IMPROVING STUDENTS' SPEAKING SKILL THROUGH UNSCRIPTED ROLE PLAY TECHNIQUE (A Classroom Action Research at Tenth Grade Students of Islamic Senior High School in Bogor)

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Abstract

The objective of this research is to improve the students' speaking skill through unscripted role play technique. The method of this research used classroom action research By Kemmis and Teggart model. This research was conducted at MA Daarul Mughni Bogor. The subject of this research was the tenth grade students and there were 27 students. The result of this research shows that there is an improvement on students' speaking skill significantly in the tenth grade class. After teaching learning process through unscripted role play technique, it was obtained research findings that the students' average score in cycle 1 was 55.56 and only 18.52% passed the minimum standard score. Then the researchers continued the research in cycle 2. There was significant improvement of speaking test result because students' average score in this cycle was 71.41 and the percentage was 48.15%. The last, students' average score in cycle 3 was 85.93 and 88.89% students passed the minimum standard score. Thus, unscripted role play technique can improve students' speaking skill. It can be seen from the increasing of students' average score in every cycle.
Keywords: Speaking, Role Play, Classroom Action Research.

Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa dengan teknik role play tanpa naskah. Metode penelitian yang digunakan adalah penelitian tindakan kelas Model Kemmis dan Teggart. Penelitian ini dilaksanakan di MA Daarul Mughni Bogor. Subjek penelitian ini adalah siswa kelas X yang berjumlah 27 siswa. Hasil penelitian ini menunjukkan bahwa ada peningkatan kemampuan berbicara siswa secara signifikan di kelas X. Setelah proses pembelajaran melalui teknik bermain peran tanpa naskah, didapatkan hasil penelitian bahwa nilai rata-rata siswa pada siklus 1 adalah 55.56 dan siswa yang lulus KKM hanya18.52%. Kemudian peneliti melanjutkan penelitian pada siklus 2. Terdapat peningkatan yang signifikan pada hasil tes berbicara karena nilai rata-rata siswa pada siklus ini adalah 71.41 dan persentasenya adalah 48.15%. Terakhir, nilai rata-rata siswa pada siklus 3 adalah 85.93 dan 88.89% siswa lulus KKM. Dengan demikian, teknik bermain peran tanpa naskah dapat meningkatkan kemampuan berbicara siswa. Hal tersebut terlihat dari peningkatan nilai rata-rata siswa pada setiap siklusnya.
Kata kunci: Berbicara, Bermain peran, Penelitian Tindakan Kelas.

I. INTRODUCTION

English is a foreign language in Indonesia that is taught in formal schools. It is one of the main subjects taught formally from primary school up to university. Learning a language such as English is actually learning to develop communication ability by using it both written or spoken. Teaching English in Indonesia is to develop students' speaking ability in four skills which are speaking, reading, listening and writing.

Speaking is a kind of productive or active skill. Those English skills are equally important, however speaking becomes the most important thing to communicate. It should be taught effectively so that students are able to convey some messages in the form of information, knowledge, and others. In fact, there are still many students tend to have poor English speaking skill. There are some factors causing that condition : the students have lack of confidence to speak, they think that they don't have enough vocabulary and moreover they are afraid of making mistakes and being laugh by their classmates. This condition makes them lose their self-confidence and motivation to use English.

Besides, the problem of the students' speaking skills are caused by students' interest, material, teaching media, and technique in teaching English. In the school where the research was conducted, the teacher still teaches students conventionally. This technique can not help the students to use language as means of communication.

It is important for the teacher to adjust a new technique in teaching speaking that boots the students be more active in their learning. Many techniques for teaching speaking can be applied such as storytelling, discussion, and one of them is using role play technique. However role play seems more effective because it encourages the students an opportunity to practice communicating in real- life spoken language. There are two types of role play scripted and unscripted.

Unscripted role play does not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. This teaching technique can empower the students to communicate independently, make the students feel comfortable during discussing any topics, and foster interaction with one another.

