

USING UNSCRIPTED ROLE-PLAY TEACHING ACTIVITY TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract

In learning English, most of the students think that English is a difficult skill. Given that, the writers want to improve the students' speaking skills in English by using the Unscripted Role Play Teaching Activity. The data from classroom action research is collected by quantitative data (oral test) as main data and qualitative data (notes and documentation) as supporting data. The outcomes show that students have improved in English. It proves by an average score that the students achieved in cycle 1 and cycle 2. In Cycle 1, the average score was 63.28 with 11 students (31.42%) achieved the standard minimum score whilst the average score in Cycle 2 is 78.28 with 30 students (80.71%) achieved the standard minimum score. In conclusion, the unscripted role-play teaching activity has improved the students' speaking ability.

Keywords: Unscripted, Role Play, Language Competence

INTRODUCTION

Education is a universal activity in human life. People afford to develop their potential for being better through education. In the education sector, the teaching and learning process are activities that could not be separated because both have an important role to measure the success of education. The achievement of the teaching and learning process is determined by the teachers and the students who are involved directly in those processes. English is one of the international languages used to conduct international events, as well as one of the mediums utilized to inform scientific, technology, and cultural information. English has long been the language of choice for everyday communication, learning, and sharing of knowledge. English skill achievement is divided into four parts. They are listening, speaking, writing, and reading. Speaking is part of daily life that everyone should develop in a subtle and detailed language (Derakhshan, Khalili, & Beheshti (2016).

English has been studied for a long time by the students at school from elementary school until university. Even though this subject has been studied for a long time during the students' period of learning at school, students still have lacked the skill to speak or communicate in using English. Teaching speaking in English is not an easy job. Both teacher and student face many problems to deal with this process.

The teacher would teach various areas of speaking in English during in the session, such as word expression, word clarity, speaking fluency, and word pronunciation. Studying English involves not only learning sentence structure and vocabulary, but also learning how to communicate with others. Students participate in the daily conversation because they have unique thoughts and emotions that they want to communicate. Although this learning cannot be achieved in a single step, there are some members of the public and participants who can help to start a conversation. Furthermore, pupils who have great speaking skills can communicate

successfully in English even if they lack the necessary grammar and vocabulary. As a result, teachers should devote a great deal of time and effort to helping pupils enhance their speaking skills (Ratnawati, 2010).

Teaching English can be fun for the teacher. It is contingent on the teacher's originality and the manner in which he or she delivers his or her subject in the classroom. Some methods can be used in teaching English. There is a direct method, grammar translation-method, silent way, desuggestopedia, and communicative language teaching (CLT). We cannot say that this method is better than others because every method has its own advantages and disadvantages. We can say this method is better when we already applied it. Since when we apply a method, it would be based on the students' needs.

Role-play is one of the teaching techniques in the CLT method. Role-play is divided into two types. Byrne (1986) stated Role plays, both planned and unscripted A scripted role play is one in which the script text is provided. The students will use script text to present a dialogue or conversation. Unscripted role play, on the other hand, is a role play without a script. The students present a dialogue/conversation by producing their own words based on the given situation provided by the teacher.

Furthermore, Role-playing is one strategy for maximizing students' talking time and ensuring that they get the most out of their limited class time. Students can use role-playing to develop their communication skills and creativity (Duong, 2014). It will helpful for the students because the students will practice their English based on the situation that they may encounter in society (Citraningtyas & Purnawan, 2016).

Duong (2014) states It is vital to examine the aspects of age and effection when determining how EFL learners' speaking ability is affected. Because age impacts the success or failure of foreign language learning, it is one of the most contentious subjects in language teaching philosophy. In terms of effective factors, younger children are less afraid because they are less aware of language forms and the potential for making errors in those forms.

