values that benefit in society and in humanity.

C. Research Focus

The research focus was an object that was explored in a research activity. The research focuses of this classroom action research were:

1. The focus of students can be seen from students' activity in teaching learning process that involved:
 - a. Students' activities doing learning process;
 - b. Students' oral proficiency in expressing sympathy and feeling which was indicated by students' achievement.

2. Teacher

Focus on the teacher was the way of teacher in constructing teaching learning condition using skits as a reader's theatre variation: motivate students, present the lesson, and gives questions to the students.

3. Teaching learning process

Teaching learning process was focused on the improvement of students' ability toward using skits as a reader's theatre variation to improve students' oral proficiency in expressing sympathy and feeling.

D. Research Design

This research was a classroom action research at tenth grade students of SMK PP Assyafiyah Kendal in the Academic Year of 2014/2015. It used a descriptive quantitative research that focused on the improvement of students' oral proficiency in expressing sympathy and feeling by using Skits as a Reader's Theatre Variation.

The major focus of action research was on concrete and practical issues of immediate concern to particular social groups or communicates. Because of its practical nature and focus on immediate concerns, it held particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning. It required systematic data collection and analysis, and therefore it differed significantly from the more intuitive introspection and reflection that might be

part of professional development programmes. An action research is highly flexible research process, it can also respond rapidly to emerging political, social and educational questions as they impact on practice.¹

A classroom action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching.

There were four components in conducting a classroom action research. It consists of planning, action, observation, and reflection. Each step will conclude based on the previous one and the next one. It means that the activities in the classroom action research will based on planning, acting, observing, and reflecting the activities in each cycle.² The researcher adopted from this theory which before doing the cycles, the initial observation was done first the followed by cycles.

1. Initial Observation

The initial observation that was done by the researcher were:

- a. Collecting data related to count of the students, names of the students, and students' marks.
- b. Interviewing with the English teacher.

¹Anne B., *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 2005), p. 24-25.

²Suhartini A., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p.75-80.

c. Identify the problem

Based on the interview with English teacher can be identified the problem in English teaching learning process especially in expressing sympathy and feeling. The problem were: less students' ability in speaking and the low of students' comprehension in expressing sympathy and feeling because of using uninteresting method (teacher centered method).

2. Action Plan

There were three cycles in this research. Each cycle consists of four steps. They are planning, action, observation, and reflection. Those steps are explained as followed:

a. Planning

Planning a classroom action research by focusing on who, what, when, where, and how the action will be done. This step arranged the plan of action that involved: arranging the lesson plans, teaching material and evaluation. This research was collaborative research which was the action was done by the teacher and the researcher was as observer. In making a plan, the teacher and the researcher worked together to decide teaching material.

b. Action

The planning strategy is applied in teaching and learning process. In this step, the use of skits as a reader's theatre variation was applied in teaching expression of sympathy and feeling to improve students' oral proficiency. The teacher taught the material that had been made with the researcher before.

c. Observation

Observation was the next step to monitor and watch closely teaching and learning process and collect the data from result of action. The researcher prepared the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for tenth grade) discussed about the result of observation, what the problem were faced when teaching and learning process and looked for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching and learning process.

d. Reflection

Reflection means to analyze the result based on the data that was collected to determine the next action in the next cycle. In this phase, the researcher observed the activity that results any process, the progress happened, and also about the positive and negative sides.

A cyclical process involving stages of classroom action research was followed by action. This theory was implemented in the research. It was illustrated below³:

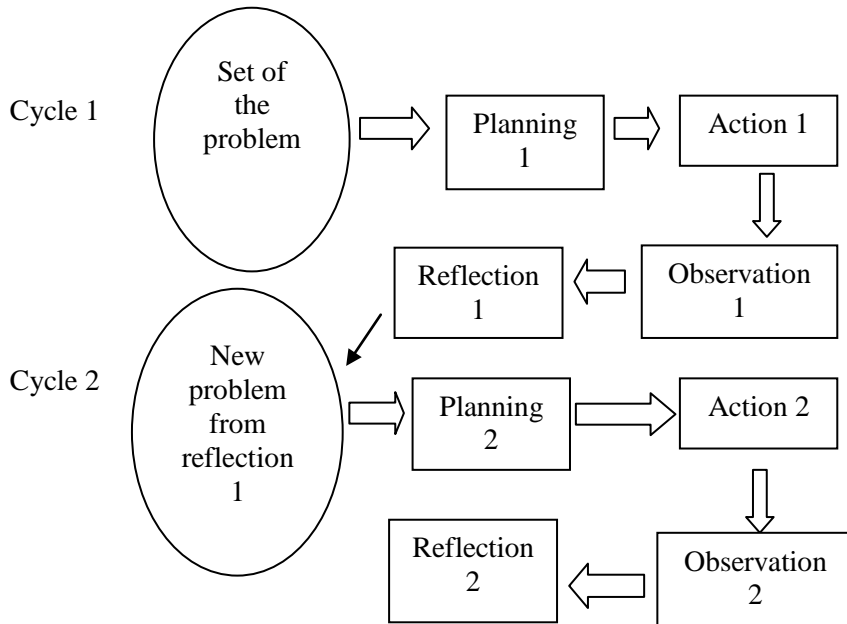


Figure 1 Cyclical Process of Action Research

E. Research Procedure

This research is a Classroom Action Research conducted in three meetings. It consisted of a pre-cycle and two cycles. The research procedures as follows:

³Suharsimi, A. et. all., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2011), p. 74.

1. Pre-cycle

In pre-cycle, the teacher taught expression of sympathy and feeling using one way method to the students. Skits were not used in pre-cycle. After the activity finished, the teacher gave comprehension test. The test was a dialogue that used expression of sympathy and feeling. The dialogue was provided by the teacher in order to be performed by the students in front of the class in pair. The test was used to know the students' oral proficiency in expressing sympathy and feeling.

After the researcher got the data from the test, then he interviewed the students to know the problems faced by them in improving their oral proficiency in expressing sympathy and feeling. The result was used to make a plan in cycle 1.

2. Cycle 1

a. Planning

- 1) Arranging a lesson plan and preparing teaching material;
- 2) Arranging observation scheme;
- 3) Preparing test instruments (topic and assessing sheet)

b. Action

- 1) Teacher explained about skits as a reader's theatre variation that will be used in every cycle

- as a technique to improve students' oral proficiency in expressing sympathy and feeling;
- 2) Teacher explained about expression of sympathy, the ways how to respond to good news, the ways how to respond to bad news, accepting sympathy and rejecting sympathy;
 - 3) Teacher explained about expression of feeling, forming adjectives with -ing and -ed, forming phrases in expressing feeling using *to be* and *linking sound*.
 - 4) Teacher divided students into four groups.
 - 5) Teacher told students using skits as a reader's theatre variation that students might choose a topic and a skit by their selves as their story of reader's theatre variation.
 - 6) Teacher told students that they may bring their hand-held scripts, but they must not totally read it in their performance. Meanwhile, they were enable to develop the scripts through their creativity. In this case, students should speak loudly when they are performing.
 - 7) After composing the script finished, teacher instructed to students to perform in front of the class with friends-group.

c. Observation

In this step, the researcher was doing observation toward teaching learning process used observation scheme that has been made.

- d. The result of the observation then analyzed, and the result used to improve students' oral proficiency in expressing sympathy and feeling.

3. Cycle 2

The second cycle was done based on the result of the reflection from the first cycle. If the students' achievement have not met the satisfactory yet, so it was needed to conduct the next cycle.

a. Planning

- 1) Arranging a lesson plan;
- 2) Preparing teaching material;
- 3) Preparing observation scheme;
- 4) Preparing test instrument.

b. Action

- 1) Teacher divided students into four groups as the same group previously;
- 2) Teacher gave the chance to every group of students to make their new script using the topic of expressing sympathy and feeling;
- 3) Teacher asked students to start composing their skits story;

- 4) Teacher asked students to make sure that the script using expression of sympathy and feeling although it only included an expression both of them;
 - 5) Teacher asked every group of students to consider the story which represent a skit;
 - 6) Teacher asked students in every group to take turns performing their story for the class.
- c. Observation
- Observing the teaching learning process focused on the students' participation.
- d. Reflection
- The result of the observation then analyzed, and the result used to improve students' speaking ability in expressing sympathy and feeling.

F. Data Collection Technique

1. Source of the Data

This research was classroom action research which includes research field that was the data gained by field approach through several methods. The source of data was the subject where the data can be gotten in detailed, those data were the field data. They were:

- a. Data from the headmaster of SMK PP Assyafiiyah Kendal involves the history and the development of SMK PP Assyafiiyah Kendal;

- b. Data from the teacher especially the English teacher of the tenth grade involves teaching learning process and students' name;
- c. Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the questionnaire in the pre-test and in the post-test, and data from the picture and video documentations during the research.

2. Data Collection Method

To collect the data, the researcher used several methods. They were:

a. Observation

Observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur. The term observation is being used here in the sense of taking regular and conscious *notice* of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated. It also refers to using *procedures* that ensure that the information collected

provides a sound basis for answering research questions and supporting the interpretations that are reached.⁴

In observation stage, the researcher was helped by the English teacher for tenth grade in the class during the lesson from opening until closing. In addition, the researcher also observed what happened in the classroom and observed the effect of his teaching to improve students' oral proficiency in expressing sympathy and feeling. Observation was carried out about three times; pre cycle, cycle 1, and II. The observation checklist which was used in this research was as follow⁵:

Table 1
Form of Observation Checklist:

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						

⁴Anne B., *Collaborative Action Research for English Language Teachers*, p. 80.

⁵Durriyatun Nazikah, *Using Flash Cards to Improve Young Learners' Understanding on Concrete Nouns (A with the first Graders Action Research of MI Raudla Tusshuban Tawanrejo Winong Pati in the Academic Year of 2008/2009, p. 55.*

6	Accomplishing task						
	Total Score						

b. Test

Test is giving questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.⁶ The researcher carried out the test in this research. Test could represent someone's ability in using a language. It was used for measuring the students' oral proficiency in English. It was focus on expressing sympathy and feeling. The test included into two types. The first type was implemented in pre-cycle. It was about performing the dialogue in pair that it contained expressions of sympathy and feeling. The second type was implemented in two cycles. It was the students skits' performance in a group. Therefore, students were expected to become creative when they were given the chance to compose the script of the story using expression of sympathy and feeling. They became more enjoy and easier to understand the material. Finally, students knew how to pronounce English words correctly by directing and/ correcting from the

⁶Suharsimi A., *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 150.

teacher. Students could use the expression of sympathy and feeling contextually and situationally, not conceptually. The teacher considered some aspects to test the students' oral proficiency in expressing sympathy and feeling based on the analytic oral language scoring rubric below⁷:

Table 2
Analytic Oral Language Scoring Rubric

Focus/ Rating	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple questions	Initiates and sustains conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; many errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluency	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with native fluency; any hesitations do not interfere with communication	Speaks fluently

⁷J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (USA: Addison-Wesley Publishing Company, Inc, 1996), p. 68.

					on	
Structure			Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular word forms (e.g., <i>runned, mans, not never, more higher</i>)	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structures
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

G. Technique of Analyzing Data

This research used descriptive statistical analysis to find out the improvement of students’ oral proficiency in expressing sympathy and feeling. The steps were:

1. Method of Analyzing Observation Checklist

The analysis of method was used to support the research at the school to get the purpose of the research,

which was improving students' oral proficiency in expressing sympathy and feeling. The data was gotten from the research; it consisted of observing, test or documenting which was collected to describe the condition of improvement to get students' achievement in appropriate with the indicator of studying every cycle and to describe the achievement of teaching speaking in expressing sympathy and feeling by using skits as a reader's theatre variation.

