THE USE OF UNSCRIPTED ROLE-PLAY IN TEACHING ENGLISH INTERACTIONAL SPEAKING SKILL: AN EXPERIMENTAL STUDY AT THE TENTH GRADE STUDENTS OF SMAN 8 MATARAM IN ACADEMIC YEAR 2014/2015

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Jurnal skripsi dengan judul “The Use of Unscripted Role-Play in Teaching English Interactional Speaking Skill: An Experimental Study at the Tenth Grade Students of SMAN 8 Mataram in Academic Year 2014/2015”. Telah disetujui oleh dosen pembimbing sebagai salah satu persyaratan untuk memperoleh gelar sarjana pendidikan, pada jurusan Pendidikan Bahasa dan Seni, program studi Bahasa Inggris.

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THE USE OF UNSCRIPTED ROLE-PLAY IN TEACHING ENGLISH INTERACTIONAL SPEAKING SKILL: An Experimental Study at the Tenth Grade Students of SMAN 8 MATARAM in Academic Year 2014/2015.

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ABSTRACT

This thesis entitled “The Use of Unscripted Role-Play in Teaching English Interactional Speaking Skill”, the experimental study at tenth grade students of SMAN 8 Mataram in the Academic Year 2014/2015. This study aimed to identify whether unscripted role-play can be used in improving students’ interactional speaking skill and what is the students’ opinion about the application of unscripted role-play in teaching English interactional speaking skill. The sample of this study was 37 students of the total population (N = 317) of grade tenth students of SMAN 8 Mataram. The design of this Study through a single group design and the data were collected through pre-test, post-test and questionnaire. The analysis of quantitative data gathered from pre-test and post-test found that the mean score of the post-test (M = 64.70) was higher than the mean score of pre-test (M = 59.80). Moreover, the t.obs value (t = 4.207) was also higher than the critical value of the t-table at the significant level of 0.01 (2.719) and 0.05 (2.028) in the degree of freedom (df = 37-1) 36. Therefore the result shows that the null hypothesis (Ho) is rejected and the alternate hypothesis (Ha) which stated “the use of unscripted role-play technique is effective in improving students’ interactional speaking skill” was accepted. Besides the quantitative data, the qualitative data from questionnaire were also analyzed. Its data proved that the students had positive opinion about the application of unscripted role-play in teaching English interactional speaking skill.

Key words: Role-play, Unscripted role-play, improve, speaking skill, interactional speaking skill
ABSTRAK

Penelitian ini berjudul “the use of unscripted role-play in teaching english interactional speaking skill”, penelitian experimental pada siswa kelas sepuluh SMAN 8 Mataram tahun ajaran 2014/2015. Penelitian ini bertujuan untuk mengidentifikasi apakah bermain peran tanpa menggunakan naskah dapat digunakan untuk meningkatkan kemampuan berbicara interaksional siswa dan apa opini siswa tentang penerapan tehnik bermain peran tampa naskah dalam pembelajaran kemampuan berbicara interaksional siswa. Sempel dari penelitian ini adalah 37 siswa dari total populasi (N=317) dari siswa kelas 10 di SMAN 8 Mataram. Design dari penelitian ini adalah penelitian dengan satu group dan data di dapatkan dari hasil pre-test, post-test dan questioner. Analisis dari kuantitatif data yg didapatkan dari hasil pre-test dan post-test menemukan bahwa rata-rata skor siswa pada post-test (M = 64.70) lebih tinggi dari pada rata-rata skor siswa pada pre-test (M = 59.80). Di tambah lagi hasil uji t (t = 4.207) juga menunjukkan nilai nilai yg lebih tinggi di bandingkan dengan nilai kesalahan pada level signifikan 0.01(2.719) dan 0.05 (2.028) pada degree of freedom 36 (Df = 37-1). Sehingga hasil ini menunjukkan bahwa null hypotheses (Ho) di tolak dan alternative hipotesis (Ha) yang mengatakan kegunaan bermain peran tampa naskah itu efektif dalam meningkatkan kemampuan berbicara interaksional siswa di terima. Selain kuantitatif data, kualitatif data dari kuisiner juga di analisa. Data itu menunjukkan bahwa siswa mempunyai opini positif tentang penggunaan bermain peran tampa naskah dalam pembelajaran kemampuan berbicara interpersonal siswa.
Introduction

Background of study

With the rapid development of information technology which is followed by the developments in the field of transportation, human international interaction increase significantly. Relations between countries using a variety of different languages have become a common situation in our life. This situation raises the idea to specify a language that is used to facilitate those relationships. This language is then called international language. Finally, English is the language that was selected as the international language. By choosing English as the international language, every state is required to be able to use English in order to be good in international communication and be able to compete with other countries around the world. The phenomenon mentioned above causes everyone vies for learning English in order to participate in the wider world of work (Gerrish and Lacey, 2010).

