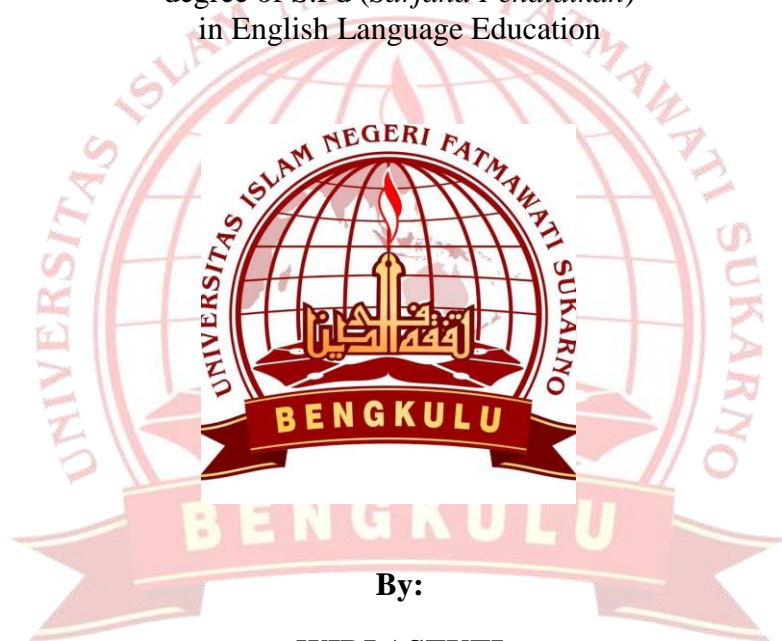


**PROMOTING STUDENTS CRITICAL THINKING SKILL  
BY USING ROLE-PLAY STRATEGY**

(a Classroom Action Research at 2nd Grade students of  
SMP N 07 Kota Bengkulu in academic  
year 2022/2023)

**THESIS**

Submitted as A Partial Requirements for the  
degree of S.Pd (*Sarjana Pendidikan*)  
in English Language Education



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*Wassalamu 'alaikum Wr. Wb*

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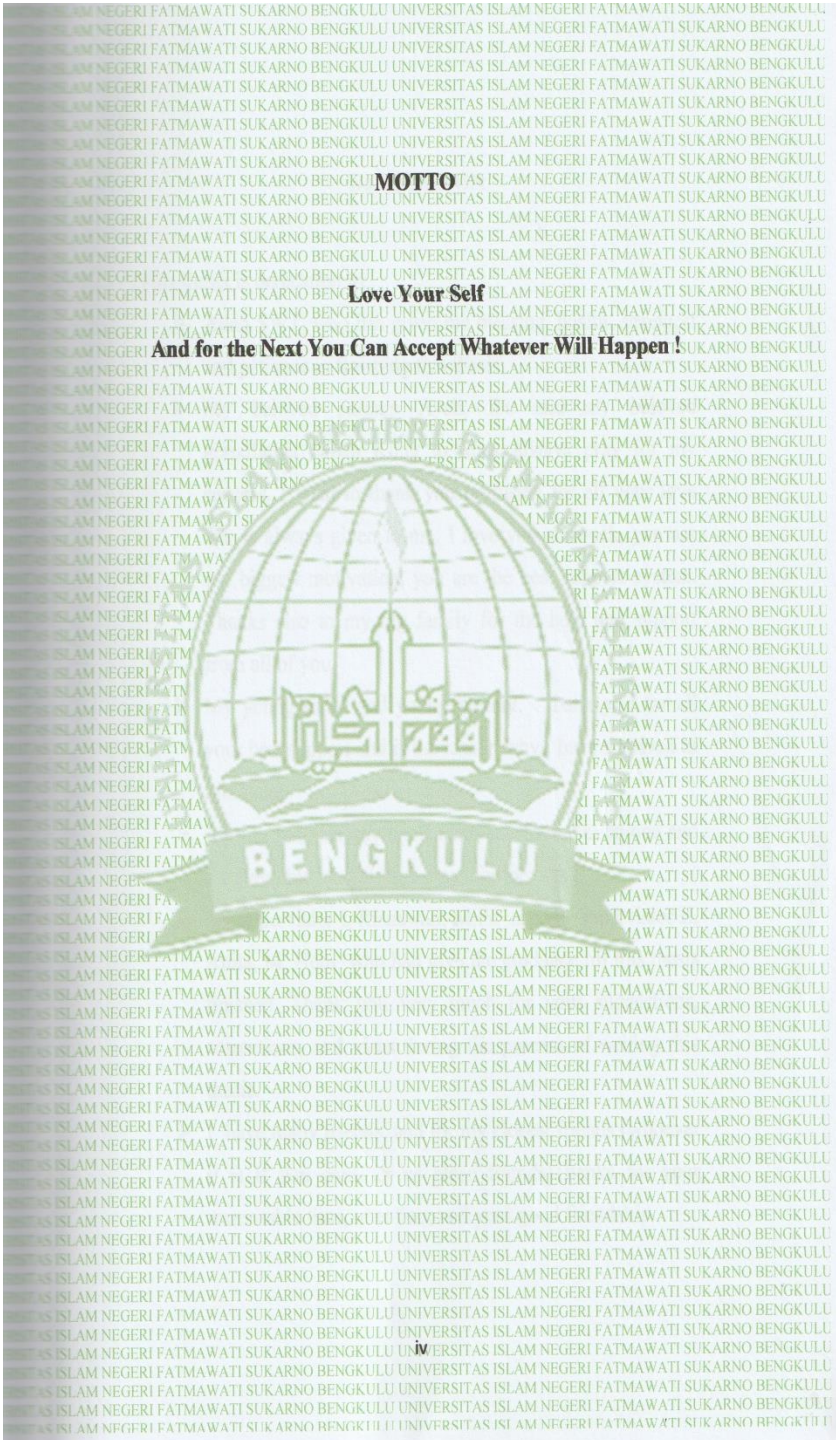
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## DEDICATION

This thesis is dedication to:

➤ Allah SWT, who has given me blessing, health, strongest and patience in finishing this thesis.

➤ My beloved parents Ayah, Ibu and my beloved grandfather Mbah Kung to, they always pray for my success. I want to thank you profusely for all your love that is always given to me. I love you so much, you are my biggest motivation, you are the best support system.

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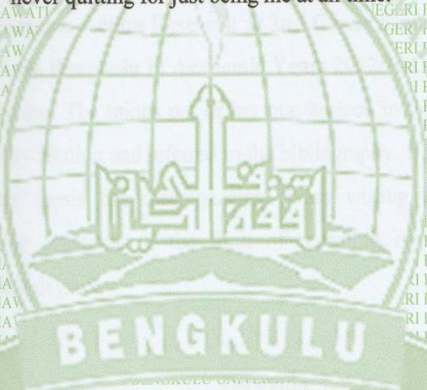
➤ I have many friends, and for my closest friends (whoever it is if you consider us close friends)Thanks for your memorable time, attention, and your good friendship.



➤ All of my friends at English Education study program and all of my best friends who are struggling to finish the thesis.

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➤ And on the last list I thank myself for getting to this point although of course it still has many shortcomings, I wanna thank me for having no days off, I wanna thank me for never quitting for just being me at all time.



## PRONOUNCEMENT

Name : Widi Astuti  
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Study Program : English Study Program  
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I hereby sincerely state that the thesis titled "**Promoting Students Critical Thinking Skill by Using Role-Play Strategy (A Classroom Action Research at 2nd Grade Student of SMP N 07 Kota Bengkulu in Academic Years 2022/2023)**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2023  
Stated By



**Widi Astuti**  
NIM.1811230085

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The researcher is certain this idea would not have been accomplished without such assistance, encouragement, and thought of many people. As a result , the researcher would like to extend heartfelt gratitude to everyone who assisted, encouraged, and advised throughout the process of making this proposal. This is for:

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Bengkulu.....2023



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## ABSTRACT

Widi Astuti, 2022. Improving Students' Critical Thinking Skills by Using Role Playing Strategy (Classroom Action Research in Grade 2 Students of SMP N 07 Bengkulu City Academic Year 2022/2023) Thesis. English Language Study Program, Faculty of Tarbiyah and Tadris. UIN-FAS Bengkulu.

Advisors : 1. Risnawati, M.Pd., 2. Anita, M.Hum.

This research aims to determine whether role play strategy could help students' speaking skills, especially in critical thinking skills. Most of the students' English skills are still low especially in speaking skills, which is the development of skills for critical thinking. Role play strategy can improve students' critical thinking skills. This research was conducted using classroom action research. The subjects of this research were students of class VIII-2 SMP N 07 in Bengkulu city who found 31 students. This research was conducted in three cycles, each cycle consisting of two meetings. The data collection instrument is direct speaking. The results of this research indicate that there is an increase in students' speaking ability with an average value of 77.98 in the third cycle. It can be concluded that this research by applying this strategy students' critical thinking skills can be significantly improved.

***Keywords : Critical Thinking Skills, Role-Play***



## ABSTRAK

Widi Astuti,2022. Meningkatkan Keterampilan Berpikir Kritis Siswa dengan Menggunakan Strategy Bermain Peran (Penelitian Tindakan Kelas Pada Siswa Kelas 2 SMP N 07 Kota Bengkulu Tahun Pelajaran 2022/2023) Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris. UIN-FAS Bengkulu.

Pembimbing : 1. Risnawati, M.Pd., 2. Anita, M.Hum.

Penelitian ini bertujuan untuk mengetahui apakah strategy role play bisa menunjang kemampuan berbicara para siswa khususnya pada kemampuan berpikir kritis .Sebagian besar kemampuan berbahasa Inggris siswa masih rendah, khususnya dalam kemampuan berbicara, yang merupakan pengembangan keterampilan berpikir kritis. Strategi role play dapat meningkatkan kemampuan berpikir kritis siswa.. Penelitian ini dilakukan dengan menggunakan penelitian tindakan kelas. Subyek penelitian ini adalah siswa kelas VIII-2 SMP N 07 di kota Bengkulu yang berjumlah 31 siswa. Penelitian ini dilaksanakan dalam tiga siklus, setiap siklus terdiri dari dua pertemuan. Instrumen pengumpulan datanya adalah berbicara secara langsung. Hasil dari penelitian ini menunjukkan bahwa adanya peningkatan pada kemampuan berbicara para siswa dengan nilai rata-rata 77.98 pada siklus ke tiga. Dapat di simpulkan bahwa penelitian ini dengan menerapkan strategi ini keterampilan berpikir kritis siswa dapat meningkat secara signifikan.

***Kata : Keterampilan Berpikir Kritis, Bermain Peran***

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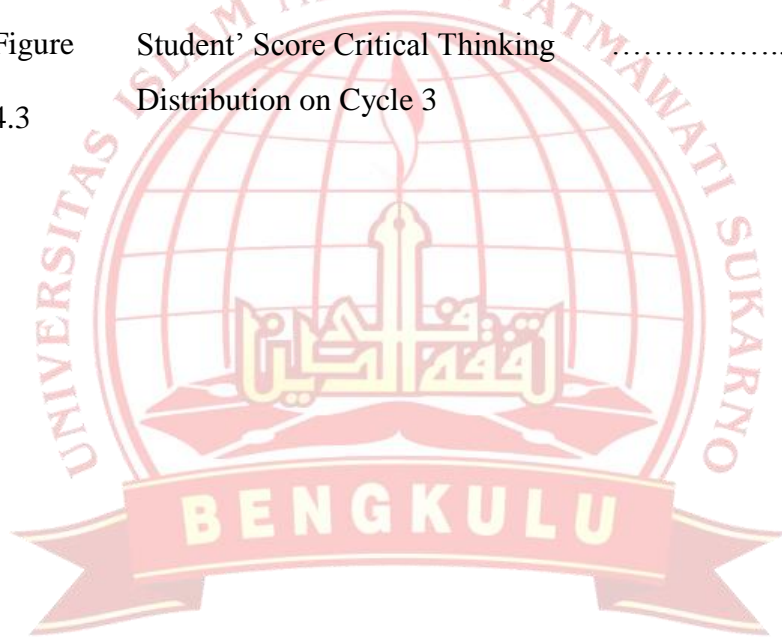
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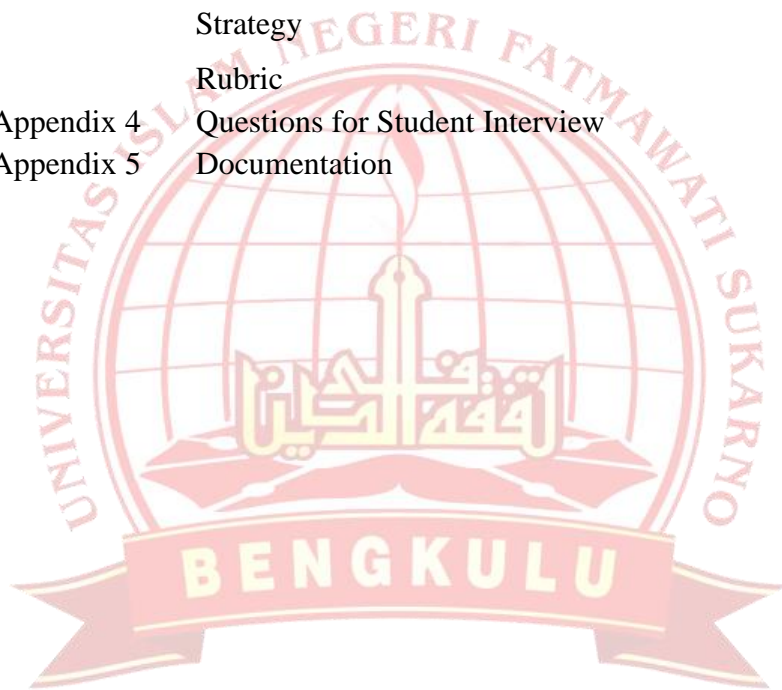
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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

The delivery method to improve critical thinking social skills and children's speaking skills only uses the conversation method, question and answer method, and storytelling method. This method is usually used as a routine method in teaching and learning activities in the classroom. These methods will be more meaningful if delivered with the principle of playing while learning, so this activity is very fun and can increase children's understanding of their environment and open children's mindsets to think more critically and be able to express facts on each subject being discussed. According to learning theory Rachmat 1986:282 excerpt from journal (Siska, 2011), children acquire language knowledge through three processes: association, imitation and confirmation. In communicating, humans need language so that information is conveyed precisely and clearly, if one listener or speaker cannot understand each other's language, then the information



will have no meaning. In communicating there is the most important thing to note is the use of language. Language is needed as a means of communication, language also has many differences in each region. From these differences, many problems are found when two people from different regions meet and talk to each other, due to limited understanding of other languages. So from these problems, Indonesian is used as the national language of the Indonesian nation and English as an international language or global language to make it easier for people from various regions or countries to communicate with each other and understand a conversation.

