

**THE CONVERSATION ANALYTIC ROLE PLAY METHOD
(CARM) FOR SPEAKING SKILL AT THE ELEVENTH
GRADE IN SMK RAUDLATUSSALAM GLENMORE
BANYUWANGI ACADEMIC YEAR
2023-2024**

THESIS



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UNIVERSITY OF KH. MUKHTAR SYAFA'AT
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(CARM) FOR SPEAKING SKILL AT ELEVENTH GRADE IN SMK
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ACADEMIC YEAR 2023-2024**

THESIS

**Presented To Faculty of Education and Teacher Training in A Partial
Fulfilment of The Requirement for Degree of Strata 1 In English
Education Department**

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This is to certify that the thesis of **Fitri Uliya Sari** has been approved by the advisor for further approval by the board of examiners.

Banyuwangi, 10nd June 2024

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AGREEMENT

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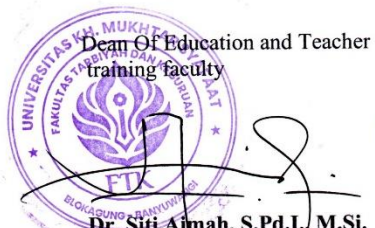
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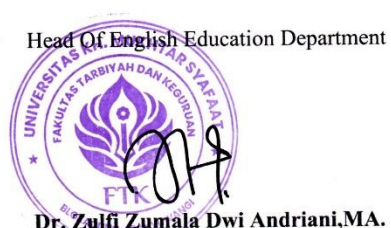


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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never submitted to any other education university for any other academic degree.
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MOTTO

**Success
does not belong to smart people,
Success
It belongs to those who always try.**

(BJ. Habibi)

DEDICATION

Praise the presence of Allah SWT, who has given grace, Taufiq, and guidance to us. This thesis is especially dedicated to:

I DEDICATE THIS THESIS TO MYSELF. WHO HAVE BEEN ENTHUSIASTIC AND FOUGHT FOR THIS THESIS, MY BELOVED PARENTS, WHO HAVE PROVIDED SUPPORT, AND PRAY FOR ME ALL THE TIME, MY BELOVED GIBRAN, ZALEA, AND TASBIHA, WHO ALWAYS MAKE ME SMILE AND ARE MY HAPPY, AND ALL MY WONDERFUL TEACHERS, FRIENDS, AND FAMILY. THANK YOU VERY MUCH.

ABSTRAC

Uliya Sari, Fitri. 2024. *The Conversation Analytic Role Play Method (Carm) For Speaking Skill in Smk Rudaltussalam Glenmore Banyuwangi in Academic Year 2023-2024.* Tadris English Study Progam English Education Department Faculty Education and Teaching Training University Of KH. Mukhtar Syafa'at Blokagung- Banyuwangi.
Advised: Moh. Mahmud M.Pd

Key Word: CARM

This research was conducted in class. This research was carried out by looking at the various problems and learning difficulties of students. This research was carried out with various obstacles to learning English speaking skills. This research discusses the use of the CARM method for learning speaking skills through direction material. The CARM scheme was developed from comparative research over a short period of time. This CARM method provides interaction with students to test students' courage and confidence regarding questions or problems that will be given by the teacher. Students help each other solve problems with their respective abilities. After that, it was explained in class.

This research scheme uses qualitative research because, in this research, the researcher collects data, carries out investigations, and draws conclusions. The qualitative method is a method that focuses on in-depth observation, where researchers obtain data from observation, interviews, and documentation. Therefore, this research intends to explain how teachers teach speaking skills using the CARM (Conversation Analytic Role Play Method) method to class XI students majoring in TBSM at SMK Raudlatussalam Glenmore Banyuwangi in the 2023-2024 academic year.

And from the results of this research, CARM is a very appropriate and good method for improving speaking skills in learning English through offering materials and suggestions. The speaking skills learning scheme shows an average score above 78.00, which is a pretty good score. Therefore, by using the CARM method, the effect of using the CARM method can change students' mindsets about the difficulty of learning English, specifically in speaking skills. In CARM, it can increase students' self-confidence, give students the opportunity to express their ideas, and make them more active in thinking about concepts. in English lessons.

ABSTRAC

Uliya sari, Fitri.2024. *Metode Conversation Analytic Role Play (Carm) Terhadap Keterampilan Berbicara Di Smk Rudaltussalam Glenmore Banyuwangi Tahun Pelajaran 2023-2024*. Progam Studi Tadris Bahasa Inggris Fakultas Pendidikan Bahasa Inggris Fakultas Pendidikan Dan Keguruan Universitas KH. Mukhtar Syafa'at Blokagung -Banyuwangi
Pembimbing: Moh. Mahmud M.Pd

Kata Kunci: CARM

Penelitian ini dilakukan di kelas XI jurusan TBSM SMK Raudlatussalam Glenmore Banyuwangi tahun ajaran 2023-2024 yang terdiri dari 17 siswa. Penelitian ini dilakukan dengan melihat berbagai permasalahan dan kesulitan belajar siswa, penelitian ini dilakukan dengan berbagai kendala dalam pembelajaran Bahasa Inggris dalam ketrampilan berbicara, dalam penelitian ini membahas penggunaan metode CARM dalam pembelajaran ketrampilan berbicara melalui materi penawaran dan saran. skema CARM dikembangkan dari penelitian komperatif dan waktu yang tidak singkat. Metode CARM ini memberi interaksi kepada siswa untuk menguji keberanian dan kepercayaan diri siswa atas pertanyaan atau masalah yang akan diberikan oleh guru. Siswa saling membantu dalam memecahkan masalah dengan kemampuan masing-masing. Setelah itu dijelaskan di dalam kelas. Tujuan penulis sekripsi ini adalah ingin untuk menjelaskan CARM pada ketrampilan berbicara siswa di kelas XI jurusan TBSM SMK Raudlatussalam Glenmore Banyuwangi pada tahun ajaran 2023-2024.

skema penelitian ini menggunakan penelitian kualitative, karena dalam penelitian ini peneliti mengumpulkan data-data, melakukan penyelidikan, dan menarik kesimpulan. Metode kualitatif adalah metode yang focus pada pengamatan yang mendalam. Yang mana peneliti memperoleh data dari observasi, wawancara, dan dokumentasi. Sebab itu penelitian ini bermaksud untuk menjelaskan bagaimana guru mengajarkan ketrampilan berbicara dengan menggunakan metode CARM (Conversation Analytic Role Play Method) di siswa kelas XI jurusan TBSM SMK Raudlatussalam Glenmore Banyuwangi pada tahun ajaran 2023-2024.

Dan dari hasil penelitian tersebut, CARM merupakan metode yang sangat tepat dan baik untuk keterampilan berbicara dalam pembelajaran bahasa Inggris melalui penawaran materi dan saran. Skema pembelajaran keterampilan berbicara menunjukkan skor rata-

rata diatas 78,00 yang merupakan skor cukup baik. Oleh karena itu, dengan menggunakan metode CARM, efek dari penggunaan metode CARM dapat mengubah pola pikir siswa tentang sulitnya belajar bahasa Inggris khususnya pada keterampilan berbicara, dalam CARM dapat meningkatkan rasa percaya diri siswa, memberikan kesempatan kepada siswa untuk mengungkapkan pendapatnya. ide, siswa lebih aktif dalam memikirkan konsep. dalam Pelajaran Bahasa Inggris.

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I hope this thesis will provide benefits to the world of education. To improve this thesis, I warmly welcome all suggestions and constructive input. May Allah SWT bless the people above for all their sacrifices and sustenance, which are valuable and useful for them to achieve success in their future lives. Amin.

Banyuwangi, 10nd June 2024

Fitri uliya sari

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CHAPTER I

INTRODUCTION

A. Research Background

English is one of the important languages that world citizens must master. However, people whose mother tongue is not English will find it difficult to master. Four skills basic that we must be understood, they are speaking, listening, reading, and writing (Maduwu S, Pd, n.d.2016).

The ability to speak is one of the most important aspects of language learning. Students who are proficient in speaking will be able to communicate ideas, opinions, and information more smoothly and effectively. However, it cannot be denied that many students experience difficulties in developing their speaking skills. This can be caused by various factors, such as a lack of opportunities to speak the target language outside of class, low self-esteem, or a lack of active interaction with peers in the language. In the field of education, there are various methods and techniques used to enhance students' learning experiences and skills. One such method is the role-play method, which has been shown to be effective in improving students' speaking skills. Students who are proficient in speaking will be able to communicate ideas, opinions, and information more smoothly and effectively.

In learning, many teachers are confused about how to teach, so they pay attention to English lessons. Based on the results of preliminary exams during professional practice, from the fourth of September to the eighth of October at SMK Raudlatussalam Glenmore at eleven class, a class institution is an institution that knows where the education, teaching, and learning process takes place with the aim of changing a person's behavior in a better direction through interaction with the surrounding environment.

The problem at school is the lack of school facilities, namely classrooms, one classroom for two departments. At Raudlatusslam Vocational School, one class is filled with two majors, namely motorbike business engineering and computer network engineering, which makes students lazy to study and not focus on the subject. And secondly, there is no learning method, which makes students lazy during learning. and finally, the lack of teachers draws attention to children.

the extracurricular activities at the school include football, dance,

badminton, volleyball, and PMR. With a superior program of intra- and extracurricular activities, SMK Raudlatussalam Glenmore has become a school of public interest in Glenmore district without reducing the institutional activities mandated concerning the national education system at SMK Raudlatussalam Glenmore Banyuwangi.

Judging from the results of the Raudlatussalam Vocational School students' semester exam scores in learning to speak English, they are very bad in the sense that they do not exceed the KKM score, below the average of 75, so many students repeat the remedial exam. because students rarely pay attention to teachers teaching and rarely go to class.

There are many interesting and effective methods of teaching conversational speaking skills. This research chose the role-play analysis method in researching. The conversion role-play method (CARM) for speaking skills is a strategy that gives students the opportunity to learn alone or while studying with friends so that teachers can find solutions to students' problems. and teachers can develop learning through the conversion role-play method.

This research was inspired from some previous studies, namely the first from Elizabeth and Rein, the second from Church and Batemen, the third from Natacha Niemants, and the last one from Alison Plinick. And the research determined the title, namely conversation analytic role play method (CARM) for speaking skill.

CARM is a widespread technique to prepare individuals in a wide range of working environment settings to more readily cooperate with partners and different individuals from the local area. Van Hasselt, Romano, and Vecchi characterize jobs as "recreations of true experiences, correspondences, or relational occasions.". Normally, the pretending technique affects individuals who are prepared or decided to collaborate with entertainers or other recreated conversationalists, utilizing "account transformations" of speculative or genuine situations as the reason for mimicked gatherings.

As well as preparing capabilities, pretend is utilized to assess "relational abilities" in different working environment settings. It is likewise more generally utilized as an instructive device with regards to training (e.g., Andresen, 2005; Rogers and Evans, 2007) and to evaluate different sorts of mental skill. (e.g., Leising, Rehbein, and Sporberg, 2007; Palmieri et al., 2007). in scholarly diaries or in talks and instructional exercises as a feature of pre-business educator preparing. We expect to expand on the methodical, experimental based correspondence preparing of CARM to extend proficient learning amazing open doors in the mechanics of talking with youngsters.

(Manan, n.d.)

The Discussion Scientific Pretend Technique (CARM) utilizes a strategy of discussion investigation to give proof-based correspondence preparing to a scope of expert practices. Created by Elizabeth Stokoe and her partners at Loughborough College, CARM utilizes transitory examination of CA studies to urge experts to think about the arrangement of activities in their day-to-day practice.