In this observation, the researcher observed five aspects with criterion of scoring from the observation checklist such as below:⁸

Criterion	Score	Percentage
Poor	1	(0-49%)
Less	2	(50-74%)
Fair	3	(75-84%)
Good	4	(85-94%)
Excellent	5	(95-100%)

observation was analyzed by using the following formula:

$$\text{Score} = \frac{\text{Scored Got}}{\text{Total of Criterion from Observation}} \times 100\%$$

2. Method of Analyzing Test

When the researcher did treatments using skits as a reader's theatre variation, the researcher determined the

⁸Umiyatul A., "Using Scrabble Game to Improve Students' Mastery of English Verb (A Classroom Action Research with the Fourth Grade Students of SD Al Azhar 25 Semarang in the Academic Year of 2009/2010)", *Final Project* (Semarang: Bachelor Degree Program IAIN Walisongo Semarang), p. 50.

test results that were measured by using the formula as follows:

a. Measuring Score of Pre-cycle, Two cycles

Performing dialogue and skits as a reader's theatre variation using analytic oral language scoring rubric. In this research, the researcher implemented the analytic scoring to measure the students' oral proficiency in expressing sympathy and feeling. This analysis technique was purposed to find out how the improvement of using skits as a reader's theatre variation on students' oral proficiency in expressing sympathy and feeling. In this research, the researcher counted the data that used to decide the achievement of students' oral proficiency because from this technique, it was already known the result of the research was different in every cycle or not, was significant or not. Finally, the students were expected to be able to increase their oral proficiency in expressing sympathy and feeling using skits as a reader's theatre.

H. Achievement Indicator

The students' success and failure in doing the planned activities were assessed by referring to the improvement of students' oral proficiency on using skits as a reader's theatre variation. The proficiency could be said that they were successfully gained by students if the students had improvement

in every cycle.

The subjects of the research were belong to intermediate level. According to J. Michel O'malley and Lorraine Valdez Pierce, the setting standard would most likely be placed at level 3. Therefore, the researcher limited the research until level 3 for each aspect. There are five aspects in the oral language proficiency so that the students should achieve more than fifteen in the total score.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. General Description

1. General Description of SMK PP Assyafiiyah Kendal

SMK PP Assyafiiyah Kendal was built on May 15th, 2012. It is educational institution which was built by Dr. Jumani, S.Pd., M.Pd. The institution's name is Yayasan Al Ghofur. It was built along with government program in increasing the quality of Vocational High School. This school was using the term of *Pondok Pesantren*, because it was built based on socialites and clergies' appeal and recommendation in Desa Sidorejo in order that Islamic Boarding House of Assyafiiyah can develop as well. In addition, the students' parent, especially they are as Junior High School graduated students around subdistrict of Brangsong in order that their children can continue in the closest Vocational High School.

The skill programs that were being developed in SMK PP Assyafiiyah Kendal are *Teknik Sepeda Motor* (Motorcycle Engineering) and *Busana Butik* (Clothing Boutique). The educational implementation and training refer to the profile of competences in curriculum SMK 2006, that is implementing education of double systems, implementing evaluation of training and education program, and providing the students through workshop/entrepreneurship training.

B. Description of the Research

1. Pre Cycle

Before the research did a cycle, he collected data such as the students' name and the rating from the first test from correspondence. The first rating was taken from the test before cycle.

At first, the researcher did observation such as getting familiar with students at grade X of Clothing Boutique and observing the teaching method which was done by English teacher at class. After doing the observation, the researcher did a test to measure the students' mastery, especially in expressing sympathy and feeling.

The pre-cycle was held on 27 October 2014. It was used to measure the students' oral proficiency in expressing sympathy and feeling. This test was also used to decide the first score before he did the research.

The score from pre-cycle could be seen in the table below:

Table 1
Scoring Data in Pre Cycle

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB1	2	2	3	3	3	13
2	BB2	3	2	3	3	3	14
3	BB3	2	1	3	3	2	11
4	BB4	2	1	3	3	1	10
5	BB5	2	3	3	3	2	13

6	BB6	2	2	3	3	3	13
7	BB7	2	1	3	3	1	10
8	BB8	2	2	3	3	2	12
9	BB9	2	2	3	3	3	13
10	BB10	2	3	3	3	3	14
11	BB11	2	2	3	3	2	12
12	BB12	2	1	3	3	1	10
13	BB13	2	2	3	3	2	12
14	BB14	2	2	3	3	1	11
15	BB15	2	2	3	3	2	12
16	BB16	2	2	3	3	2	12

Based on the result of pre-cycle scores, it can be known that students' achievement in oral proficiency to express sympathy and feeling was below. It could be seen that there were three students got 10 (BB4, BB7, and BB12), two students got 11 (BB3 and BB14), five students got 12 (BB8, BB11, BB13, BB15, and BB16), four students got 13 (BB1, BB5, BB6, and BB9), and only two students (BB2 and BB10) who reached 14 but they were still less. Therefore, there was no student passed the minimum standard score (15). It made an action research must be done.

2. First Cycle

The researcher did the research that used Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling at tenth grade students of SMK PP Assyafiyah Kendal in the academic year 2014/2015. The first

cycle was held on 3 November 2014. There were steps in this cycle such as below:

a. Planning

The researcher made a lesson plan, prepared instruments (topic and skits), formed several groups, made an evaluation based on the first cycle, arranged the observation checklist, took documentation, and reflection.

b. Acting

The researcher started learning process by greeting, reading *basmalah* together, and checking attendance. The researcher gave introduction about material by telling an experience that caused sympathized and felt. The researcher also showed a video about reader's theatre and explained the skits. The researcher showed three situations that described sympathy and feeling. Then, he asked the students to explain the pictures orally.

After getting students' response, the researcher explained whole materials about expression of sympathy and feeling. The researcher enabled students to ask the way to express both expressions orally as good as possible.

After that the researcher divided the students into four group since the students' attendance during the

research was not ever complete so that the research was conducted for the active students. They were sixteen students. Therefore, each group consisted of four students. The research provided four skits and four topic to the students. Each group enabled to choose a skit and a topic as the story of reader's theatre. After that, the students discussed with their own group mates to compose the script.

After discussing to compose the script in a group, the students were asked to perform in front of the class. They played their skits as a reader's theatre variation in turn based on the group. Every performance was given a maximal time allotment for five minutes. Beside that, every student should have own script, because an original script must be submitted to the researcher and in order that he knew the story in general.

From the processes above, the researcher paid attention to students' oral proficiency in expressing sympathy and feeling. He took video as the documentation when they were performing. If there were mistakes, the researcher corrected and gave suggestion for their better performance after they acted.

After all of the processes had finished, the researcher evaluated students based on their performance. That was used to know the improvement of students' oral

proficiency in expressing sympathy and feeling after learning process.

At last, the researcher asked students to say hamdalah together, then he closed the meeting.

The result rating of the first cycle was gotten by researcher from the test. The rating of students in the first cycle could be seen in the table below:

Table 2
The Rating Result from the Test of Using Skits as a Reader's
Theatre Variation to Improve Student' Oral Proficiency in
Expressing Sympathy and Feeling at the First Cycle

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB1	2	3	3	2	3	13
2	BB2	3	3	3	2	3	14
3	BB3	2	2	3	2	2	11
4	BB4	2	2	3	2	3	12
5	BB5	2	3	3	2	3	13
6	BB6	3	2	3	2	3	13
7	BB7	2	1	3	2	2	10
8	BB8	2	3	3	3	3	14
9	BB9	2	3	3	2	3	13
10	BB10	3	3	3	2	3	14
11	BB11	3	3	3	2	3	14
12	BB12	2	3	3	2	3	13
13	BB13	2	2	3	2	3	12
14	BB14	2	2	3	2	2	11
15	BB15	2	2	3	2	3	12
16	BB16	2	3	2	3	3	13

According to the table above, the final score of the test was low because the minimum rating standard of the achievement did not reach to fifteen yet. The students' achievement in oral proficiency to express sympathy and feeling was failed. It seemed that there was a student got 10 (BB7), two students got 11 (BB3 and BB14), five students got 12 (BB4, BB13, and BB15), four students got 13 (BB1, BB5, BB6, BB9, BB12, and BB16) and four students who reached to 14 (BB2, BB8, BB10, and BB11). There was an increasement between Pre-cycle and Cycle 1. It could be concluded that using skits as a reader's theatre variation to improve students' oral proficiency was affective to teach expression of sympathy and feeling in this cycle. However, both of the cycle's minimum standard rating were still low average. So, the second cycle would be conducted.

c. Observing

In observation, there were some important matters, which must be paid attention during the research. In this observation, the researcher took six items, which focused on the research. Here, the researcher observed students' activity during treatment. The description of observation can be seen in the table below:

Table 3
Score of Observation at the First Cycle

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention			√			3
2	Being enthusiastic			√			3
3	Asking questions		√				2
4	Responding to the questions			√			3
5	Making effort to solve problem			√			3
6	Accomplishing task				√		4
	Total Score	0	2	12	4	0	18

According to the table above, the observation score in the second cycle was counted by using the formula as follows:

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\
 &= \frac{18}{30} \times 100\% \\
 &= 60\%
 \end{aligned}$$

Based on the observation table above, the researcher knew that students' activeness was less.

In this cycle, the students' interest was average. The students was enthusiastic enough in the class but

they did not respond well. Some students made noisy when the teacher explained the material and when the other group was performing. There were many students were passive in learning process. It could be shown that there were not many students asked questions to the researcher. They did not ask anything what they did not understand yet. When the teacher asked students, they could respond well enough although sometimes the response was not clear enough. In grouping and in composing the script of their reader's theatre were not bad. In grouping, students were difficult to compose the scripts using expressions of sympathy and feeling. Most of students were strict and hesitant to pronounce English words. Students could not enjoy totally when they were performing because they looked unconfident and strict in speaking. Most of students totally read the scripts and some students spoke unclearly. Some students were good enough in taking turn each other.

d. Reflecting

The result of the test above showed that the achievement rating did not pass the standard. All students did not reach to fifteen as the minimum standard rating to indicate that they were successful. Therefore, the researcher could know that the

students' achievement in oral proficiency to express sympathy and feeling was still below average. It was because there were students still did not focus on the material when the researcher explained. Beside that, the students were still confused to compose the script in English meanwhile they were unfamiliar with English words so that they did not speak clearly and often had got mispronunciations. The students were flat in every single stage of their action. In addition, the students did not show good gestures to support their performance at Reader's Theatre.

For the researcher, he observed himself such as he was good enough in delivering materials and in guiding students to compose the scripts. He controlled the class well, although there were many students made noisy in the class during the treatment.