There is a skill concept that can be defined such as having information about a subject and working on it according to the information obtained. Therefore, critical thinking can be accepted as a skill while thinking skills can be considered to have information about cognitive processes. While (Lipman, n.d.) 2003 thinking skills are a long process that includes specific and general abilities, making deductions and skills to understand irrelevant differences, inductive reasoning, finding systematic thinking while discussing

different possibilities, by mixing critical thinking styles through role-play strategy, researcher can find learning outcomes that are more interesting for students to learn English. make them improvise and hone their creative critical thinking skills, according to the text given. The ability to solve problems and remove obstacles resulting from problems and evaluate. With these definitions, it can be concluded that thinking skills are multi-directional.

In the pre-observation conducted by researcher at SMP N 7 Bengkulu City, the results showed that the teacher in the classroom used the theme book and LKS in learning. and in the learning process in the conversation section they only read about it without knowing whether the pronunciation was right or wrong for each student. So it can be said that in the pre-observation, the researcher found that the school did not use strategy too much in improving their speaking ability. The teacher uses a role play strategy that is only limited to reading without exploring how to read pronunciation and intonation in reading. compared to using a role-play strategy, the teacher emphasizes punctuation more.

Using role-play strategy to improve students talking ability with this classroom action research model, a strategy to explore relate issues in complex situations. This strategy can be used by everyone in understanding literature, history and even science (Blatner, 2009) in this case using a role play strategy can help students in intonation, paraphrasing pronouns in grammar and creativity in living the given role. In this case, the research conducted is research on how to apply role-playing strategies in English classrooms using role-playing strategy in developing English skills with classroom action research (CAR). The CAR method is one way to find out what learning is best used in the classroom so that it can improve student learning abilities. There are many ways to improve learning in the classroom, teachers practice personal reflection in teaching and review what is working and not working in the classroom by Hole and McEntee: 1999 excerpt from journal (ABADIE et al., 1999) . Because English is used as an international language, various methods are needed that can help students communicate.



According to Hamer, English is very important in today's world of education, and students will be more free to seek knowledge directly in various sources that use English. In its development, there are many aspects that students need to learn ethics and choose what is good and what is bad for themselves. Parents and teachers must understand what special things students must learn in developing morals and character by Majid, 2002 excerpt from journal (Milawati, 2011). Role playing can be a place for students to develop a lot of potential in themselves and increase interest in learning languages through role playing. According to Rusyana in Waluyo 2002:154 that students' interest in reading literary works is mostly prose, followed by poetry and then drama excerpt from journal (Milawati, 2011).

According to learning theory Rachmat 1986: 282 excerpt from journal (Siska, 2011), children acquire language knowledge through three processes: association, imitation and confirmation. Association means familiarizing sound with a particular object. Imitation means imitating the pronunciation and structure of the sentence he hears. Affirmations are meant

as expressions of joy that are expressed when the child pronounces the words correctly. Speaking is a language skill that develops in a child's life which is preceded by listening skills, that's when the ability to speak or speak is learned. Speaking, of course, is very closely related to the development of vocabulary acquired by children through listening and reading activities. Before maturity in language development is also a delay in language activities. By using a classroom action research (CAR) model to implement a role-play strategy. This study uses three cycles to get the results from the implementation of this strategy, the research target is the second grade students of junior high school.

## **B. Identification of the Problem**

First most of the teachers have not used varied learning media and adapted to the characteristics of students. The use of media that is less varied can result in low student interest in learning. Interest is a very important factor in student learning activities. Second lack of interest in student learning is marked by a lack of enthusiasm, attention, and persistence of students

in following lessons. Though interest has an important role in the student learning process. Interest is one of the internal factors that affect student learning. Teachers must be more creative in choosing teaching methods that will greatly affect the success of achieving goals in the learning process activities. Creative teachers could create a learning atmosphere that matches student expectations so that students could not feel bored in receiving learning and can make students more active. Third most of the teachers should not only use conventional methods such as lectures ,they should use a variety of unique, interesting, and easy to apply but effective means and media to arouse students' interest in learning so that students will easily understand and remember what they have learned.

- a) Teachers have not used innovative learning media so that the learning process is less than optimal and can sometimes lead to less conducive classroom conditions.
- b) Students are less interested in participating in learning, because learning activities are less varied and boring.



- c) Learning is still teacher-centered, so students are passive and less motivated in the learning process
- d) Extensive listening material and monotonous delivery methods make students easily bored, resulting in low student learning outcomes
- e) The lack of attractiveness of students in conducting questions and answers to the teacher because they do not pay attention when the teacher teaching.

### **C. Limitation of the Problem**

Based on the problems above, the authors can limit the focus of the research as follows. English being a foreign language that is included in the curriculum plus the different language backgrounds of the students make learning English complicated. Most students have difficulty in pronouncing words let alone memorizing vocabulary. Some teachers teach English in a monotonous way so that the students are bored and there is no progress in their English skills.

Critical thinking in this study the researcher limited the problem of students' critical thinking skills by developing

their way of speaking. With this research, students are expected to be able to think critically which leads to their speaking skills and use role playing teaching strategies .

With the classroom action research method, the researcher uses a role play strategy as a strategy for teaching materials to apply/develop students' critical thinking skills that lead to their speaking skills. A teacher with this qualification can apply questioning, reasoning, and collaborative teaching activities apart from traditional teaching methods. With all the problems of the researcher, the researcher made the research target in the second grade of SMPN 07 Bengkulu City as the place will be study.

#### **D. Significance of the Problem**

##### **1. Theoretically**

The results of this study expect to be useful for teachers' process in the teaching-learning process to provide active learning, effective, creative, and innovative. Also, this study provides a favorable description for further research that wants to study the

same case, so this research becomes helpful information and a useful reference for the next study.

## **2. Practically**

The researcher hopes that the results of this study can be applied as a reference for teachers in assessing students, and strategies or techniques in assessing and learning processes. Teachers can select any strategies and techniques in the implementation of teaching and learning. Assessment to be effective and efficient. The results of this study are expected to add new insights and be useful for readers.

## **3. Further Research**

By trying to use the classroom action research method to apply role play as a strategy in developing critical thinking skills. By using several cycles in its application so that it is expected to get satisfactory results. And it is easier for students to practice their speaking and critical thinking skills. In the process, students will be taught to be more active in class, both individually and in

groups. Give them examples of conversational or drama texts and ask them to read and explore the roles they read so that they learn intonation and their English pronunciation can develop make them conclude what the content of the story is and what lessons they can get from the text.

#### **E. Research Question**

How Role-Play strategy can promote students critical thinking skill at second grade students of SMP N 07 Bengkulu City?

#### **F. Research Objective**

To investigate how Role-Play strategy as an effort to improve the ability of students to critical thinking in second grade students of SMP N 07 Bengkulu City

#### **G. Research Objectives and Benefits**

Critical thinking is a human way of thinking to respond to someone by analyzing facts to form judgments. The subject is complex, and there are several different definitions of the



concept, which generally include rational, skeptical, unbiased analysis, or evaluation of factual evidence.

Rolling play is a learning strategy that uses Role-Playing strategy so that students learn to communicate and improve their speaking skills in English. The opinion of Mulyasa, 2012: 173 to excerpt from journal (Kelas et al., 2017) states that playing is exploring human relationships by demonstrating and exploring them so that they can explore feelings, attitudes, and various problem-solving strategies.

Classroom action research with qualitative methods is used in this study. This research is very important in science education because it acts as a bridge between theory and practice by Johnson 2002 excerpt from journal (Sarican & GÜNEŞ, 2021). This research was conducted by researchers with participants who have problems in carrying out the teaching and learning process. Action research aims to improve the situation through critical evaluation of practice Karasar, 2003 (Sarican & GÜNEŞ, 2021). In the context of research in the education section, states that there are several stages in the classroom action research process: determining

the subject or problem in research, data collection and planning, data collection, data analysis and organization, data reporting , presentation of assessments and suggestions, making action plan, implement and evaluate this action plan.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Concept of Theory**

##### **1. Definition of Critical Thinking Skill**

Language Critical thinking is an attempt as reasonable reflective thinking especially when doing something to solve a problem as defined by Ennis 1985 excerpt from journal (Fikriyatii et al., 2022) . In critical thinking, it is very necessary to receive information, form opinions based on appropriate, logical, and non-subjective reasons, and ensure correct conclusions (Fikriyatii et al., 2022) .In essence, critical thinking is a goal-directed thought that is focused on careful goals by Lloyd & Bahr, 2010 excerpt from journal (Fikriyatii et al., 2022), in the sense that someone who thinks critically means he is someone who is careful by collecting reference data/evidence before making decisions or trusting certain information. Important role in getting success in all fields. Language is used as a tool to communicate. Perfect

communication is impossible for people without using language. Moreover, people cannot achieve their aims, goals and objectives without using proper language to communicate. Hence, there is a need for language to communicate with other people living all over the world. Since English is considered an international language and is spoken all over the world, it serves to communicate with people living in different regions, states, countries and continents of the world. Social skills are forms of behavior, actions and attitudes that are displayed by individuals when interacting with others accompanied by accuracy and speed so that they can provide comfort for those around them by Chaplin in Suhartini, 2004: 18 excerpt from journal (Siska, 2011).

On the other hand, thinking skills can then be acquired and developed (Sarican & GÜNEŞ, 2021), states that thinking is associated with increasing standards of living and whatever we do with our lives. In other words, it can be concluded that critical thinking can help us have broader knowledge and improvise the creativity that has



been previously owned. Disorganized thinking can get in the way of our path to success. The understanding of thinking appreciation funds is very important not only for one's education but also with the surrounding community, because people with undeveloped thinking skills can cause negative situations for the community. People need thinking skills to generate ideas about life and make decisions. Moreover, these skills are the foundation of lifelong learning and achieving success.

Critical thinking is an intellectual or mental process that connects skills with skills in concepts, analysis, synthesis and discovery. In this case students must be able to start critically to ask questions, try to compare and present what they have learned. Thinking is an activity carried out by the brain in processing information obtained from all human senses. Someone who thinks to form, reason, think critically, make decisions, think creatively, and solve problem concepts (Susanto et al., 2022). In other words, in applying the role-play strategy in developing

critical thinking, students hone what students must do in completing the material given by the teacher.

Different cultures and ethnicities so that it can affect the dialect of the English language. This often happens because of many factors such as insecurity, fear, shame and sometimes fear of being misinterpreted as grammar and vocabulary when expressing ideas. In learning English, students are required to master three aspects of language, namely listening, speaking, reading and writing skills (Syakur et al., 2020).

A strong thinker is able to understand the bigger picture holistically to see different worldviews in perspective, not just to judge individual actions in a particular argument. For him, dialogue with different people, who have different world views and cultural backgrounds, is an important feature of critical thinking. Using this role-play strategy can help students think critically. Thus we learn to see things from a different perspective, to contextualize our views in the bigger picture. Positivity is a tolerance we might learn. Then for

Paul (Μηχανικων et al., 2020), critical thinking is thinking aimed at overcoming "egocentric and sociocentrik thinking". Siegel contradicts Paul here, pointing out that this tolerance may only be tolerance born in relativism and an epistemological timeframe for critical thinking, the main reason being open to scrutiny and common understanding by M Mason 2007 excerpt from journal (Susanto et al., 2022).

**a) Benefit of Critical Thinking Skill**

Thinking is a critical action that we do every day (Nafisa, 2019) wrote in their journal entitled "Multimedia Assisted Discovery Learning Models To Improve Students' Critical Thinking Skills" they explain the advantages of critical thinking, including:1)

People who think critically think freely and independently. When students receive new information or find solutions to existing problems, they will still be able to think objectively with the sources of knowledge they have previously. If they already have extensive knowledge and can still be objective when looking at

things, then it will be easier for you to receive new information and develop their mindset in learning role-play strategies that lead to their language skills.2) People who think critically will not behave without thinking. When someone is thinking critically they will think logically before acting. It is one of the aims of the researcher to teach students to read situations before acting. can improve your communication skills. Critical thinking can make you communicate ideas that come to your head in a systematic and more informative manner so that they are easily understood by others.3) People who think critically can state the problem explicitly. Can better know their own abilities, especially when analyzing problems critically. You will find new information that was not previously known.

Giancarlo and Facione in Tiruneh (2014) excerpt from journal (Nafisa, 2019) show that a more comprehensive view of critical thinking must include disposition, which refers to a person's tendency to use critical thinking skills when facing problems to solve,



ideas to evaluate, or decisions to be made. In connection with that, a teacher teacher must properly design a learning program that involves students in every learning activity. Critical thinking skills can also be empowered by teachers who ask questions or problems that challenge students' thinking.

#### **b) Type of Critical Thinking Skill**

There are 3 types of critical thinking according to Mason 2007 excerpt from journal (Susanto et al., 2022) which serve as reference guidelines for researchers to assist in the application of role-play strategies in developing students' critical thinking so as to help them good pronunciation and correct English.

##### **1. Curiosity**

Curiosity is Activities that encourage a person to be curious and learn more information and seek sources of evidence and find new ideas. Usually people like this have a very strong curiosity and are never satisfied with the current understanding of the world. The more a person has questions to seek

answers to, the better a person understands a particular topic. And the better one realizes how much more there is to learn.

## **2. Skepticism**

Skepticism is an attitude that often questions or suspects everything because someone has a belief that things are uncertain. Someone with this skepticism believes that there is knowledge that is supposed to be a belief or a concrete source of information. Someone with this trait usually does something by not being able to focus his mind not in a hurry to find out something.

## **3. Humanity**

A person with this attitude is usually someone who has an opinion and believes that it is true even though other people state things differently from his or her opinion and have evidence that it is wrong. In other words this person is a person who does not want to lose in a debate by relying on what he knows

without accepting the opinion of others even though his opinion is not true.