CARM utilizes genuine accounts of training and urges studio members to design conceivable further activities in continuous discussions. (see Stokoe, 2011, Stokoe, 2014). The setting recognizable to the keep members portrays customary discussions in their expert lives that permit professionals to ponder what they may be doing experiencing the same thing.

CARM training employs analytical conversation research as a vehicle for real games rather than role-playing games rather than working with hypothetical scenarios that are neither visible nor sound like real things (Stokoe, 2013a). The strength of involving discussion examination in applied settings is that it permits us to find exhaustively the way in which proficient collaborations really happen. (see Stokoe et al., 2012). CARM was developed by Elizabeth Stokoe, Rein Sikveland, and their coworkers as a method for training in professional interaction "how." CARM preparing permits experts to find examples of expert association and to recognize what scientists likewise notice about viable practices. Talk-in-cooperation is a critical expert device all through these settings and is key to educating and learning work. Accordingly, CARM can be utilized with youth instructors to permit close experiences into intelligent practice for proficient reflection, conversation, and improvement.

Dynamic learning systems incorporate reproductions, shows, tests, discusses, pretending, little gathering conversations, making visual portrayals and models, critical thinking, exploration and introductions, contextual investigations, and games. CARM is a reenactment based preparing technique that utilizes pretending as an experiential learning system where understudies take on various jobs on the off chance that situations and get criticism to assist them with refining their abilities.

English is a crucial language for worldwide communication in the age of globalization. Consequently, a large number of people worldwide learn English. In Indonesia, students are required to study English beginning in elementary school. English is taught in settings. In order to study English, a pupil must be proficient in speaking, listening,

writing, and reading. By utilizing English for a variety of purposes, students can improve their ability to express themselves.

The Conversation Analytic Role-Play Method (CARM) is an approach to communication skills training that can be adapted to any sort of workplace or institutional encounter. It is grounded in conversation analytic research and provides an alternative to traditional methods for training and assessing communication skills, which are based on role play or simulation. In this paper, I chart the development of CARM, from its origins in a study of neighbour disputes to its role in challenging stasis in methods for training and assessing people's communication skills. Along the way, I will describe the CARM approach in terms of its steps and procedures, and give examples of the organization and focus of a CARM training workshop. (Stokoe, 2014)

According to Iskandarwassid and Sunendar (2018), there are several concepts that teachers should pay attention to before teaching, among them:

- (1) talking and listening are two proportional exercises. (2) Talking is the most common way of speaking with people. (3) Talking is a creative outlet. (4) Talking is conduct; (5) talking is influenced by the richness of experience; (6) talking is a means of broadening the horizon; and (7) talking is personal exposition.

The importance of researching a CARM is that it can help students understand conversations between opponents. By conducting this research, it is important for female students so that students can convey the ideas in their minds that they want to express. and what's more important is that it can make it no longer difficult for teachers to use any learning strategies so that students are active and interested in learning English.

Based on the explanation above, the researcher took the title Conversation Analytical Role Play Method (CARM) for Speaking Skills at Raudlatussalam Glenmore Banyuwangi Vocational School.

B. Research Problem

How is description of Conversation analytic role-play method (CARM) implemented for speaking skill for the eleventh-grade students in SMK Raudlatussalam in the scholastic year 2023-2024

C. Research Objective

To find out implementation of conversational role-play learning methods. CARM for Speaking Skills for the 11 grade students in SMK Raudlatussalam in the scholastic year 2023-2024.

D. Research Significant

The use of research are as follows:

1. For teacher

For users of this method, the researcher can provide development that can be made for improvements in using role play. (CARM).

2. For student

The use of CARM is expected. The students are more enjoyable while performing their speaking-related activities.

E. Research Scope and Limitation

1. Subject of study

The subject of study was limited to eleventh-grade student of SMK Raudaltussalam Glenmore Banyuwangi in academic year 2023-2024.

2. Object of Research

The object of research is to describe Conversation analytic role play method (CARM) by teacher that can help student understand about speaking skill.

F. Definition Of Key Term

1. CARM (Conversation Analytic role play)

The Conversation Analytic role-play method is a method in the form of a movement game that includes a system, objectives, and also involves an element of self-confidence in students. In learning conversational speaking skills and English, teachers use approaches, methods, and techniques in class based on the curriculum.

2. Speaking skill

A person's ability to communicate their thoughts to others orally is known as their speaking skills in English. In any case, talking abilities are challenging to create in the event that they are not prepared ceaselessly and should be possible with partners in the class; therefore, conversation Role play makes it easier for students to convey hidden ideas.

CHAPTER II

THEORICAL INTERVIEW AND PREVIOUS STUDY

A. Theoretical Review

1. The Conversation Analytic Role- Play Method (CARM)

- a. The concept of learning methods

The conversation Analytic Role-Play Method (CARM) is a language instructing procedure that educators can use in the homeroom to train talking to offer the understudies the chance to rehearse the language. pretend is characterized as "a wide range of exercises where students envision themselves in a circumstance outside the homeroom; They have to use language that is appropriate for the new context whenever they play a role other than their own. (Reza, n.d.)

"Conversation analytic role play is defined as the projection of a real-life situation with social activities," stated another expert. In rehearsing pretend (CARM) exercises, the understudies would be set in different jobs where they would go about as themselves or assume the part of another person. Using language that is appropriate for the situation and social setting in which they will play is essential.

(Mufidah, n.d.2017) led research entitled The Impact of Carrying out Job Pay as an Instructive Procedure on EFL Speaking Improvement to investigate the impact of executing Pretend (CARM) as a method in English class to help EFL students' talking abilities in Ecuador. They dissect the highlights of pretend from its starting point in Psychodrama to the educating and learning approaches that help this strategy, for example, Undertaking Based Learning (TBLT), Agreeable Learning (CL), Open Picking up Instructing (CLT), and English for Explicit Purposes (ESP). Thusly, RP is an instructive method that opens students to encounter in authentic circumstances to fortify their capacities to convey normally and genuinely with their companions about occasions in their day-to-day schedules and future expert conditions.

According to (Suhaimi, n.d.) led research entitled The Conversation Role Play Method (CARM) for the eighth Grade Understudies. This examination utilized the class activity research technique. In light of the aftereffects of the examination, this exploration showed that the utilization of

pretend in talking exercises assisted the eighth-grade understudies with expanding their inspiration to communicate in English. The understudies showed a few upgrades in each cycle during the execution of pretend in the class. As a result, role playing can be used in speaking activities to motivate students to speak English better.

As expressed by Okazaki (1987:14) in Restoeningrum (2014), the stages of CARM activities are as follows: (1) The stage of preparation: (a) explaining the contents of the objectives and procedures through CARM to students well; (b) CARM- sharing. Teachers make decisions so that the desired results are achieved. (c) distribute the role cards and give preparation time to the students. (2) Stage of execution: (a) The teacher walks around among the students, seeing who will perform smoothly. (b) The teacher teaches phrases (hyalogen) slowly when there are groups that do not perform because they do not understand. (3) Performing tools: (a) asking questions about the newly performed role-play; (b) asking about the style of the performance; (c) talking about the CARM technique with the students.

CARM (conversation analytic role play method) that is, (1) students can improve their ability to recognize and take into account their own feelings as well as the feelings of others. This means that Student can adopt new behaviors in the face of difficult situations. Yanfis facing, and students can improve their problem-solving skills. (2) CARM is capable of stimulating the emergence of several activities. Which means that Student can expose the values, feelings, problem solutions, and existing and concealed behavior of the student. (lin Almeina Lubis & Ramadhani, d.)

b. The objective of CARM

The goal conversation role play is placing students in communication situation to: sharpen their listening comprehension skill, bring them into contact with a new language, and find out areas where they need additional practice.

Additionally, (Jack C. Richard 2008) noted that the purpose of position play is simulate conversational conditions in which students might locate themselves and provide them the chance to exercise and improve their conversation skill.

Thus, it can be concluded that the purpose of role enjoying is to increase conversation talent via setting students in conversation situations. Realistic communication gives students new experiences the usage of the language they have learned, and these experiences are top for remembering what they have realized.

The type of conversation analytic role play method In the case of function play activities, according to Donn By, role play can be grouped into two types: scripted and unscripted. Those types of conversation analytic Role play method things to do are described as follows:

1) Scripted conversation role play method

This type involves deciphering either the textbook speak or studying textual content in the context of speech. The primary feature of the text, after all, is to convey the which means of language gadgets in a memorable way.

2) Unscripted conversation analytic role play method

In distinction to scripted conversation analytic role play method, the conditions in unscripted role play do not depend on textbooks. It is recognized as free position play or improvisation. The college students themselves have to determine what language to use and how the dialog must develop. In order to do this activity, excellent guidance from the teacher and students is honestly necessary.

2. Teaching speaking use CARM

scripted conversation analytic role Play and unscripted function play. So, in applying this technique, there are two ways that it can be used.

a. Scripted of CARM

Scripted CARM is a conversation analytic role play method that is based on the dialogue. Example of the dialogue:

Kamall: Good morning. I prefer to ship a letter to Singapore.

Paula: Yes, do you favor to send it through air mail or normal mail?

Kamall: I suppose I'll ship it by airmail. I choose it to get

there quickly. Howa lot does it cost?

Paula: To Singapore? That will be 30 pence, please.

Kamall: (Give the clerk 50 pence.) Here you are.

Paula: Here's your stamp, and here's 20 pence hange.

kamall: Thank you. Where is the submit box?

Paula: You prefer the air mail box. It's over there, by using the door.

b. Unscripted of CARM

Unscripted CARM is c o n v e r s a t i o n
r o l e p l a y m e t h o d (C A R M) that does not
depend on textbooks. The example and tactics of
unscripted conversation analytic role play,
which are adapted from Adrian doffs book, are as
follows:

One student has lost a bag. Her or she is at the police
station. The other pupil is the police officer and asks for
detail.

To show a conversation analytic role-play method
pastime based totally on the situation, the tactics given
via Adrian Doff are as follows:

- 1) The teacher could put together the total class by:
 - a. Discussing what the speakers may say (ex:
the police officer would ask the college
students how he or she lost the bag).
 - b. Writing prompts on the board to guide the
position play and anykey vocabulary.
- 2) The teacher could divide the category into pairs
 - a. Let them discuss together what they might also say.
 - b. Let them all try out the function play privately
earlier than calling on one or two pairs to act out
in the front of class.

3.Theory of CARM

The word "conversation analytic role play method" means
CARM Conversation analytic role play method is a spoken
exchange of news and ideas between people. Conversation analytic
role play method is communication carried out by several people in

order to provide views, thoughts, suggestions and solutions. A long conversation will result in a positive mutual agreement and the results will be shared with all people who have an interest in the outcome of that agreement. All agreements from the conversation must be adhered to together because of their mutual benefit. (Elwin, n.d.)2019.

The Conversation Analytic Role-play Method (CARM) uses the methodology of conversation analysis to provide evidence-based communication training for a range of professional practices. According to (Mufidah, n.d.), there are several classifications of conversation that can facilitate students' English- Speaking skills while making it easier to master all components of speaking skills, as follows:

a. Structural of CARM

(Mufidah, n.d.) states that a particular occasion of syntax is generally called a 'structure'. Instances of designs would be the previous tense, thing plurals, the examination of descriptive words, etc. The utilization of English, both in everyday discussion and in the utilization of composed language, should be exact and address in all viewpoints since it connects with time: present, future, and past. Aside from that, the utilization of English construction is connected with the utilization of things, pronouns, articles, and different word structures: descriptive words, action words, and verb modifiers. Hence, discussion material plans to stir understudies' capability to have the option to utilize English correspondence and discussion works appropriately and accurately (structure) in everyday discussions, both officially and non-officially. This implies that understudies are offered adequate chances to concentrate on the design of English in a far reaching and top to bottom way, so understudy discussions in English are really enlightening. Take a stab at noticing the discussion beneath, as follows

Leo: May I get your pen?