Based on the weakness above, the researcher had to be more creative in delivering material to encourage students' activeness in speaking through Skits as a Reader's Theatre Variation. He completed the students' observation in the first cycle, the he did reflection and evaluation during learning activities in the first cycle. He tried to get solution on problems by planning some actions such as below:

- 1) Asking students to focus on studying and working their script well;
- 2) Asking students to be more active in learning process and attend in the class;
- 3) Managing class well, such as tried to be more familiar with students, to be better in delivering material and to be more pay attention to students' work;
- 4) Making condition of the class well in order that students to be more active;
- 5) Asking students to be confident and did not need to be shy speaking aloud;
- 6) Asking students to act as good as possible in performance using appropriate gestures, not totally read;
- 7) Asking students to check their pronunciation in the dictionary before performing.

From the reflection above, it might help the researcher to get solution of the problem of learning process by using skits as a reader's theatre variation to improve students' oral proficiency in expressing sympathy and feeling at the tenth grade students of SMK PP Assyafiiyah Kendal. The result of reflection could be used to make some notes about students' improvement in oral proficiency in

expressing sympathy and feeling. It was also used to reflect in doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle was still unsatisfied.

3. Second Cycle

The activity in this cycle was similar with the activity in the first cycle, but the researcher tried to do not do the same weaknesses such as in the first cycle. This cycle was done on 10 November 2014. This cycle consisted of several steps such as below:

1) Planning

The researcher planned some activities to get maximum result in the second cycle. He planned to arrange a lesson plan, instruments (four skits and four topics), and documentation for the second cycle. He also prepared the media, video to make students focused on learning process and comprehend how to act in Reader's Theatre to express sympathy and feeling. The researcher prepared the students' code to attach on the uniform as an id card. It would make easy for the researcher to evaluate the students' improvement. In addition, id cards would make students become more serious in acting their skits as a reader's theatre variation to express sympathy and feeling.

2) Acting

The researcher started learning process by greeting, reciting *basmalah* together, and checking attendance. He stimulated to get students' interest by asking the last material and connected with the topic. In teaching and learning process, the researcher gave the same material that was about expressions of sympathy and feeling. Then, he showed pictures and video that related to the material. The researcher asked students to answer the questions orally and gave other example of expressing sympathy and feeling.

The researcher ordered students to make four groups. They were like the previous group. Each group consisted of four students. Then, he provided four skits and four topics to choose as the students' story of skit as a reader's theatre variation . It was the same play from the first cycle. The students composed the script in a group while the researcher walked around the class and helped to answer some students' questions if they did not find the English meaning of Indonesian words from their dictionary.

After doing that, the researcher asked students to come forward playing their skit as a reader's theatre variation based on the group turnly. Each group had the same duration in performance such in the first cycle. It

was five minutes maximum for each group. The researcher paid attention to students' achievement of oral proficiency in expressing sympathy and feeling when the students were performing.

After all of the processes had finished, the researcher evaluated the students' performance. It was used to know the improvement of students' oral proficiency in expressing sympathy and feeling after doing skits as a reader's theatre variation.

At last, the researcher recalled the material had been discussed and motivated students to do not be shy to speak English. Then, he asked the students to say hamdalah together and he closed the meeting.

The result score in the second cycle was gotten by the researcher from the test. It could be known in the table below:

Table 4
The Result Score from the Test of Using Skits as a Reader's
Theatre Variation to Improve Student' Oral Proficiency in
Expressing Sympathy and Feeling at the Second Cycle

No	Students'	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB-1	3	4	3	4	3	17
2	BB-2	4	4	3	4	3	18
3	BB-3	4	4	3	4	3	18
4	BB-4	4	3	3	4	3	17
5	BB-5	4	4	3	4	3	18
6	BB-6	3	3	3	3	3	15
7	BB-7	3	3	3	3	3	15
8	BB-8	3	3	3	4	3	16
9	BB-9	3	4	3	4	3	17
10	BB-10	4	4	3	4	3	18
11	BB-11	4	4	3	3	3	17
12	BB-12	4	4	3	4	3	18
13	BB-13	3	4	3	4	3	17
14	BB-14	3	3	3	3	3	15
15	BB-15	3	4	3	4	3	17
16	BB-16	3	4	3	4	3	17

According to the table above, the final score of the test was good because the minimum rating standard of the achievement reached to fifteen. The students' achievement in oral proficiency to express sympathy and feeling using skit as a reader's theatre improved and fulfilled the achievement setting standard that was fifteen. It seemed that there were three students got 15 (BB6, BB7, and BB14), a student got 16 (BB8), six students got 17 (BB1, BB4,

BB9, BB11, BB15, and BB16), and five students got 18 (BB2, BB3, BB5, BB10, and BB12). There was improvement in Pre-cycle, Cycle 1 and Cycle 2. It could be concluded that using skit as a reader's theatre variation to improve students' oral proficiency was affective in teaching expression of sympathy and feeling.

3) Observing

The description of observation in the second cycle can be known in the table below:

Table 5
Score of Observation at the Second Cycle

No.	Indicators	Poor (0-39%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Paying attention			√			3
2	Being enthusiastic				√		4
3	Asking questions			√			3
4	Responding to the questions				√		4
5	Making effort to solve problem				√		4
6	Accomplishing task					√	5
	Total Score	0	0	6	12	5	23

According to the table above, the observation score in the third cycle was counted by using the formula as follows:

$$\begin{aligned}\text{Score} &= \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\% \\ &= \frac{23}{30} \times 100\% \\ &= 77\%\end{aligned}$$

Based on the observation table above, the researcher knew that students' activeness was fair.

In this cycle, the students' interest was good. The students were enthusiastic in the class and they responded well. Their attention to the lesson was good enough and students did not make noise when the teacher explained the material. There was no student still passive in the learning process. In grouping, the students composed the script of their reader's theatre with their own group mates by cooperating with each other well. Some of them were brave to ask what they did not understand yet. Besides that, when the teacher asked them and they responded well. Most of the students were good at pronouncing English words and they could be more serious in their performance of Reader's Theatre in this cycle. Most of the students had already acted well. A student (BB1) was still laughing when she showed her curiosity asking her partner's condition. However, her fluency improved

in this cycle. A student (BB14) became louder to speak although she was still strict enough. She was more confident in this cycle.

In addition, the students comprehended enough of their story and they enjoyed using skit as a reader's theatre variation in learning expression of sympathy and feeling. It could be seen when they used gestures in their skit as a reader's theatre variation. They did not totally read all of the script anymore and they were brave to speak louder.

e. Reflecting

The final score of the test fulfilled the minimum rating standard of the achievement that was fifteen. Therefore, the researcher could know that the students' achievement in oral proficiency to express sympathy and feeling was satisfactory. It showed that the students had good achievement in the research by using skits as a reader's theatre variation to improve their oral proficiency in expressing sympathy and feeling. It was because most of the students were confident to perform in front of the class meanwhile they were familiar enough with English words so that they spoke aloud than they performed in the first cycle. The students were minimal in mispronunciation. In addition, the students had

already enjoyed using skit as a reader's theatre variation in learning expression of sympathy and feeling. The students were brave to show good gestures to support their performance and most of them were not strict anymore.

For the researcher, he observed himself such as he was good in explaining materials and in guiding students to compose the scripts and speak out confidently. Based on the reflection above, teaching expression of sympathy and feeling by using skits as a reader's theatre variation could improve English as Foreign Language students' oral proficiency. The students' achievement fulfilled the minimum rating standard that was fifteen. By analyzing the result of the research in the second cycle, the teacher and the researcher stopped the cycle.

C. Discussion

The objectives of the research were to know the implementation of Skits as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling at tenth grade students of SMK PP Assyafiiyah Kendal in the Academic Year 2014/2015. The total of students at tenth grade of Clothing Boutique (*Busana Butik*) were 16 students.

In using Skits as a Reader's Theatre Variation to teach expressions of sympathy and feeling, the students could feel more fun, simple, and enjoy because it was not a conventional way in learning expression of sympathy and feeling. They learned how to express sympathy and feeling both formal and informal situations, and they acted to interpret expression of sympathy and feeling by using Skits as a Reader's Theatre Variation so that they could speak English loudly and confidently. Therefore, they were expected to be able to communicate using English well. In addition, they did not need to full costumes, stage sets, and memorization of scripts. Therefore, the students could be relax in learning expression of sympathy and feeling. The implementation of using Skits as a Reader's Theatre Variation in teaching expression of sympathy and feeling was clear correspond to the procedure for using Skits as a Reader's Theatre Variation. Students could compose the script by using expression of sympathy and feeling, then they could perform and negotiate their idea with the group orally so that was good for the students' improvement in oral proficiency, students' interest and students' confidence to speak English, especially in expressing sympathy and feeling.

Based on the whole test above, the researcher knew that the improvement of students' oral proficiency in expressing sympathy and feeling could be seen briefly as follow:

Table 6
The Result of the Whole Test

No	Students' Code	Pre-cycle	Cycle 1	Cycle 2
1	BB1	13	13	17
2	BB2	14	14	18
3	BB3	11	11	18
4	BB4	10	12	17
5	BB5	13	13	18
6	BB6	13	13	15
7	BB7	10	10	15
8	BB8	12	14	16
9	BB9	13	13	17
10	BB10	14	14	18
11	BB11	12	14	17
12	BB12	10	13	18
13	BB13	12	12	17
14	BB14	11	11	15
15	BB15	12	12	17
16	BB16	12	13	17
Sum		192	202	270
Average (Mean)		12	13	17
Lowest Score		10	10	15
Highest Score		14	14	18

From the table above, the use of Skits as a Reader's Theatre Variation could improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling. So the classroom action research of the implementation of Skit as a Reader's Theatre Variation was successful. It could be seen from the result in each cycle. Pre-cycle showed that the students' achievement setting standard average was 12. It meant that the students' comprehension was less because of the

authentic assessment standardized for oral proficiency according to J. Michael O'Malley and Lorraine Valdez Pierce was fifteen.

In cycle 1 showed that the students' achievement in oral proficiency to express sympathy and feeling was still low average. It was 13. In cycle 2, the students' average of minimum rating score increased to be 17. It could be concluded that there was improvement in every cycle after using Skit as a Reader's Theatre Variation.

D. Limitation of the Research

This research was not a perfect research. There were many boundaries in conducting this research. That's why this research was still need to be developed by other researchers. The result of this research was not maximal yet, and can still be improved.

The limitations of this research were:

1. Time of the research

The researcher realized that an oral proficiency could not be improved in a very short time. It would need very long time to reach ideal and perfect research. However, this research was conducted for only a month more than a week, since observation (20 October 2014) until writing the report (6 December 2014).

2. Cycles of the research

This research was conducted in one preliminary cycle and two cycles, those were cycle 1 and cycle 2.