Of the types above, the researcher uses the first type, namely curiosity. because by using a role-play strategy in classroom action the researcher wants to open the students' minds in critical thinking and be able to improve their English skills through role playing. for them to know more new things in learning English and be more interested in developing their creativity.

## **2. Teaching Strategy of Critical Thinking Skill**

Teaching strategy is the teacher's action in implementing the teaching plan, meaning the teacher's effort in using several teaching variables (objectives, materials, methods, and evaluation tools) in order to influence students to achieve the goals that have been set. In this study, the researcher will explain the teaching strategy using the role-play strategy of several English skills:

### **a. Teaching Critical Thinking and Problem Solving Skills**

Critical thinking skills are important skills that can develop and express important ideas, help us examine complex ideas systematically in order to understand better so as to prevent people from making bad decisions and help them in making decisions. a study that directs participants to apply them to teaching strategies to help them solve problems that exist within themselves to actively participate in learning processes including self-direction, identification of self-study needs, teamwork, creative discussion, and learning from peers; and integration and synthesis Lisa and Mark 2008 excerpt from journal (Snyder & Snyder, n.d.).

b. Teaching Strategies Developing Critical Thinking Skills Through Foreign Language Education

In this strategy reviewing the findings of researcher by using critical thinking skills that are integrated with foreign language lessons such as English can provide an increase in students' critical thinking. Before the implementation of the critical



thinking strategy on the teaching of students, previously the students did not have an idea about critical thinking so that now they are able to make better comments after implementation.

c. Teaching Critical Thinking and Writing Skills

Writing is a means of critical thinking. Less explored writing about critical thinking has resulted in little knowledge of how to think about critical thinking in writing. This teaching strategy questions the general assumption that students will write and think critically only by learning to write.

d. Teaching Critical Thinking and Speaking Skills

In the strategy of inviting critical thinking by directing to speaking skills, this is the strategy used by researcher in this study. by using a strategy role-play strategy in developing students' critical thinking polo in speaking skill contests. where students will be taught to think critically through role-play This study uses the classroom action research method by giving them a

drama or fairy tale text and then shaping them into several groups consisting of roles in the text. after everything is ready, the researcher applies the first cycle to find out the results of the implementation and then to get satisfactory results.

### **3. Role-Play**

#### **a. Definition of Role-Play**

In the implementation of teaching speaking, to improve competence and mastery of speaking skills in terms of pronunciation, grammar, vocabulary, fluency, accuracy, and understanding, teachers need to apply appropriate learning strategies. The use of role-play strategies in foreign language classes describes in general terms role-playing, analyzing, giving examples, planning activities and providing practical assistance.

There are several aspects that become a topic such as function, attitude, formality, registers, extra-linguistic features Longman 1983 excerpt from journal (Negara, 2021). Use of appropriate strategy can improve students' skills and abilities. competence in accordance

with the expected results. As stated by Maulidar 2019 excerpt from journal (Journal et al., 2022) to determine the success of the learning process, it is important to apply appropriate learning strategies. Role-Play is an effective way for children to explore and understand the environment around them and to develop their socio-emotional skills, among others Baron-Cohen, 1987 excerpt from journal(Nursiti, 2021).

Where, the strategy used must be able to attract the attention of students. According to Dananjaya 2013 excerpt from journal (In & Rambah, n.d.) the Role-Play is a learning strategy where in the learning process which will make students excited in learning the language, because in this role play activity, the teachers will create a more real learning atmosphere. Provide short scenarios and students feel free to change or improve the situation and character. According to Shaftel 1967 excerpt from journal (Kelas et al., 2017)suggests several stages of role playing that can be used as guidelines in learning(1) warm the atmosphere

and motivate students (2) select participants/roles (3) arrange the stages of the role (4) prepare observer (5) cast (6) discussion and evaluation (7) reenactment. role-play is clearly a strategy that creates an atmosphere of mutual communication between students and does the best they can in situations in which they find themselves. In order for the simulation to occur, participants must accept assignments and their role responsibilities Tompkins in Diyah, 2002 (*No Title*, 2016). Furthermore, the learning strategy is the first step in determining the application of appropriate methods, approaches, techniques and tactics to be used in managing the classroom in order to achieve successful language teaching and improve student learning achievement Tahir, 2012 (Negara, 2021). Role play is an strategy used in language teaching Aliakbari & Jamalvandi 2010 (Negara, 2021). There have been many studies that discuss the application of role play in learning which is more dominantly carried out in language learning to improve students' speaking skills.

Huda 2015 excerpt from journal (Journal et al., 2022) stated that there are three reasons why this method was created, which refers to the assumption of authentic comparisons with real-life problems; this method can encourage expressing and venting feelings; and involves several psychological aspects which include attitudes, values, and beliefs. Judging from the type, the implementation of role play is divided into two forms. Of the four language skills above, learning speaking skills is not working properly. Students are not yet able to communicate even in one of the objectives of learning in junior high school is to develop speaking skills in English. These goals in the Education Level Unit Curriculum are stated in terms of Basic Competencies. The basic competence of learning English in SMP/MTs is "understanding the meaning in very simple transactional and interpersonal conversations to interact with the closest environment"

Romasta: 2019 excerpt from journal (Hesti & Mappapoleonro, 2019). with many sources stating that



role-play is one of the strategies to achieve the target of students' language skills.

**b. Teacher Strategy how to Apply Role Play to Student in The Class**

The strategy is category as a clump or group method in character development activities (Siska, 2011) its characteristic is the tendency to complete learning tasks in a number of sequential, concrete and observable behaviors. Role playing is also known as pretend play, fantasy, make believe, or symbolic. According to Piaget, the beginning of role playing can be evidence of a child's behavior. He stated that role playing is characterized by applying a story to an object and repeating a recalled pleasurable behavior. Piaget stated that children's involvement in role playing and children's efforts to reach a higher stage compared to other children is referred to as collective symbolism. He also described the verbal conversations the children had with themselves as a unique .

The application of role play as teaching material is very compatible with the social situation model (Rashid & Qaisar, 2017). This action creates a strategy of learning and the ability of cooperative awareness as a stimulus both socially and socially. As a method of honing speaking skills, this strategy has several advantages for teachers and students. First, to grow students' interest in the topic that will be practiced. Researcher shown that integrating increases interest in the subject matter and understanding in courses” Poorman:2002 excerpt from journal (Nursiti, 2021). Second, there is an increase in student involvement in role playing lesson. Students are not passive recipients of the instructor's knowledge. More correctly, they play an active role.

Observes that "true learning cannot happen" when students become passive observers of the teaching process”. The third advantage of using role play as a teaching strategy is that it teaches empathy and understanding from different perspectives by

Poorman 2002 in excerpt from journal(Nursiti, 2021). The special feature of the role-play strategy is in character appreciation, learning and carrying out significant individual actions. Role playing has also been shown to be effective in reducing racial prejudice by McGregor, 1993 excerpt from journal (Lastriningsih, 2017). In the application of this role play strategy, the researcher did it at SMP N 07 Kota Bengkulu as the object of research, of course before starting to apply the researcher did the stages and started from the students' speaking test. Some of the factors that cause students' low understanding critically thinking skill in English speaking techniques are still lacking, these are the dominant factors. This is the task of the teachers in looking for ideas and patterns of learning English without going through the right context or situation, and not being followed by practice and practice or listening practice. There is very little interaction between students (Hesti & Mappapoleonro, 2019). Therefore, improving speaking skills with

critically thinking in English is not optimal, to overcome this problem, teachers must keep trying to find ways to solve the problem.

Strategy role playing is a strategy in which the player assumes the role of a character in a fictional setting. Players are responsible for acting out these roles in a narrative, either by acting, through structured decision-making processes, or character development and to help them think critically, researcher add assignments for them to explore the roles given as explained on the previous page that critical thinking is divided into three and researcher choose the first type, namely curiosity where curiosity. It can be interpreted that the students are always curious in this application the students are very enthusiastic in playing the roles given and in the process have a good improvement. The researcher chose the role-play strategy because the students enjoyed learning more practiced before. Whereas in live action role-playing games, players act physically to portray the character they are playing.

The researcher chooses text drama as the tool used because drama can improvise from reading, speaking, intonation, and critical thinking.

### **c. Fairytale**

Fairy tales are a form of oral tradition as a means of communication and recording events of life, existed centuries ago. This oral tradition continues to grow, and been a prima donna for mothers or grandmothers in bringing their children or grandchildren to bed. Fairy tales are folk prose stories that are not considered to have actually happened. Fairy tales are told mainly for entertainment, despite the fact that many fairy tales depict the truth, contains moral lessons, or satire. Fairy tales usually have an opening sentence and cliché cover, However ,along with the increasingly rapid development of technology and the increasingly busy factor, increasing tradition of storytelling abandoned by many people. Television, movies, and gadgets are more interesting attention rather than storytelling (Budaya et al., 2018). Fairy



tales are one of the researchers' choices as a means of learning critical thinking by using a role-play strategy. When done with a very familiar approach will encourage opening up the horizons of children's thinking, in line with the growth of the soul so that they will get something very valuable for himself and can choose which one is good and which one is bad . By means of a fairy tale, the researcher will provide all the reading texts where the text is in the same proportion to one another. Then ask students to read it again. Here the researcher has what criteria will be assessed to students the first cycle stage so that they get results to continue the next cycle or stop because the results are satisfactory.

### **1) The Function of Fairy Tales**

Is as entertainment, and a means of delivering moral messages. This is because many stories in fairy tales depict a satire, and the truth contains moral lessons.

## 2) The Elements of a Fairy Tale

Consist of a theme, plot, setting, character, characterization, and message. Fairy tales are simple fiction stories, where the elements in them are engineered by the author.

## 3) Fairy Tale Type

- Animal Fables are fairy tales whose characters are played by animals, by behaving like humans. In fairy tales, fables are usually stories about good and bad deeds, which describe human nature and character. Examples of fables: Kancil and Buaya, Greedy Crocodile, Rabbit and Monkey Friendship.
- Ordinary Fairy Tale are fairy tales that usually tell a person's ups and downs, and dreams. Examples of ordinary fairy tales: Cinderella, Ande-ande Lumut, Bawang Putih and Bawang Merah.
- Jokes (Funny) is fairy tales will contain funny stories of the characters. Examples of witty fairy

tales: Si Kabaya (West Java), Pan Balang Tamak (Bali), Singa Rewa (Kalimantan).

- Legend is fairy tales are stories related to the origin or history of a place. Examples of legendary fairy tales: Danau Toba , Candi Prambanan , and Tangkuban Perahu.
- Myths or also called myths are fairy tales whose contents are related to beliefs and supernatural things that are believed by certain people. Examples of mythical stories: Roro Jongrang, and Nyi Roro Kidul.
- Wise is sage a fairy tale that tells about history with a mix of som  
fantasy from society. Examples of wise stories: Si Pitung, Panji, and Lutung Kasarung.
- Parable is fairy tales whose contents contain religious values, morals, to educational views of life. Examples of parable fairy tales: The story of Malin Kundang, and the Hikayat Bayan Budiman

In this study the researcher took teaching materials with fable type fairy tales, namely "Kancil and Buaya" In the text there are 3 speakers, the first is the narrator, the second is the Kancil and the third is the Buaya.

#### **4. Procedure of Role-Play Strategy**

Language technique have advantages in their use in foreign language teaching. First, encourages students to be actively involved in the learning process. Then, the game can initiate students to be creative and spontaneous in using the language they are learning. In addition, games can provide a relaxed atmosphere in language classes. The most important benefit of language games is that it can minimize students' anxiety to speak and use the language learned in front of the teacher and other students. Question games are one of the techniques that can be used for the purpose of teaching English. There are several advantages of using rolling play strategy in the teaching and learning process, including helping students more easily understand the material being taught and practicing speaking pronunciation

in English, expressing, developing creativity and communicating.

## **B. Previous Studies**

With the traces of these researchers, they can support the author's opinion to make role-play as a reference strategy that can help students understand critical thinking that refers to learning to speak. And by using this classroom action research strategy, almost all students become interested and feel happy in learning english knowing that english is a foreign language. The results of this study are that there is a significant influence in the use of rolling play as a learning medium. The purpose of this study is to provide a more in-depth explanation of the application of role play in learning, as an effort to improve student's ability in critical thinking and students' speaking skills. Role playing, creative tasks, and exercises". Based on this, this study will explain the application of role playing in an effort to improve students' critical thinking and improvise their speaking skills through role-play strategies.



Christa Gatsakou, Nikolas Bardis and Athanasios Drigas 2021 the first research is Christa Gatsakou, Nikolas Bardis and Athanasios Drigas 2021 (Nursiti, 2021) Role- Playing Vs RPGs as Teaching Strategies in Educational Procedure. in their journal in their journal they use the Narrative method (Didactic Ladonarratif) where this method involves 20-30 students who are in Brazil in their research. They concluded that classroom RPGs are a promising field and a good combination of enjoying productive lessons, practicing unique holistic and interdisciplinary learning methods. This research proves that role-play is the right strategy in teaching.

Sumaira Rashid and Ahazada Qaisar 2017(Rashid & Qaisar, 2017) the purpose of this journal research is entitled “ to apply a role-play strategy to determine the usefulness of a role-play strategy in developing critical thinking among students by collecting data in the form of observations (video and audio recordings) in the journal also explaining that the researchers used qualitative methods. This research is based on classroom practice using written descriptive, 4th grade elementary school students as participants.

Hartaty 2021 (Jada Wa, 2022) previous study there is research from the journal from Hartaty entitled Application of Role-Play Learning Strategy in Improving Students' Motivation and Science Learning Achievement . This study uses the class room action research method with the target participants being seventh graders of junior high school, Brangrea, West Sumbawa Regency – Indonesia From the results of research in the journal, it is explained that an increase can be obtained between cycle 1 to cycle II, both the highest, lowest, average and standard deviation values. It shows that teaching with the role playing method can improve student achievement, especially students in grades VII SMP N 1 BrangRea.

From several previous studies above, the researcher can conclude that the type of research used in this study is classroom action research. The result of this research is that there is a significant influence in the use of rolling play as a learning medium. The purpose of this study is to provide a more in-depth explanation of the application of role play in learning, as an effort to improve students' speaking skills.