Mary: Most definitely!

Leo: Incidentally, will you come to my home this evening?

Mary: With my pleasure.

Leo: Please serve me two cups of coffee, waiter!

b. Functional CARM

It is a conversation analytic role play method lesson aimed at forming students' ability to function in language as per its place and presence. In everyday discussion, we are frequently defied with something objective.

Leo: May I get your pen?

Mary: Most definitely!

Leo: Incidentally, will you come to my home this evening?

Mary: With my pleasure.

Leo: Please serve me two cups of coffee, waiter!

The distinctions between discoursed 1 and 2 above are comparative yet not the equivalent.

c. Situational discussion of CARM

Leo: May I get your pen? Mary: Most definitely!

Leo: Incidentally, will you come to my home this evening?

Mary: With my pleasure.

Leo: Please serve me two cups of coffee, waiter!

In the expression 2 espressos that is one illustration of how to involve extraordinary capabilities in correspondence in view of circumstances. In eateries, we for the most part say 2 espressos however this is syntactically wrong, since 'espresso' is typically viewed as an uncountable thing.

In view of the significance of discussion above, it very well may be reasoned that each understudy is associated with English correspondence in English subjects, either as two-way (up close and personal), gatherings, understudies with educators, or educators and understudies to impart or rehearse the instructing materials that not entirely settled. as per the prospectus and textbook. Examples of topics in the second semester class that are practiced in English conversation are: having an introduction, greeting, offering something, apologizing, thanking, and inviting.

d. Kind of conversation

This kind of guidance is carried out by teachers in the process of learning English-speaking skills inside or outside the classroom to strengthen students' utterances in the form of simple conversations, such as the expressions below:

1. Greetings

Usually, after saying hello, it is accompanied by asking how the person being greeted is doing. Below are several greeting expressions that are commonly used, as well as expressions used to ask about or answer someone's condition, accompanied by guidance from an English teacher, as shown in the table below.

Conversation in Elementary English

Selamat Pagi	Good morning
Selamat Siang	Good afternoon
Selamat Malam	Good evening
Selamat Tinggal	Good bye
Sampai Jumpa	See you
Apa Kabar	Hello/Hi
Baik-baik saja	How are you?
Apakah Kamu baik-baik saja?	I'm fine. Thank you. / Good

2.Introduction

Self-Introduction (Introduction) The following are expressions that are commonly used to ask about someone's identity or introduce themselves to others in simple English forms or sentences and are accompanied by guidance or guidance from an English teacher, as follows:

1. May I introduce myself? /Mei ai introjiys maisefl?
2. My name is Zalea, and Mai Neim is Zalea.
3. My name is Gibran, or Mai Niem is Gibran.
4. How do you do it, Gibran? / Haw du Yu du, Gibran?

With the continuous guidance or coaching provided by English teachers, it is believed that students' speaking skills can increase. Because in addition to the teacher's guidance or guidance regarding students' speech in the short English sentences above, it is also equipped with speech guidance, which is available at the end of the English sentences. Thus, it is very likely that students will be able to practice their English-speaking skills very easily.

4. Speaking skill

Speaking of the four skills of the English language, it is a skill that needs more attention from students because they should have good interaction with each other in speaking. (irma manda, n.d.)

Speaking is a complex method because it entails thinking. Language and social capabilities (Ar, 2018) mean that in communicating to convey an opinion or an idea, there should be one speaker and one audience in this activity. When the speaker spoke, he expressed his opinion, feelings, and ideas towards the listener. Thus, it can be concluded that humans, as social beings, can interact with each other to share information, opinions, and feelings through speaking skills. As per Chaney, speaking is the most frequent way of constructing and sharing importance the usage of verbal and nonverbal photos in quite a number setting.

a. Purpose speaking

In general, the purpose of speaking is so that students can communicate with other people, because speaking is the main goal in language classes. Learners are expected to be able to master the language they are studying to achieve the goals stated in the curriculum. Several activities that students can carry out include:

- 1) Starting the students' idea about something
- 2) Asking and answering questions based on the information given
- 3) Talking about something that will be done.

b. Speaking problem

The problem in speaking classes is that dealing with target expectations for speaking skills is not effortless or simple. Both for teachers and for students. They face some difficulties in teaching and mastering to speak. Based on instructor journey and observations of lecture room activities, this lookup located quite a few problems. First, students sense afraid and worried when they prefer to talk or communicate the use of English in front of their classmates. Second, students do no longer have the thought or initiative to speak until they ask questions or when they do now not be aware of how to specific their ideas. This is due to a lack of vocabulary, a lack of appreciation of grammatical patterns, and a lack of speak me practice. Third, college students nonetheless regularly make errors in

announcing English words. (indah putri & permata, n.d.)2019.

c. The importance of speaking

Talking is vital, particularly in day-to-day correspondence. An individual is perceived as taught incidentally and what the person in question is talking about. When speaking, a person must know what to say and comprehend the concepts being discussed.

In (indah & permata, n.d.) 2019 says, "In studios with educators and in planning my own materials, I utilize an extended three-section variant of Brown and Yule's system talks as cooperation; talks as exchange, speaks as if performing. Everyone of these discourse exercises is very unmistakable concerning capability and requires different educating approaches.

1) Talk as interaction

Talk as interplay describes interplay that primarily serves a social purpose, which is what we typically mean when we talk about "conversation." At the point when individuals meet, they trade good tidings, take part in casual discussion, describe late encounters, etc on the grounds that they want to be cordial and to lay out an agreeable quarter of connection with others. The emphasis is extra on the speakers and how they desire to introduce themselves to one every other than on the message. (indah putri & permata, n.d.). 2019

2) Talk as a performance

A subsequent very much recognized kind of talk is called talk-as- execution. This alludes to public discussions, in particular discussions that pass data on to a group of people, like homeroom show, public declarations, and addresses. The emphasis is on the message and crowd. Talking has capabilities that incorporate discussion, cooperation, and execution, as referenced previously. The capability of talking shows that talking doesn't simply create language yet additionally fills a few unique needs in ordinary correspondence (indah putri & permata, n.d.2019).

B. Previous Study

This research only analyses the method applied, namely conversation analysis using the roll-play method. There are several previous researchers who are similar to this, the research will take several previous studies.

This research on conversation analytical role-playing methods for speaking skills is not the first, but there have been previous studies related to this research. The research that is in line with this research is:

1. Elizabet, and Rein (2019) "*the conversation analytic role play method: simulation, endogenous impact and interaction nudges* in Loughborough University", Berghahn Books in Loughborough university.

From the research in this thesis, there is one similarity that is relevant to the research written by this researcher, namely that the application of the learning model applied by teachers in the classroom can help students better apply learning conversations about speaking skills in everyday life.

However, there are several differences between the journal research from Elizabet and Rein and the research that will be written here, namely Elizabet and Rein research, which took objects from student classes. Elizabeth and Rein used quantitative research methods, while the researchers used qualitative methods. The next difference is that the subjects taken by Elizabeth and Rein are different from those taken by the researchers; Elizabeth and Rein took endogenous impact and interactional nudges for their research, while the researchers took English lessons for their research.

Elizabet and Rein's background in Loughborough university conducting research is that Elizabet and Rein discovered the fact that there are still many students who do not have legal awareness; this is indicated by the number of students who are less effective and not interested in studying. Therefore, efforts are needed to reduce actions that reduce interest in learning by in other words, there is a need to increase student awareness to be confident in expressing opinions, one of which is through endogenous impact and interactional nudges.

In his research, Elizabeth dan Rein used several Berghahn Books as references, including Stokoe, E. (2013a). The (in) authenticity of simulated talk: Comparing role-played and actual interactions and the implications for communication training. *Research on Language & Social Interaction*, 46(2), 165-185, Stokoe, E. (2013b). Overcoming barriers to mediation in intake calls for services: Research-based

strategies for mediators. *Negotiation Journal*, 29(3), 289-314, Stokoe, E. (2014). The conversation analytic role-play method (CARM): A method for training communication skills as an alternative to simulated role-play. *Research on Language and Social Interaction*, 47(3), 255-265, Stokoe, E., Hepburn, A., & Antaki, C. (2012). Beware the 'loughborough school' of social psychology? interaction and the politics of intervention. *British Journal of Social Psychology*, 51(3), 486-496, Thaler, R. H., & Sunstein, C. R. (2008). *Nudge* Yale University Press. Llewellyn, N., & Hindmarsh, J. (2010). In Llewellyn N., Hindmarsh J. (Eds.), *Organization, interaction and practice: Studies of ethnomethodology and conversation analysis*. Cambridge: Cambridge University Press. Jenkins, L., & Reuber, M. (2014). A conversation analytic intervention to help neurologists identify diagnostically relevant linguistic features in seizure patients' talk. *Research on Language and Social Interaction*, 47(3), 266-279.

And the results of the thesis research written by Elizabet and Rein have great benefits for readers, namely this research is able to provide positive things for students regarding opinion conversations.

2. Church and Bateman (2019), "*using the conversation analytic role-play method in healthcare interpreter education*" "Universitas of Modena and Reggio Emilia, Italy.

From the research in this journal, there is one similarity that is irrelevant to the research written by this researcher, namely the application of the learning model applied by teachers in the classroom.

Not only are there similarities, in the journal created by Church and Bateman there are also several prominent differences, including Church and Bateman's research taking objects at the University of Modena and Reggio Emilia, Italy, while the researchers took objects at Raudlatussalam Class XI Vocational School majoring in business engineering motorbike (TBSM) in Glenmore Banyuwangi. which is located in the Islamic boarding school. Another difference is that Church and Bateman used qualitative research methods, while the researchers used qualitative research methods.

This research in the form of a journal conducted by Church and Bateman used Qualitative research methods. And the results of this research are that it is possible to identify several problems faced by students with communication and interaction skills, namely lack of communication practice and lack of confidence when they want to talk to the person they are talking to. Apart from the problems faced by students, there are also several problems faced by teachers, including teachers not being able to encourage students. The solution to solving

problems faced by students is to be confident and communicate frequently with the person they are talking to.

In this research, Church and Bateman used several previous studies as references, including Further readings on the function of okay and other feedback tokens in interpreted-mediated interactions are Gavioli 2012; Merlini 2015b; Merlini and Gatti 2015). Baraldi 2012 on promotional questions; Baraldi and Luppi 2015 on ways to overcome linguistic barriers in healthcare intercultural communication. Useful examples of comments and questions, especially concerning video data, where proxemics and gaze can also be a matter of discussion, can be found in Amato and Mack (2015), Krystallidou (2016), and Kadrić this volume. In traditional RPs, just like in most relevant teaching materials, dialogues generally do not begin in medias research, while excerpts of authentic interactions show a typical trait of social life, where speech often refers to something that has already been said or done before (see Ravazzolo et al. 2015, 147).

And the results of the thesis research written by Church and Bateman have great benefits for readers, namely adding insight into learning models and methods that can improve student learning outcomes.

3. Natacha niemants et al. (2023) "*The conversation analytic role play method*" "The Routledge Handbook of public Service Interpreting in SW1P 1 WG, UK London.

From the research in this book, there is one similarity that is relevant to the research written by this researcher, namely the application of the learning model through conversation analytical role play method which is applied by teachers in the classroom.