3. Materials taught during the research

This research was conducted when teaching expression sympathy and feeling only.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the research about “The Use of Skits as a Reader’s Theatre Variation to Improve English as a Foreign Language (EFL) Students’ Oral Proficiency in Expressing Sympathy and Feeling with the Tenth Grade Students of SMK PP Assyafiiyah Kendal in the Academic Year of 2014/2105”, can be concluded such as below:

1. Implementing Skits as a Reader’s Theatre Variation to improve English as a Foreign Language (EFL) students’ oral proficiency in expressing sympathy and feeling at tenth grade students of SMK PP Assyafiiyah Kendal in three cycles. It was oriented with learning process in choosing a skit and a topic as the students’ story of reader’s theatre, it was not enable to read totally and students should speak aloud in performance. If there were mistakes from the students’ pronunciation, the researcher as a teacher gave correction to them after acting. The researcher also motivated students to speak loudly and confidently. In another hand, the researcher encouraged students to be active in learning process as long as they performed and be creative in composing the Skit as a Reader’s Theatre Variation.
2. The proof that Skits as a Reader’s Theatre Variation could improve English as a Foreign Language (EFL) students’ oral

proficiency in expressing sympathy and feeling was able to know from the result of the research. In pre-cycle showed that the students' average of achievement standard was 12. In cycle 1 showed that the students' achievement in oral proficiency to express sympathy and feeling was 13. In cycle 2 increased to be 17. It could be concluded that there was improvement in every cycle after using Skit as a Reader's Theatre Variation. So the classroom action research of the implementation of Skit as a Reader's Theatre Variation was successful.

3. The improvement of using Skit as a Reader's Theatre Variation to improve English as a Foreign Language (EFL) students' oral proficiency in expressing sympathy and feeling can be seen in every cycle of learning process. Teaching expression of sympathy and feeling by using Skit as a Reader's Theatre Variation helped to improve the students' achievement in oral proficiency to express sympathy and feeling. As the result in the test that the students' oral proficiency could be known based on conducting in every cycle after holding in pre-cycle showed that the students' average of achievement standard was 12. It was less because the achievement setting standard was 15. In cycle 1 showed that the students' achievement in oral proficiency to express sympathy and feeling was 13. It was also low average. It needed to conduct the second cycle. In cycle 2 increased to be

17. So, the students' achievement in oral proficiency to express sympathy and feeling using skit as a reader's theatre variation fulfilled the minimum rating standard in the cycle 2.

B. Suggestion

Based on the result of observation, there are some suggestions:

1. For Teacher
 - a. Teacher should have prepared the material well to get maximum result in teaching and learning process;
 - b. Teacher should be creative to get students' interest in learning process, especially to improve the students' oral proficiency, such as doing Skit as a Reader's Theatre Variation;
 - c. Teacher should be more meaningful language in teaching and learning process to make students' understand the material;
 - d. Teacher should more understand about the students' characteristic to be easier in delivering material;
 - e. Teacher should create the condition of the class to be fun, such as the students could perform Skit as a Reader's Theatre Variation;
 - f. Teacher should more care and more pay attention to the students' mistakes in order there will be correction from the teacher to the students;

- g. Teacher should always motivate the students of the English importance as an International language;
- h. Teacher should study more about teaching strategies to get optimal in teaching and learning.

2. For School

The researcher felt difficult enough to provide fun and interesting learning during the research, because the school is belong to a new school. The academic year was started in 2012/2013. Beside that, the school facilities were very minimal. The researcher had to use an LCD projector that it is one and only at SMK PP Assyafiiyah Kendal and he had to bring it from the teachers' room to the research classroom in every cycle. In addition, the researcher observed from the teacher's teaching style which still used chalks in delivering material, since the classroom still used the black board. The English teacher at SMK PP Assyafiiyah Kendal also still used conventional method in teaching English. The researcher hoped that the school would increase the facility and the teacher's method.

3. For Student

- a. Students should study more and respond in learning process;
- b. Students should be more interested in learning English;
- c. Students should improve their ability in English;
- d. Students should be confident to speak English.

C. Closing

Praise to Allah, which has been giving everything so that the final project can be finished.

The researcher realizes that this final project is far from being perfect, because of that, constructive critic and advice are really expected for the perfection of final project. Hopefully, this final project will be useful for all of us. Ameen.

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Appendix 1

Research Subject's List

No	Name	Student's Code
1	Ananda Jenny Alfiyanti	BB1
2	Atik Erawati	BB2
3	Dewi Sukmawati	BB3
4	Dwi Wijayanti	BB4
5	Evy Mashofa	BB5
6	Injie Nur Setyawati	BB6
7	Linda Ayu Kusumaningrum	BB7
8	Nita Sari	BB8
9	Nur Khamidah	BB9
10	Nur Lailatul Zahro	BB10
11	Poniah	BB11
12	Rinati	BB12
13	Sela Kurniasari	BB13
14	Siti Rosyidah	BB14
15	Susi Susanti	BB15
16	Yuni Triastuti	BB16

Appendix 2

PRE-TEST

Class : X / 1
Material : Expression of Sympathy and Feeling

Practice the dialogue in front of the class in pair!

Dialogue 1

Rahma : What do you accept from your birthday, Dhina?
Dhina : Exciting, I got a new bag from my father. That's very good.
Rahma : Oh, I'm happy to hear that.
Dhina : Thanks, Rahma. How about your gift, what did you get?
Rahma : Do you know, I have lost my new mobile phone that was given by my Uncle. Someone robbed it when I was in the bus on the way to school in this morning.
Dhina : I'm awfully sorry about that news.
Rahma : It was nothing.

Dialogue 2

Rina : Hi, Dita. What's up? You look so sad.
Dita : Yea, I'm sad because my grandpa died last night.
Rina : Really? I'm sorry to hear that.
Dita : Thanks.
Rina : If I'm not mistaken, he is in Bandung, right?
Dita : Yes. We haven't visited him yet.
Rina : Does your family plan to go to Bandung?
Dita : Yes, tonight. We are going to leave for Bandung.
Rina : Oh, I hope that your family will be fine.
Dita : Thanks a lot, Rina.

Dialogue 3

Elisa : You look very different today. What's wrong, Lia?
Lia : I got a bad headache. I'm confused.
Elisa : Oh, dear! It will be O.K soon.
Lia : I hope so, Elisa. Thank you very much.
Elisa : Not at all, you should take medicine in.
Lia : Sure. I went to the doctor yesterday.
Elisa : That is good.

Dialogue 4

Riska : It seems to me that you don't look as usual today, Siska.
Siska : Oh, really?
Riska : Yes. You look pale and sad. Is there something bothering your mind?
Siska : Well, my parents did not let me go mountain climbing next week end. It makes me sad.
Riska : What a pity! Do not your parents usually support and permit you to do this hobby?
Siska : Yes, they do. But they asked me to prepare myself well enough for the coming semester test. That is why I can't join this time.
Riska : I know how is your feeling. Do you best on examination.
Siska : Certainly, thanks.

Dialogue 5

Ika : Good morning, Presna. How are you doing?
Presna : Quite well, thanks. I am surely happy. I get some good news today. You do not usually visit my home earlier.

Ika : Yes. You've just got two letters. Here you are.
Presna : Thanks. (reading the letters) Oh, no!
Ika : What is it? It's a bad news?
Presna : Yes. My aunt, who is from Surabaya, passed away last night.
Ika : Oh, I'm sorry to hear that.
Presna : Thank you.

Dialogue 6

Nurma : Ima, why do you look very sad today?
Ima : Sure, I feel sad because I missed Fina.
Nurma : What did happen with Fina?
Ima : She has got an accident two days ago.
Nurma : Oh, My God! How poor she is.
Putri : I see Fina on the road recently.
Ima : Oh, really? How is she?
Putri : She walks with wheelchair.
Nurma, Ima : Oh, My God. That's too poor.
Putri : I know how is your feeling. I sympathize with you.
Ima : That's very kind of you.

Dialogue 7

Hilal : Najmi, I would like to apologize for not being able to present at your birthday party.
Najmi : That's all right. But you missed meeting our old friends.
Hilal : I know. Well, actually I was on our way to your party when suddenly a car hit me.
Najmi : Oh, dear. How poor you are. Are you O.K?
Hilal : Yes, I was fine. I feel great now.
Najmi : I am so glad you are safe from the accident. Why don't you come to my house then?

Hilal : I'm so sorry, I had to repair my motorcycle at that time.
Najmi : Oh, I see. Ok, then.
Hilal : Thanks.

Dialogue 8

Nadya : Hello, Nadya. What are you doing?
Berliana : Just looking for an English grammar book.
Nadya : I need to tell you something.
Berliana : What's news?
Nadya : You know that? Our cheerleader team has lost to come in the final round.
Berliana : Really? That's terrible. I think that we did it well.
Nadya : I think so. I am disappointed about that. It is a pity, isn't it?
Berliana : Better luck next time.
Nadya : We must make it true.
Berliana : Sure.

Dialogue 9

Ratna : Hello, Atika!
Atika : Hi, Ratna!
Ratna : Why do you look so sad?
Atika : I have lost my wallet when I was going to school.
Ratna : How terrible!
Atika : Thanks, so it goes. I guess. I am strong to face it.
Ratna : How can it happen?
Atika : I do not know exactly. You should be more careful next time.
Ratna : Of course. Thank you for your sympathy, Atika.
Atika : Not at all.

Dialogue 10

Sarah : Lestari, why do you look so sad? What did happen?
Lestari : My dad passed away.
Sarah : I'm sorry to hear that.
Lestari : It's okay.
Sarah : I met him last week, he was fine.
Lestari : Yes, that's right. But he has been hospitalized since four days ago. We are really sad. My dad is an only breadwinner in my family.
Sarah : I know how is your feeling. I hope your family be fortitude. Be patient. Everything is gonna be alright.
Lestari : Thank you, Sarah. That's very kind of you.
Sarah : Don't mention it.

Dialogue 11

Anna : Hi Dhila, do you know my brother Sam?
Dhila : Of course I know him well, he is my sister's best friend
Anna : He's gone this morning.
Dhila : Oh my God, I am so sorry to hear that. Is he sick?
Anna : No, He got an accident when he wanted to visit us last night. He was hospitalized but..
Dhila : Go on, I am here with you.
Anna : But the bleeding did not stop. I can't stop crying to realize that he's gone Dhila. It is so sad.
Dhila : I know what you feel, Ann. Be strong, let's pray to Allah, May your brother get the best place in His Jannah. Ameen.
Anna : Ameen, thanks Dhila. You're my best friend ever.
Dhila : You're welcome.

Appendix 3

3. ENGLISH SYLLABUS

Education Institution : SMK PP Assyafiyah Kendal
 Subject : English - Compulsory
 Class : X

Core Competence :

CC-1 : Comprehending and implementing believed religion 's tenet.

CC-2 : Comprehending and implementing honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and showing attitude as a part of problem solving in interacting effectively in social environment and nature to place the individual as reflecting of nation associating all over the world.

CC-3 : Understanding, implementing, analyzing factual, conceptual, procedural science based on curiosity about science, technology, art, culture, and humanity through humanity, nation, state and civilization knowledge related to phenomenon and occurrence causes, and implementing procedural knowledge in specific field according to talent and interest to solve the problem.

CC-4 : Processing, thinking, delivering in concrete and abstract domains related to individual development that is learning in the school independently, and being able to use a method according to science 's rule.