Remembering the number of requests to learn English, teachers began thinking about the best technique and strategy to teach it. English language teaching strategies continues to grow from year to year (Setiyadi, 2006). It is tailored to the needs and interests of the learner himself. In recent years, English language teaching strategies has focused on teaching the English language rather than teach about the English language. The emphasis is not only on linguistics competence of the language learners but also on the development of their communicative ability (Celce-murcia, 1991).

One of the most important communicative ability that the learners need to be taught is speaking skill. Because it is frequently used in daily communication, but teaching speaking is not easy. Many problems that the students found need to be solved. The problem frequently found is that their native language makes them difficult to use the foreign language; the lack motivation in practicing the second language in daily conversation is also to be the cause of problem in students speaking skill (Munjayanah, 2004). They are usually too shy and afraid of taking part in the conversation (Liu, 2010). Other factors that cause the problem in here are the students’ interest, the material, and the media among others including the technique and strategy in teaching English (Celce-murcia, 1991). Many techniques can be applied including role play. Some research findings say that role play is effective to use in teaching speaking.

Seeing from the usefulness of script in role play, there are two kinds of role plays that can be used in language teaching (Byrne, 1983): scripted and unscripted role play. Generally, scripted role play is more common used in teaching speaking skill rather than unscripted role play.
There are several different advantages between these two role play according to (Phuetphon, Chayanuvat, & Sitthitikul, 2012, p. 3): Two role players can write role play as a script and then read the lines. Unscripted role play, on the other hand, is hardly used because it is quite difficult and complicated for them to prepare in a short time and then act out in front of the class. Without scripted role play, they may feel unconfident and are under the pressure. But there are also advantages of unscripted role play that scripted role play does not have: 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 occurred.

Other advantages of unscripted role play are the students can express themselves freely, it could be a fun activity, and the most important one is that the authenticity of speaking is still there. According to Phuetphon, Chayanuvat, & Sitthitikul (2012) based on their observation, the unscripted role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students can express themselves and give them an opportunity to practice and develop their communication skill. Despite there are many benefits of unscripted role play in teaching speaking skill, there have been few studies conducted in investigating its effectiveness.

For these reasons, it is seemed interesting to try unscripted role play technique in teaching English speaking skill particularly English interactional speaking skill for the first semester students of the tenth grade at SMAN 8 Mataram. The students in this school are too shy and afraid to express themselves and practice their English in daily conversation. This situation obstructed the development of their communication skill exactly speaking skill. The speaking skill of the students in this school is very low because of that, the researcher tries to use unscripted role-play technique to solve these problems. This study also wants to know what the students’ opinions about the application of unscripted role play technique in teaching speaking skill.

Statement of the Problem

Based on the background of study provided, in this time the statement of problem was formulated as follows: (1) Can unscripted role play be used to improve the interactional speaking skill of the 10th grade students of SMAN 8 Mataram? (2) What are the students’ opinions about the application of unscripted role play technique in teaching speaking skill?

Objective of the Study

This study aims to determine whether unscripted role play can be used to improve the students’ interactional speaking skill in SMAN 8 Mataram and to know
what the students’ opinions about the application of unscripted role play technique in teaching speaking skill.

**Significance of the Study**

Theoretically, the result of this study was expected to be able to enrich the theory of teaching speaking in senior high school and can be used as a reference in further researching about language teaching and learning process. Practically, the result of this study was expected can useful for additional information that can be applied by the teacher in teaching English speaking skill and provide better choice technique in improving students speaking skill in senior high school

**Scope of the Study**

This study focused on finding out the contribution of unscripted role-play as a technique in teaching English interactional speaking skill at the Tenth grade students of SMAN 8 Mataram.