However, there are several differences between the book research of Natacha niemants et al and the research that will be written here, namely Natacha Niemants, Jessica Pedersen Belisle Hansen took the subject at SW1P 1 WG, UK London, while the researcher took the subject at class XI majoring in bicycle business engineering motorbike (TBSM) SMK Raudlatussalam Glenmore Banyuwangi. Research by Natacha Niemants, Jessica Pedersen Belisle Hansen uses qualitative research methods, while researchers use qualitative methods. Subjects taken in the research of Natacha Niemants et. al is different from what the researcher took, namely Natacha Niemants, Jessica Pedersen Belisle Hansen took Public Service Interpreting (PSI) subjects, while the researcher took English as their research.

Background Natacha niemants et al. in this research, based on

observations made at SW1P 1 WG UK London, there is a problem, namely that students' Public Service Interpreting (PSI) learning outcomes are still low. The learning process carried out by these schools still tends to use teaching materials that focus on books, this results in students not understanding concepts due to the lack of meaningful learning methods applied in class. Therefore, choosing the right learning model, namely the conversation analytical role play method (CARM), is one solution to the problem that occurs. There are many learning models that can be used in Public Service Interpreting (PSI) subjects, one of which is The Conversation Analytic Role Play Method (CARM) For Speaking Skill.

In their research, Natacha Niemants et al used several books as references, including Castagnoli Sara, and Natacha Niemants (2018) "Corpora worth creating: pilot study on http://www.intralinea.org/specials/article/corpora_worth_creating_a_pilot_study_on_telephone_interpreting (accessed 20 December 2021). Chiarenza, Antonio (2020) "Practice-based training for intercultural mediators in healthcare services", in Teacher Education for Community Interpreting and Intercultural Mediation: Selected Chapters, Nike Pokorn, Maurizio Viezzi, and Tatiana Radanovic Felberg (eds). Ljubljana, Ljubljana University Press: 200– 26, Amelia Church, and Amanda Bateman (2019) "Methodology and professional development: Conversation Analytic Role-play Method (CARM) for early childhood education", Journal of Pragmatics 143: 242– 54, Dastyar, Vorya (2019) Dictionary of Education and Assessment in Translation and Interpreting Studies. Newcastle upon Tyne, Cambridge Scholars Publishing 67.

And the results of the thesis research written by Natacha Niemants et al have great benefits for readers, namely adding insight into learning models that can improve student learning outcomes.

4. Alison Plinick (2018) *“using conversation analysis to inform role play and simulated interaction in communications skill training for healthcare professionals: identifying avenues for further development through a scoping review*. School of Sociology and Social Policy, University of Nottingham 2nd Nottingham NG7.

From the research in this journal, there are several similarities that are relevant to the research written by this researcher, namely the application of the conversational analytical learning model and the role-play method, which are applied by lecturers in the classroom. The next similarity is that Alison Plinick's research took English as its subject, as did researchers who took the same subject, namely English. The next

similarity is the research method used by Alison Plinick and the same researchers, namely using qualitative research methods.

Not only are there similarities, but there are also differences between the thesis research and the research to be written, namely Alison Plinick's research took the subject of the study of health communication in a wide range of settings, while the researcher took the object in class eleven at Raudlatussalam Vocational School, who's major was motorbike business engineering, which is under the auspices of the Islamic boarding school.

This research, in the form of a thesis conducted by Alison Plinick, used qualitative research methods. The results of this study demonstrate the applicability of the health communication study model in a variety of settings, as well as the development of training. The application of this conversational role-play method is oriented towards CORD (Center for Employment Research and Development), which consists of connecting (understanding and applying it in everyday life), experiencing (experiencing and carrying out activities that have been taught by doctors), applying (putting knowledge into practice), and obtaining. students have and know the benefits of the activities they do), working together (teaching patients to work together and in groups), and transferring thought patterns.

In this research, Alison Plinick used several journals and theses as references, including Stokoe E. Simulated interaction and communication skills training: the conversation-analytic role-play method. In: Antaki C, editor. *Applied conversation analysis: changing institutional practices*. Basingstoke: Palgrave Macmillan; 2011. p. 119–39, Mehta KH, Shah VS, Patel KD. Developing competency in post-graduate students of anesthesiology for taking informed consent for elective caesarean section. *Indian J Anaesthesia*. 2017;61(2):163. Grudzen CR, Emlet LL, Kuntz J, Shreves A, Zimny E, Gang M, Schaulis M, Schmidt S, Isaacs E, Arnold R. EM talk: communication skills training for emergency medicine patients with serious illness. *BMJ Support Palliat Care*. 2016;6(2):219–24, General Medical Council Consensus Statement: [wp content/uploads/2013/10/UKC-consensus-statement-comms-curricula-Med-Ed-Oct-08.pdf](https://www.gmc-uk.org/content/uploads/2013/10/UKC-consensus-statement-comms-curricula-Med-Ed-Oct-08.pdf) (accessed 1 Oct 2017).

And the results of the thesis research written by Alison Plinick have great benefits for readers, namely that this research is an exercise to develop knowledge and increase insight into the application of the conversational analytic role-play method, which can later make English subjects interesting for students.

CHAPTER III

RESEARCH METHOD

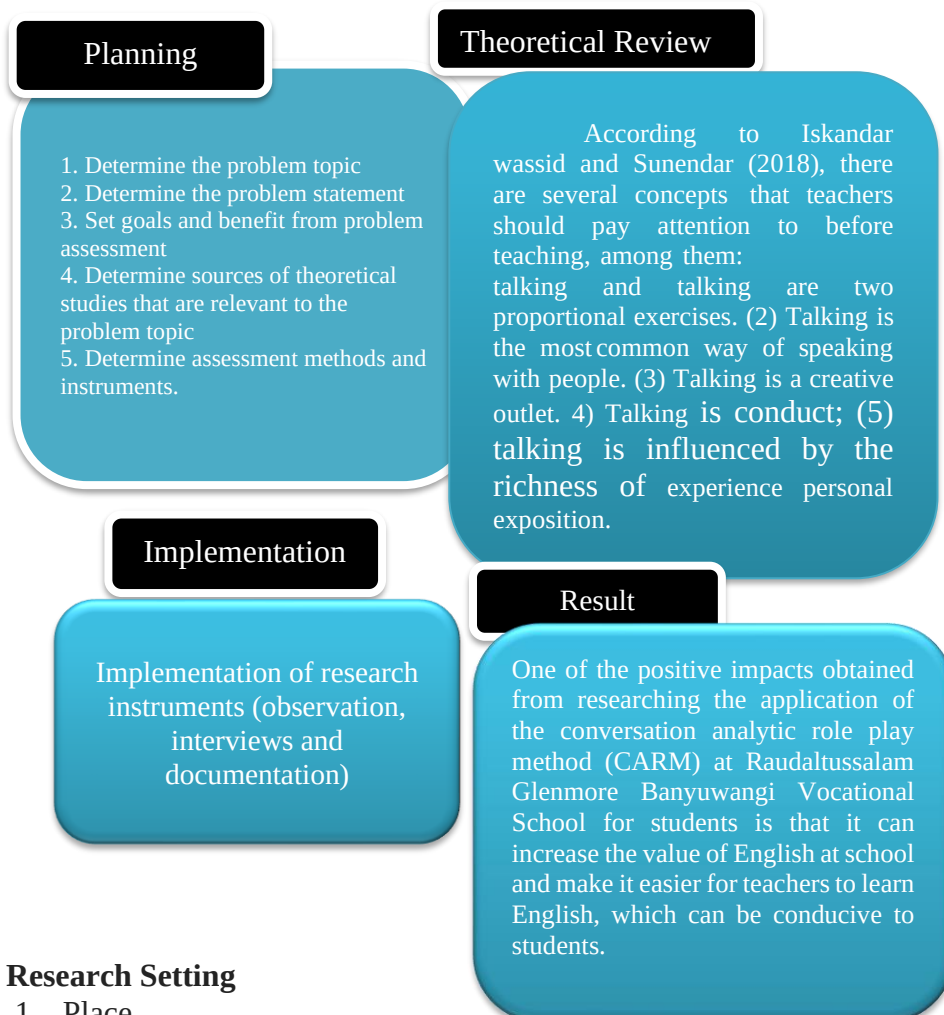
A. Research Design

According in the book of Halaludin Hengki (2019), Wijaya stated that qualitative research is research that emphasizes a process of obtaining data through intensive contact and requires a long time of interaction in the field. The method used in this research is descriptive-qualitative.

The reason the researcher used the qualitative method was that the researcher wanted to explain the application of the conversation analytic role play method and explore more deeply the conversation analytic role play method so that in the future many teachers would use this method in English language learning.

The action taken was the process of learning English using a conversation analytic role-play method approach in class eleven, majoring in motorbike engineering and business at SMK Raudlatussalam Glenmore. This research uses qualitative research, which uses interviews and written data without numbers, taken in early January.

This data was more by paying attention to the processes of the occurrence of a particular phenomenon, both regarding humans and various interactions (Endang Wini Winarni, 2018: 148). obtained through interviews, field notes, photos, personal documentation, notes or memos, and other official documents. This qualitative descriptive approach analyzes data discovery



B. Research Setting

1. Place

The location studied by the researcher is the place where the research will be carried out to obtain the data or information needed and related to the research problem. The research was carried out at Raudaltussalam Vocational School, which is located on Jl. PB Sudirman No. 56 Gunungsari Sumbergondo, Glenmore District, Banyuwangi Regency. For this reason, researchers want to know what learning model conversation analytic role play method (CARM) the Raudlatussalam Glenmore Vocational School teachers use in every teaching and learning process.

2. Time

Researchers took data on Monday 24 February 2024 during effective school hours, where researchers really wanted to know the application of the conversation analytic role play method.

C. Research Subject

The subject of this research is the main subject of the thesis, which is used as the research center. The subject of this research was the eleventh-grade English teacher, namely Mrs. Sinta Dewi, an English teacher and class XI student at Raudlatusslam Vocational School.

D. Data Source

In this research, there are two types of data: primary data and secondary data.

1. Primary data sources

This primary data source was taken from the results of class observations during the learning process taking place by observing the researcher and noting things that happened during the learning process by using the learning observation sheet that had been made by the researcher. And an in-depth interview with one of Raudlatussalam Vocational high school teachers. Why is the method (CARM) used by teachers, and how was the method developed in this study were obtained from the results of interviews with informants or resource persons. As information for this research, school administration staff and school principals provided information and other statements.

2. Secondary Data Sources

According to Bungin (2005) Secondary data sources are data obtained directly from observations made or other sources such as books and documentation, as well as archives at Raudlatussalam vocational High School, in order to complement the primary data obtained.

E. Procedure of Data Collection

In this research, according to Creswell, Jhon W (2016), there are three ways of collecting data: observation, interviews, and documentation.

1. Observation

According to Creswell (2016), this research has been completed by observing the teaching process at Raudaltussalam Glenmore Vocational School. This research looks at the teaching process a teacher plays the role of implementing the action, and the researcher is an observer who is also assisted by colleagues. The role of teacher activities and student empathy in the learning process was examined through observational activities using the learning model (CARM).

Passive participant observation is carried out by making an agreement with the research subject regarding the place, time, and tools used in the observation, such as research results record sheets and a camera to take pictures or photos of the events being observed.

Observation is used to systematically find out the symptoms that appear in the research object. So that during the observation, the researcher obtains the desired data, such as students' responses during the learning process, the media used by the teacher, and so on.

The purpose of observation is to obtain the data the researcher wants during the learning process, and here the researcher uses field notes to record the data obtained while the researcher is observing the activity.