Ruing (2013) stated that role-play is defined as the person whom an actor represents in a film or pretend to be other people who cope with the new circumstance, whereas role-playing is a method of acting out specific ways of behaving or pretending to be other people who deal with the new scenario. In this case, Ladousse (1987) illustrated that when pupils take on a 'Role,' they are acting in a specific circumstance (either their own or someone else's). Play is defined as an activity carried out in a safe setting in which pupils are encouraged to be as creative and fun as possible.

In defining role play, Byrne (1986) argues that the drama activities are divided into three categories. Mime (mimicry-memorization), role-playing, and simulation are the three. He defined the concepts in the following way:

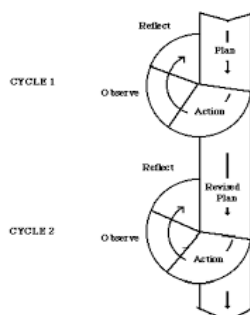
- a. Mime is a style of performance art in which participants perform actions without using words (although as we shall see, this activity leads naturally on to talk).
- b. Role-playing, in which the participant interacts as themselves in fictitious scenarios.
- c. Simulation entails role-playing, as defined previously. Participants in this activity, on the other hand, usually discuss difficulties of some sort in a venue that has been set apart for them.

It can be concluded that role-play technique is one of the methods in teaching English that entails placing students or oneself in a specific environment over a period of time, improvising dialogue, and generating a real-world scenario. It also aims to promote critical thinking and creativity. Role-playing allows students to develop and practice new linguistic and behavioral skills in a relatively non-threatening environment, as well as establish the motivation and involvement required for learning to take place. As there are two kinds of role-play the researchers focused on using unscripted role play to increase the students' speaking ability of SMA Negeri 19 Makassar in the academic year 2020/2021.

METHOD

The research design of This research uses the CAR (classroom action research) approach, which is derived from the root and action research. Kemmis (1986) states that Classroom action research is one of the types of self-reflective inquiry used by participants (trainers, students, audience members, and principles) to improve the logic and fairness of (a) their social or educational situation, (b) their understanding of these practices, and (c) the conditions in which these situations are practiced.

According to McTaggart (1988) cited in Burns (2010), Planning, action, observation, and reflection are the four stages of classroom action research. This action takes the following form: Stages of Classroom Action Research (Figure 1.1):



The cycle scheme by: Kemmis and McTaggart (1988) cited in Burns (2010)

The following are the steps in doing classroom action research:

1. Planning

- a. In this section, the researchers chose the appropriate material and topic related to the syllabus.
- b. The researchers prepared the lesson plan which consists of three meetings and conducted by the researcher.
- c. The researchers prepared the observation checklist to see the students' improvement.
- d. The researchers prepared a test for the students.

2. Action

- a. The researchers sent the students some vocabularies or expressions needed for the teaching process via Whatsapp or zoom.
- b. The researchers explained interaction practicing.
- c. The researchers asked the students to prepare and practice the unscripted role play in pairs
- d. The researchers asked the students to perform the unscripted role-play virtually by video call in Whatsapp or zoom app.
- e. The researchers evaluated and gave a general conclusion.

3. Observation

The researchers observed the situation of teaching-learning and the student's participation in the teaching-learning process via zoom app and WhatsApp by using observation sheets and field notes in each meeting. The researcher evaluated the students' improvement in speaking English by using unscripted role play.

4. Reflection

After collecting data, the researchers evaluated the teaching-learning process. Next, the researchers analyzed the students' achievements. But, the researchers found that the first cycle was less successful than the researchers reviewed the lesson plan for the next cycle and continued to the next cycle (cycle II).

The subject of this research was class XI MIA 2 SMA Negeri 19 Makassar in the academic year 2020/2021 which is located in Jl. Inspeksi Pam Timur Nipa-nipa. This place is located in the Manggala area of Makassar City in South Sulawesi. The class consists of 35 students including 21 females and 14 males. The data was collected by using primary and supporting data techniques. The primary data was taken from the test in test, and the supporting data was taken from observation and field notes. A speaking test was used to collect the primary data about the students' speaking achievement. It was used to know the students' achievement in speaking tests before and after the learning process by using unscripted role play. To analyze the students' scores in speaking. The form of the test was the presentation. Moreover, the researchers used the KKM that has been made by the school which is 75, as the measurement to see the students' speaking ability.