There are several strategies for learning to speak, including "cooperative activities, role playing, creative tasks, and exercises". Based on this, this study will explain the application of role playing in learning to speak, based on several literature studies. and the similarity of this study is to try to implement role-play to develop students' ability to speak, appreciate roles and others. It uses group interaction.

### **C. Conceptual Framework**

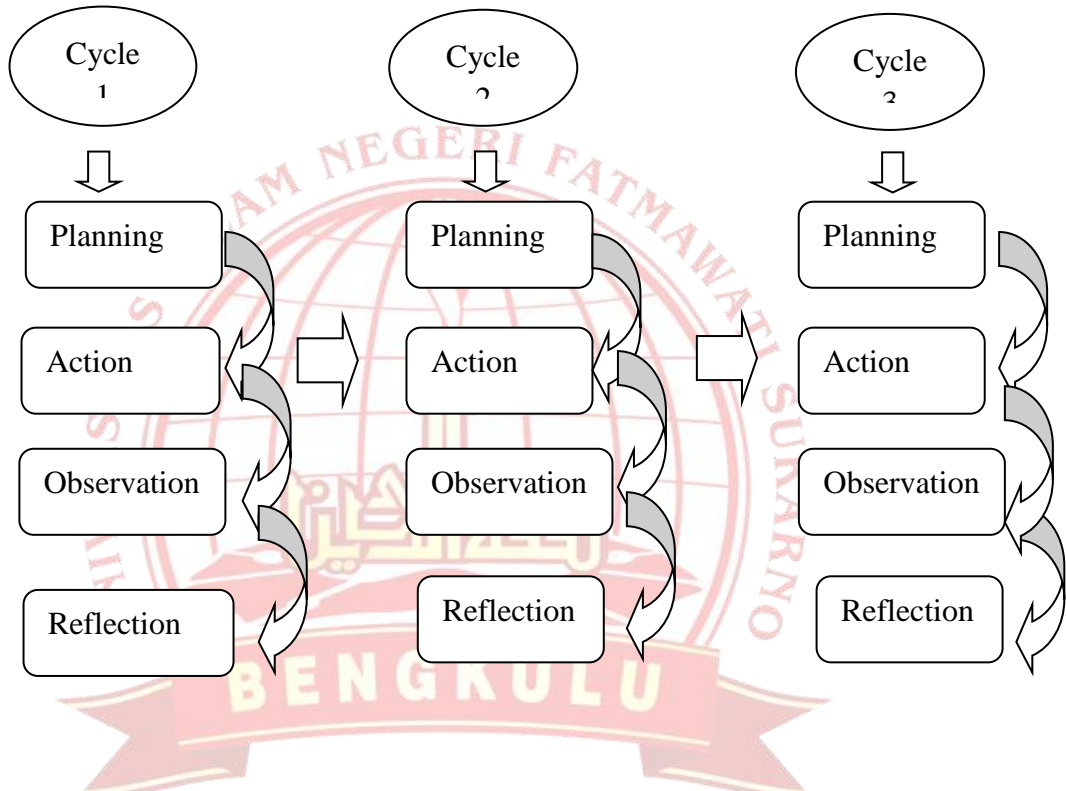
The concept this category as a learning strategy based on behavioral methods applied in development activities. Characteristics are the signs of solving learning tasks in sequential notes, and can be observed significantly. Role playing is also known as pretend play, fantasy, make believe or symbolic. According to Piaget, the beginning of the main role can be evidence of a child's behavior. He stated that the main role is characterized by applying the story to the object and repeating the pleasant behavior he remembers. Piaget stated that the involvement of children in the main efforts and efforts

of children to reach a higher stage compared to other children is referred to as collective symbolism.

He also describes the verbal conversations that children have with themselves as idiosyncratic soliloquies. Other previous studies came from Bangladesh conducted (Ara, 2009) with title “Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh”. This is a study that use a qualitative method which want to deliver a piece of fact how fun activities can improve learning process especially for young learner. It proves at the result of its study that the learners’ motivation is rising to learn the language where learning takes place through songs, rhymes, games, and other fun activities which is in line with their academic life.

Alex (Alek, 2016) says that class actions can be carried out according to the results in the field. If you have finished with the second cycle and researchers are not satisfied, it can be continued on the third cycle, the stages are the same as the cycle earlier. There is no stipulation on how many cycles should be done. The number of cycles depends on the researcher's own satisfaction, but there are suggestions, it is

better no less than two cycles. By drawing up a plan for the cycle second, the researcher can proceed with the activities as they occur in cycles.



**Diagram 1: Conceptual Framework Step Role-Play Strategy by Classroom Action Research**

Source: Adopted by IJEE Arief Muh.(2018)



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The strategy used in this research is classroom action research, because this research focuses on improving critical thinking English language skills and pronunciation of 8th grade junior high school students by using the role playing method. Structural research is adapted from a model proposed by Kemmis and McTaggart at Burns 1999 excerpt from journal (Creswell et al., 2007). According to Winter and Munn-Giddings 2001: 8 excerpt from journal (Creswell et al., 2007) action research is a study social situations under taken by those involved in the situation to improve both their practice and the quality of their understanding, captures the essence of the philosophy underlying the action research approach. According to Burns 1999: 30 excerpt from journal (Snyder & Snyder, n.d.), action research is the application of facts find practical problem solving in social situations with a view to improving the quality of action in it,

involving the collaboration and cooperation of researcher ,practitioners and lay people. Some of these definitions show a number of similarities features that can be considered as features of action research:

1. Action research is contextual, small-scale, and localized. It identifies and investigates problems in specific situations.
2. It is evaluation and reflective because it aims to bring about changes and improvements in practice.
3. It is participatory because it provides collaborative investigations by a team of colleagues, practitioners, and researcher.
4. Changes in practice are based on data that provides impetus for change

Classroom action research approach will employ in this study. The term of CAR study refers to studies which look into the quality of relationship, activities, and situation. It is a design that consents a researcher to explore people's beliefs, experiences, behaviors, interactions, perceptions, attitudes, feelings and motivations at once to comprehend how they are formed. CAR an attempt to understand a phenomenon in a

particular situation in a natural setting where the researcher does not control the phenomenon of interest. It describes “in detail all of what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment” . in qualitative study “the researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in natural setting”. One of the strengths of the qualitative approach is the natural setting where a researcher gathers the data at the field of participants“ experience to the issue under study (Creswell et al., 2007).

## **B. Research Setting**

### **1. Population**

This research carried out are students of class VIII SMP N 07 Bengkulu City. If the results are satisfactory, the researcher applies the action research steps by giving a final test. The total population is one class and consists of approximately 30 students.

## **2. Sample**

The sample in this study involves 2nd-grade students at SMP N 07. One class took as many as 30 students of the population of class VIII students for the 2022-2023 academic year. Students then are divided into several groups and given a text script to be discussed with their respective groups before being practice.

## **C. Research Instrument**

This research uses classroom research with direct speaking as a reference instrument, which is an approach that is carried out realistically like an environment where the approach is carried out by collecting plans, actions, observations, reflections. The purpose of classroom action research is to find out and study social life by understanding people's perceptions and experiences in society about a particular subject by developing their way of thinking critically about the material given to them. In this study, researchers will focus on teacher strategies in teaching critical

thinking skills with role-play strategies to 8th grade students at SMP N 07, Kampung Klawi, Bengkulu City. It can be concluding that this study will use classroom action research methods for research design. This research will be conducted on students of SMP N 07 Kampung Klawi, Bengkulu city for the academic year 2021/2022 to find out how teachers teach Strategic teaching.

### **1. Observation**

To collect data, the researcher used an observation checklist. Giving a checklist symbol on the observation sheet is a process of observing this research. This is a way to find out how the teacher's strategy to teach speaking English to students. By using an observation checklist, it can help researchers know how the conditions in the school were before and after using the role-play strategy in teaching English. This observation involves all students in the class including the role of the teacher before starting the student and the activities of the students from the beginning of learning to the end of the lesson. This observation is a



participant research because the researcher tries to apply a strategy to the study group.

## 2. Interview

To get clear information, researcher using interviews as an instrument. Interview is a data collection technique to obtain information obtained from data sources face-to-face through conversation or question and answer. There are two types of interviews, namely open interviews and closed interviews. In-depth interviews such as Interviews provide researchers with the means to gain a deeper understanding of how participants interpret situations or phenomena than can be obtained through observation alone.

In this procedure, the researcher meet face-to-face with the students to get more information about the teacher's strategy in teaching speaking English with role-play to students through interviews. This is because researcher want to get clear data from participants. That is, the researcher wants to ask about the teacher's strategy.

Teaching students to speak English to young students is more accurate.

### **3. Documentation**

Documentation used to obtain data from all procedures to verify data. In this research, we can obtain documentation from observation checklists, interviews, and photographs. The photo is about the activities between students and lecturers in class and the during class activities when they are learning about English speaking. Documentation data is to support valid data from the primary instrument. The procedure of this instrument is that the researcher will record the teaching of English speaking for the activities of young students.

## **D. Research Procedure**

### **1. Observation**

The first stage in this procedure is observation. In this step, the researcher collects information by making several observations in the teaching and learning process in class

VIII SMP N 07 Bengkulu city to identify the problems seen in the field. Then, the researcher interview the students to find out what obstacles they face while learning English. After the information is collected, all researcher find obstacles in the learning process and then draw conclusions from the problem. With the results of this interview, the researcher got the results from his observations.

## **2. Planning**

After making initial observations, the researcher makes a plan to choose a plan to start the initial action that is feasible to be implemented in the field. The purpose of this action is to improve the ability to speak English, especially in students' pronunciation. The action plan uses a role-play strategy to teach.

## **3. Acting and observing the action**

At this stage the researcher begins to apply classroom action by observing and recording the reactions and behaviors and interests of students in attending the class. and provide warnings for students who interfere with

learning in the classroom. Explain the material being taught and provide a question and answer session for students who do not understand the material being taught. from various journal sources collected by researcher, researcher include the journal Ferri 2022 which states that there are 3 theories from Mark Mason and researcher take the first theory, namely Curiosity where in this strategy students are encouraged to be more open to their ways of thinking in various fields. Therefore, the researcher concludes by using several assessment criteria in implementing this strategy.

In practice, researcher take several assessment criteria how to read the text, pronunciation and intonation.

#### **4. Reflection**

Base on observations and researcher reflect on the implementation of the action. Reflection is done by interviewing students how they respond to the actions that have been implemented in the classroom for reflection on the actions taken. This reflection showed the results of the

action whether or not it is successful in students' understanding of improving their understanding of their English language skills.

### **E. Data Collection Technique**

The purpose of this data collection technique is to examine the contribution of the specific response components in the assessment of students' ability to measure students' abilities and knowledge about the material, competencies, intelligence and talents of individuals or groups. Responses that are usually measured, validity are uncertain Role play tests some can be ascribed to noncritical measurements response elements Alan.S 1978 excerpt from journal (Azhari 2020). Action research into a stages which are cycles:

#### **1. Diagnose**

Identify the main problems that exist in order to become the basis of groups or organizations so that changes occur. Observations are carried out simultaneously with implementation activities. At this stage, the teacher and the



research team can directly observe to obtain various data. Kinds of activities such as observing, each indicator, whether it relates to aspects of the process or results. In addition, the function of observation is to find out whether the implementation of the action is in accordance with the plan or not, and how the impact of the implementation of the activity is whether it is negative or positive (Purnomo, 2011). In this case, the researcher will observe first whether the role-play strategy can be directly practiced or through introduction first. This observation technique includes implementing cycle 1, cycle 2 and cycle 3. The researcher only uses 3 cycles to implement this strategy.

## **2. Make an Action Plan**

Teachers and students together understand the main problem that exists then proceed with developing an appropriate action plan to solve the existing problems, at this stage the teacher thinks about what can be done in implementing role-play strategies into the classroom and helps students in develop creativity to increase the ability to speak English.

### **3. Action Taking**

Teachers and students jointly implement action plans in the hope of solving problems. at this stage the teacher and students have started the story what will be practiced as well as the characters in the story and the design of the board to set the time setting, place setting and atmosphere setting that will be play.

### **4. Evaluating**

After the implementation period (action taking) is considered sufficient, then the teacher and students evaluate the results of the implementation, at this stage it is seen how the user's acceptance of the role-play strategy helps their speaking.

### **5. Conclusion**

From the data collection above, using the role-play strategy, can it help students in speaking ability? And get a positive or negative appreciation in its application.

## **F. Data Analysis Technique**

In this study using classroom action research such as observation of students, focused interviews, in depth interview, oral/life history, focus group/group interview and content analysis documents. Everything must be in accordance with the research approach that is used and the research objectives that have been formulated. In writing reports all techniques of data collection used in research. In qualitative research analysis, can use the analysis interactive model which developed by Miles and Huberman 1994 excerpt from journal (Alek, 2016), such as start data collection and timing, data display, data reduction and analysis, to the conclusion.

Based on the above statement if students get a score between 80-100 points, it is a very good score and they belong to the category A grades, and it is a higher score. When students score between 70-79 points, they fall into the category B grades and score well. If students get 60–69 points, the score is sufficient, they fall into the category C grades and it is the middle score. The students get 40–59 points, they fall into the category D grades and their scores are low. When students get

a score of 0–39, it is a very bad grade and they fall into the category E grades, and it is the lowest grade. Researcher also classify the types of student scores in criteria based on Ali (1995:77) which states that there are characteristic values:

**Table 3.2 Scale of Values**

<b>INTERVAL</b>	<b>CRITERIA</b>	<b>SYMBOLS</b>
80 – 100	Excellent	A
70 – 79	Good	B
60 – 69	Fair	C
40 – 59	Poor	D
0 – 39	Very Poor	E

Source:(Mustakim & Ismail, 2018)

## CHAPTER IV

### RESULTS AND DISCUSSIONS

This chapter presents the results and discussion of this research. The following findings provide a detailed description of from the beginning, the results of pre-observation and interviews of eighth graders who have never used a role-playing strategy before with teachers who have never applied this strategy. The results, children are very unfamiliar with role-playing. When the researcher applied it, the second graders at SMP N 07 Kota Bengkulu, precisely in the eighth grade B, felt more interested in learning English and made them improvise their given roles to help them think critically in playing the roles they played.