Observation steps at SMK Raudaltussalam Glenmore Banyuwangi School: first the researcher met with the principal of SMK Raudaltussalam to convey the objectives of the research, then the research met with the teacher of SMK Raudaltussalam, namely Miss Sinta Dewi, for the researcher to ask permission from the class of English Teacher XI in the department. TBSM for research purposes, the researcher looked around the class and saw the teacher teaching English.

2. In – dept Interview

According to Creswell, (2016) Interviews are a method used to produce data from researchers by interviewing them to obtain direct and complete information. This method is carried out with the aim of obtaining invalid data about learning models (CARM) in the educating and educational experience. In this examination, analysts use data. In the interview section, the researchers will interview teachers and students.

- A. The first will interview the English teacher at Raudlatussalam Vocational School, namely Mrs. Sita Dewi, who as the class teacher teaches in class XI, TBSM department. This teacher handles English language learning and uses the role-play conversation method.
- B. The second will interview one of the class XI students majoring in motorcycle engineering and business (TBSM). This interview focuses on the effects of using role-play conversations.

Documentation

The documentation used in this research is the syllabus and learning implementation plans that have been prepared by Mrs. Sinta and photographs taken during the teaching and learning process. These photos include the application of the role-playing method. Apart from that, this research also draws from observations and interviews conducted by the research. (Creswell, John, 2007).

F. Data Analysis

The data analysis in this classroom action research is qualitative. Qualitative, namely, this analysis is based on data that has been collected by the researcher and systematically compiled observation notes, interviews, etc. to build the researcher's comprehension. The scientist might interpret the cases contemplated and present them as discoveries to other people. (n.d.) (2024) All the data is then analysed using three stages of activity, namely:

1. Data Reduction

According to Miles & Huberman (1994), data reduction is filtering data obtained in the field when observing the SMK Raudlatussalam Glenmore Banyuwangi school. which are still written in the form of detailed descriptions or reports, meaning that these reports are reduced, summarized, selected, focused on the research focus, and compiled. more systematic, so it is easy to understand.

2. Data Display

According to Miles & Huberman (1992), once the data has been reduced through structured grouping, the next process is presenting or distributing the data in display form, both descriptively and graphically. By presenting the data, researchers

can conclude that it is a collection of information and a structured data distribution process that is more interesting and easier to understand. data display, isa collection of initial survey results that are organized and structured. The form of data presentation in data displays can be in the form of descriptive data, essays, or interview results, which are processed in the form of matrices graphs, networks, begins, etc. information arranged in a form to make analysis easier.

3. Conclusion data or Verification

Data analysis takes the form of conclusions or verification. The conclusion of the data analysis can answer the problem formulation of the application of the conversation analytic role play method (CARM) at the Raudaltussalam Glenmore Banyuwangi Vocational School. Data conclusions are also verified along with the analysis process. And data retrieval can be done continuously until the data is truly perfect and correct.

4. Data Validity

Testing the validity of the data in research Qualitative testing can be carried out through four tests, namely: first, test the credibility of the data. Second is the transferability test, or level of accuracy. Third, test dependability or reliability. Fourth, the confirmability or objectivity test. (Haryono, e.n.d.)

5. Credibility

Credibility in qualitative research is related to the truth of the findings of the investigation. Credibility involves how well the researcher establishes confidence in what is found based on the research design, participants, and context in which it is found.

6. Transferability

Qualitative research to external validity demonstrated the level of precision or relevance of exploration results to the example populace from which a review is drawn, the scientist can't ensure this outer legitimacy because it requires people. other or other parties to understand it.

7. Dependability

Dependability is a way to create and obtain consistency of data that will be found by researchers so that the data can be relied on. Qualitative researcher. Qualitative research expects variability as

the research context changes. As a result, consistency is thought to be the degree to which variation can be accounted for or explained. This is alluded to as reliability or dependability.

8. Confirmability

Research can be said to be objective if it has agreed upon by many people. In qualitative research, test Objectivity or confirmability in the event that the exploration results are a component of the examination cycle did, then, at that point, research has met confirmability standards.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research was conducted to find out how the CARM conversational role analytic game method is applied to the speaking skills of eleventh grade students at SMK Raudlatussalam Glenmore Banyuwangi for the 2023-2024 academic year. The research carried out by this researcher aims to describe the application of the CARM concert analytical role play method to the speaking skills of eleventh grade students at SMK Raudlatussalam Glenmore Banyuwangi for the 2023-2024 academic year.

1. Setting of study

Raudlatusslam Glenmore Banyuwangi Vocational School is an educational unit under the auspices of the Raudlatussalam Islamic Boarding School. The initial establishment of Raudlatussalam Islamic School was an initiative of the caretaker of the Darussalam Blokagung Islamic boarding school, namely KH. Hisyam Syafaat, which was directly conveyed to Agus H. Fahrur Rozi to establish a high school educational institution that is different from upper secondary education and produces graduates who are multi-talented while not abandoning the full meaning Of School alumni.

That's why Raudlatussalam Vocational School is an educational institution whose management is very different from general schools, especially since 2012, Raudlatussalam Vocational School has been recruited into one of the pesante-based vocational schools, which is under the auspices of two departments, namely the Ministry of National Education and the Ministry of Religion, thereby further strengthening Raudaltussalam Vocational School in terms of management. its management.

Raudlatussalam Vocational School is one of the senior high schools in the Glenmore area, a school under the auspices of the Raudlatusslam Islamic boarding school in Glenmore subdistrict, Banyuwangi district, which is mandated by educational institutions and boarding schools. This educational institution is an institution that knows about the teaching and learning process. with the aim of changing behavior for the better

through social interactions around them. The research took place in class XI, majoring in TBSM (motorcycle engineering and business), with 17 students.

2. Application of the CARM (conversation analytic role play method) for speaking skill in SMK Raudaltussalam

The use of the CARM method explains in detail what the teacher uses in the classroom during learning, starting with creating groups, each consisting of two students. For the "CARM" step, the teacher asks students to think independently about the title that will be given by the teacher to form an idea of what they want to say to the person they are talking to. At the pair stage, students discuss their thoughts and allow students to articulate the ideas that will be discussed. and the next step is for each group of students to pair up to talk in front of their friends so that students have great confidence to convey the ideas that have been discussed by their group.

The research presents data obtained during research at Raudlatussalam Vocational School. This chapter is used to answer questions from researches. The question is: what do you think will be impact of CARM (conversation analytic role play method) learning for class XI TBSM, which you teach.

The Steps taken by Mrs. Sinta Dewi, SP.d., during the learning process of English subjects with the theme My Activities and the sub-theme School Activities are as follows:

A. The first meeting (Lesson Plan)

a. Opening

1. First, the teacher greets; after greetingthe teacher asks students to pray together.
2. The teacher provides illustrations related to the material that would be taught according to the topic, namely school lessons.
3. The teacher starts by asking students to mention the lessons they did during the learning meeting, then the teacher explains the material related
4. Next, the teacher writes down several vocabulary words related to learning at school.

b. Activity Process (Implementation)

1. After finishing providing illustrations related to the material, the teacher writes down several vocabulary items related to the lesson material, offers, and suggestions related to daily activities.
2. The teacher provides examples of short conversations related to the daily offer of material and suggestions.
3. The teacher asks students to practice speaking about daily activities taught by the teacher.
4. The teacher appoints two students to come forward and practice the speaking they have learned and asks the students to have a short conversation containing the theme of daily activities in front of their friends.

A scenario is a consistent description of various possibilities (circumstances) that could occur in the future. Designing a learning scenario is a step in designing a series of stories compiled by a teacher so that learning events occur as desired. Like the expression explained by Ms. Sinta Dewi.

3. Selection of learning method

a. Drill method

In general, learning using the conversational analytical role play method (CARM) aims for students to have speaking skills such as conveying opinions and ideas that are hidden to them. students can develop speaking skills such as connecting one understanding with another. Stimulate students' thinking to always be active in the material being studied. In general, the CARM method is seen as being able to improve students' speaking skills. The reason is that the more often speaking skill material is practiced and used, the better the student's confidence would be.

“Usually when learning English, I give games and use a projector so that the children are more enthusiastic; otherwise, I tell the children to buy coloured paper and paper for maps for their creations and can present them in front of their friends to test their abilities and skills”. (Mrs. sinta 19 February 2024).

According to the informants described above, teachers themselves already have exposure strategies to foster student creativity and build students' self-confidence so they can actively think and explain what they have learned. Students would also feel motivated by friends and teachers to provide

support in learning speaking skills.

b. Conversation model

Conversation is a conversation, dialogue, or talk. Meanwhile, according to the term, it means an exchange of thoughts or opinions between two or more people. In learning English, the conversation method is one way for students to have daily conversations using English. The aim of learning using this conversation method is to ensure that students are able to communicate well in order to develop the vocabulary acquisition that students memorize.

“The effect is very big; using CARM has a positive impact that makes them still remember language learning vocabulary using this method, makes students interested and remember, and it turns out children. When out there, they can greet me with a word like, “Hello!” How are you? That’s why learning English, especially speaking skills, can be effective and conducive”. (Mrs. sinta, interview 19 February 2024).

English lessons are one of the mandatory lessons that students must study because English is an international language. The process of learning English in class XI in the TBSM department is similar to that in other classes. Students feel bored, and classes are not conducive to learning English because many students are lazy and carelessly go to school. Because the learning process in the classroom is faced with these obstacles, teachers must choose the right English learning method so that students are more enthusiastic and conducive to learning. obtained by the teacher, providing several different methods according to the material being taught. The method used in class expresses opinions in answering questions and carrying out assignments because the CARM method uses a group system.

B. Second meeting (implementation of CARM for English Language Teaching.

Implementation of learning activities is a plan that has been prepared previously. In this implementation, it shows the implementation of the steps of a learning process that are carried out to create a learning experience for students, and this implementation process can be seen in how the teacher applies the conversational analytic role-play method learning

model in English language learning, which requires students to play an active role. By applying this learning model, students can easily apply the learning outcomes they obtain so that learning objectives can be achieved well. The steps mentioned by the teacher are in implementing the CARM learning model in students' English learning at SMK Raudaltussalam Glenmore Banyuwangi.

This research activity was carried out in 2 meetings. The first meeting was held on February 19, 2024, for 50 minutes. The second meeting was held on February 20, 2024, with the same time allocation, namely 50 minutes per meeting.

The implementation of these meetings can be seen in the following description. This first lesson would be held on Monday, February 19, 2024, from 07.30 to 08.20 WIB. At this first meeting, the researcher observed the CARM learning process in the classroom. The details of the learning implementation at the first meeting are as follows:

a. Pre activity

Madam. Sinta entered the class, and then Bu. Sinta opened the lesson by praying together and greeting, then after giving motivation to the students the enthusiasm of the students in the morning of learning. Then Mrs. Sinta called one by one to list who was present and absent, and Bu. Sinta asked the students to repeat and remember last week's lesson.

b. Main activity

Apart from that, the teacher also provides initial knowledge to students by providing video material offering and suggestions containing conversations between two people. The teacher shows videos and pictures to students to find out the students' background knowledge about guidance before practicing it (speaking).

During the learning process the teacher first asks students to mention the activities they do every day, then the teacher explains the material for daily activities. After the teacher has finished explaining the material, the teacher writes down some vocabulary about several daily activities, such as playing, going to school, having breakfast and so on. The teacher then reads the vocab and makes examples of short conversations related to daily activities, after that the teacher asks students to memorize vocab about daily activities, after that the teacher asks students in pairs to come forward to practice the conversation. which has been modelled previously by the teacher. and assess each individual student.