Furthermore, they are expected to be more creative and be more motivated to have a speaking class. This technique also gives

students an opportunity to practice communicating in different social contexts and in different social roles. In reality, students' speaking skill is relative low and this fact encourages the researchers wishes to know, to express and conducts further research to improve students' speaking skill through unscripted role play technique.

II. LITERATURE REVIEW

The Concept of Speaking

Learning English is often related to learning how to speak the language. Speaking is the important skill among other language skills that must be learned by students. According to Schmitt (2010), "Speaking is so much part of daily life that we tend to take it for granted." However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn. Carter and Nunan (2001) also said that speaking in a second language involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. Ur (2009) stated of all the four

skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language. It can be concluded that speaking is a productive skill in language as a way to communicate by expressing and conveying our ideas, so our interlocutors can understand what we mean and we can participate in social interaction.

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analysing and assessing speaking skill. They are: pronounciation, grammar, vocabulary, fluency and comprehension (Brown, 2004*)*. In addition, there are three functions of speaking, namely: talk as interaction, refers to what we normally mean by conversation and describes interaction that serves a primarily social function, talk as transaction, refers to situations where the focus is on what is said or done, and talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches (Richards, 2008).

Teaching speaking is not an easy job. Some teachers get very involved with their

students during a speaking activity. It needs variety of method and technique to help the students to speak. Harmer (2007) stated, in order for communication to be successful we have to structure our discourse in such a way that will be understood by our listeners or readers. Teaching speaking needs appropriate method and technique that are suitable with the learners capacity and level.

The Essence of Role Play Technique

Many experts have different opinions in defining role play. The following are some of the point of view about role play. Ur (2009) stated that role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improve the amount and quality of the verbal interaction. Role play is defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core of the activity is understanding the situation of another person, and to do this well the 'player' needs to come to grips with the other participants' roles, not just his own. (Bolton & Heathcote, 1999). It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs. Role play is a

technique in English teaching which brings the students to real communication in order to develop the students' fluency. The situations and the roles are made by the teacher as a real life situation so the students have the opportunity to practice their language that they need outside the classroom. It aims at the students to encourage thinking and creativity, and can create motivation and involvement necessary for learning to occur.

Role play can be grouped into two types, scripted and unscripted role play (Byrne, 1986). Scripted role play involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. Whereas, unscripted role play does not depend on textbooks. It is known as a free role play or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary. The students are assigned to perform the role play activity in front of the class based on the prompts given without preparing or writing the script in advance.

The strength of using unscripted role play forms new conversational practice and creates a positive environment in class. Students enjoy and relax while they are learning. Byrne stated in Phuetphon, Chayanuvat & Sitthitiku (2012) "unscripted role play can improve speaking ability by situations given during unscripted role play activities. They are able to act out while speaking with fluency, pronunciation accuracy and appropriate language use. Furthermore, the study shows that this teaching technique can empower the students to communicate independently, made the students feel comfortable during discussing any topics, and fostered interaction with one another. Student satisfaction was positively associated with unscripted role play. It is real life conversation that occurs naturally. Interlocutors can change the script according to real situations. They tend to expand their communication when problems are occurred.

Therefore, by using unscripted role play technique in the learning English, the students are able to express their ideas freely. It can help them to gain confidence and become more enjoyable and less stressful in learning English. They also can create opportunities to interact with one another and build up relationship with the group.