#### **A. Results**

This research was conducted in August 2022 in Class 11 SMP N 07 Bengkulu city. The research was conducted through observation, interviews and documentation studies research subjects. The results of the study were analyzed by researchers using qualitative descriptive techniques, meaning



that researchers will describe, and interpret all the data collected so that they can obtain a general and comprehensive situation.

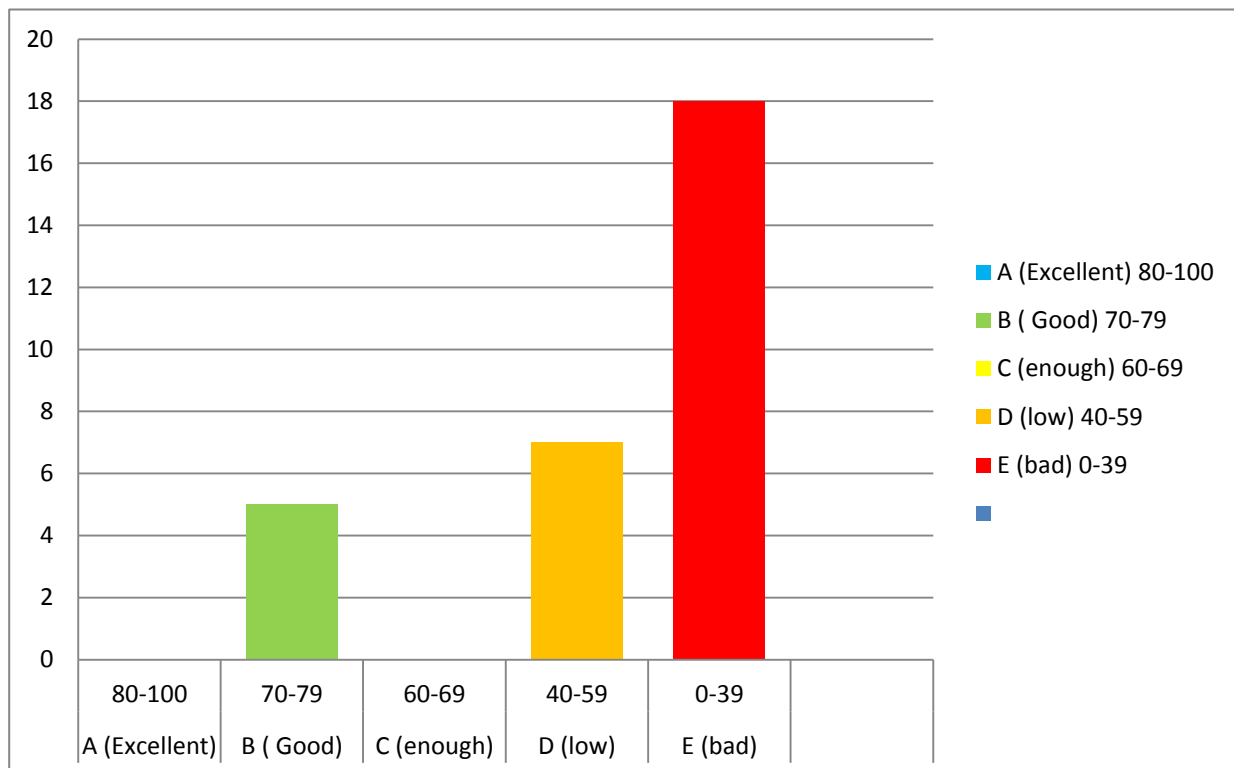
### **1. Cycle 1**

First cycle done from 13<sup>th</sup> – 17<sup>th</sup> August 2022, the researcher conducted a cycle 1 to give a test to students about the material to be taught and use the score as an assessment consideration. After the written interview process, the researcher began to distribute material to the students about role-play, there the students made a group of three to be actors in the drama text that had been distributed. The score is as basic score of students' critical thinking skills before getting several cycles action. The cycle 1 results determine the student's starting point. Ability in speaking skills and see their critical thinking patterns . And the observation checklist is used in this activity. From observation, Researcher found several problems in mastering English language skills such as students lack vocabulary, read English text, speak and

listen to simple words in English, students are not interested in learning English because they only accept what is taught by the teacher without wanting to know or understand English lessons which makes their mindset not open and do not think critically. Students are not interested in learning English because they only accept what is taught by the teacher without wanting to know or understand English lessons which makes their mindset not open and do not think critically.

These problems are seen when learning begins, students tend to be passive when the teacher invites to talk, students are just silent. They feel learning English is difficult to understand and they don't have the confidence to speak English. Furthermore, the score of students speaking English is not meet the minimum completeness score standard (KKM) 70 and declared incomplete.

Based on the cycle 1 test, the score of students improvising English skills by thinking critically beforehand as shown below:



**Figure 4.1**  
**Student' Score Critical Thinking Distribution on Cycle 1**

The results of the cycle 1 shows that the results of the implementation of the role-play strategy of students consisting of 31 students showed that 18 students got a score of 0-20 which means that critical thinking skills through drama texts were not good or category E, and 8 of

31 students got a score of category D with a score of 20. - 40. As for the category scores C and A, no students got it. While for score B there are 5 students with a value of 61-80, students who get this score are those who have been able to develop the role of the characters in the drama text, both from intonation, expression, carrying roles and how to read the text in English. If taken on average, the students have an E score for the cycle 1. This score is still lower than the minimum standard value (KKM) of 70. Furthermore, based on observations, student participation is still passive. The problem is related to the classroom activity.

Activities carried out by students are still conventional the use of LKS is still dominant. They were asked to do practice from the worksheets and submit them to get scores. Besides that, there are no different activities that offer different challenges to students with different abilities. The activities are monotonous and have lack of interaction so that students cannot develop important

communicative competence for communication. Therefore, the use of Indonesian is also dominant during English class activities. That leaves the students with less time to communicate orally in English. And few students understand when the researcher uses English when implementing the role-play strategy. Besides that, there are many foreign words for them in the drama text.

In addition, based on observations, written interviews and cycles 1 carried out by researcher in the classroom, researcher identified several problems that occurred in the eighth grade of SMP N 07 Bengkulu City, there were several problems identified as follows:

**Table 4.1**

**The Field Problems in English Class at second Grade of SMPN 07 Kota Bengkulu**

No	Field Problems	Indicators	
		Meeting 1	Meeting 2
1	The students had low motivation	About 75% of the 31 students do not	At the second meeting of cycle



	<p>in learning English</p>	<p>pay attention to the lesson, they look less interested in learning English</p>	<p>1 there was an increase for students to be interested in learning even though it increased by only a few percent of the number of students in the class.</p>
2	<p>The students were not interested in learning English languages kill because the lack of vocabulary</p>	<p>The students tend to be passive learning English language skill</p>	<p>Some students began to ask the meaning of the words from the drama text that was distributed</p>

3	The students felt learning English is difficult to Understand	The students have no confidence to speak English.	Even at the second meeting they still used Indonesian to ask questions
4	The score of the students English speaking is still low	It does not meet the value standard of minimum completeness (KKM) is 70 and declared not complete	Their scores do not meet the minimum standards of assessment in the first cycle

According to the explanation above, there are several factors that cause children to be less interested in learning English. This also affects the mindset of children who do not want to learn English lessons better, so they cannot refer to critical thinking in students. Due to the identification of field problems, it can be seen that teaching

and learning process of English in class VIII SMP N 07 Bengkulu city needs to be improved. Researcher designed several plans for overcome the problems of class VIII students of SMP N 067 Bengkulu city. It the researcher decided to apply the role-play strategy as a strategy to teach and stimulate students' mindset to think critically. Students are expected to make some improvements to their critical thinking through role-playing strategies.

## 2. Cycle 2

The second round was carried out from August 20<sup>th</sup> – 24<sup>th</sup> August, 2022 the score on the application of role-play strategy to stimulated students' critical thinking in the cycle 1 was less than satisfactory. So, in the second cycle, the researcher was assisted by an English teacher to applied a role-play strategy with animal drama text as a role-play strategy learning material.

### a. Planning

Considering the problems identified in the cycle 1 step, the researcher decided to focus on improving role-

playing skills which stimulated students to think critically in order to explore the characters given in the drama text using a role-play strategy. To support the importance efforts to improve student skills, there are several actions taken during the teaching and learning process by involving them to explore the characters given in the drama text using a role-play strategy. To support the importance efforts to improve student skills, there are several actions taken during the teaching and learning process by involving them to bring a character to life through role playing with drama texts. So when doing it the researcher asked the students to form a group of 3 people, in each group there were three characters that the students had to play by using the English drama fable text.

These actions that would be carried out during the teaching and learning process are presented in the table below.

**Table 4.2**  
**Planning the Actions**

<b>No</b>	<b>Field Problems</b>	<b>Solution</b>
1.	Students have low motivation in learn English	Researcher also plans to encourage students to become actively involved in all teaching and learning process by respecting each participation and achievement to improve motivation to learn English.
2	The students are not interested learn English because lack of vocabulary that makes them more passive in interacting in English class and makes students not want to be more critical in thinking, especially in English.	To deal with this, the researcher chose a role-play strategy as a medium for students' learning to make the class more enjoyable and increase their interest in learning English. Especially honing their critical thinking in completing the tasks given. In addition, it can also add new vocabulary and students' pronunciation is more fluent.
3	Students feel learn english is difficult to understand.	English class is planned to be held to expose the use of English in real context to the students. Researchers are also going to let them interact more in English, by discussing their roles.

Then based on the results of the previous first cycle, the researchers identified several problems that occurred in class VIII SMP N 07 Bengkulu City, there were several problems identified as follows:

**Table 4.3**  
**The Field Problems in English Class at second Grade of SMPN 07 Kota Bengkulu**

No	Field Problems	Indicators	
		Meeting 1	Meeting 2
1	The students had low motivation in learning English	About 50% of these 31 students are an increase from the percentage in cycle 1. The students have started to be interested in learning English.	At the second meeting of cycle 2 there was an increase in student interest in learning even though it only increased by a few percent of the number of students in the



			class. they seem interested in learning.
2	The students were not interested in learning English languages kill because the lack of vocabulary	The students still tend to be passive in learning English skills. Although it can be said that half of them are starting to be active, but some of them are even silent when asked.	Some students began to ask the meaning of the words from the drama texts that were distributed and how to play the characters in the text.
3	The students felt learning English is difficult to understand	Although about 50% of students are not passive at least there are still some students who are less confident	In the previous cycle Even at the second meeting they still used Indonesian to ask questions, but

		to speak English.	they tried to include some English words in their questions.
4	The score of the students English speaking is still low	In the first cycle many of the students did not meet the minimum standard of completeness score (KKM) of 70, but from the percentage results there were already many students whose grades were complete.	Their value has increased compared to the previous cycle

- Action

In this activity, the researcher becomes the teacher and applied the strategy. In the second cycle, the topic is that they listen to the researcher in reading the drama text and expressing the characters and then they practice it. There were 31 students in attendance. In class, the dialogue is given to students to fulfill what will may be considered standard for speaking English. When they practice it, they assessed based on the assessment category that has been applied by the researcher to get the desired results. Like how their intonation, facial expressions, character/spirit and their English pronunciation.

The act of applying role-play strategy to students through its use in action research activities generally motivates students to learn English. It also improves students' thinking so that they can be more critical in learning, especially learning English, because in our country English is still a foreign language. It also

increases their motivation to speak English, raised their confidence to speak English.

- Observing

Based on observations in cycle 2 there was an increase in student participation during the teaching and learning process. Students very enthusiastic and enjoy playing their roles use Role-Play strategy to improve student' critical thinking skill. During the practice of role-playing strategies, many students asked what the meaning of a word was and many asked about the intonation of the sentences in the drama text. This is due to the desired behavioral steps such as asking for opinions, asking questions, volunteer for class activities, etc.

When students speak in front of the class, students still don't have high self-confidence so they are very shy and afraid if they will make mistakes on their pronunciation because they not only lack of vocabulary but also the use of grammar is not good. And many students are still flat in practicing their

roles in the drama text. However, students are quite active.

- Reflecting

Due to the implementation of the actions in Cycle 2, there are some of the actions that worked and didn't work. Description successful and unsuccessful actions are as follows:

1. Efforts to increase students' enthusiasm in learning English with role-play strategy to support students' critical thinking process was successful. The action of providing drama text and bringing a character to life is very interesting in their eyes because they can enjoy playing the character they get. They feel happy when they get a role and start to think critically about how they will bring a character. students more involved in these activities. They can solve problems with discuss with teammates. Interaction between group members are well developed. However, some students passive in the teaching and learning

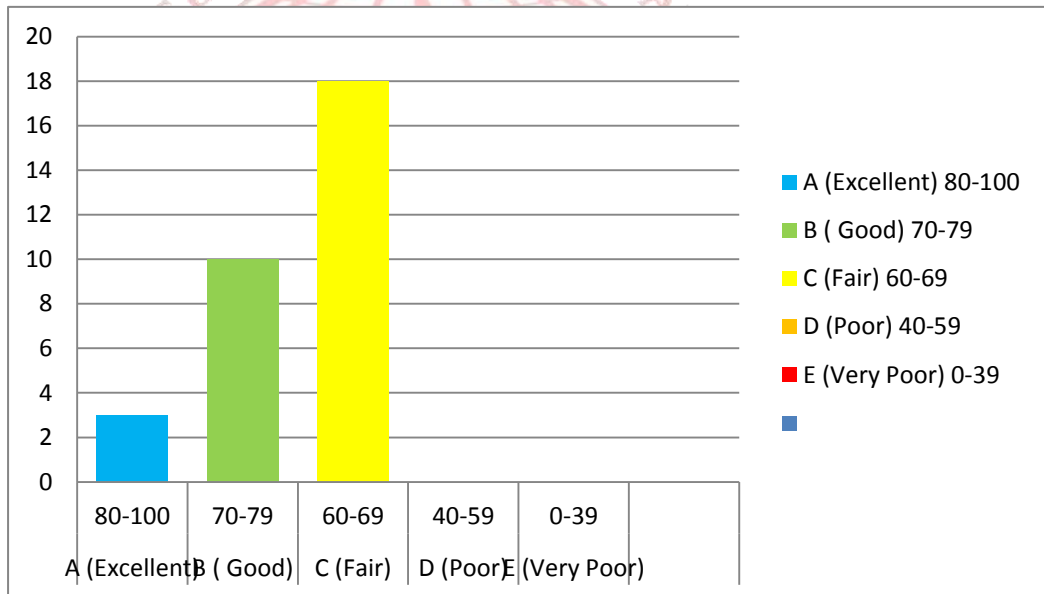
process. They joke and chatting with friends outside the topic of discussion.