As previously explained, videos and images are a medium for teachers to obtain students' initial knowledge as preparation before starting learning in class. Therefore, the teacher asks students to observe the videos and pictures. The teacher explains the material offered and suggestions so that students can understand the conversation.

c. Post Activity

When the teacher carries out this stage, questions or problems related to the learning explained by the teacher are discussed. After that, students are given time to watch and discuss the videos and images before the teacher invites students to think independently about the teacher's questions. that the teacher applies the interaction stage with paired groups to understand students by using conversation as material for speaking skills. The aim of this stage is to determine students' understanding of the topic and pair groups so they can interact better with classmates and arouse students' enthusiasm for learning so that fellow students can work together well to complete assignments. The stage is that the teacher divides groups with their seat mates to discuss with their seat mates the topics that have been presented to the students.

In the interaction stage, students learn how to develop critical thinking by observing conversations and encouraging good relationships between students to foster positive

teamwork. Research finds that teachers apply various things to increase students' knowledge and help students have ideas and self-confidence. At this stage, each group presents its opinions and responses in front of the class.

It can be seen that as long as they share knowledge and the goal can be understood by other students, then this step is an improvement on the previous step which supports all groups to reach the same conclusion. The group is required to understand the solution to the problem given based on this explanation. As well as conveying ideas and beliefs to convey opinions. Moreover, if the teacher still does not understand his thinking at the end of the lesson, he can review it again.

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Evaluation is the process of determining the value of something based on certain references to determine certain goals. In learning, evaluation can be interpreted as the process of measuring the effectiveness of strategies used in an effort to achieve a goal. The data obtained from the measurement results would be used as a situation analysis for the next program.

At the evaluation stage, the assessment system not only tests several abilities possessed by students, namely assessment in the academic field or assessment in teaching and learning activities in class, but also assessment in the form of skills development activities taught during learning, which include speaking and English grammar. The aim of assessing English learning outcomes is to determine the level of student mastery of the material that has been provided, determine skills, motivation, talents, and interests, convey hidden ideas and students' attitudes towards

the English language learning program, and determine the level of progress and suitability. English learning outcomes by students.

Based on the findings of the CARM method. According to the description above, the implementation of learning shows that the application of the CARM method at Raudlatusslam Glenmore Banyuwangi Vocational School on speaking skills in offering materials and suggestions in class can be concluded that CARM is very good. The speaking skills learning scheme shows that the average student score is 78.00, which is quite a good score, so that students get a KKM score and the teacher applies the CARM method to learning speaking skills. So based on the explanation in the paragraph above, the researcher can conclude that the application of the CARM method to student speaking skills material is also in line with teacher and student activities effectively and conductively in the classroom. The learning process is very impressive between students and teachers. CARM is very influential in learning models so that learning can be effective and conducive during learning.

B. Discussion

This research was conducted to find out how to implementation for speaking skills thorough the CARM method (conversation analytic role play method) to class XI students majoring in TBSM at SMK Raudlatussam Glenmore Banyuwangi. This has been done by researchers to describe the implementation of speaking skills through the CARM method (conversation analytic role play method) for speaking skill in class.

Based on the research results, it was discussed that there was an increase in learning English speaking skills in offers and suggestions material where students explained offers and suggestions in front of their friends. The teacher applies the role-playing conversation method. This is proven by the increase in the average score which is now at 78.00 with a better score. The results of learning using the role conversation method are better compared to the grades before using this method. The discussion that follows shows how implementing CARM can result in student learning in English classes that use offer and suggest materials. and researchers have linked it to findings developed by Natacha Niemants et al. (2023), "Conversation analytic role play method," The Routledge Handbook of Public Service Interpreting, SW1P 1WG, UK, London, namely CARM can be used to support students in building self-confidence and developing their own ideas.

The CARM strategy was implemented by Mrs. Sinta Dewi in class XI TBSM major with offering learning materials and suggestions. The achievement of increasing student learning outcomes is also in line with the increasing activity of teachers and students in the classroom. The learning process no longer seems one way but rather two offers and suggestions between students and teachers. This can be seen when researchers make observations in class during learning. The results of the advantages of teachers using CARM in teaching speaking skills are very suitable to be applied to student learning outcomes and self-confidence, increase students' thinking power, provide opportunities to convey students' ideas, build communication skills with other students, improve students' memory abilities, and students are more active in speaking skills in conveying ideas. Students better understand the concept of learning topics when discussing, students can learn from other friends, based on researchers who are very relevant to previous researchers quoted by Alison Plinick (2018) University of Nottingham 2nd Nottingham NG7 namely Building on previous analysis Using conversation analysis to inform Simulation games roles and interactions in communication skills training for professional students: Identifying

avenues for further development through a scoping review.

The CARM method is a learning method that makes students more active and involved in group learning, namely by the teacher asking students questions, then having students think together with their group friends and exchange opinions, based on researchers who are relevant to the theory. quoted by Elizabet and Rein (2019) Based on previous research, the results show that the use of CARM has a huge impact on an effective development cycle, because engineering students have many opportunities to convey ideas through these discussions. From the explanation above, the researcher concludes that by using the CARM learning model strategy used by the teacher and from the results of this research, CARM (conversation analytic role play method) is a very appropriate method for learning speaking skills because by using this method it can be concluded from the students' grades, development of student interaction, and the influence of using the CARM method on students.

The advantage of using this method is that it can change students' mindset about the difficulties of learning English, especially in speaking skills. This method can produce students' thinking and interaction, providing opportunities to convey students' ideas, students become active and conducive to speaking. In learning English, students can better understand the concepts of English learning topics during discussions, students can learn together with other students, and each group has the opportunity to share or convey their ideas. Based on the explanation above, the use of the CARM method to teach speaking skills through offering materials and suggestions is to use expert teaching staff.

The steps for implementing the CARM learning model applied by Mrs. Sinta Dewi are as follows: Preparation or warm-up the starts lesson, next Mrs. Sinta chooses the right object, Mrs. Sinta decorates the class as in groups, one group consists of two people so that learning is effective, then bu. sinta appoints students to be observers by watching the video before practicing, then the students are asked to discuss what will be conveyed, then the students are asked to practice playing the roles that have been assigned, then finally Mrs. Sinta shares her experiences and summarizes the learning from the day's meeting that Mrs. Sinta teaches.

CHAPTER V

CONCLUSSION AND SUGGESTION

this chapter has conclusions and suggestion. Conclusions and suggestion are based on the result of research in chapter IV.

A. Conclusion

Based on the data obtained during the research, it can be concluded that the application of CARM in English subjects in the eleventh-grade majoring in motorbike business engineering at SMK Raudaltusslam Glenmore Banyuwangi has been implemented effectively and conductively. Meanwhile, the application of CARM in English subjects in class The successful implementation of the conversation analytic role method is supported by supporting factors such as an adequate environment and media. Apart from supporting factors, inhibiting factors were also found, namely different student characteristics, inadequate infrastructure, and students who had difficulty pronouncing English vocabulary. However, these obstacles can be overcome by grouping students, providing more adequate infrastructure, and enabling students to pronounce English vocabulary and be able to convey the ideas of students who are hidden and do not have self-confidence.

B. Suggestion

From the conclusions above, there are several suggestions put forward by research:

1. Teacher

This can be applied to learning specific skills so that students can be interested and enjoy the learning process.

2. Students

Students must speak English often and increase their vocabulary so that they are interested and easy to learn.

3. Readers or Researchers

This researcher hopes that this research will be very useful as an alternative media reference and will be interesting for readers and other researchers in teaching English language learning. And the researcher

hopes that other researchers can carry out this research with different objects related to the researcher.

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APPENDIX

1. Interview Instrument
2. Syllabus
3. The Result of Scoring
4. Lesson Plan
5. Documentation
6. Research Cover Letter
7. Certificate Of Having Carried Out Research
8. Guidance Card
9. Plagiarism

INTERVIEW GUIDELINES

Mrs. Sinta Dewi Rahma Wati

1. Se jauh ini bagaimana perkembangan siswa siswi tentang pembelajaran Bahasa Inggris di kelas XI khususnya jurusan TBSM?
2. bagaimana menurut ibu pengaruh pembelajaran CARM dalam speaking skill bagi para siswa
3. apakah dengan adanya pembelajaran CARM ini dapat meningkatkan pembelajaran Bahasa Inggris yang ibu ajarkan
4. target apa yang ibu berikan untuk mencapai suatu pembelajaran yang dapat di pahami di siswa kelas tersebut

Mrs. Nala

1. bagaimana proses pembelajaran bahasa Inggris di speaking skill kelas XI jurusan TBSM?
2. apa hambatan ibu dalam pembelajaran Bahasa Inggris di kelas XI jurusan TBSM
3. apa strategi atau metode yang ibu gunakan untuk meningkatkan semangat siswa dalam mempelajari Bahasa Inggris.

Student

1. apakah kamu senang mempelajari Bahasa Inggris?
2. apa hambatan kamu dalam pembelajaran Bahasa Inggris
3. bagaimana dampak yang dirasakan Ketika pembelajaran menggunakan strategi yang diajarkan oleh guru.

Research

Fitri Uliya Sari

Catatan: Berikut panduan yang di ikuti penulis ketika melakukan wawancara di lapangan. Oleh karena itu, pertanyaan-pertanyaan di atas dapat dijawab dalam sebuah wawancara sesuai dengan kebutuhan subjek penelitian di bidang lapangan.

SUMMARY OF INTERVIEW

nama	pertanyaan wawancara	hasil wawancara
Mrs. sinta dewi	sejauh ini bagaimana bagaimana perkembangan siswa siswi tentang pembelajaran Bahasa inggris di kelas XI khususnya jurusan TBSM	alhamdulillah sejauh ini pembelajaran Bahasa inggris di sekolah anak-anak mulai ada semangat belajar dan aktif mengikuti pembelajaran bahasa inggris dan mereka berusa mengeluarkan kepercayaan dirinya untuk mencapai lebih baik dengan cara apapun.
	Bagaimana menurut ibu pengaruh pembelajaran CARM (conversation analytic role play method) bagi para siswa	pengaruh sangat besar sekali, menggunakan CARM itu ada dampak positif yang membuat mereka masih ingat vocab pembelajaran bahasa munggunakan methode ini, membuat siswa tertarik dan ingat, dan ternyata anak-anak. Ketika di luar sana mereka bisa menyapa saya dengan vocab seperti: hello! how are you, dari itu pembelajaran Bahasa inggris khususnya sepeaking skill bisa efektif dan kondusif
	apakah dengan adanya pembelajaran CARM ini dapat meningkatkan pembelajran Bahasa inngris yang ibu ajarkan	Ya sudah pasti sekali karena apa mereka tidak hanya ngomong pakai Bahasa inggris di dalam kelas dan di area tetapi luar kelas pengaruhnya mereka juga memakai Bahasa inggris.
	Tarjet apa yang ibu berikan berikan untuk mencapai suatu pemebelajaran yang dapat di pahami di siswa kelas tersebut	hususnya target saya dapat menyelesaikan semua target yang ada di silabus, dan saya mempunyai target sendiri yaitu target saya nanti mereka berada pada di kelas 3 mereka bisa mengerjakan soal-soal Bahasa inggris dengan mudah kemudian itu, habis lulus SMK mereka bisa menguasai walaupun