III. RESEARCH METHODOLOGY

The method of this research used classroom action research By Kemmis and Teggart model. This research was conducted at Islamic Senior High School, MA Daarul Mughni Bogor. The subject of this research was the tenth grade students and there were 27 students. It was conducted in three cycles and each cycle consists of four steps. The following are those steps:

a. *Planning* is the first step the researchers has to do before doing something. The planning is expected to be futuristic and flexible to face some non-anticipated effects. By the planning, we can prepare to handle the problem early.

b. *Acting* is an applying of the planning. It can be a teaching method or technique to fix or complete a certain model.

c. *Observing* is used to see and capture some influences caused by a classroom action. This observation result is a basic of doing reflection so that the research should be able to show the real situation.

d. *Reflecting* consists of analysis, synthesis, interpretation, explanation, and conclusion. This step reflects how the research has been carried out. The result can be used to

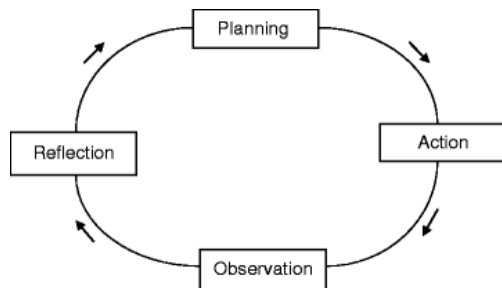modify the teacher's performance in the future.

Figure 1. Classroom Action Research

Technique of data collection used observation, interview, test and documentation. Data reduction by conducting the selection to relevant data, description both of quantitative and qualitative, verification or interpretation were used to analyze data in this research. Criteria of successful research can be seen from the students' scores. Those must be based on the minimum standard score (KKM) for English subject is 70 and learning target is 100%.

IV. RESULT AND DISCUSSION
Result

Before applying the action, pre-action description was carried out to know the teaching and learning process. It was found that the students had poor English speaking. There were some factors affected it. The students experienced lack of confidence to speak, moreover they were afraid of making mistakes and being laughed by their classmates as a result they lost their self-confidence and motivation to use English. Most of them did not like studying English, because they thought it was a difficult lesson lesson to be learned; difficulty in arranging words into the right order or sentences. Besides, they were bored and unmotivated in learning English. The teacher also said that speaking was the most difficult skill because most of them were hardly to pass the target score of the KKM.

Cycle 1

The next section was conducted cycle 1 to the sample. The researchers prepared syllabus, lesson plan, students' worksheet for speaking test and other equipments. The material in the first cycle was about advertisement. Then, the researchers gave the students ice breaking activity before learning activity to make them happy and enjoy. Then, the researchers implemented the teaching and learning process based on the lesson plan by using unscripted role play technique. The researchers presented the speaking material, how to use and apply it in unscripted role play. Then the researchers divided the students into some groups to play the roles. At the end of meeting, the test was given to know how far the students' understanding. The test result was

used to measure the students' speaking perfor-mance. In this section the collaborator became an observer and carried out the observation sheet. The collaborator observed the teaching and learning process through unscripted role play technique and tried to notice classroom situation, the students' response, participation, achievement and everything which found du-ring the teaching and learning process. It showed that the class situation hadn't fully controlled yet, it was still noisy. Moreover, most of students still didn't pay attention to the teacher's explanation.

Based on the observation, the resear-chers made a reflecting on the activities that have been done in cycle one. It consists of situation of the class, the students' interest to learn speaking, the process of teaching and learning through unscripted role play tech-nique and the result of speaking test. The rese-archers analyzed the data and found only few students passed KKM = 70, this following chart describes the students' learning achie-vment in cycle 1:
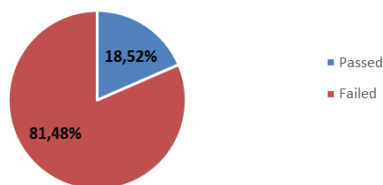

Figure 2. Students' Grade Chart in Cycle 1

The chart above shows only 18.52% of students passed KKM and 81.48% did not reach KKM. The students' average score in cycle 1 was only 55.56. Therefore, the resear-chers were encouraged to improve students' speaking skill through unscripted role play technique by continuing the research to the next cycle because the score average in speaking skill was still not suitable KKM= 70.