2. The use of role-playing strategy as an interesting one in learning English The process succeeded in attracting students' interest in ingredient. The students like to learn the material with a role-play strategy. Students also feel more relaxed and not bored when learning English to improve students' critical thinking skills. It can minimize student boredom.
3. Implementation of role-play performance as something interesting these activities are effective in increasing interested and involumented in the learning process. The students said the activity is interesting because they get knowledge and enjoyment. In addition, they can practice their skills in learning English.

In addition, most of the students have approached the criteria. This implies that the meaning conveyed in the



text understood by students. Although some students did not seem enthusiastic in the role-play learning process. After the researcher used role-play strategy to improve student' critical thinking skill, in the classroom, the researcher gave a test to the students. Results of The second cycle can be seen in the image below:



**Figure 4.2**

**Student' Score Critical Thinking Distribution on Cycle 2**

### 3. Cycle 3

Cycle 3 was carried out on 27<sup>th</sup> -31<sup>th</sup> August 2022.

This cycle was carried out as the final result of researcher who had carried out the previous 2 cycles and got improvements.

#### a. Planning

In this cycle, researcher tried to improve students' abilities. Enthusiasm to increase their involvement in the learning process. Researcher make the teaching and learning process a more interesting atmosphere such as giving rewards. In teaching there are discussions and interact with each other for their appearance in front of the class.

#### b. Action

In this cycle, the topic is about playing a role in a fable drama text entitled deer and crocodile. There is 31 students. No student was absent that day. Before the researcher starts teaching the teacher always leads the researcher into the classroom before starting the teaching and learning process, the teacher tells the

students to pay more attention to the lesson. Then as a warm-up, the teacher repeats or brings the roles of the characters in the text. Then it was the turn of the examiner who asked the children to come forward and present their performance in doing the drama.

And some students have memorized the text of the drama of deer and crocodile a little, because some of them have memorized them more actively than the previous cycle. Their mastery of characters is better and their intonation strengthens the characters they play, this makes their critical thinking way already running. There were some students still seen reading the text but they were more enthusiastic than the before cycle.

c. Observing

In cycle 3, the teacher observes the condition of the students when doing role-play strategies to improve students' critical thinking skills. In this case the students still look enthusiastic. It students have

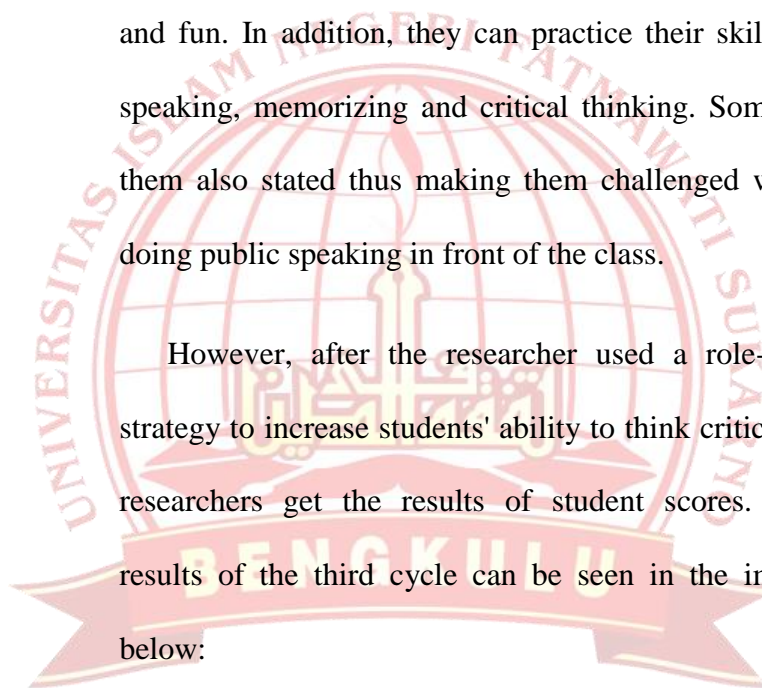
more explanations for teachers. Students can perform role playing performances well.

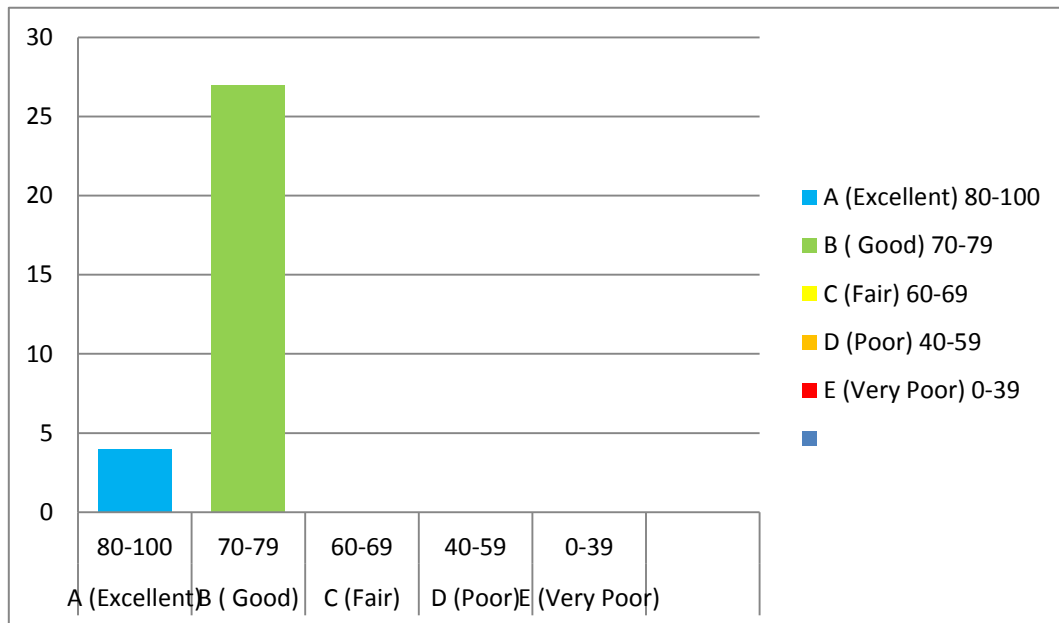
d. Reflecting

Based on reflection, researcher and teachers agree that the application of role-play strategies to improve thinking skills in learning English, the process and the accompanying actions in Cycle 3 was successful. It efforts to increase students' enthusiasm in the English learning process and improve students' critical thinking skills too succeed. Actions by giving rewards are very effective for attract students' interest in the teaching and learning process. They feel happy when they get points. Their group performances also succeeded in increasing students' involvement in learning process. Using of role-play strategy as an interesting strategy in the English learning process succeeded in attracting students' interest in the material. The students enjoy learning the material through role-play strategy. Students also feel relaxed and not bored while studying English . This can

minimize student boredom. Implementation of speaking appearance as an interesting thing effective in increasing student interest and engagement in the process of learning to speak. Students said that the activity was interesting because they get knowledge and fun. In addition, they can practice their skills in speaking, memorizing and critical thinking. Some of them also stated thus making them challenged when doing public speaking in front of the class.

However, after the researcher used a role-play strategy to increase students' ability to think critically, researchers get the results of student scores. The results of the third cycle can be seen in the image below:





**Figure 4.3**

### **Student' Score Critical Thinking Distribution on Cycle 3**

Then based on the results of the previous cycles I and II the researcher identified several changes in problems that occurred in class VIII SMP N 07 Bengkulu City, there were several problems identified as follows:



**Table 4.4**  
**The Field Problems in English Class at second Grade of**  
**SMPN 07 Kota Bengkulu**

No	Field Problems	Indicators	
		Meeting 1	Meeting 2
1	The students had low motivation in learning English	In this third cycle, almost all students are very enthusiastic in class, moreover they are very enthusiastic about playing the role they play	Here the students have been able to play their roles and they are still very enthusiastic than the previous meeting.
2	The students were not interested in learning English languages skill because the lack	The students who were previously passive, in cycle 3 they began to dare to be more active.	The same as the previous meeting in cycle 3 the students were active in English class

	of vocabulary		
3	The students felt learning English is difficult to understand	Here they very often ask about the material being taught.	They still very often ask about the material being taught.
4	The score of the students English speaking is still low	In the third cycle, the average student gets a standard score of 70 and above, in other words they have reached the desired target.	Nothing below the standard 70

## B. Discussion

In this sub-chapter, after the researcher applied the role-play strategy to improve students' critical thinking skills, the researcher obtained data about the improvement of students'

critical thinking skills students' critical thinking skills using a role-play strategy. Data analyzed from each cycle and the researcher gets the results of classroom action research as followed:

**Table 4.5**  
**Improved Score Students with Role-Play Strategy to**  
**Improve Their Critical Thinking Skills.**

Average Score		
Cycle 1	Cycle 2	Cycle 3
<b>44,60</b>	<b>70,43</b>	<b>77,98</b>

That is the result of the average value of students from cycle 1 to cycle 3. From the table above, the researcher can see an increase critical thinking skills using role-play strategies. Based on the results of the tests that have been carried out, it can be described that the use of role-play strategies in the process of learning English in VIII grade students of SMP N 07 Bengkulu City can improve students' critical thinking skills. Actually the use of the right technique can make students easy to understand the material presented by the teacher. Learning used effective pulling techniques to encourage students'

abilities. Can stimulate students to be active. The role-play strategy is not only appropriate for teaching critical thinking by enhancing their critical thinking skills, their speaking, reading, listening and vocabulary skills are also improved. motivates students to speak more and is one model for students to be active in interacting in English. In addition, these results are in accordance with previous studies. concluded that the participation point system was very effective in helping students overcome their anxiety and become more proactive.

Joyce (2009) excerpt from journal (Fikriyatii et al., 2022)found that role playing activities help students to engage in real situations with interactions between fellow students. He argues that, role playing serves as a vehicle for students to explore their feelings, gain insight into their attitudes, increase their self-confidence, improve their problem solving skills and relieve their shyness by interacting with each other. Therefore, Henneman and Cunningham (2005) argue that role playing strategies provide a context in which students learn from their mistakes. It was also observed that students learn new

knowledge while exchanging dialogues with each other to represent certain characters. For example, role-play activities engage students in collaborative and reflective learning experiences that help them learn new knowledge and skills.



## CHAPTER V

### CONCLUSION AND SUGGETIONS

#### A. Conclusion

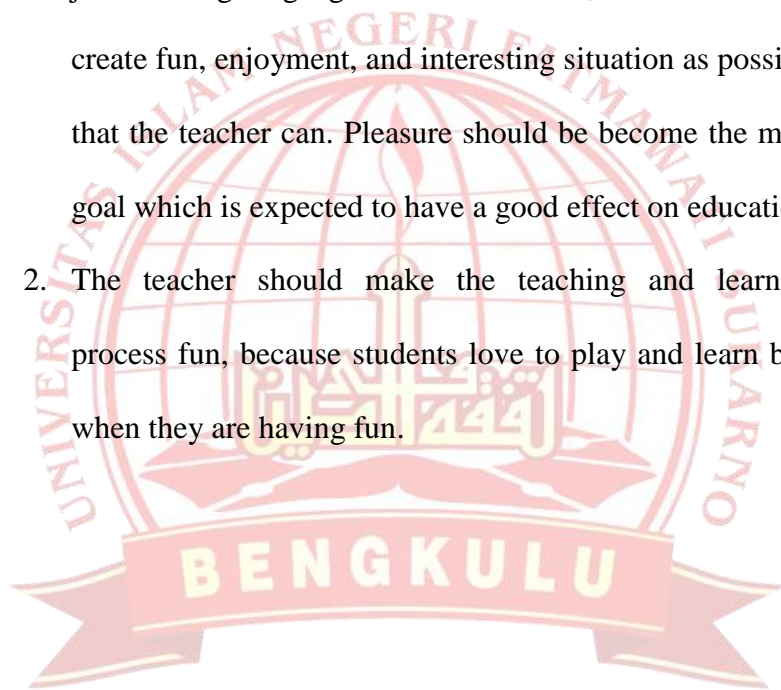
The conclusions of the study are presented based on the research questions in chapter I. The results of the average score of students in cycles 1 to 3 have met the desired criteria and there is always an increase in each cycle. With a role-play strategy in teaching English to improve critical thinking skills is more attractive to students. This can make students actively speak English and discuss English learning materials. This role play strategy can reduce students' boredom, stimulate students who have low motivation and can increase students' scores in learning English from one cycle to another. From the results of this study, it can be concluded that the role play strategy can improve the critical thinking skills of seventh grade students of SMP N 07 Bengkulu City in the 2022/2023 academic year through drama texts in exploring their roles.



## B. Suggestions

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. Teaching English to young learners or students who are just learning language for the first time, the teacher must create fun, enjoyment, and interesting situation as possible that the teacher can. Pleasure should be become the main goal which is expected to have a good effect on education.
2. The teacher should make the teaching and learning process fun, because students love to play and learn best when they are having fun.