Basic Competence	Main Material	Learning	Assessing	Time Allotment	Learning Sources
3.1. Analyzing social function, structure of the text, and the language features in expressing care, sympathy and feeling, and how to respond based on the context.	<p>Oral and written texts to show the expression of caring, sympathy, and feeling</p> <p><i>Social Function</i></p> <p>Keeping relation interpersonally with the teacher, friends, and others.</p> <p><i>Expression</i></p>	<p>Observing</p> <ul style="list-style-type: none"> Students listen / watch the interaction that shows expressions of caring, sympathy, and feeling. Students imitate the interaction that describes care, sympathy, and feeling. Students imitate the interaction model that shows care, sympathy, and feeling. 	<p>ASSESSMENT CRITERIONS:</p> <ul style="list-style-type: none"> Social function achievement. The complete and the circumstance of the stucture of the text to show care, sympathy, and feeling. The accuracy in using language features: the structure, vocabulary, expression, word stressing, intonation, spelling, and hand writing. The appropriateness of writing and delivering forms. <p>ASSESSMENT:</p>	4 Hours/Meeting	<ul style="list-style-type: none"> Audio CD/ Teacher's Voice newspaper/ magazine www.dailyvengli sh.com http://american english.state.gov/files/aeressonree_files http://learnengli
4.1. Composing oral and written texts to express and respond the					

<p>expression of caring, sympathy, and feeling by paying attention to the social function, the structure of the text, and language feature correctly and based on the context.</p>	<p>The expression to show care, sympathy, and feeling. The way to respond: <i>You look pale.</i> <i>Are you OK? Not, really.</i> <i>I've got a headache.</i> <i>I sympathize to you.</i> <i>How poor you are.</i> <i>It's really fascinating.</i></p> <p><i>Language Feature:</i> Expression, Word stressing, Intonation</p>	<ul style="list-style-type: none"> By guiding and directing from the teacher, students identify the characteristics of interaction that show expression of caring, sympathy, and feeling. (social function, the structure of the text, and the language features). <p>Questioning</p> <p>By guiding and directing from the teacher, students ask such as the difference between the expression of caring, sympathy, and feeling in English and the expression of caring, sympathy, and feeling in Indonesian language, etc.</p> <p>Exploring</p> <p>Students show care, sympathy, and feeling in English through the context of stimulation, role-play, and other structured activities</p> <p>Associating</p> <ul style="list-style-type: none"> Students differ the expression to show care, sympathy, and feeling 	<p>Practice</p> <ul style="list-style-type: none"> Role-play in the form of an interaction that contains questions and the question is to express care, sympathy, and feeling. The accuracy and appropriateness in using the grammatical structure and language features in expressing care, sympathy, and feeling. <p>Observation:</p> <p>The assessment is to give a feedback. The aim of assessing:</p> <ul style="list-style-type: none"> To use English in expressing care, sympathy, and feeling when there is a chance. The hardness of students in every step of learning process. The politeness and care in doing communication. 	<p>sh.britishcouncil.org/en/</p>
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			<p>that have been learned from other sources.</p> <ul style="list-style-type: none">• Students compare between the expressions in English and the students' expression their selves. <p>Communicating</p> <ul style="list-style-type: none">• Student show caring, sympathy, and feeling in English both inside the classroom and outside of the classroom.• Students write down the problem in using English to express caring, sympathy, and feeling in learning journal.		
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Appendix 4

LESSON PLAN

Name of School	: SMK PP Assyafiiyah Kendal
Skill Program	: All Skill Programs
Class/Semester	: X/I
Subject	: English
Meeting	: 1st
Skill Focus	: Speaking
Material	: Expressions of Sympathy and Feeling
Time allotment	: 2x45 minutes (1 meeting)

A. Core Competence

- CC-1 : Comprehending and implementing believed religion's tenet.
- CC-2 : Comprehending and implementing honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and showing attitude as a part of problem solving in interacting effectively in social environment and nature to place the individual as reflecting of nation associating all over the world.
- CC-3 : Understanding, implementing, analyzing factual, conceptual, procedural science based on curiosity about science, technology, art, culture, and humanity through humanity, nation, state and civilization knowledge related to phenomenon and occurrence causes, and implementing procedural knowledge in specific field according to talent and interest to solve the problem.
- CC-4 : Processing, thinking, delivering in concrete and abstract domains related to individual development that is learning in the school independently, and being able to use a method according to science's rule.

B. Basic Competence

- 1.1 Thanking of the opportunity being able to learn English as an International language that is showed through keeping spirit to study;
- 2.1 Showing attitude of politeness, care in doing interpersonal communication between teacher and friends;
- 2.2 Showing honesty, discipline, confidence and responsibility in doing transactional communication between teacher and friends;
- 2.3 Showing attitude of responsibility, care, cooperation, loving peace in doing functional communication;
- 3.7 Analyzing social function, structures of the text, and language features of expression sympathy and feeling with responses according to its use context.

C. Indicator of Competence Attainment:

1. Students are able to understand the way to express sympathy and feeling
2. Students are able to show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling
3. Students are able to identify social function, the structure of the text, and language features in expressing sympathy and feeling
4. Students are able to respond the expressions of sympathy and feeling accurately

D. Learning Aim

By the end of the lesson through scientific method, students will have been able to:

1. Show seriousness learning English related to expressions of sympathy and feeling;
2. Show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling;
3. Identify social function, the structure of the text, and language features in expressing sympathy and feeling;
4. Respond the expressions of sympathy and feeling accurately.

E. Teaching Material

The simple written and oral text to express sympathy and feeling with its responses

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Expression

Expression of Sympathy

If you want to respond to good news, you can use these expressions, they are *oh is it true?*, *oh really?*, *how nice!*, *how exciting!*, *how wonderful!*, *I'm pleased to hear that*, *I'm (very) glad to hear that*, and *nice to hear that*.

2) If you want to respond to bad news, you can use these expressions, they are *I'm sorry to hear that*, *how awful!*, *that's too bad*, *sorry to hear that*, and *how terrible!*

3) a) Accepting sympathy

To accept the expression of sympathy, we may use these expressions. They are *thank you*, *that's very kind of you*, *it is a pity*, *isn't it?*, *oh, well*, *such is life*, *so it goes*, *I guess*, and *better luck next time*.

b) Rejecting sympathy

These expressions show us how to reject sympathy. They are *don't tell sorry for me*, *don't give me your sympathy*, *oh leave me alone*, *I don't want your pity*, and *I don't need your sympathy*

Expression of Feeling

1) Adjectives for Expressing Feelings, they are sad, happy, nervous, crazy, thankful, excellent, hopeless, glad, terrible, anxious, wonderful, and angry.

2) Adjective for Expressing Feeling with -ing and -ed

Adjective Ending in -ing	Adjective Ending in -ed
Boring	Bored
Exciting	Excited
Confusing	Confused
Amazing	Amazed
Shocking	Shocked

3) Grammar

a)	Subject	To Be	Adjective of Feeling
	I	am/was	glad
	She, He, It	is/was	excellent
	You, They, We	are/were	wonderful
b)	Subject	Verb	Adjective of Feeling
	I	Look	shocked
	She, He, It	seems	ill
	You, They, We	sound	exciting

Language Features:

(1) Spelling

(2) Pronunciation, word pressing, intonation when present

(3) Word reference

Topic: attitude of tolerance, entrepreneurship, nasionalism, and confidence.

B. Teaching Method:

- Scientific Approach
- Role-play
- Group Discussion

C. Learning Media, Tool, and Sources:

1. Media : Pictures
2. Equipment : Blackboard and Chalks
3. **Learning Sources** :
 - Curriculum 2013 English book for SMA/MA/SMK/MAK from Republic of Indonesia Ministry of National Education
 - Dj, Setiawan Otong. 2013. *Buku Pengayaan Kurikulum 2013 - 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris untuk SMA/MA*. Bandung: CV. YRAMA WIDYA Bandung.

D. Learning Activity

1. Pre activity (5')

- ❖ Teacher opens the class by greeting students

“Assalamualaikum warohmatullohi wabarokatuh”, good morning everyone, how are you today?

- ❖ Make sure that students answer the greeting well using appropriate response
- ❖ Teacher invites students to recite *Basmallah* for starting the class
- ❖ Teacher checks the students' attendance
- ❖ Teacher gives stimulus by reviewing material discussed in the previous meeting and bring it to relate to the new material will be learned

2. Main activity (75')

a. Observing

- ❖ Teacher tells students main material and goal of the learning
- ❖ Teacher informs students stages of the learning
- ❖ Teacher asks students about their experiences in expressing sympathy and feeling to other people which will be a stimulus to understand the main material by showing the pictures
- ❖ Teacher reviews the used-expressions to explain the main material
- ❖ Students repeat the expressions what the teacher said
- ❖ Teacher explains whole things related to the main material

b. Questioning

- ❖ Students ask teacher other expressions of sympathy and feeling
- ❖ Students ask teacher the appropriate sentence or adjectives to express sympathy and feeling
- ❖ Students ask teacher the way how to express sympathy and feeling accurately, fluently and acceptably

c. Exploring / Experimenting

- ❖ Teacher divides students in pair
- ❖ Teacher provides a dialogue to students to practice in front of the class in pair
- ❖ Teacher comments and gives advice from students' mistake in their speaking

- d. Associating
 - ❖ Students ask the teacher some vocabularies or grammatical correction they need in expressing sympathy and feeling
 - e. Communicating
 - ❖ Teacher communicates the main material to the previous material to the students
3. Post activity (10')
- ❖ Teacher reviews or recalls the material has been discussed
 - ❖ Teacher gives conclusion about the material
 - ❖ Teacher asks students to study the material that will be discussed in the next meeting
 - ❖ Teacher invites students to recite *Hamdallah* to close the class
 - ❖ Teacher close the class

E. Assessment of Learning Result

1. Scoring Technique

The teacher considers some aspects to test the students' oral proficiency in expressing sympathy and feeling based on the analytic oral language scoring rubric below :

Analytic Oral Language Scoring Rubric

Focus/ Rating	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple questions	Initiates and sustains conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; many errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluency	Repeats words and	Speaks in single-word	Speaks hesitantly	Speaks with occasional	Speaks with native	Speaks fluently

	phrases	utterances and short patterns	because of rephrasing and searching for words	hesitation	fluency; any hesitations do not interfere with communication	
Structure			Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., <i>runned</i> , <i>mans</i> , <i>not never</i> , <i>more higher</i>)	Uses a variety of structures with occasional errors	Masters a variety of grammatical structures
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

The students are belong to intermediate level. According to J. Michel O'malley and Lorraine Valdez Pierce, the setting standard would most likely be placed at level 3. Therefore, the teacher limits the standard until level 3 for each focus. There are five focuses in the oral language proficiency so that the students should achieve more than fifteen in the total score who can be said that they passed.

2. Pictures



3. Observation Rubric Checklist Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0- 39%)	Fair (40- 59%)	Average (60- 74%)	Good (75- 84%)	Excellent (85- 100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

$$\text{Score} = \frac{\text{Scored Got}}{\text{Total of Criterion from Observation}} \times 100\%$$

Kendal, October 25th 2014

Known,
English Teacher,

Abdi Manaf, S.Pd.
NIY. 13021987.029

Researcher,

Tomy Widiyanto
NIM. 113411091

LESSON PLAN

Name of School	: SMK PP Assyafiyah Kendal
Skill Program	: All Skill Programs
Class/Semester	: X/I
Subject	: English
Meeting	: 2nd
Skill Focus	: Speaking
Material	: Expressions of Sympathy and Feeling
Time allotment	: 2x45 minutes (1 meeting)

A. Core Competence

- CC-1 : Comprehending and implementing believed religion's tenet;
- CC-2 : Comprehending and implementing honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and showing attitude as a part of problem solving in interacting effectively in social environment and nature to place the individual as reflecting of nation associating all over the world;
- CC-3 : Understanding, implementing, analyzing factual, conceptual, procedural science based on curiosity about science, technology, art, culture, and humanity through humanity, nation, state and civilization knowledge related to phenomenon and occurrence causes, and implementing procedural knowledge in specific field according to talent and interest to solve the problem.;
- CC-4 : Processing, thinking, delivering in concrete and abstract domains related to individual development that is learning in the school independently, and being able to use a method according to science's rule.