Cycle 2

The planning of cycle 2 referred to the result of test in Cycle 1. In this section the researchers tried to find more interesting topic than the first cycle. Similar to cycle 1, pre-paration was done before starting the activi-ties. The material in the second cycle was still about advertisement. The students' motivation was built up and the researchers helped stu-dents who had difficulty in speaking more intensively. Ice breaking activity was given before starting the activities such as played "chicken dance" to make the situation be more enjoyable and fun. The acting section was con-ducted based on the lesson plan used uns-cripted role play technique as in previous cycle. Learning material was applied into the real situation by using unscripted role play technique. The students were divided into pair, then they were given a flash card based on the

situation, the students listen a role play proce-dure. Each group makes a small discussion to decide how to describe the situation, and how to act as the roles given. Each group perfor-med it five minutes. In the middle of the lear-ning process, the instrumental music was tur-ned on and the researchers found the students were very excited. In closing activity section, students with good score in playing unscripted role play got reward. It was done to encourage their engagement in learning English. Obser-vation was done as in previous cycle. The activites ran better than the first cycle. The students were more active and joyful during the teaching and learning process but some of the students were still confused, ashamed, and afraid of doing speaking performance because they still had difficulties in expressing their ideas, opinion and thoughts orally, and some of them were still hard to pronounce the new vocabularies.

There was a better progress of the students' speaking performance. Most of them could increase their motivation and they enjoyed learning English using role play technique, and their scores were increased too. This following chart describes the students' learning achievment in cycle 2, KKM = 70 :
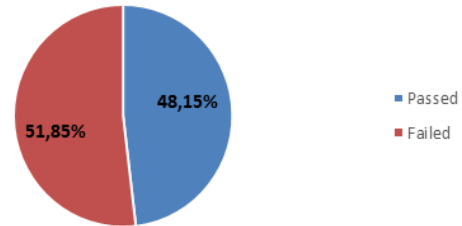

Figure 3. Students' Grade Chart in Cycle 2

This chart describes clearly that stu-dents' speaking skill through unscripted role play technique is better than first cycle. It shows that there is significant result difference from the previous cycle. 48.15% of students passed KKM meanwhile the rest 51.85% did not pass KKM. Since the average score was 71.41, so it still must be improved in next cycle.

Cycle 3

In this cycle the researchers found more interesting topic. Teaching preparation was done as in previous cycle. The researchers ex-pected the improvement of students' speaking skill not only in grammatical, vocabulary and pronunciation aspects but also the improve-ment of fluency and comprehension aspects. The students were motivated to be more active during the larning process, ice breaking was still given to make situation more enjoyable and fun. The researchers attempted to intro-duce unscripted role play technique in teaching

English by using theme that had been deter-mined. Students were divided randomly into groups, each group consisted of six persons. They got chances to determine the roles freely. Then, the researchers delivered the material, asked them to explore the materials and they had to performed role play in group work. The students were given several minutes to prepare their performance. In closing activity, the stu-dents got some advice to encourage them to keep practicing their English. The researchers made summary of the material, and gave them a simple test to measure their understanding. The reward was still given to students who got good score in performing unscripted role play. Based on observation, the students showed good improvement in their speaking perfor-mance.

The result of the third cycle was very good. Most of the students could express their ideas, opinion and thoughts confidently. There was a great speaking progress of the students. They enjoyed speaking activity so they could increase their score significantly. The chart below presents the students' learning achiev-ment in cycle 3 based on KKM = 70.
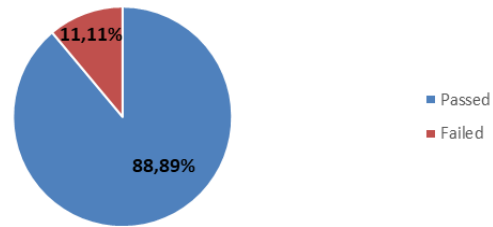

Figure 4. Students' Grade Chart in Cycle 3

From the chart above, it shows that there is improvement of students' speaking achieve-ment from the previous cycles. Most of them, 88,89 % passed the KKM and only 11.11% students did not pass KKM. The students' average score was 85.93. It can be concluded that the action conducted in cycle 3 was successful.