**Hypothesis of the Study**

The problem in this study is whether unscripted role play can be used in improving students interactional speaking skill or not and what is the student opinion about the application of this technique. Related to the statement, the hypothesis of this study is as follows:

1. (Ho): “the use of unscripted role-play technique is not effective in improving students’ interactional speaking skill”. This hypothesis is tested at two significance levels: .05 and .01. If the t-test is lower than t-table, the null hypothesis failed to be rejected. On the other hand, when the t-test is higher than t-table the null hypothesis is rejected and thus altered into alternate hypothesis (Ha): “the use of unscripted role-play technique is effective in improving students’ interactional speaking skill”

2. students have positive opinion about the application of unscripted role play technique in teaching speaking skill

**Review of Related Literature**

There are many media and technique that we can use in teaching speaking skill, but not all the media or technique is effective for it, here is some media and technique proven effective in language teaching, particularly in teaching speaking skill (Kayi, 2006): discussion, role play, simulations, information gap, brain storming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and find the differences. This research will only cover materials taught in the scope of senior high school, because this study was conducted at senior
high school students. Usually the teacher indirectly teaches vocabulary to his/her students through monologue texts such as procedure, recount and narrative text or short functional text.

Role play is one of the most popular techniques that can be used in teaching speaking skill. There are many study related to the effectiveness of role play in teaching speaking skill. (Littlewood, 1981; Robinson, 1981; Raz, 1985;) said that role-plays can provide students with opportunities for practicing in class the language they need for interacting outside the classroom. Role play not just a fun and meaningful activity but also can increase students motivation, A research conducted by Xu Liu in 2010 found that most average and low mark students chose role play on the aspect of arousing their motivation of English speaking.

According to Byrne (1983) role play can be divided into two types: scripted role play and unscripted role play. Scripted role play involves presenting or illustrates scripted dialogue 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. Unlike scripted role play, unscripted role play does not need scripted dialogue and not a memorizing activity. More detail about unscripted role play is discussed in the following discussion.

Generally, scripted role play is commonly used in teaching speaking skill rather than unscripted role play, whereas, if we analyze it more thoroughly scripted role play has very basic shortcomings in the teaching of speaking skill. It does not reflect the real spoken language in real life. According to Gillian Brown and George Yule, the characteristics of the spoken language are spontaneous, unplanned, less structured and interactive (Brown & Yule, 1983). If we use a scripted role play where the student just memorize the role play script and practice it in front of the class, of course we will lose the basic characteristics of the spoken language that is mentioned above. In contrast with scripted role play, unscripted role play can account the authenticity of spoken language that was mentioned by Brown and Yule (1983) those are spontaneous, less structure, unplanned and interactive. In unscripted role play the conversation between the role players does not depend on script, it is real life conversation that occurs naturally not memorizing activity (Phuetphon, Chayanuvat, & Sitthitikul, 2012)

**Research Method**

The researcher chose pre-experimental research method by using one group pre-test and post-test because the researcher want to compare the students speaking ability before and after treatment by using unscripted role play. This study is using both of qualitative and quantitative data. Qualitative data based on questionnaires and quantitative data based on pre-test and post test scores.
The Participants of this study are 37 of the 317 students in grade 10th 1st semester of SMAN 8 Mataram in academic year 2014-2015. The grade 10th students at SMAN 8 Mataram are divided into eight classes, namely class XIPA1, XIPA2, XIPA3, XIPA4, XIPS1, XIPS2, XIPS3 and XIPS4. Every class consists of 37 to 40 students, the class division in this school done randomly without considering the level of achievement. Researcher decides to use cluster random sampling method in deciding sample of the study because from the observation before it is found that there is no significance difference between these eight classes (relatively homogeny) and then finally class XIPA1 are chosen as a sample of the study.

The quantitative data were gathered from oral test. The students’ speaking ability was evaluated by assessing some aspect of speaking skill those are pronunciation, vocabulary, structure and fluency. Rubric score is used to assess the four aspects mentioned. The rubric score was 4, 3, 2, and 1 for each aspect. Quantitative data on the other hand were gathered from questionnaire responses. The questionnaire in form of close-ended item, it is similar to a multiple - choice test question: a statement that requests information is presented and participants choose from among a set of possible responses. The following item from a teacher-evaluation form is as the follows: SA=strongly agree, A=agree, N=neutral, DA=disagree, and SD=strongly disagree. They answered the questionnaire in which the researcher investigated their opinions regarding unscripted role play.