B. Basic Competence

- 1.1 Thanking of the opportunity being able to learn English as an International language that is showed through keeping spirit to study;

- 2.1 Showing attitude of politeness, care in doing interpersonal communication between teacher and friends;
- 2.2 Showing honesty, discipline, confidence and responsibility in doing transactional communication between teacher and friends;
- 2.3 Showing attitude of responsibility, care, cooperation, loving peace in doing functional communication;
- 3.7 Analyzing social function, structures of the text, and language features of expression feeling with responses according to its use context.

C. Indicator of Competence Attainment:

1. Students are able to understand the way to express sympathy and feeling
2. Students are able to show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling
3. Students are able to identify social function, the structure of the text, and language features in expressing sympathy and feeling
4. Students are able to respond the expressions of sympathy and feeling accurately

D. Learning Aim

By the end of the lesson through scientific method, students will have been able to:

1. Show seriousness learning English related to expressions of sympathy and feeling;
2. Show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling;
3. Identify social function, the structure of the text, and language features in expressing sympathy and feeling;
4. Respond the expressions of sympathy and feeling accurately.

E. Teaching Material

The simple written and oral text to express sympathy and feeling with its responses

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Expression

Sympathy expression is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition. For example, our friend is sad because his/her grandfather is sick. We can entertain him/her by showing sympathy. By expressing sympathy, we want to show our concern or care for other people's condition.

Feeling expression is an expression to show emotional condition, such as upset, awful, great, mad, fine, marvelous, lazy, happy, bad, fascinating, afraid, and sleepy.

Look at the following three situations that we need to consider when expressing sympathy and feeling

a. Formal Situation



c. Neutral Situation



b. Informal Situation



Language Features:

- (1) Spelling
- (2) Pronunciation, word pressing, intonation when present
- (3) Word reference

Topic: attitude of tolerance, entrepreneurship, nationalism, and confidence.

- (1) Grandfather passed away
- (2) Lost in the tournament
- (3) Hit by a car
- (4) Father was hospitalized

Skits:

- (1) Silly answer of a serious question
- (2) There is a mess of chalk on your check
- (3) Wearing a wrong shoes
- (4) Teacher's parody

F. Teaching Method:

- Scientific Approach
- Role-play
- Group Discussion

G. Learning Media, Tool, and Sources:

1. Media : - Video of Skits as a Reader's Theatre
- Pictures
2. Equipment : LCD, Blackboard and Chalks
3. Learning Sources :
 - Curriculum 2013 English book for SMA/MA/SMK/MAK from Republic of Indonesia Ministry of National Education
 - Dj, Setiawan Otong. 2013. *Buku Pengayaan Kurikulum 2013 - 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris untuk SMA/MA*. Bandung: CV. YRAMA WIDYA Bandung.
 - Video was downloaded from <https://www.youtube.com/watch?v=4L5q0Y8hukU> at 7.16 a.m on November 2nd, 2014.

G. Learning Activity

1. Pre activity (5')

 - ❖ Teacher opens the class by greeting students
“Assalamualaikum warohmatullohi wabarokatuh”, good morning class, how is life?
 - ❖ Make sure that students answer the greeting well using appropriate response
 - ❖ Teacher invites students to recite *Basmallah* for starting the class
 - ❖ Teacher checks the students' attendance
 - ❖ Teacher gives stimulus by reviewing material discussed in the previous meeting and bring it to relate to the material will be learned

2. Main activity (75')

 - a. Observing
 - ❖ Teacher tells students main material and goal of the learning
 - ❖ Teacher informs students stages of the learning
 - ❖ Teacher shows students a video about reader's theatre in learning speaking English
 - ❖ Teacher tells skits as a reader's theatre variation in learning Speaking English
 - b. Questioning
 - ❖ Students ask teacher other expressions of sympathy and feeling
 - ❖ Students ask teacher the appropriate sentence or adjectives to express sympathy and feeling
 - ❖ Students ask teacher the way how to express sympathy and feeling accurately, fluently and acceptably
 - c. Exploring / Experimenting
 - ❖ Teacher explains expressions of sympathy and feeling as the main material by showing the pictures in three situations
 - ❖ Teacher divides students into four groups and each group consists of four students
 - ❖ Teacher provides four topics and four skits to compose the script of reader's theatre using expressions of sympathy and feeling

- ❖ Each group chooses a topic and a skit
 - ❖ Students will discuss and compose the story with own group mates
 - ❖ Teacher asks students to perform their skits as a reader's theatre variation turnly
 - ❖ Teacher comments and gives advice from students' mistake in their speaking
- d. Associating
- ❖ Students ask the teacher some vocabularies or grammatical correction they need in expressing sympathy and feeling
- e. Communicating
- ❖ Teacher communicates the main material to the previous material to the students
3. Post activity (10')
- ❖ Teacher reviews or recalls the material have been discussed
 - ❖ Teacher gives conclusion about the material
 - ❖ Teacher asks students to study the material that will be discussed in the next meeting
 - ❖ Teacher suggests students to improve their speaking
 - ❖ Teacher invites students to recite *Hamdallah* to close the class
 - ❖ Teacher closes the class

H. Assessment of Learning Result

1. Scoring Technique

The teacher considers some aspects to test the students' oral proficiency in expressing sympathy and feeling based on the analytic oral language scoring rubric below :

Analytic Oral Language Scoring Rubric

Focus/ Rating	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple	Initiates and sustains conversation with descriptors and details; exhibits self-confidence in	Speaks in classroom settings with sustained and connected discourse; any errors do	Communicates competently in social and classroom settings

			questions	social situations; begins to communicate in classroom settings	not interfere with meaning	
Fluency	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with native fluency; any hesitations do not interfere with communication	Speaks fluently
Structure			Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., <i>runned</i> , <i>mans</i> , <i>not never</i> , <i>more higher</i>)	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structures
Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

The students are belong to intermediate level. According to J. Michel O'malley and Lorraine Valdez Pierce, the setting standard

would most likely be placed at level 3. Therefore, the teacher limits the standard until level 3 for each focus. There are five focuses in the oral language proficiency so that the students should achieve more than fifteen in the total score who can be said that they passed.

2. Observation Rubric Checklist

Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0- 39%)	Fair (40- 59%)	Average (60- 74%)	Good (75- 84%)	Excellent (85- 100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

$$\text{Score} = \frac{\text{Scored Got}}{\text{Total of Criterion from Observation}} \times 100\%$$

Kendal, November 1st 2014

Known,
English Teacher,



Abdi Manaf, S.Pd.
NIY. 13021987.029

Researcher,



Tomy Widiyanto
NIM. 113411091

LESSON PLAN

Name of School	: SMK PP Assyafiiyah Kendal
Skill Program	: All Skill Programs
Class/Semester	: X/I
Subject	: English
Meeting	: 3rd
Skill Focus	: Speaking
Topic	: Expressions of Sympathy and Feeling
Time allotment	: 2x45 minutes (1 meeting)

A. Core Competence

- CC-1 : Comprehending and implementing believed religion's tenet;
- CC-2 : Comprehending and implementing honesty, discipline, responsibility, care (mutual assistance, cooperation, tolerance, peace), polite, responsive, and pro-active and showing attitude as a part of problem solving in interacting effectively in social environment and nature to place the individual as reflecting of nation associating all over the world;
- CC-3 : Understanding, implementing, analyzing factual, conceptual, procedural science based on curiosity about science, technology, art, culture, and humanity through humanity, nation, state and civilization knowledge related to phenomenon and occurrence causes, and implementing procedural knowledge in specific field according to talent and interest to solve the problem;
- CC-4 : Processing, thinking, delivering in concrete and abstract domains related to individual development that is learning in the school independently, and being able to use a method according to science's rule.

B. Basic Competence

- 1.1 Thanking of the opportunity being able to learn English as an International language that is showed through keeping spirit to study;

- 2.1 Showing attitude of politeness, care in doing interpersonal communication between teacher and friends;
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- 2.3 Showing attitude of responsibility, care, cooperation, loving peace in doing functional communication;
- 3.7 Analyzing social function, structures of the text, and language features of expression feeling with responses according to its use context.

C. Indicator of Competence Attainment:

1. Students are able to understand the way to express sympathy and feeling
2. Students are able to show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling
3. Students are able to identify social function, the structure of the text, and language features in expressing sympathy and feeling
4. Students are able to respond the expressions of sympathy and feeling accurately

D. Learning Aim

By the end of the lesson through scientific method, students will have been able to:

1. Show seriousness learning English related to expressions of sympathy and feeling;
2. Show attitude of care, confident, and responsibility in doing communication using expressions of sympathy and feeling;
3. Identify social function, the structure of the text, and language features in expressing sympathy and feeling;
4. Respond the expressions of sympathy and feeling accurately.

E. Teaching Material

The simple written and oral text to express sympathy and feeling with its responses

Social Function

Keeping interpersonal relation between teacher, friends, and others.

Expression

Expression of Sympathy

If you want to respond to good news, you can use these expressions, they are *oh is that so?*, *oh yeah?*, *how terrific*, *how wonderful!*, *how great!*, *I'm happy to hear that*, *I'm (very) happy to hear that*, and *pleased to hear that*.

4) If you want to respond to bad news, you can use these expressions, they are *I'm (very) sorry to hear that*, *how terrible!*, *that's so sad*, *sorry*, and *poor you are!*

5) a) Accepting sympathy

To accept the expression of sympathy, we may use these expressions. They are *thanks*, *you are kind*, *oh, well*, *that is life*, and *wish better luck next time*.

c) Rejecting sympathy

These expressions show us how to reject sympathy. They are *don't say sorry*, *don't give me your care*, *leave me lonely*, *I don't want your sympathy*, and *I'm just fine*, *leave me alone*.

Expression of Feeling

1) Adjectives for Expressing Feelings, they are crazy, thirsty, shy, scared, hungry, awesome, surprised, scared, amazing, confident and cheerful.

2) Adjective for Expressing Feeling with -ing and -ed

Adjective Ending in -ing	Adjective Ending in -ed
Satisfying	Satisfied
Frightening	Frightened
Charming	Charmed
Disappointing	Disappointed
Delighting	Delighted

3) Grammar

a)	Subject	To Be	Adjective of Feeling
	I	am/was	Glad
	She, He, It	is/was	Excellent
	You, They, We	are/were	Wonderful
b)	Subject	Verb	Adjective of Feeling
	I	Look	Shocked
	She, He, It	seems	Ill
	You, They, We	sound	Exciting

Language Features:

- (1) Spelling
- (2) Pronunciation, word pressing, intonation when present
- (3) Word reference

Topic: attitude of tolerance, entrepreneurship, nationalism, and confidence.