This research used three procedures, such as Identifying the problem, Implementing the action research, and doing an evaluation. In identifying the problems, the researchers observe the teaching-learning process and provide students with pre-speaking tests.

In quantitative technique, the researchers analyze data through speaking tests, by getting the average score of each speaking test I and speaking test II compared to pre-speaking test through the formula and scoring rubric below. The formula used to calculate the average score is:

$$\bar{X} = \frac{\sum X}{N}$$

The mean score in the pre-writing test, writing test 1, and writing test II

N = the number of samples.
(Sudjono, 2014).

The scoring system will be adapted from the English teacher's book SMA/MA/SMK/MAK Class XI (2017).

Criteria	Score	Description
Pronunciation	4	Easy to be understood and having accent like received pronunciation
	3	Easy to be understood although like a certain accent.
	2	There are some mistakes in pronouncing the words so that the listener must concentrate.
	1	Cannot be understood because of too much mistake in pronouncing the words.
Grammar	4	Few errors, with no pattern of failure.

	3	Frequent blunders that reveal an uncontrollable significant trend, generating anger and misunderstanding..
	2	Constant error, demonstrating control over only a few major patterns and frequently obstructing dialogue.
	1	Grammar, almost entirely inaccurate and hard to understand.
Vocabulary	4	Pronunciation sometimes inaccurate and require further explanation because of the inaccurate vocabulary.
	3	Choice of a word sometimes inaccurate and make the dialogue limited of vocabulary.
	2	Choice of words inaccurate and cause the speech hard to understand.
	1	Limited vocabulary cause speech impossible to happen.
Fluency	4	Fluent and no mistake in the ways in saying the sentences.
	3	If there are 5 pausing times maximum.
	2	If there are more than 5 pausing times.
	1	if there are some stop occur while saying the sentences
Comprehension	4	Understand everything in normal conversation, but requires occasional repetition in certain parts.
	3	Understand carefully with considerable repetition.
	2	Understand only slow, very simple speech on the common topic requires constant repetition.
	1	Understand too little for the simplest type of conversation.

RESULTS AND DISCUSSION

Results

The students' speaking skills improved in cycle 2 of this study, which was completed in two cycles. The adoption of an unscripted role-play teaching activity in class XI MIA 2 of SMA Negeri 19 Makassar revealed a considerable improvement in the students' speaking abilities. It can be seen by their score that increased step by step, even in the test of cycle 1, most of the students had not passed the maximum standard score, but in the test of cycle 2, the students' speaking ability was increased. The result of the students' test as follows:

Table 1. The Result of the Students' Improvement

	Mean	N
Cycle 1	63.25	35
Cycle 2	78.28	35

It was shown that the improvement of students speaking ability was significant, in the test of cycle 1, the mean score of students was 63.25 next in the test of cycle 2, the mean score of students was 78,28. The result of the students who got score (≥ 75) in speaking ability before using unscripted role-play teaching activity and after using unscripted role-play teaching activity in the following table 2.

Table 2
The Result of Students' Score in Cycle 1 and Cycle 2

Meeting	Students Who Got Score (≥ 75)	Percentage
Cycle 1 IV	11	31,42%
Cycle 2 VIII	30	85,715

The result showed the increase of students' scores from cycle 1 to cycle 2. In cycle 1, there were 31,42% (11 students) who got point ≥ 75 . Therefore, in cycle 2, there was 85,71 % (35 students) who got point ≥ 75 . In meant that there was an improvement of 33,77%. As the result, the unscripted role-play teaching activity worked effectively and efficiently in helping students' speaking ability of class XI MIA 2 at SMA Negeri 19 Makassar and this learning had applied successfully and improved the students' speaking ability. As the result, the researcher concluded that the students' speaking ability at class XI MIA 2 of SMA Negeri 19 Makassar could improve by using unscripted role-play teaching activity. Therefore, the improvements' category of students can be seen in the following table 3.