		mereka tidak bisa ngomong dengan basa inggris dengan 100%
Mrs. nala	Bagaimana proses pembelajaran Bahasa inggris di kelas XI jurusan TBSM	mbelajaran dalam speaking skill itu ada beberapa siswa kurang minat kaena kendala kelas, karena sulit untuk di kondisikan maka dari itu mereka masih kesulitan dengan vovab dan bingung Menyusun kalimat yang akan di ucapkan. Tetapi, ada banyak siswa yang responnya baik Ketika diajak bicara dengan bahsa inggris tapi hanya pada beberapa siswa. Oleh karena itu Ketika pembelajaran Bahasa inggris saya menggunakan metode yang efektif.
	apa hambatan kamu dalam pembelajaran Bahasa inggris	ndala saya dalam pembelajaran bahsa inggris kurangnya minat siswa siswi itu sendiri, walaupun dengan jumlah siswa siswi mungkin yang sekitar 30 atau 40 siswa yang ada di dalam kelas, hanya sebagian kelas saja menurut saya mioritas itu bisa jadi mengganggu teman yang ingin focus belajar. Kalau yang tidak minat dari 30 siswa itu hanya 10 anak itu mengganggu ke fokusan temanya, tapu seiring hari kesemgatan mereka meningkat.
	apa strategi atau metode yang ibu gunakan untuk	sanya pembelajaran Bahasa inggris saya kasih game, dan pakai proyektor supaya anak-

	meningkatkan semangat siswa dalam mempelajari Bahasa Inggris	anak lebih semangat, kalau tidak saya suruh anak-anak beli kertas warna-wari dan sepiol buat maping untuk kreasi dan bisa di presentasikan di depannya temen-temen mereka untuk menguji kemampuan dan kepercayaan mereka”
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Nama	Hasil Wawancara
Rado Abimanyu Apriliansyah	kendala mempelajari Bahasa Inggris yaitu sulit memahami, tidak mengerti kosa kata, sulit pengucapannya dan sulit mengingatnya. Saya lebih suka dan semangat belajar jika guru membagi pembelajaran kita dengan berkelompok-kelompok karena lebih mudah, ada yang membantu dalam mengerjakan dan dapat menambah kepercayaan diri Ketika disuruh maju”
M. RoisNashiruddin	Pembelajaran Bahasa Inggris sangat sulit sekali, terutama dalam bidang speaking skill, karena pada speaking skill harus tau kosa kata yang akan kita harus ucapkan dan harus punya kepercayaan diri yang besar”
Tegar Prasetyo	Saya belajar Bahasa Inggris mulai dari sejak TK, tapi saya tidak terlalu suka dengan Pelajaran Bahasa Inggris, dan Ketika ibu saya membagi kita ke dalam kelompok, saya lebih suka karena tidak membosankan, dan ibu saya biasanya pada jam pertama pembelajaran ibu saya menerangkan materi yang di pelajari, pada pembelajaran ke dua ibu saya membagi kelompok dengan teman sebangku dan terkadang lewat absen, sehabis itu kita di putarkan lagu Inggris yang ada terjemahnya untuk mempraktekan pelafalan kosa kata yang ada di lagu Inggris tersebut.”
Adi Saputra	saya suka lagu basa Inggris dan menurut saya lagunya asik, tapi kenapa saya tidak suka Pelajaran Bahasa Inggris, karena menurut saya sangat sulit dan pelafalannya susah, bisa di bilang Bahasa Inggris itu

	Bahasa yang munifik, seperti tulisanya One bacanya Wan. Dan saya faham sedikit tentang Bahasa inggris Ketika bu sinta memutarakan vidio yang ada terjemahannya
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Syllabus

SILABUS

Satuan Pendidikan : SMK RAUDLATUSSALAM

Mata Pelajaran : Bahasa Inggris

Kelas : XI (Sebelas)

Kompetensi Inti :

- **KI-1 dan KI-2** : Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3** : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4** : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi	Materi	Kegiatan	IPK	Penilaian	Alokasi	Sumber
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Dasar	Pembelajaran	Pembelajaran		n	i Waktu	Belajar
1.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran	• Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI Kemendikbud, Revisi Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta

saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>offers and suggestion</i>)	offers and suggestion - <i>offers and suggestion</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya	ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran			didik dan guru -
4.1 Menyusun teks interaksi transaksio			• Menyusun saran dan tawaran lalu menyampaikan	Produk, Praktik (Penilaian Praktik)	4 x 45	

nal, lisan dan tulis, pendek dan sederhana , yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan			kannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya			
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n yang benar dan sesuai konteks						
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/ di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat <i>thankyou</i> <i>I'm sorry</i>	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud	• Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari dari	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45	

informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>do you want with me</i>)	- <i>what will you suggest or offers</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	- Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnya dan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya	pernyataan pendapat dan pikiran			
4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan			• Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas	Produk, Praktik (Penilaian Praktik)	4 x 45	

sederhana , yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai		menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar				
---	--	---	--	--	--	--

konteks						
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: - Sapaan - Isi - Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - How about we have	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar - Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-	• Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar • Memahami struktur teks undangan resmi • Memahami unsur kebahasaan	Tes tertulis (uraian), Penugasan (Lembar kerja)	4 x 45	

sekolah/tempat kerja sesuai dengan konteks penggunaannya	lunch at new japan restaurant - (how about +s+verb from)	ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca	dari undangan resmi			
4.3 Teks undangan resmi 4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang		• Membuat undangan resmi terkait kegiatan sekolah • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang	Produk, Praktik (Penilaian Praktik)	4 x 45	

4.3.2 khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tem	dapatmenumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	(siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya	datang membacanya			
--	---	---	--------------------------	--	--	--

mpat kerja, dengan memperh atkan fungsi sosial, struktur teks, dan unsur kebahasaa n, secara benar dan sesuai konteks						
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Analysis Of Scoring

FORMAT PENILAIAN
SMK RAUDALTUSSALAM
TAHUN PELAJARAN 2023/2024

Nama Guru : Sinta Dewi Rahma Wati
Kelas : XI TBSM
Mata Pelajaran : Bahasa Inggris

NO	NAME	NIK	DEP	PR	GR	VO	FL	UN	NA
1	Adi Saputra	0062125867	XI/ TBSM	4	3	4	4	5	80
2	A. Afandi	0062989482	XI/ TBSM	4	4	5	4	4	84
3	A. Aril Saputraril	0065373099	XI/ TBSM	3	4	5	4	4	80
4	Ahmad Muzak	0074325819	XI/ TBSM	2	3	3	3	3	56
5	Denis Prananda Saputra	0073090124	XI/ TBSM	2	4	4	3	3	54
6	Edo Ari Setiawan	3078710917	XI/ TBSM	5	4	5	4	5	92
7	Fadly Nur Ilham	0073196523	XI/ TBSM	4	4	5	4	4	84
8	Ihsanudin	0079108285	XI/ TBSM	4	4	5	5	4	88
9	Ilham Hadiansyah	0068847153	XI/ TBSM	4	5	4	4	4	84
10	M Nazala Alfan Khoirul Mustofa	0071217492	XI/ TBSM	4	5	4	4	4	84
11	M.Alfa Rizki	3056454423	XI/ TBSM	3	3	3	3	3	60
12	M.Alfa Rizki	3066128549	XI/ TBSM	4	4	4	4	4	76

13	Muhammad Rois Nashiruddin	0068099033	XI/ TBSM	3	2	3	2	3	52
14	Rado Abimayu Apriliansyah	3076258058	XI/ TBSM	5	5	5	5	5	100
15	Tegar Prasetyo	0072275959	XI/ TBSM	4	4	5	3	4	80
16	Muhammad Rois Nashiruddin	3076258058	XI/ TBSM	5	5	5	5	5	100
17	Tri Khaerul Anam	0076990234	XI/ TBSM	4	3	4	4	4	76
AVRAGE						78,00			



Yayasan Raudlatussalam
SMK RAUDLATUSSALAM

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Kompetensi Keahlian : 1. Teknik Komputer dan Jaringan (TKJ) 2. Teknik Sepeda Motor (TSM) 3. Akuntansi (AK)

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMK RAUDLATUSSALAM

KELAS/SEMESTER : XI/GANJIL

MAPEL : BAHASA INGGRIS

KOMPETENSI DASAR : 3.1/4.1

MATERI POKOK : OFFERS AND SUGGESTIONS

ALOKASI WAKTU : 4 PERTEMUAN (8 JPX 45')

A. Tujuan Pembelajaran

- ✓ Peserta didik mampu mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis terkait ungkapan memberi dan meminta informasi saran dan tawaran dengan benar.
- ✓ Peserta didik mampu membedakan cara pengungkapan dari masing-masing konteks ungkapan memberi dan meminta
- ✓ informasi saran dan tawaran dengan tepat sesuai dengan konteks penggunaannya.
- ✓ Peserta didik dapat menyusun dan mendemonstrasikan dialog ungkapan saran dan tawaran secara berkelompok dengan tepat sesuai dengan konteks penggunaannya.

B. Langkah-langkah Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Waktu
Pendahuluan	<i>Opening:</i> • Pembukaan (salam, berdoa) • Guru mengecek kehadiran peserta didik dan memberi motivasi (ice breaking). • Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan (<i>Offers and Suggestions</i>). • Guru menyampaikan garis besar cakupan materi dan langkah-langkah pembelajaran.	10 menit
Kegiatan Inti	<i>Pre-activity</i> • Mengamati dengan seksama materi Struktur teks dari pernyataan <i>saran dan tawaran</i> yang sedang dipelajari dalam bentuk gambar, video, slide presentasi yang disajikan (<i>Creative</i>)	10 menit
	<i>Building block</i> • Guru membentuk beberapa kelompok peserta didik untuk mendiskusikan, bermain peran, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ungkapan memberi dan meminta saran dan tawaran (<i>Collaboration</i>). • Guru menugaskan peserta didik untuk membuat rangkuman hasil diskusi yang dikerjakan di buku tugas masing-masing peserta didik (<i>Critical Thinking</i>)	10 menit

	<i>Synthesizing of Knowledge</i> Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait ungkapan meminta/memberi <i>saran dan tawaran (Communication)</i>	0 menit
Penutup	<i>Closing:</i> - Guru bersama-sama peserta didik merefleksikan pengalaman belajar. - Guru memberikan penilaian lisan secara acak dan singkat. - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. - Guru menutup pembelajara dengan berdoa dan salam.	menit

C. Penilaian

- Sikap : Observasi saat proses pembelajaran
- Pengetahuan : Penugasan
- Ketrampilan : Praktik dan portofolio

D. Metode Pembelajaran:

- Pendekatan** : Scientific
- Metode** : Coperative learning
- Strategi** : Conversation Analytic Role Play

E. Lampiran:

- Materi pembelajaran (Lampiran 1)
- Alat penilaian (Lampiran 2)
- Alat, bahan dan media ajar (Lampiran 3)

Mengrtahui,
Kepala SMK Raudlatussalam



Abdul Wahab Shobiri, S.Pd

Banyuwangi, 17 Juni 2023

Guru Mata Pelajaran

A handwritten signature in black ink, appearing to read 'Sintia Dewi Rahmawati'.

Sinta Dewi Rahmawati, S.Pd

LAMPIRAN 1:

MATERI PEMBELAJARAN

1. Making Suggestion

Examples of Suggestions

- Let's go to the library.
- Let's go to movies.
- Why don't you do your homework before going out?
- We could eat at home today.
- What about eating at the new place?
- How about going to Sam's place first?
- I suggest that we call it a day.
- You need to change your sleeping habits.
- I think you should go and meet her.
- I think we should do it this way.

Let's take a look at the sentence structure to suggest something.

Subject	Verb	That	Object
I	suggest	that	he clean his room.
We	recommend	that	she read "The Hunger Games".
I	propose	that	a report should be sent in.
I	put forward	that	we work together on this.
We	advise	that	he work hard.
I	advocate	that	we support them in every way possible.

