

SCRIPTED ROLE PLAY-BASED TEACHING TO IMPROVE SPEAKING SKILL OF THE ELEVENTH GRADE STUDENTS OF SMAN 14 PALEMBANG

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Abstract

Role play is very prominent in English speaking classroom because it allows the students to have more oral practice in different social contexts and roles. The purpose of this paper was to find out whether or not scripted role play could make a difference in improving students' speaking skill achievement. The population of this research paper was all the eleventh grade students of SMAN 14 Palembang in the academic year of 2009-2010. The students were given intervention for 16 meetings including pre-test and post-test in the form of speaking test. The SOLOM rubric was used to measure students' speaking skill. The findings showed that (1) there was a significant improvement in speaking skill where t obtained of speaking skill was 4.971 ($p < 0.000$), (2) there was also a significant mean difference between the speaking skill of the experimental and control groups where t obtained was 6.804 ($p < 0.000$). Hence, from the research findings, it could be concluded that scripted role play could significantly improve the students' speaking skill achievement in English teaching and learning environment.

Key words: *Scripted role play-based teaching, speaking skill*

BACKGROUND

The use of English as an international language plays a significant role in the globalization era. At the current time, we are required to be able to communicate in English. This means English becomes a means of communication among people in the world and plays a vital and a special role in the globalization era, particularly in the educational system in Indonesia. English as a foreign language in Indonesia is taught at Senior High School (SMA/MA) as a compulsory subject. Currently, the implementation of English instruction is on the basis of the Content Standard. Its target is to have the students reach an informational level of literacy. It means that the students are expected to be able to access knowledge by using English (Depdiknas, 2006). In the international relationship, English speaking ability is very prominent to be able to participate in the larger scope of work. The speaking skill is seen pertaining to the ability to carry out a conversation in the language. This reality makes the people

particularly students think that they should learn and master English both oral and written form.

In relation the above-mentioned description, English language teaching should be more concerned on students' linguistics competence of the language and also the development of their communicative ability. Due to the development of the students' communicative ability, the teacher, as facilitator, should be able to create teaching and learning activities in more creative, interesting, and dynamic manner.

In learning speaking skill, the students frequently come across with some problems. The problem frequently encountered is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to actively participate in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, the media, and the inappropriate use of

instructional technique. In addition, based on the interview and observation from the concerned English teachers of SMAN 14 Palembang, it was found out that problem encountered in terms of English achievement was still low, only 46.08% of the eleventh grade students could reach the KKM score (Minimum Achievement Criteria Score). Apart from that, when the students were asked in English, they just gave a little response and had more tendencies to give response in Indonesian. However, many instructional techniques can be applied including role play because many research findings reveal that this technique is effective to use in teaching speaking.

A role play is a highly flexible learning activity which has a wide scope for variation and imagination. According to Ladousse (1995), role play uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place.

From the above-stated description, the writer would like to investigate whether or not the use of scripted role play significantly improves the students' speaking achievement. Therefore, the writer conducted the research with the title "Scripted role play-based teaching to improve speaking skill of the eleventh grade students of SMAN 14 Palembang.

LITERATURE REVIEW

Speaking Skill

According to Chaney (1998, p. 13), speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a

variety of contexts. Additionally, Gert and Hans (2008, p. 207) reveals that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. In addition, speaking is social, in the sense that it establishes rapport and mutual agreement, maintains and modifies social identity, and involves interpersonal skills (Thornbury and Slade, 2005). This social element is expressed through wishes, feelings, attitudes, opinions and judgments, which can clash with the formal nature of the classroom when teaching speaking.

From the above-revealed definitions, it could be inferred that speaking is the process of building and sharing meaning, wishes, feelings, attitudes, opinions and judgments which should be understood by both speaker and listener in communication setting.

Teaching Speaking

In accordance with teaching speaking, Nunan (2003) states that teaching speaking is to teach English language learners to:

1. Produce the English speech sounds and sounds patterns.
2. Use words and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

Principle of Teaching Speaking

According to Harmer (2001), there are 6 principles of teaching speaking; they are as described below (p. 102):

- a. Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple.
- b. Ask students to talk about what they want to talk about.
- c. Ask students to talk about what they are able to talk about.
- d. Provide appropriate feedback.
- e. Combine speaking with listening and reading.
- f. Incorporate the teaching of speech acts in teaching speaking.

Moreover, Nunan (2003) there are five principles for teaching speaking as described below (p. 54-56):

- a. Be aware of difference between second language and foreign language in learning context.
- b. Give students chance to practice with both fluency and accuracy.
- c. Provide opportunities for students to talk by using group work or pair work.
- d. Plan speaking task that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

From the teaching principles above, it can be concluded that there are some points of teaching principles of speaking such as: (1) Selecting the relevant teaching techniques of speaking, (2) planning the speaking instruction or task which is related to the students' fluency and accuracy, (3) providing the students with oral communication practice either individual or pair work, (4) giving appropriate and gentle feedback on the

students' speaking performance, (5) engaging the speaking activities with listening and reading. Thus, the teacher of English should be aware of teaching principles of speaking before teaching in the classroom in order that the teacher can create and design interesting classroom speaking activities.