To answer all the research questions, all data are analyzed base on the research questions 1). Can unscripted role play be used in improving students speaking ability of 10th grade students of SMAN 8 Mataram? 2). what are the students’ opinions about the application of unscripted role play technique in teaching speaking skill?

The improvement of students’ speaking skill was measured by the descriptive statistics between pre-test and post-test (oral test). The figures are calculated into t-Test, SD and mean. The researcher reviewed the data very carefully. Then to answer the second research question, responses from questionnaire are summarized to check the students’ opinions about the use of the unscripted role play. The information gained within each question was coded in some manner.

Findings and Discussion

In order to answer the first research questions, and prove the Ha hypothesis, the data obtained from the pre-test and post-test were analyzed and calculated by statistical computation. The results of the data analysis are presented as the following.
Based on the computation above, it can be seen that the mean score of the students in the post-test was 64.70 and the mean score of the pre-test was 59.80. It indicated that the mean score of post-test was higher than the mean score of pre-test. On the other words, the treatment applied gave positive effect toward the students’ interactional speaking skill.

But this was not the last step of statistical analysis, we also need to know how significant this technique in improving students’ interactional speaking skill, in order to know that we need to do the t-test. In this step, the mean score of post-test are subtracted by the mean score of pre-test then the value of that subtraction would be divided by the corrected standard deviation. Here is the result of the t-test.

<table>
<thead>
<tr>
<th>t.obs</th>
<th>Df = n-1 (37-1)</th>
<th>T-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.207</td>
<td>36</td>
<td>2.028</td>
</tr>
</tbody>
</table>

From the result of calculation, it is obtained the value of the t observation (t.obs) is |4.207|, the degree of freedom (df) is 36 (obtained from N-1) = (37-1 = 36). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 36 and on the degree of significance of 5% and 1%, the value of degree of significance are 2.028 and 2.719. If the t.obs compared with each value of the degrees of significance, the result is 2.028 < 4.207 > 2.719. Since to score obtained from the result of calculating, the alternate hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Based on the result of the data analysis, it is indicated that the students’ speaking score after taught by using unscripted role play technique was better. It means that the use of unscripted role play in teaching interactional speaking skill is quite effective.

Other data collection procedures are giving the questionnaire to be answered by the entire of sample. These data collection was conducted in order to answer the second research question; what are the students’ opinions about the application of
unscripted role play technique in teaching speaking skill? The students’ response on the questionnaire can be seen in the following chart bellow.

Questions:
1. Unscripted role-play is interesting activity
2. Unscripted role-play activity can improve your English speaking skill
3. The unscripted role play fosters creative thinking and creates opportunities for learners to interact with one another
4. The unscripted role play helps students gain confidence.
5. Unscripted role-play is difficult activity

Responses from the questionnaires above are indicated that the students had positive opinion about the application of unscripted role-play technique. Although this technique is quite difficult, they believe that this technique was interesting and can increase their speaking skill. This technique also helps students think creatively and give them opportunity to interact with one another and help them gained confidence. These are also the advantages of unscripted role-play explained by Phuethpon, Chayanuvat, & Sitthitikul based on their observation (2012).

Conclusion and Suggestion

Conclusion:

1. The t-test value is higher than t-table at the confidence level of .05 (95%) and .01 (99%) by using 36 as a degree of freedom (df). It indicated that the null hypothesis (Ho) is rejected and the alternate hypothesis (Ha) is accepted.

2. Based on the conclusion of hypothesis that has been taken, it can be inferred that the use of unscripted role play is effective to improve the students’ interactional speaking skill for the tenth grade students of SMAN 8 Mataram in academic year 2014/2015.
3. The students have positive opinion about the application of unscripted role-play, they believe that unscripted role-play is interesting activity that can improve their speaking because it can foster them to think creatively and it creates opportunities for them to interact with one another.

Suggestion:

1. To the teacher

   The result of this study has proved that the use of unscripted role-play is effective in teaching students interactional speaking skill, therefore, it is better for English teacher to use unscripted role-play in teaching students interactional speaking skill.

2. To the student

   The students are expected to be active and creative in enriching their vocabulary. Since vocabulary is very needed in helping the students improve their speaking skill.

3. To the next researcher

   The next researcher should develop this study. This study focuses in developing interactional speaking skill. Hence, the other researcher may conduct a further research to investigate the effect of using unscripted role-play in improving students’ transactional speaking skill.

BIBLIOGRAPHY