Table 1.1 Sentence structure to suggest something

Suggesting and Offering

Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

Social function: to facilitate interpersonal communication between different people

Suggestions are abstract and can be in form of solutions, advice, plan, and idea. It can be accepted or refused.

For example:

- Let's finish our home work first.
- Let's go home.

Expressions/Gambits

When making suggestions, we often use the following expressions.

Let's ...

Why don't we ...?

We could ...

What about ...?

How about ...?

I suggest that ...

You might want to change ...

I think ...

I don't think ...

1. How about + subject + simple verb form	How about we have lunch at the new Japanese restaurant?
2. How about + gerund	How about having lunch at the new Japanese restaurant?
3. What about + gerund	What about playing table tennis after school?
4. Why don't + subject + simple verb Form	Why don't we <i>take</i> a walk to the park?
5. Why not + simple verb form	Why not <i>buy</i> yourself a new schoolbag?
6. Let's + simple verb form	Let's <i>go</i> to the beach this weekend.
7. Shall + subject + simple verb form (with the subjects I and We)	Shall we <i>tell</i> her the good news now?
8. Subject + should + simple verb form	You should <i>give</i> her a present on her birthday.
9. Subject + could + simple verb Form	We could share a <i>ride</i> to the airport.
10. I suggest/ recommend + that + sentence	I suggest that you take driving course. I recommend that you take driving course.

- How to respond to a suggestion

Accepting Suggestions:

- Yes, please
- Ok, thanks
- That's a good idea
- That sounds great
- Ok. Let's ...
- Perfect. I love it

Refusing suggestions :

- No. I'd rather not
- Sorry. I don't feel like it
- No. Let's not ...
- I think it's not a good idea
- I am not sure

1. Making Offers

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offer can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

For example:
- Shall I take you home?
- Do you want help with your homework?

Expressions/Gambits

When making offers, we often use the following expressions.
May I ...?
Can I ...?
Shall I ...?
Would you ...?
How about I ...?

Possible dialogues you can make:

1. You : You seem unhappy. What's the matter with you?
Your friend : I have difficulties in submitting my assignments because the internet connection in my house is bad.
You : Why don't you come to my house? I don't have trouble with the connection.
Your friend : Thank you. I really appreciate it.
2. You : School holiday is coming soon. Do you already have a plan?
Your friend : No, I don't know yet what to do during the holiday.
You : What about going with me to my grandparents' house in the village?
Your friend : That sound great. But I have to ask my parents first.
You : Ok. Let me know if they allow you to go with me.

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thank you.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please, that would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Here are some common phrases used to make offers. You can use modal verbs such as *can*, *would*, *shall*.

Making offers	Accepting offers	Refusing offers
• Would you like me to take you home?	• That would be very kind of you.	• No, thanks. Don't bother
• Can I help you do the homework?	• Sure. I really appreciate it.	• Thanks, but I can do it myself.
• Shall I get you something to drink?	• Yes, please. Thank you.	• No, thank you.

Lampiran 2

ALAT PENILAIAN

1. PENILAIAN PENGETAHUAN

B. There are some grammatical errors in the sentences given below. Circle the mistakes in each sentence, then rewrite the sentence. If there aren't any mistakes, put a tick mark next to the sentence.

1. Let's to go to the sushi of restaurant for lunch.

2. Shall we do have a meeting on afternoon Saturday?

3. Can I do get you a glass juice of?

4. Let me take you home.

5. If you want, I'll car the wash for you.

2. PENILAIAN KETRAMPILAN

Unjuk kerja berupa:

- Melakukan percakapan berisi tawaran dan saran
- Menulis dialog berisi tawaran dan saran
- Berdialog di depan

a. RUBRIK PENILAIAN UNJUK KERJA

- **Rubrik penilaian percakapan**

Kriteria	Skor 4	Skor 3	Skor 2	Skor 1
Pelafalan (Pronunciation)	Lafal dapat dipahami meskipun dengan aksen tertentu	Ada masalah dalam pengucapan sehingga membuat pendengar harus sangat fokus dan kadang-kadang menimbulkan kesalahpahaman	Sulit dimengerti karena ada masalah dalam pelafalan dan fricasasinya sering	Hampir selalu keliru dalam pelafalan sehingga tidak dapat dimengerti
Tata Bahasa (Grammar)	Hampir tidak ada kesalahan tata bahasa	Terjadi beberapa kesalahan tata bahasa, tetapi tidak berpengaruh terhadap arti	Banyak terjadi kesalahan tata bahasa yang mempengaruhi arti dan sering kali harus menyusun ulang kalimat percakapan	Tata bahasa sangat buruk sehingga percakapan sangat sulit dipahami
Kosakata (Vocabulary)	Kadang-kadang pelafalan tidak tepat dan mengharuskan penjelasan lebih lanjut karena kosakata yang tidak sesuai	Sering menggunakan kosakata yang tidak tepat sehingga dialognya menjadi terbatas karena kosakata yang terbatas	Menggunakan kosakata yang salah sehingga tidak dapat dipahami	Kosakata sangat terbatas sehingga tidak memungkinkan terjadinya dialog
Kelancaran (Fluency)	Dialog lancar, sangat sedikit menemui kesulitan	Tidak terlalu lancar karena menemui kesulitan bahasa	Sering ragu dan berhenti karena keterbatasan bahasa	Sering berhenti dan diam selama dialog sehingga dialog tidak tercapa

Cara Penilaian Percakapan

No.	Nama Siswa	Perolehan Skor					Jumlah Skor Perolehan
		Aspek ke-1	Aspek ke-2	Aspek ke-3	Aspek ke-4	Aspek ke-5	
1.	Amisa Larasati	4	3	3	2	4	16
2.	Asep Sudrajat	3	3	3	3	3	15
3.	Beti Hurnawan	3	4	4	3	3	17
...		..	..	..	..	..	

Rumus perhitungan nilai siswa sebagai berikut:

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

- **Rubrik penilaian Menulis**

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Ide Penulisan	Ide yang dipilih orisinal, ide sangat sesuai dengan genre yang dipilih, ide dikembangkan dengan tepat dan terarah	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi sama sekali 4 ketentuan yang telah ditetapkan
Organisasi/ Struktur Teks dan Isi	Teks sesuai dengan genre yang dipilih, ketentuan dan ciri-ciri genre yang dipilih diikuti dengan sempurna, ide penulisan dan informasi yang disajikan sangat relevan, isi teks sangat mudah dipahami.	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan
Tata Bahasa	Tidak ada kesalahan tata bahasa yang signifikan, makna dan isi teks dapat dipahami dengan jelas	Ada beberapa kesalahan tata bahasa tetapi tidak terlalu berpengaruh terhadap makna kalimat dan isi teks	Sering ditemukan kesalahan tata bahasa, tetapi makna dan isi teks masih dapat dipahami	Banyak sekali kesalahan tata bahasa sehingga makna dan isi teks sulit dipahami
Perbendaharaan Kata	Kalimat-kalimat yang digunakan sangat efektif, menggunakan variasi leksikal dengan benar, menguasai bentuk kata dan idiom dengan benar dan efektif, istilah-istilah digunakan dengan benar	Hanya memenuhi 3 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 2 dari 4 ketentuan yang ditetapkan	Hanya memenuhi 1 atau bahkan tidak memenuhi semua kriteria yang ditetapkan

Cara Penilaian Menulis

No.	Nama Siswa	Perolehan Skor				Jumlah Skor Perolehan
		Aspek ko-1	Aspek ko-2	Aspek ko-3	Aspek ko-4	
1.	Amisa Larasati	4	3	3	2	12
2.	Asep Sulastjati	4	3	3	4	14
3.	Beni Hermawan	3	4	4	3	14
---	-----	--	--	--	--	

Rumus perhitungan nilai siswa, sebagai berikut :

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

3. PENILAIAN SIKAP

Jurnal Perkembangan Sikap

No.	Tanggal	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Tindak Lanjut

LAMPIRAN 3 ALAT, MEDIA DAN SUMBER BELAJAR

1. SUMBER BELAJAR

- BUKU GURU BAHASA INGGRIS
Indonesia. Kementrian pendidikan dan kebudayaan.
Bahasa inggris: Buku guru, jakarta 2017
<https://buku.kemdikbud.go.id/katalog/Buku-Guru-Bahasa-Inggris-Kelas-XI>
- BUKU SISWA
<https://buku.kemdikbud.go.id/katalog/Bahasa-Inggris-Kelas-XI>
- LINK OF YOUTUBE
<https://youtu.be/dGF772Pwv-4?si=JM-W9Zs7G9zR3NYO>
- ALAT DAN MEDIA
- GAMBAR, PPT WHITE BOARD DAN BOARD MARKER.

Documentation



Picture 1: Interview with teacher of XI TBSM of SMK Raudlatussalam



Picture 2: Teaching learning process in class





Picture 3: Interview with teacher of X Class SMK Raudlatussalam



picture 4: Interview with Student of Eleventh Grade SMK Raudlatuusalam





Picture 5: Practice Speaking of Student



Picture 6: Practice Speaking of Student



Picture 7: Location of school



UNIVERSITAS KH. MUKHTAR SYAFAAT
FAKULTAS TARBIYAH DAN KEGURUAN
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Nomor : 51.2.12/004.3/UIMSya/FTK.TBIG/A.1/II/2024

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

SMK RAUDLATUSSALAM GLENMORE

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSya) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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TTL : **Kudus, 21 Juni 2002**
NIM : **2011221016**
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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

The Conversation Analytic Role Play Method (Carm) for Speaking Skill in SMK Raudlatussalam Glenmore Banyuwangi in the Academic Year 2023-2024

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

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 05 Februari 2024
Dekan

Dr. Siti Aisah, S.Pd.I., M.Si.
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Mahasiswa yang bersangkutan di atas benar- benar telah melaksanakan penelitian (Research) tersebut di sekolah SMK RAUDLATUSSALAM GLENMORE BANYUWANGI guna penulisan skripsi yang berjudul : *"The Conversation Analytic Role Paly Method (CARM) for Speaking Skill in SMK Raudlatussalam Glenmore Banyuwangi in the Academic Year 2023-2024 "*.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Wassalamualaikum Warahmatullahi Wabarokatuh.

Glenmore, 24 Februari 2024

Kepala Sekolah



Abdul Wahab Shobiri, S.Pd

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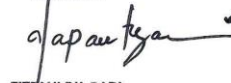


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1	20232	17 Juni 2024	Revisi Bab 4 Finding and Discussion	Bimbingan ke 10
2	20232	03 Juni 2024	ACC untuk daftar Ujian	Bimbingan ke 13
3	20232	27 Mei 2024	References and finishing thesis,	Bimbingan ke 12
4	20232	20 Mei 2024	Bimbingan BAB 5	Bimbingan ke 11
5	20232	13 Mei 2024	Bimbingan Bab 4 Discussion	Bimbingan 9
6	20232	06 Mei 2024	Bimbingan BAB 4 data Finding	Bimbingan ke 8
7	20232	01 Januari 2024	Finishing proposal siap seminar	Bimbingan ke 7
8	20232	18 Desember 2023	Bimbingan BAB 3	Bimbingan ke 6
9	20232	13 Desember 2023	Bimbingan BAB 2	Bimbingan 5
10	20232	11 Desember 2023	Bimbingan BAB 1	Bimbingan 4
11	20232	04 Desember 2023	Penyusunan Proposal Thesis	Bimbingan 3
12	20232	23 November 2023	Pengenalan konsep proposal thesis	Bimbingan 2
13	20232	16 November 2023	Konsultasi Judul Skripsi	Bimbingan 1

Mengetahui,
Penasihat Akademik


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