- (1) Friend is sick
- (2) Bad mark
- (3) Mother was hospitalized
- (4) Aunt passed away

Skits:

- (1) Crab on the bump
- (2) Kidding about the letter
- (3) Different sock
- (4) Wearing a wrong uniform

F. Teaching Method:

- Scientific Approach
- Role-play
- Group Discussion

G. Learning Media, Tool, and Sources:

1. Media : Video and Pictures
2. Equipment : LCD, Blackboard and Chalks
3. **Learning Sources** :

- Curriculum 2013 English book for SMA/MA/SMK/MAK from Republic of Indonesia Ministry of National Education
- Dj, Setiawan Otong. 2013. *Buku Pengayaan Kurikulum 2013 - 1700 Bank Soal Bimbingan Pemantapan Bahasa Inggris untuk SMA/MA*. Bandung: CV. YRAMA WIDYA Bandung.
- Video was downloaded from https://www.youtube.com/watch?v=Bq0OOhvo_b1U at 9.44 p.m on November 9nd, 2014.

H. Learning Activity

1. Pre activity (5')
 - ❖ Teacher opens the class by greeting students "Assalamualaikum warohmatullohi wabarokatuh", good morning everyone, how are you today?
 - ❖ Make sure that students answer the greeting well using appropriate response
 - ❖ Teacher invites students to recite *Basmallah* for starting the class
 - ❖ Teacher checks the students' attendance
 - ❖ Teacher gives stimulus by reviewing material discussed in the previous meeting and bring it to relate to the material will be learned
2. Main activity (75')
 - a. Observing
 - ❖ Teacher tells students main material and goal of the learning
 - ❖ Teacher informs students stages of the learning
 - ❖ Students try to understand the pictures that are given by the teacher
 - ❖ Teacher tells the appropriate expressions related to the pictures
 - ❖ Teacher shows students a video about reader's theatre in learning speaking English
 - ❖ Teacher tells skits as a reader's theatre variation in learning Speaking English

- b. Questioning
 - ❖ Students ask teacher other expressions of sympathy and feeling
 - ❖ Students ask teacher the appropriate sentence or adjectives to express sympathy and feeling
 - ❖ Students ask teacher the way how to express sympathy and feeling accurately, fluently and acceptably
 - c. Exploring / Experimenting
 - ❖ Teacher explains expressions of sympathy and feeling as the main material
 - ❖ Teacher divides students into four groups and each group consists of four students
 - ❖ Teacher provides four topics and four skits to compose the script of reader's theatre using expressions of sympathy and feeling
 - ❖ Each group chooses a topic and a skit
 - ❖ Students will discuss and compose the story with own group mates
 - ❖ Teacher asks students to perform their skits as a reader's theatre variation turnly in front of the class
 - ❖ Teacher comments and gives advice from students' performance in their speaking
 - d. Associating
 - ❖ Students ask the teacher some vocabularies or grammatical correction they need in expressing sympathy and feeling
 - e. Communicating
 - ❖ Teacher communicates the main material to the previous material to the students
3. Post activity (10')
- ❖ Teacher reviews or recalls the material have been discussed
 - ❖ Teacher gives conclusion about the material
 - ❖ Teacher suggests to students to improve speaking skill
 - ❖ Teacher invites students to recite *Hamdallah* to close the class
 - ❖ Teacher close the class

I. Assessment of Learning Result

1. Scoring Technique

The teacher considers some aspects to test the students' oral proficiency in expressing sympathy and feeling based on the analytic oral language scoring rubric below :

Analytic Oral Language Scoring Rubric

Focus/ Rating	1	2	3	4	5	6
Speaking	Begins to name concrete objects	Begins to communicate personal and survival needs	Begins to initiate conversation; retells a story or experience; asks and responds to simple questions	Initiates and sustains a conversation with descriptors and details; exhibits self-confidence in social situations; begins to communicate in classroom settings	Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning	Communicates competently in social and classroom settings
Fluency	Repeats words and phrases	Speaks in single-word utterances and short patterns	Speaks hesitantly because of rephrasing and searching for words	Speaks with occasional hesitation	Speaks with native fluency; any hesitations do not interfere with communication	Speaks fluently
Structure			Uses predominantly present tense verbs; demonstrates errors of omission (leaves words out, word endings off)	Uses some complex sentences; applies rules of grammar but lacks control of irregular forms (e.g., <i>runned, mans, not never, more higher</i>)	Uses a variety of structures with occasional grammatical errors	Masters a variety of grammatical structures

Vocabulary		Uses functional vocabulary	Uses limited vocabulary	Uses adequate vocabulary; some word usage irregularities	Uses varied vocabulary	Uses extensive vocabulary but may lag behind native-speaking peers
Listening	Understands little or no English	Understands words and phrases, requires repetition	Understands simple sentences in sustained conversation; requires repetition	Understands classroom discussions with repetition, rephrasing, and clarification	Understands most spoken language, including classroom discussion	Understands classroom discussion without difficulty

The students are belong to intermediate level. According to J. Michel O'malley and Lorraine Valdez Pierce, the setting standard would most likely be placed at level 3. Therefore, the teacher limits the standard until level 3 for each focus. There are five focuses in the oral language proficiency so that the students should achieve more than fifteen in the total score who can be said that they passed.

2. Pictures



3. Observation Rubric Checklist

Sheet of Observation to Students' Attitude

No.	Indicators	Poor (0- 39%)	Fair (40- 59%)	Average (60- 74%)	Good (75- 84%)	Excellent (85- 100%)	Total Score
		1	2	3	4	5	
1	Paying attention						
2	Being enthusiastic						
3	Asking questions						
4	Responding to the questions						
5	Making effort to solve problem						
6	Accomplishing task						
	Total Score						

$$\text{Score} = \frac{\text{Scored Got}}{\text{Total of Criterion from Observation}} \times 100\%$$

Kendal, November 9th 2014

Known,
English Teacher,



Abdi Manaf, S.Pd.
NIY. 13021987.029

Researcher,



Tomy Widiyanto
NIM. 113411091

Appendix 5








RESEARCH SCHEDULE IN THE CLASSROOM ACTION RESEARCH

Teacher : Abdi Manaf, S.Pd.
Researcher : Tomy Widiyanto
Class : X BB (Clothing Boutique) SMK PP Assyafiiyah Kendal

No	Activities	Date
1.	Preliminary visit (Meet the administration officer)	20th October 2014
2.	Meet the headmaster to give research permission letter	20th October 2014
3.	Meet the English teacher to ask data of students' as participant.	20th October 2014
4.	Meet the English teacher to make sure the start of the research	21st October 2014
5.	Do to the research (pre-cycle)	27th October 2014
6.	First cycle	3rd November 2014
7.	Evaluation cycle I	
8.	Second cycle	10th November 2014
9.	Evaluation cycle II	
10.	Give the whole result to teacher and do interview	6th December 2014

Appendix 6

RESEARCH JOURNAL

No.	Activity	Date	Signature
1.	Researcher asked English teacher about the condition of teaching learning process	20-10-2014	
2.	Researcher asked the list of students' name X BB	21-10-2014	
3.	Researcher and English teacher discussed about the characteristic of students in the class	22-10-2014	
4.	Researcher and English teacher discussed about the appropriate method in teaching English	23-10-2014	
5.	Researcher was given an example of syllabus and lesson plan by English teacher, then he taught the way how to make a good lesson plan	24-10-2014	
6.	Researcher and English teacher discussed the best strategy in reflection	4-11-2014	
7.	Researcher was given the way how to face the students' characteristic in the class	5-11-2015	

Appendix 7

Group "I"

Hana : Rina, you know what happen with farah?.

Rina : No. What did happen to her?.

Hana : She was bit by a car yesterday.

Rina : Oh really? I'm so sorry to hear that. How is she now?.

Hana : Luckily, she is not seriously injured. She is being treated in the hospital.

Rina : O, thanks. I am worried a lot.

Hana : Me too.

Yanti : What's wrong, guys?.

Rina : Farah got an accident, Yanti.

Yanti : What a pity. Why not we see her in this afternoon?.

Hana : Yes, that's a good idea.

Ari : Where will you go?.

Hana, Yanti and Rina : We are going to go the hospital.

Ari : Who is sick?.

Hana : Farah got an accident. Will you see together with us?.

Ari : When?.

Hana : ~~Farah got an accident~~ haha... Next year.

Ari : Oh ya, I see. I am sorry. Alright, let's move.

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB1	2	3	3	2	3	13
2	BB2	3	3	3	2	3	14
3	BB3	2	2	3	2	2	11
12	BB12	2	3	3	2	3	13

Group 11

Giselle: Hi Sandra! What is going on with you? You look sad today
Sandra: No, not really. I just fine, Giselle. Today, I must go home earlier than
soon father is being carried to hospital therefore I need to accompan
him soon
Giselle: I am so sorry to hear that
Sandra: thanks

Mrs pretty: Hello Sandra, your mother just called me and she said you should
move to hospital now. sincere and strong believe everything

Sandra: Thank you, Ma'am.
Pinkan: Sandra, where you will go?

Sandra: I want to go to the hospital right now. I am hurry, I am sorry
Pinkan: so, what about our project? Tomorrow is deadline (we must hand
it soon to Mr. Wali

Sandra: Don't worry, you just check in later on. I will send it by-email,
I'm terribly sorry Pinkan.

Pinkan: Alright, I see. Be careful

Giselle: Hi, Pinkan, what's wrong on your check? there is mess from
chalk.ahaha

Pinkan: oh ya? oh nooo . . .
Mrs pretty: Haha . . . pinkan . . . pinkan

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB6	3	2	3	2	3	13
2	BB7	2	1	3	2	2	10
3	BB9	2	3	3	2	3	13
4	BB14	2	2	3	2	2	11

Group 3

Vita : How are you Herliana? you look different today. what going on?
 Herliana: I'm sad, my grandfather passed away last night
 Vita : I'm sorry to hear that, you ever told me that he was hospitalized for two months because cancer.
 Herliana: We love her so much, Sanji
 Vita : Strong.....
 Karen : Ya, you should strong and believe he will in Paradise
 Herliana: Thank you karen, wait... what's wrong with you? Don't you realized that you use the wrong shock
 Karen : O really? Hahaha.... OMG... I don't know. What ashamed it is.
 Herliana: no problem, that is better
 Vita : Only we who know about this
 Karen : Sure thanks
 Anita : hi, friends, hurry up, Mr. Candra is coming in the class room
 Karen : really?
 Anita : Yes, of course

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB5	2	3	3	2	3	13
2	BB10	3	3	3	2	3	14
3	BB11	3	3	3	2	3	14
4	BB15	2	2	3	2	3	12

Group 4

Lala : you look so tired, Anis. could I accompany you go to UKS ?

Anis : No, thank. I just fine. I need to make my self relax. I played badminton in the tournament last night.

Khusnul : That sounds good. Do you win ?

Anis : I couldn't finish it well in the last rally point.

Lala : What a pity.

Khusnul : but you tried hard. you can join it again next opportunity.

Anis : Certainly. Thanks, friends.