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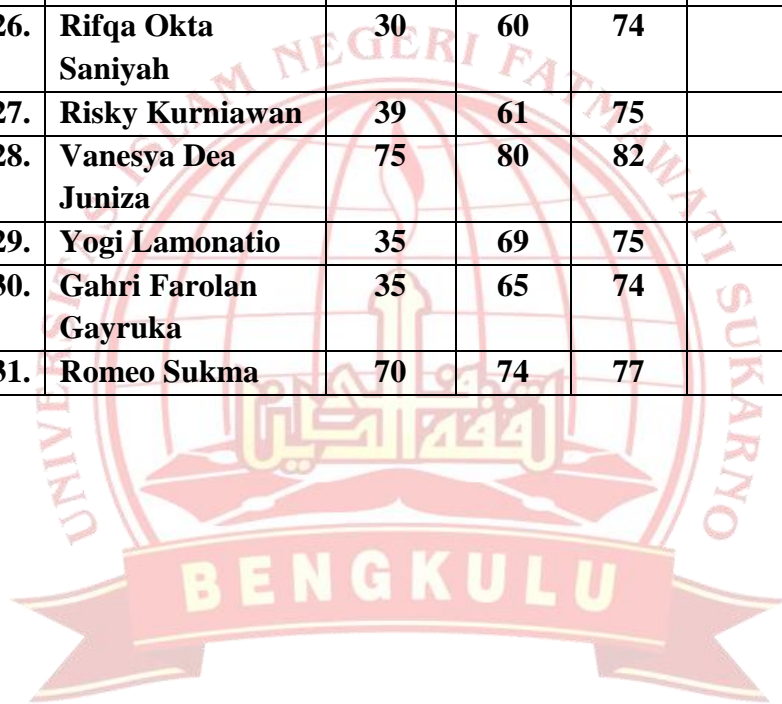




### Appendix 1 Student Scores From Cycle 1 to Cycle 3

No	Name	Cycle			Average
		Cycle 1	Cycle 2	Cycle 3	
1.	Abelia Putri Rusmani	30	69	71	
2.	Abib Aimar	55	70	76	
3.	Ahmad Ibrahim	30	68	72	
4.	Ahmad Zaky Alfaruq	30	66	71	
5.	Alif Askianto	70	80	81	
6.	Alif Brilianta Aribi	39	69	74	
7.	Anatasya Putri	35	65	72	
8.	Annisa Dwi Ramadhani	39	68	74	
9.	Anni Oktiasari	30	62	71	
10.	Apriayansah	55	72	76	
11.	Athifa Aurellia	55	72	77	
12.	Aurel Anin Dita	35	65	75	
13.	Delfia Putri Anggraini	58	75	78	
14.	Deswinta Novriana	55	74	77	
15.	Dimas Zalani	39	66	71	
16.	Jaya Saputra	55	75	77	
17.	M. Akbar Dwiman	75	80	83	
18.	M. Ikhlas	35	65	75	
19.	Nadhifa Sahira	59	76	78	
20.	Naufal Risky Irawan	73	77	81	

21.	Nayla Rahmanisa	30	67	72	
22.	Nopri Heriyanto Saputra	30	60	75	
23.	Putra Aqil Hibatullah	39	73	77	
24.	Rafly Sanjaya	37	60	71	
25.	Ridho Ilahi Akbar	35	62	75	
26.	Rifqa Okta Saniyah	30	60	74	
27.	Risky Kurniawan	39	61	75	
28.	Vanesya Dea Juniza	75	80	82	
29.	Yogi Lamonatio	35	69	75	
30.	Gahri Farolan Gayruka	35	65	74	
31.	Romeo Sukma	70	74	77	



## Appendix 2: RPP

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 07 Kota Bengkulu  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester :  
 Materi Pokok : Role-Play Strategy  
 Sub Materi : Fabel  
 Alokasi Waktu : 1 Jam 15 Menit

#### ➤ Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik di harapkan dapat:

- Memahami cara berpikir kritis dengan lewat role-play dengan tema fable.
- Mengetahui cara mengimprovisasikan sebuah text dalam fable.
- Meningkatkan kreatifitas berpikir kritis dengan mengimprovisasi peran yang di dapat.

#### ➤ Langkah-langkah pembelajaran

Pertemuan Pertama .....-.....	
Kegiatan Pendahuluan ( -+5 menit )	
Guru : Orientasi,Apersepsi, Motivasi, Pemberian Acuan	
Kegiatan Inti ( )	
Model pembelajaran	Kegiatan Pembelajaran
Kompetisi inti	Memahami dan menerapkan pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa inggin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.
Kompetesi dasar	Menerapkan fungsi social, struktur text, dan unsur kebahasaan interaksional lisan dan tulis yang melibatkan tindakan memeri dan meminta informasi terkait kemampuan dan kemauan melakukan suatu tindakan sesuai konteks (praktik fable denga jumlah 3 orang dalam setiap kelompok)
Learning material	Promoting Students Critical Thinking Skill by Using Role-Play Strategy. With Fable Themes

Indicator & metode pendekatan	<ul style="list-style-type: none"> <li>• Stating Capabiity And Willingness</li> <li>• Understanding Notice And Prohibition</li> <li>• Scientific</li> </ul>
Penilaian	Practice of Role-Play
Selesai pembelajaran	Penutupan Do'a

Bengkulu, 20  
Guru Mata Pelajaran



## Appendix 1: Role-Play Strategy Teaching Materials with Fable Fairy Tale Themes

### Kancil and Buaya



(One day the kancil was sitting pensively in the forest. He was sad because the availability of food was running out, the kancil took the initiative to look outside the area where he lived. The kancil began to look for and along the river, when he arrived at one place, the kancil saw an orchard ripe fruit on the other side of the river. The Kancil looked for a way to cross the river. Until finally the deer saw a Buaya sunbathing and approached him).

**Kancil** : Hi buaya, I have something for you.

**Buaya** : What is a kancil?

**Kancil** : So here, I want to share the lamb that I found on the road earlier. But first I need to know how many of you are here.

**Buaya** : Really? Then what should I do now?

**Kancil** : Well, you guys line up neatly, and I will count you.

**Buaya** : Alright, I'll call my other friends. Wait a minute, please. But are your words true? If you lie, you will replace the lamb.

**Kancil** : That's right, I'm not lying.

(The **buaya** called his friends and they lined up neatly).

**Buaya** : Hey kancil, we're already lined up. Quickly count us.

Mouse Deer : Alright.

(The kancil counted while jumping over the buaya's back one by one and jumping across).

**Kancil** : 1 2 3 4 5 6 7 8 9 10, until.

**Buaya** : So how many deer are we? Where's the lamb?

**Kancil** : Actually I lied. I just need you guys to cross this river.

**Buaya** : How dare you deer. I'll eat you instead.

(The kancil hastily fled into the forest so that the buaya could not catch him).

Discussion:

Drama scripts contain conversations between characters from a story. Drama scripts are written with dialogues that will be spoken. The drama text above is about the clever kan



## *Kancil dan Buaya*



*(Pada suatu hari sang **kancil** sedang duduk termenung di dalam hutan. Dia sedih karena ketersediaan makanannya mulai habis, sang **kancil** berinisiatif untuk mencari keluar kawasan tempat tinggalnya. Sang **kancil** mulai mencari dan menyusuri sungai, ketika tiba di satu tempat, sang kancil melihat kebun buah-buahan yang sudah masak di seberang sungai. Kancil pun mencari cara untuk menyebrangi sungai tersebut. Hingga akhirnya kancil melihat **buaya** yang sedang berjemur dan menghampirinya).*

**Kancil:** Hai **buaya**, aku punya sesuatu untukmu.

**Buaya:** Apa itu **kancil**?

**Kancil:** Jadi begini, aku hendak membagi daging domba yang kutemukan di jalan tadi. Tapi aku harus tahu dulu jumlah kalian di sini.

**Buaya:** Benarkah? Lalu apa yang harus aku lakukan sekarang?

**Kancil:** Begini saja, kalian berbarislah yang rapi, dan aku akan menghitung kalian.

**Buaya:** Baiklah, aku akan memanggil teman-temanku yang lain. Tunggu sebentar ya. Tapi benarkan perkataanmu? Jika kau berbohong, kaulah yang akan menggantikan daging domba tersebut.

**Kancil:** Benar kok, aku tidak berbohong.

*(Buaya pun memanggil teman-temannya dan mereka berjejer dengan rapi).*

**Buaya:** Hei **kancil**, kami sudah berbaris, Cepat hitung kami.

**Kancil:** Baiklah.

*(Kancil pun menghitung sambil melompati punggung buaya satu per satu dan melompat ke seberang).*

**Kancil:** 1 2 3 4 5 6 7 8 9 10, sampai.

**Buaya:** Jadi berapa jumlah kami kancil? Mana daging dombanya?

**Kancil:** Sebenarnya aku berbohong. Aku hanya membutuhkan kalian untuk menyebrangi sungai ini.

**Buaya:** Berani sekali kau **kancil**. Aku akan memakanmu sebagai gantinya.

*(Kancil pun buru-buru kabur ke dalam hutan sehingga buaya tidak bisa menangkapnya).*

### **Pembahasan**

**Naskah drama** berisi percakapan antar tokoh dari suatu cerita. **Naskah drama** ditulis dengan dialog-dialog yang akan diucapkan. **Teks drama** di atas berkisah tentang si **kancil** yang cerdik. Ia berhasil mengelabui **buaya** yang buas agar dapat menyebrangi sungai.

## Rubric

Student : .....

### Level of Quality

Criteria	4	3	2	1
Identifically of Material	Always focused on the points explained <input type="checkbox"/>	Usually focused on the points explained <input type="checkbox"/>	Sometimes focused on the points explained <input type="checkbox"/>	Rarely focused on the points explained <input type="checkbox"/>
Participation in preparation and presentation	Always willing and focused during group work and presentation	Usually willing and focused during group work and presentation	Sometimes willing and focused during group work and presentation	Rarely willing and focused during group work and presentation
Presentation of character	Convincing communication of character's feelings, situation and motives	Competent communication of character's feelings, situation and motives	Adequate communication of character's feelings, situation and motives	Limited communication of character's feelings, situation and motives
Analising	Have a focus on understanding the material well and practicing the text given	Competent have a focus on understanding the material well and practicing the text given	Somtimes have a focus on understanding the material well and practicing the text given	Rarely have a focus on understanding the material well and practicing the text given
Achievement of purpose	Purpose is clearly established and effectively sustained	Purpose is clearly established and generally sustained	Purpos is clearly established but ma not be sustained	Purpose is vaguely established and may not be sustained

Imagine and creativity	Choices demonstrate insight and powerfully enhance role play	Choices demonstrate thoughtfulness and completely enhance role play	Choices demonstrate awareness and developing acceptably enhance role play	Choice demonstrate little awareness and do little to enhance role play
------------------------	--	---	---	--



## Student Interview Guide

Name :  
Class :  
Day/date/time :

1. What are the problems you encounter when learning English?
2. What would you do if learning English in class was quite boring?
3. Is learning to use worksheets enough for you to develop your English language skills?
4. what will you do when learning English using role play strategy and you get a role that does not match your original characteristics?
5. how do you animate the given character?

### Appendix 3 : Student Pre-Obsevation

#### Pre-Observation Checklist

Date :

Material :

Teacher's name :

Time place :

No	Activities	Indicator	Number				dec
			1	2	3	4	
1.	Opening	<ul style="list-style-type: none"> <li>• The teacher start the lessons by greeting to students.</li> <li>• Pray before study</li> <li>• Check students attendance list</li> <li>• Teacher motivates students and traying to remaind the previous English lesson and asks student randomly their lesson in the past</li> <li>• Teacher telling the studenta what aim to study for today</li> </ul>					
2.	Main Activity	<ul style="list-style-type: none"> <li>• Teacher explain material by using media that can be used as teaching materials</li> <li>• The teacher tries to make interaction with students thourgh lessons</li> <li>• Explain while writing summary material on the whiteboard</li> <li>• Teacher divides students in to group</li> <li>• Give them some text role-play ( drama, conversation, and story telling) . if they have are material study</li> </ul>					
3.	Closing	<ul style="list-style-type: none"> <li>• Evaluate the entire series of learning activities and the results obtained to collectively find direct or in direct</li> </ul>					



benefits from the learning outcomes

- Provide feedback on the process
- Telling the plan learning for the next meeting
- Closing and pray.



### Activities Checklist

Date :  
 Material :  
 Teacher's name :  
 Time place :

No	Activities	Indicator	Applied		Dec
			No	Yes	
1.	Opening	<ul style="list-style-type: none"> <li>• The teacher start the lessons by greeting to students.</li> <li>• Pray before study</li> <li>• Check students attendance list</li> <li>• Teacher motivates students and traying to remaind the previous English lesson and asks student randomly their lesson in the past</li> <li>• Teacher telling the student what aim to study for today</li> </ul>			
2.	Main Activity	<ul style="list-style-type: none"> <li>• Explain material by using media that can be used as teaching materials</li> <li>• Tries to make interaction with students thourgh lessons</li> <li>• Explain while writing summary material on the whiteboard</li> <li>• Divides students in to group</li> <li>• Give them some text role-play ( drama, conversation, and story telling)</li> <li>• Give student sexample how to prounouns text and intonation</li> <li>• All groups discuss about the role of each group member</li> <li>• And all studenta practice the role-play eith their group in front class</li> </ul>			

3.	Closing	<ul style="list-style-type: none"> <li>• Evaluate the entire series of learning activities and the results obtained to collectively find direct or in direct benefits from the learning outcomes</li> <li>• Provide feedback on the process</li> <li>• Telling the plan learning for the next meeting</li> <li>• Observing the learning strategy apply today closing the learning steps carried out in class</li> <li>• Closing and pray.</li> </ul>			
----	---------	--	--	--	--



## Documentation









**BENGGKULU**





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**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 0463/Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Risnawati, M.Pd 197405231999032002	P I	Widi Astuti/ 1811230085	TBI	Implementation of the Rolling Play Method in Influencing Speaking Skills at Second Grade of SMPN 07 Bengkulu City
2	Anita, M.Hum 199008142019032011	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 7 Januari 2022



Dekan,  
M. Mulyadi

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



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Website: www.uinfasbengkulu.ac.id

Nomor : 3498 / Un.23/F.II/TL.00/08/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Mohon izin penelitian**

5 Agustus 2022

Kepada Yth,  
Kepala SMPN 07 Kota Bengkulu  
Di -  
Kota Bengkulu

*Assalamu 'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"PROMOTING STUDENTS CRITICAL THINKING SKILL BY USING ROLE-PLAY STRATEGI (A Classroom Action Research At 2<sup>nd</sup> Grade Students Of SMPN 07 Kota Bengkulu In Academic Year 2022/2023)"**.

Nama : Widi Astuti  
NIM : 1811230085  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : SMPN 07 Kota Bengkulu  
Waktu Penelitian : 08 Agustus s/d 05 September 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum Warahmatullah Wabarakatuh.*

Dekan,



M. Mulyadi

## SURAT PERMOHONAN

No : -  
Lampiran : -  
Perihal : Permohonan Penelitian di SMP Negeri 07 Kota Bengkulu

Kepada Yth. Haidir, S.Pd  
Selaku Kepala Sekolah SMP Negeri 07 Kota Bengkulu  
Di tempat  
Dengan hormat, yang bertanda tangan dibawah ini:

Nama : Widi Astuti  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris  
Judul : Promoting Students Critical Thinking Skill by  
Using Role-Play Strategy ( A Classroom Action  
Research at 2<sup>nd</sup> Grade Student of SMP N 07 Kota  
Bengkulu

Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMP Negeri 07 kota Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terimakasih.