Table 3
The Students' Improvement in the Learning Process

No	Before the Actions	Cycle 1	Cycle 2
1.	The students were not confident to speak English.	only a few students feeling confident to speak English.	Most of the students were confident to speak English
2.	The students were afraid of making mistakes when they spoke.	There were only a few students brave of making mistakes when they spoke in front of their friends.	Most of the students were brave of making mistakes when they spoke in front of their friends.
3.	The students still mispronounced some English words.	There were only a few students who mispronounced English words. Because the researcher had been repeated the pronunciation to students.	Most of the students were good at pronouncing the English words correctly.
4.	The students' vocabulary mastery was lack and limited to simple words.	There were only a few students limited in memorizing vocabulary mastery.	Most of the students had increased vocabulary mastery. They were able to use more English words variedly.

5.	The students did not participate to the practice the role.	There were only a few students who participated in play the role	Most of the students were confident to participate to play a role
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This study used an unscripted role-playing teaching activity to improve students' speaking abilities. This activity was carried out in both cycles 1 and 2. The study's findings revealed that unscripted role-playing was effective in boosting pupils' speaking abilities. The following is the discussion based on the findings: The researcher conducted unscripted role-play teaching activity that consisted of some activities in presenting this action, namely; warming up activity, applying unscripted role-play teaching activity, and giving feedback. The use of unscripted role-play teaching activities can stimulate the students' motivation to study. It was supported by the theory of Islam and Islam (2012) stated that unscripted role-play teaching activity can improve students' speaking ability and It has become clear that students enjoy role-playing because it challenges their activity and capacity to think critically, allowing them to communicate more logically and boldly during the learning process.

In addition, as stated by Putri and Hariyati (2016), Unscripted role-play can help pupils enhance their speaking abilities because they are not only acting out their roles but also learning English as a second language. As a result, children will be able to ask for and deliver information, as well as communicate their thoughts and feelings in an appropriate manner. Furthermore, this strategy allows the students to work by themselves and cooperate with others. As the statement above. It is possible to deduce that the unscripted role-play teaching activity was an alternative way to help the students in speaking English. It was recommended the students be more creative and active to express their ideas. Students also had to think and play their imagination to think about the topic given and play the role with their partner.

Finally, the implementation of unscripted role-play teaching activity provided positive effects to the student's speaking ability. The students were able to communicate with self-assurance and enthusiastically after they had been taught by using unscripted role-play teaching activity. Moreover, the steps in conducting unscripted role-play teaching activity facilitated them to have chances to practice and to encourage their motivation to speak English. Therefore, unscripted role-play required them to be an active speaker in every activity.

Two cycles were used to increase the kids' speaking abilities. There were three meetings for teaching material and one meeting for a cycle test to gauge the students' development in each cycle. The unscripted's implementation. This research was conducted from August to September of 2020. The test used in this research was presenting. The students used the Az screen recorder application to record their speaking along with their partners and sent the result to the researcher.

Teaching the material of unscripted role play was done virtually. The researcher used Whatsapp and Zoom applications. Whatsapp and Zoom applications were used to give the students some vocabularies and expressions that related to the topic, inform them about the lesson, did exercise applied warming-up and unscripted role play. Each cycle of this research consists of planning the action, action in the virtual class, observing, and reflecting on the action.

Planning

In this step, some activities had been done by researchers they were: make a lesson plan consists of the action, preparing the teaching materials, preparing the test to measure the result of the teaching process. The first cycle consisted of four meetings. Every cycle, three meetings for teaching materials and one meeting for giving evaluations are held to determine the students' progress in speaking.