Mrs. Yanti : Hello, students. You look close and good, but I need inform you something, exactly to khusnul. khusnul, what's wrong with your answer sheet of the last exam ? There is a note I have read underiberately.

Khusnul : What is that, Ma'am ? I didn't remember ? The note is if you got 5 you will shout in the middle of yard you very clever.

Lala and Anis : hahaha... really ? I don't believe it.

Mrs. Yanti : Yeah, it's so true, you can check it by your self.

Khusnul : Oh my God... I shy.

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB4	2	2	3	2	3	12
2	BB8	2	3	3	3	3	14
3	BB13	2	2	3	2	3	12
4	BB16	2	3	2	3	3	13

Skill : Oral Proficiency in Expressing Sympathy and Feeling

Group : I

Characters :

1. Ananda Jerry A. 3. Dwi Sukmawati. 5.
2. Atik Erauwati 4. Rinati

My Score:

(Title)

Nanda : Hi, how are you?.

Atik : I'm sad.

Nanda : May I know why?.

Atik : Because my work's score is not good.

Nanda : I'm sorry to hear that why?.

Atik : Because I'm not good with the lesson. What else I must have a remedial letter on.

Nanda : That's really sad.

Dwi/Rina : Hi guys.

Dwi : What are you talking? I think it was very serious.

Nanda : She did understand yet the lesson yesterday.

Rina : Which one you do not understand it?.

Atik : Here you know!.

Rina : Oh, I understand.

Atik : Teach me please?.

Rina : Yes, I will teach.

Atik : Thank you.

Nanda : Why do you wear the different sock?.

Atik : Oh really? I don't aware it.

Rina : Atik... atik...

Dwi : What a pity you are! you almost fall down.

Nanda : Why are you able to wear the different ~~sock~~ shoes?

Atik : Because I'm confused to have remedial.

Dwi : I see.

Atik : Well... well... well...

don't know kirdina. I want to have a remedial first.

A few moments later after her remedial.

Dwi : How about it?.

Atik : My work's score is bad.

Rina : Calm down...

Nanda : You have to study more diligent.

Dwi : In order that the score be can better.

Atik : hahaha... you all lie.

Nanda : Why?.

Atik : In fact, my score is good.

Rina : oh congratulation.

Dwi : I'm happy to hear that.

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB-1	3	4	3	4	3	17
2	BB-2	4	4	3	4	3	18
3	BB-3	4	4	3	4	3	18
4	BB-12	4	4	3	4	3	18

Skill : Oral Proficiency in Expressing Sympathy and Feeling

Group : 2

Characters :

1. Injie Nur .s.
2. Linda ayu k.
3. Nita Sari
4. Siti Rosyidah
- 5.

Can't Come to the Birthday Party

(Title)

Nita : I am sure . I get some good news today
 Rosy : Yes . You've just got two letters . Here you are
 Nita : why ? Thanks Rosyidah .
 Rosy : why ? Is it a love letters
 Nita : hahaha . may be .
 Rosy : it could be from her boy friend
 Nita : hahaha - You gotta be kidding
 Rosy : Yeah ... lets open up it . we curious a lot .
 All : Yes , thats right
 Nita : (Reading the letters) oh no !
 Rosy : what is it ? it's a bad news
 Nita : Yes . my aunt passed away last week
 Rosy : oh . I am sorry to hear that .
 Injie : why didn't you come to my birthday Party yesterday
 Linda : I am Very sorry Injie . my father was sick an I took him to hospita
 Injie : Oh . I am sorry to hear that . May he get well soon .
 Linda : It's Alright . By the way how was your Party yesterday ? I hope you
 will be wiser . happier as you're growing up .
 Injie : Yup , yesterday was so awesome Party . Thank's Linda you know that my girlfriend
 come to visit ME from Bologna .
~~Linda : of course I'm happy~~
 Linda : Whoa that's great ! I am very glad to hear that . you must be happy right
 Injie : Of course . I'm happy . Thank's friend
 All : You're welcome .

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB-6	3	3	3	3	3	15
2	BB-7	3	3	3	3	3	15
3	BB-9	3	4	3	4	3	17
4	BB-14	3	3	3	3	3	15

(30 minutes later)

Laila: The sun comes high. It's too hot

Susi: Okey, let's move and the swimming is enough

Laila: Hey --- look at poniah's bump!

Poniah: What is it?

Laila: Is it a crab?

Poniah: OMG ----

Susi: Don't ~~feel anything~~ it's soft you feel hurt?

Poniah: No, I don't feel anything it's soft

Susi: What a pity!

Laila: let me take it. OK?

Poniah: Ya --- aw --- aw.

Laila: enough, everything is OK

Poniah: Wow, that's a funny experience

Laila: Ya --- I think ~~so~~ so

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB-5	4	4	3	4	3	18
2	BB-10	4	4	3	4	3	18
3	BB-11	4	4	3	3	3	17
4	BB-15	3	4	3	4	3	17

Skill : Oral Proficiency in Expressing Sympathy and Feeling

Group : 4

Characters :

1. sela kurnia sari
2. Yuni Hidayati
3. Nur khamidah
4. Dwi wijayanti
- 5.

go to school wearing the
Uniform oppositely

(Title)

Nur : hay... how are you sel ?
sela : Fine and you?
Nur : im just fine
sela : where are yuni and dwi?
Nur : I don't know
sela : let's find them
Nur : where?
sela : to yuni's home and then we will go to dwi's home
Nur : alright
sela and Nur : Assalamualaikum
Yuni : waalaikum salam
let's go to school
Nur : Come on
sela : let's take Dwi
Yuni : Dwi is sick she does not go to school
sela : why? what sick is she.
Yuni : I don't know
Nur : why do you wear the uniform oppositely?
sela : Oh really? I don't know because of hurrying up
Nur : you look strange you know?
you do look that
sela : I don't know
Nur : You're crazy you know?
Yuni : wel... wel... don't laugh, how poor she is
Nur : she is strange and looks mad
sela : I did undeliberately it
Yuni : ok, wear it first
sela : yes... there is a rest room, let me go there first
Dwi's home.

xuni : why do you look so sad?
 Dwi : Yes, im sad because im sad i have got a ypus
 sela : that's too poor
 Nur : get well some
 xuni : yes, just take rest your self
 Dwi : yes
 Sela : so can you go to school tomorrow?
 Dwi : No i can't. Because the doctor does not permit yet
 Nur : at raight we go home first
 Dwi : that for fishing me
 sela : see you latter....

The Score Result can be seen as follow:

No	Students' Code	Focus					Total
		Speaking	Fluency	Structure	Vocabulary	Listening	
1	BB-4	4	3	3	4	3	17
2	BB-8	3	3	3	4	3	16
3	BB-13	3	4	3	4	3	17
4	BB-16	3	4	3	4	3	17

Appendix 8

Teaching and Learning Process



Students are composing their Skits as a Reader's Theatre Variation



Teaching and Learning in the Class



Appendix 9



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang Telp. 024-7601295 Fax. 7615387

No : In.06.3/J.4/PP.00.9/1877/2014

Semarang, 11 Juni 2014

Lamp : -

Hal : **Penunjukan Pembimbing Skripsi**

Kepada Yth:
Sayyidatul Fadlilah, M.Pd.
Mukhamad Rikza, M.SI.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Tadris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Tomy Widiyanto

NIM : 113411091


Judul : "The Use of Skits as a Reader's Theatre Variation to Improve English as a Foreign Language (EFL) Students' Oral Proficiency in Expressing Sympathy and Feeling (A Classroom Action Research at the First Year of SMK PP Assyafiiyyah Kendal in the Academic Year 2014/2015)"

Dan menunjuk saudara:

1. Sayyidatul Fadlilah, M.Pd. sebagai Pembimbing Materi
2. Mukhamad Rikza, M.SI. sebagai Pembimbing Metodologi

Demikian dan atas kerja sama yang diberikan, kami ucapkan terima kasih.

An. Dekan,
Ketua Jurusan
Pendidikan Bahasa Inggris



Siti Tarwiyah, M.Hum.
NIP. 19721108 199903 2001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 10



YAYASAN AL – GHOFUR KENDAL
SEKOLAH MENENGAH KEJURUAN PONDOK PESANTREN
SMK PP ASSYAFIYAH KENDAL

Alamat : Ds. Kalijaran Ds. Sidorejo RT. 02 / 01 Kec. Brangsong – Kendal
☎ 081325 344284 ✉ smk.ppa.kendal@gmail.com



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 032/SMK.PPA/XI/2014

Yang bertanda tangan dibawah ini, Kepala SMK PP Assyafiyah Kendal menerangkan dengan sebenarnya bahwa:

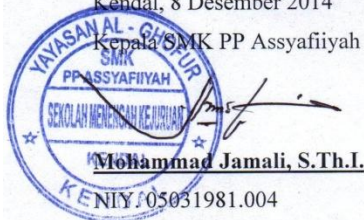
Nama : TOMY WIDIYANTO
NIM : 113411091
Program : Strata Satu (S1)
Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri (UIN) Walisongo
Semarang

Yang bersangkutan telah melaksanakan Penelitian Pendidikan di SMK PP Assyafiyah Kendal pada 20 Oktober s/d 6 Desember 2014 dalam rangka menyusun skripsi yang berjudul **“The Use of Skits as a Reader’s Theatre Variation to Improve English as a Foreign Language (EFL) Students’ Oral Proficiency in Expressing Sympathy and Feeling (A Classroom Action Research at the First Year of SMK PP Assyafiyah Kendal in the Academic Year 2014/2015)”**

Demikian Surat Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Kendal, 8 Desember 2014

Kepala SMK PP Assyafiyah Kendal



Mohammad Jamali, S.Th.I.

NIDN 05031981.004

Appendix 11



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : pbb.walisongo@gmail.com

Certificate

Nomor : In.06.0/P6/PP.00.9/0183/2015

Certificate Number : 12015069

This is to certify that

TOMY WIDIYANTO
Student Register Number: 20150142069

the TOEFL Preparation Test

conducted by

*the Language Development Center State University for Islamic Studies (UIN) "Walisongo"
Semarang*

On March 18th, 2015

and achieved the following result:

<i>Listening Comprehension</i>	<i>Structure and Written Expression</i>	<i>Vocabulary and Reading</i>	<i>Score</i>
<i>54</i>	<i>47</i>	<i>52</i>	<i>510</i>

*Give in Semarang,
March 24th, 2015*

Director,



H. Saifulah Saifullah, M.Ag.
18700521 199603 1 003

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Curriculum Vitae



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2. Date of Birth : November 7th, 1993
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4. Student's Number : 113411091
5. Address : Desa Sudipayung RT 04 RW 03 Kec. Ngampel 51357 Kendal, Central Java Province, Indonesia

Educational Background

1. TK Mardhi Putra Sudipayung – Ngampel Kendal (1998 – 1999)
2. SD Negeri 1 Sudipayung – Ngampel Kendal (1999 – 2005)
3. SMP Negeri 2 Brangsong – Brangsong Kendal (2005 – 2008)
4. SMA Muhammadiyah 4 Kendal – Kendal (2008 – 2011)
5. Universitas Islam Negeri (UIN) Walisongo Semarang – English Language Education (2011 – 2015)

Kendal, April 6th, 2015
The Researcher

Tomy Widiyanto
NIM. 113411091