Mengetahui  
Kepala Sekolah



Haidir, S.Pd  
NIP.196508021993031004

Pemohon

A handwritten signature in black ink, appearing to be "Widi Astuti".

Widi Astuti  
NIM. 1811230085



PEMERINTAH KOTA BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH PERTAMA NEGERI 7

Jl. Enggano Kecamatan Sungai Serut Kota Bengkulu ☎ (0736) 22611  
Akreditasi : A NSS : 201266002007 NPSN :10702498 E-Mail : smp.negeri.07@yahoo.co.id

7

**SURAT KETERANGAN SELESAI PENELITIAN**

NOMOR : 421.1 / 473 /SMPN7

Kepala Sekolah Menengah Pertama ( SMP ) Negeri 7 Kota Bengkulu Menerangkan bahwa:

No	Nama	NPM	Prodi	Instansi
I.	Widi Astuti	1811230085	Tadris Pendidikan Bahasa Inggris (TBI)	Universitas Islam Negeri Fatmawati Sukarno Bengkulu

Telah selesai melaksanakan penelitian di SMP Negeri 7 Kota Bengkulu dari tanggal 08 Agustus s.d 05 September 2022 dengan Judul *"Promoting Students Critical Thinking Skill By Using Role-Play Strategi ( A Classroom Action Research At 2<sup>nd</sup> Grade Students Of SMPN 07 Kota Bengkulu In Academic Year 2022/2023)"*

Demikian surat keterangan ini dibuat untuk digunakan seperlunya.

Bengkulu, 10 September 2022  
Kepala Sekolah  
  
HAIDIR, S.Pd  
NIP. 19650802 199303 1 004



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**SURAT TUGAS**  
DEKAN FAKULTAS TARBİYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU  
Nomor : 0789 /Un.23/F.II/PP.00.9/03/2022  
Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Widi Astuti  
NIM : 1811230085  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memben tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

NO	PENGUJI	ASPEK	INDIKATOR
1.	Abdul Aziz Bin Musiam., M.Pd.I	Kompetensi UIN	a. Kemampuan membaca alqur'an b. Kemampuan menulis arab c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)
2	Dr.Syamsul Rizal, M.Pd	Kompetensi Jurusan/Prodi	a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan b. Language skill, vocabulary, grammar, speaking, writing, reading c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic d. Teaching skill, TEFL, LTR, ESP, CMD
3	Ferry Susanto, M.Pd	Kompetensi Keguruan	a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
  2. Pelaksanaan ujian dimulai paling lambat 1 (satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 (satu) minggu sebelum ujian munaqasyah dilaksanakan
  3. Skor nilai ujian komprehensif adalah 60 s/d 100
  4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
  5. Apabila kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)
- Demikianlah surat tugas ini dikeluarkan dan usatipkan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 4 Maret 2022  
Dekan,



M. Mulyadi

Tembusan :  
Yth, Wakil Rektor 1





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**SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI**

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Widi Astuti  
NIM : 1811230085  
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

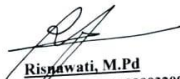
Ada pun judul saya sebelumnya adalah: **Implementation of the Rolling Play Method In Influencing Speaking At Second Grade O SMPN 07 Bengkulu City**  
Menjadi : **Promoting Students Critical Thinking Skill by Using Role-Play Strategy**  
(A Classroom Action Research at 2nd Grade students of SMP N 07 Kota Bengkulu in academic year 2022/2023)

Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, Mei 2022

Disetujui oleh,


Pembimbing I

  
Risnawati, M.Pd  
NIP. 197405231999032002

Pembimbing II

  
Anita, M.Hum  
NIP.199008142019032011

Diketahui oleh,  
Ketua Jurusan Bahasa

  
Risnawati, M.Pd  
NIP.197405231999032002





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Website [www.uinfatmawati.ac.id](http://www.uinfatmawati.ac.id)

Nomor : 294 / Un.23/F.II/PP.00.9/06/2022  
Lamp :  
Perihal : Penyeminar Proposal Skripsi

- Kepada Yth.  
1. Dr. Adisel, M.Pd (Penyeminar I)  
2. Fery Susanto, M.Pd (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:  
Hari/Tanggal : Kamis, 16 Juni 2022  
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Uswatun Nur Khasanah 1811230059	08.00-09.00 WIB	The Students' Perception Of Cooperative Learning With Think-Pair-Share Strategy In Teaching English Speaking (A Case Study Quantitative For The Second Grade Students' In MTS Al-Qur'an Harsallakum In Academic Year 2022)
2.	Tias Wiji Lestari 1811230064	09.00-10.00 WIB	The Use of Project Based Learning As A Social Strategy In Improving The Vocabulary Mastery of 8 <sup>th</sup> Graders At SMPN 10 Kota Bengkulu
3.	Widi Astuti 1811230085	10.00-11.00 WIB	Promoting Students Critical Thinking Skill By Using Role-Play Strategy (A Classroom Action Research At 2 <sup>nd</sup> Grade Students of SMPN 07 Kota Bengkulu In Academic Year 2022/2023)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 15 Juni 2022  
Dekan,  
Wakil Dekan I,  
  
G. Edri Anisah





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Website: [www.uinbengkulu.ac.id](http://www.uinbengkulu.ac.id)

**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : Widi Astuti, NIM 1811230053 yang berjudul  
**"PROMOTING STUDENTS CRITICAL THINKING SKILL BY USING  
ROLE-PLAY STRATEGY (A Classroom Action Research At 2<sup>nd</sup> Grade  
Students of SMPN 07 Kota Bengkulu in Academic Year 2022/2023)"**. Telah  
diseminarkan oleh tim penyeminar pada

Hari/Tanggal : Kamis, 16 Juni 2022

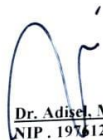
Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim  
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan  
surat penelitian(SK Penelitian)

Bengkulu, 2022

Penyeminar I

Penyeminar II

  
**Dr. Adisel, M.Pd**  
NIP. 19761229200312000

  
**Fezzi Susanto, M.Pd**  
NIP. 197512082014111001



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Nama Mahasiswa : Widi Astuti Pembimbing II : Anita, M.Hum  
 NIM : 1811230085 Judul Skripsi : *promoting Students Critical Thinking Skill By Using Role-play Strategy*  
 Jurusan : Bahasa (A Classroom action research at  
 Program Studi : Tadris Bahasa Inggris 2nd grade students of SMPN 07  
 Kota Bengkulu in academic year  
 2022/2023)

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	9 februari 2022	Chapter I <ul style="list-style-type: none"> <li>Research Objective Clarify</li> <li>Operational definition di tambah kan</li> <li>keiti pedoman penulisan skripsi</li> </ul>	Perbaiki sesuai catatan.	
2.	18 februari 2022	<ul style="list-style-type: none"> <li>Ubah Significant problem secara theoretically and for further research.</li> <li>Conceptual frame work dalam bentuk tabel diagram</li> <li>Hindari post-fense</li> <li>Tambah kan Hypothesis</li> <li>Tambahkan Collection technique</li> <li>Tambahkan data analysis</li> </ul>		
3.	4 maret 2022	<ul style="list-style-type: none"> <li>Rapikan margin/konsisten</li> <li>Jabarkan Significant Problem secara theoretically, practically dan further research</li> <li>Tambahkan referensi dari Jurnal Internasional dalam bentuk tabel.</li> </ul>		

Mengetahui:  
  
 Dr. M. M. M. M. P. P.  
 NIP. 197005142000031004

Bengkulu,  
 Pembimbing II  
  
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Nama Mahasiswa : Widi Astuti      Pembimbing II : Anita, M.Hum  
NIM : 1811230085      Judul Skripsi : *Promoting Students Critical Thinking Skill By Using Role-Play Strategy*  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
4.	10 Maret 2022	<ul style="list-style-type: none"><li>Last Paragraph background mention judul topik Penelitian</li><li>Significant problem langsung ke inti</li><li>Previous studies, tambahkan kolom methods, participant dan result, missing &amp; paletti.</li></ul>		
5.	13 Maret 2022	<ul style="list-style-type: none"><li>Last Paragraph mention (background) judul topik Penelitian</li><li>Significant problem tambahkan Further Research &amp; Previous Studies Cukup &amp; dan tambahkan judul proposal sendiri.</li></ul>		
6.	25 Maret 2022	<ul style="list-style-type: none"><li>Source /sumber conceptual framework berupa diagram?</li><li>Research Instrument belum dijelaskan detail.</li><li>observasi seperti apa?? Interview??</li></ul>	<p>Tambahkan sesuai catatan &amp; Tambahkan lembar bimbingan baru</p>	

Mentorship:  
  
Dr. Anis Mulyadi, M. Pd  
NIP. 19079142000031004

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NIM : 1811230085 Judul Skripsi : *Promoting Students Critical Thinking Skill by Using Roleplay Strategy*  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
7	31 Maret 2022	- Tambahkan research procedun - Tambahkan source TF	Perbaiki sesuai catatan	
8	5 April 2022	Tambahkan keterangan judul tabel / diagram Tambahkan pages 8 Perhatikan tab, margin dll agar lebih rapi selagi ini research proposal	Perbaiki sesuai catatan	
9	8 April 2022	Acc	Selahkan lanjutkan ds pembimbing I	

Mengetahui:  
  
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Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris  
Pembimbing : Anita, M. Hum  
Judul Skripsi : Promoting Critical Thinking Skill  
By Using Role-Play Strategy

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
10.	05/2022 /09	- Acknowledgement - Abstrak - Grammar Check - Table and figure	Perbaiki sesuai catatan	
11.	9/09 2022	- finding & Discussion Cycle 1-3	follow the feedback.	
12.	12/09 2022	Acc	etc.	



Mengetahui:  
Dekan

Dr. Mus Mahyadi, M.Pd  
NIP. 197205142000031004

Bengkulu, 12 September 2022  
Pembimbing II

Anita, M. Hum  
NIP. 199008192019032011





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 Jurusan : Bahasa  
 Program Studi : Tadris Bahasa  
 Inggris

Pembimbing I : Risnawati, M.Pd  
 Judul Skripsi : *promoting student's Critical thinking Skill By Using Role-play Strategy (A Classroom Action Research at 2nd grade student of SMPN 07 kota Bengkulu in academic year 2022/2023)*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Monday, 4-02-2022	Research Proposal Stk Pembimbing	revise the title!	<i>RF</i>
2.	Thursday, 14-04-2022	Chapter I	revise as suggest: - Background - Identification of the problem - Definition of the key word.	<i>RF</i>
3.	Friday, 22-04-2022	Chapter II	revise as suggest: 1. Conceptual Framework 2. Critical thinking skill Benefit Kelebihan	<i>RF</i>
4.	Wednesday, 18-05-2022	Chapter III	revise as suggest 1. Research Procedure 2. materi	<i>RF</i>

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Nama Mahasiswa : *Widi Astuti* Pembimbing I : *Risnawati, M.Pd*  
NIM : *1811230083* Judul Skripsi : *Promoting students critical thinking skill by using role-play strategy*  
Jurusan : *Bahasa*  
Program Studi : *Tadris Bahasa Inggris*

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
5.	<i>Tuesday, 24-05-2022</i>	<i>Chapter I, II, III, References, Appendices</i>	<i>"Ace... you can register for Seminar Proposal"</i>	<i>[Signature]</i>
<i>[Large handwritten scribble]</i>				



*Dr. Muis Mulyadi, M.Pd*  
NIP. 197008142000031004

Mengetahui:

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Nama Mahasiswa: *Widi Astuti* Pembimbing I: *Risnawati, M.Pd*  
NIM: *18112300035* Judul Skripsi: *Using Role-Play Strategy*  
Jurusan: *Bahasa* to improve students  
Program Studi: *Teori & Bahasa Inggris* speaking ability

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf Pembimbing
6.	Thursday, 29-09-2022	Chapter IV 1. Result 2. Discussion	Revise as suggested	<i>RP</i>
7.	Monday, 03-10-2022	Chapter V Abstract References Appendices	Revise as suggested	<i>RP</i>
8.	Wednesday, 05-10-2022	Chapter I, II, III, IV, V, Abstract, References, Appendix	Acc... you can register for Ujian Managemen!	<i>RP</i>

Mengetahui:

Bengkulu, 05 Oktober 2022  
Pembimbing I



*[Signature]*  
Dr. Mulyadi, M.Pd  
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3/10 2022  
Fhanura Febrianti

## Cek turnitin Widi\_TBI

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**KARTU HADIR SEMINAR PROPOSAL SKRIPSI**

Nama Mahasiswa : *Widhi Astuti*  
 Nomor Induk Mahasiswa : *1811230085*  
 Prodi : *Teachng Bahasa Inggris*

NO	Hari/Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat 20 mei 2022	08:00 - 08:30	<i>Tri Meli</i>	<i>1811230114</i>	<i>The Effect of Project Based Learning on Student's Writing Ability at Nias pp. Indragiri, Kullaia, CA.</i>	<i>(Signature)</i>
2	Jumat 20 mei 2022	08:50 - 09:40	<i>Cherily Yulca</i>	<i>1811230051</i>	<i>The perception of the use of journal by English teacher in writing during for academic writing.</i>	<i>(Signature)</i>
3	Jumat 20 mei 2022	09:40 - 10:30	<i>Mifta Hufiana h</i>	<i>1811230145</i>	<i>The effect of using English teaching media in teaching English.</i>	<i>(Signature)</i>
4	Jumat 20 mei 2022	10:30 - 11:20	<i>Yezare Amelia</i>	<i>1811230028</i>	<i>Usefulness of assist tools media on student vocabulary learning.</i>	<i>(Signature)</i>
5	Jumat 20 mei 2022	11:20 - 12:00	<i>Ariska Agustina</i>	<i>1811230020</i>	<i>Investigating the preparation of teacher in teaching English speaking skill.</i>	<i>(Signature)</i>
6						

Ketua Jurusan Bahasa

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