Action and Observation

The first meeting was virtually by using a class group in Whatsapp, greeted the students, and check their attendance list. Before teaching the materials the researchers sent some expressions in the student's groups that were related to the materials about suggestions as warming up or brainstorming. These expressions were sent included with all the things that the students should be done.

The researchers ask the students whether they had ever learned speaking through unscripted role play. All of the students replied no. The researchers then explain to the student about unscripted role-play via Whatsapp voice note. The researchers divided the students into pairs. After that, the researchers sent some situations card in the group with the name of pairs. The researchers explained what the students were going to do via Whatsapp. Every pair acted the role-play via Whatsapp call and recorded their practice in turn. One student was a patient and another was a consultant. Every pair of students sent their called video to the researchers and the researchers gave feedback by a comment the students act in the video.

Reflecting

Based on the result of the test in cycle 1 and cycle 2, the researchers felt satisfied because the students had significant improvement from the score they got from test of cycle 1 and test of cycle 2. They were more involved in the process of teaching and learning better than the action of cycle 1. The researchers asked that student that "Did you feel that there were some benefits that you could take in several meetings?", the students said that "yes, of course, there were some benefits in several meetings, such as it could increase their knowledge in speaking, they had given many chances to speak during teaching and learning process so that they were more enthusiastic to follow the instruction."

Based on the students reponed above, it obtained that the students were more interesting to study by unscripted role play teaching activity while their vocabularies were increased too. Then, the most of students responded to the researcher actively. The researchers concluded that the use of unscripted role-play could increase speaking ability of students, they were more motivated to play the role and discuss with their friends.

In addition, Phatcharin Phuetphon (2014) states that unscripted role-play activity can be applied directly in the class as well as in online learning. This method is very compatible to improve the students' speaking ability. Based on his research uses unscripted role-playing exercises, a pre- and post-test, students' speech observation forms and questionnaires, and open-ended questions were all employed. After the course, students' mean score for speaking fluency, pronunciation accuracy, and acceptable language use was statistically considerably higher than before the course.

Furthermore, Lilis Suryani (2015), states that to alleviate the difficulty in speaking, role play is used. Her investigation revealed that the significant value was.00, which is less than the significance level of 05. It signifies the null hypothesis was shown to be false. As a result, role-

playing as a method of teaching speaking has a substantial impact on students' ability to communicate. On the other hand, Fadilah (2016), claims that several aspects, such as the learners' interest, the subject, and the learning equipment, including the technique to teach English, may contribute to the enhancement of the learners' speaking ability. The English teacher's effective technique also encourages them to practice their speaking skills. Role-playing is one of the tactics that can be used.

Overall, the research result appears that some improvements were made. It showed The students' ability to communicate improves. By conducting more exercises in speaking through unscripted role-play activities, students' speaking ability had improved. They can afford to get ideas and give sufficient details. They can afford to organize the ideas, they can speak English fluently with good pronunciation, and they were able to connect ideas as well as details with the opinion.

CONCLUSION

After conducting the classroom action research in two cycles, It is possible to assume that the use of unscripted role-play teaching activity can improve the student's speaking ability. Even though in the research process the researchers found many cases which made by the students' speaking ability at Class XI MIA 2 of SMA Negeri 19 Makassar were low. Many factors contributed to these issues, including the students' lack of confidence in their ability to communicate in English. Secondly, the student's vocabulary and pronunciation were still low. Thirdly, Teacher-centered learning was the teacher's teaching technique, which was influenced by the students' drive to study, as a result of which they were terrified of making mistakes. Using unscripted role-play teaching activity in class XI MIA 2 of SMA Negeri 19 Makassar, the researcher aimed to increase the students' speaking skills. After implementing the unscripted role play, the researchers discovered that the kids' ability to communicate has improved. The following were the categories in which the students' progress was measured: (1) The students were more enthusiastic to follow the instruction during the teaching and learning process, (2) The students were more confident to act out during the learning process, (3) The students got many new vocabularies that related to the topic. (4) The students had given many chances to speak and practice their English during the teaching and learning process.

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