Discussion

This research was conducted in three cycles. Cycle 3 was done to reinforce of the students' learning achievement in cycle 1 and cycle 2. The result shows that there is impro-vement of students' speaking skill in every cycle as presented in the table below.

Table 1. The Result of Students'
Speaking Test

Section	Average score	The Result based on KKM			
		Students		Percentage	
		Passed	Failed	Passed	Failed
Cycle 1	55.56	5	22	18.52%	81.48%
Cycle 2	71.41	13	14	48.15%	51.85%
Cycle 3	85.93	24	3	88.89%	11.11%

The other charts give information about comparison of research finding in every cycle. They describe the comparison of students' speaking average score and the comparison of students' learning results based on KKM = 70. They are presented as follows.
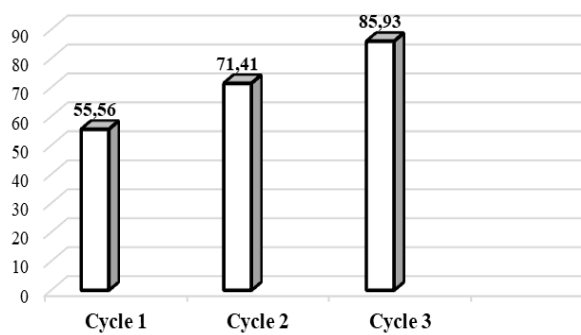

Figure 5. The Comparison of Students'
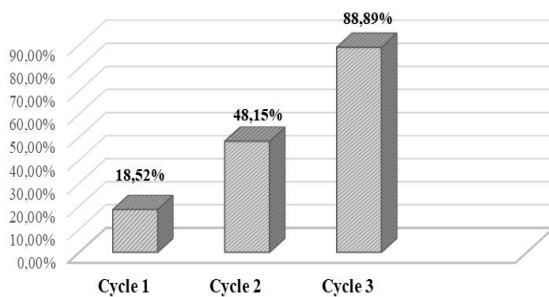
Speaking Average Score

Figure 6. The Comparison of Students'

Learning Achievment

The researchers also paid attention to the result of interview. Based on the observation, some students were still hesitant to pronounce some words, they were still afraid of making mistake when they were speaking, shy and nervous. Interview section was categorized into four viewpoints: students' speaking achie-

vement, students' motivation to learn, teachers' opinion on the implementation of unscripted role play, classroom condition controlling. Students' answers showed that they could express their ideas by using English, without any hesitation even in simple sentences. They were satisfied and no more awkward during performing speaking. In addition, the role play was fun because they could show their talents by acting in different roles. Hence, they wanted to learn English continuously.

After conducting unscripted role play technique, the researchers found students participated more actively. The feedback given made students competed to get better score. Since the unscripted role play was applied in within pair and group work so it was effective to enhance students' engagement, motivation and active participation. This result is in line with the preivous study that the mean score of students' speaking fluency, pronunciation accuracy, and appropriate language use after the course was statistically significantly higher than that before the course. The students improved speaking ability by situations given during unscripted role play activities (Phuetphon Chayanuvat & Sitthitiku, 2012). The study also revealed that the students were extremely satisfied with this technique. It

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enabled the students to formulate their ideas and gave them a better opportunity to improve their speaking. Furthermore, the study shows that this teaching technique can empower the students to communicate independently, made the students feel comfortable during discussing any topics and it fosters interaction with one another. Students' satisfaction is positively associated with unscripted role play.

V. CONCLUSION

Classroom Action Research (CAR) method is used in this research to identify the problem on students' speaking skill. It is initiated through the observation for the students, who are considered have poor speaking skill. It can be concluded that in the teaching and learning process through unscripted role play technique can improve students' speaking skill. It is based on the improvement of students' learning achievmnet in every cycle. Additionally, observation and interview results showed that after using unscripted role play technique, the students became more creative, active, independent in expressing their ideas so that they could speak English more fluently and confidently.

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