Classroom Speaking Activities

Nunan (2003, p. 56-58) says that there are some techniques in classroom of speaking that the teachers may apply in the teaching and learning environment as follows:

1. *Information Gap*: Information gap is a useful activity in which one person has information that the other lacks.
2. *Jigsaw Activities*: Jigsaw activities are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other person needs.
3. *Role Play*: Role plays are also excellent activities for speaking in the relatively safe environment of the classroom.
4. *Simulation*: Simulation is more elaborate than role play. In a simulation, props and documents provide a somewhat realistic environment for language practiced.
5. *Contact Assignments*: Contact assignment involves students out of the classroom with a stated purpose to talk to people in the target language.

Types and Procedures in Using Role Play

In view of the persons taking an actor, Ladousse (1995, p. 13) explained that there are several types of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such roles as doctors dealing with patients, or salesman traveling abroad. The second type of role is the students play themselves in a variety of situations

which may or may not have direct experience.

The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.

In case of role play activities, according to Byrne (1986, p. 122), role play can be grouped into two forms, scripted and unscripted role play. In details, those types of role play activities described as follows:

a. Scripted Role Play

This type 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.

For more details, Doff (1988:234) gave an example of scripted role play dialogue and reading text and how the process is:

Angela : Good morning. I want to send a letter to Singapore.

Clerk : Yes, do you want to send it by air mail or ordinary mail?

Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?

Clerk : To Singapore? That will be 30 pence, pleas.

Angela : (give the clerk 50 pence) Here you are.

Clerk : Here's your stamp, and here's 20 pence change.

Angela: Thank you. Where is the post box?

Clerk : You want the air mail box. It's over there, by the door.

To demonstrate a role play activity based on the dialogue, the procedures given by Doff is as follows:

1) First, the teacher guides the role play by writing these prompts: (where? / air mail / how much? / post box? / thanks). Talk as you write to show what the prompts mean.

2) If necessary, go through the prompts one by one, and get students to give sentences or question for each one.

3) Call two students to the front : one play the role as Angela and the other one is the post office clerk. They should improvise the conversation using the prompts to help them. Point out that the conversation should be similar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.

4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.

Based on these procedures, it can be said that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a conversation in front of class, in turns. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Role Play

In contrast to scripted role play, the situations of unscripted role play do 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 example and procedures of unscripted role play which is adapted from Adrian Doff's book are as follows:

One student has lost a bag.

He/she is at the police station.

The other student is the police officer, and asks for details. To bring out these ideas :

- 1) The teacher could prepare the whole class, by :
 - a. Discussing what the speakers might say (e.g. the police officer would ask the students how he or she lost the bag).
 - b. Writing prompt on the board to guide the role play, and any key vocabulary.
- 2) The teacher could divide the class into pairs, and :
 - a. Let them discuss together what they may say.
 - b. Let them all try out the role play privately, before calling on one or two pairs to act out in front of the class.

House (1997, p. 23) explained that there are several procedures in using role play:

- a. Students read and familiarize themselves with the (example) dialogue.
- b. Divide the class in pairs, A and B, give A and B roles from the dialogues.
- c. Let students act out their role play, not just say them but students should read it loudly.
- d. Walk around correcting and checking.
- e. Students swap roles and repeat, those whose finish first can be asked to make up their own role play, using different words to fill the gaps.

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

METHOD OF RESEARCH

In this study, the writer used the quasi-experimental design and would be primarily concerned on the nonequivalent groups pretest- posttest-control group design or comparison group design.

This method would indeed require two groups that are actually experimental and control groups. In the experimental group, the writer gave a pre-test, treatment by using scripted role play technique and then post-test. The treatment was given for 16 meetings. Meanwhile in the control group, the writer only gave a pre- test and post-test without any treatment. The population of this study was all the eleventh grade students of SMAN 14 Palembang in the academic year of 2009-2010.

Since the writer would like to see the different result of the students' speaking skill after the given intervention, it would be more effective and efficient if the total number of the sample was not too big. Therefore, the writer would like to take one class only for each group that is experimental and control group. To select the number of sample, the writer gave the test which consisted of structure test because the writer would like to get the students who had average and low score only in relation to scripted role play technique implementation in the classroom. All the populations were then given the time for 40 minutes to finish the 40 items of the multiple choice question. After getting the result of the test given, the writer classified the students' result

into three categories that is high, average, and low.

In relation to the test result, the number of the students who had high score was 21, the number of the students who had average score was 26, and the number of the students who had low score was 18. Since the writer would like to apply scripted role play technique as the intervention, the writer took 20 students of which had average and low score in the experimental group, and 20 students in the control group. This was done to see whether scripted role play technique could improve the students' speaking skill.

Technique of Data Collection

In collecting the data, the writer gave test to the students with speaking topics in the form of a monologue. The writer then rated the aspects of speaking ability, such as; comprehension, vocabulary, pronunciation grammar, and fluency in a table of paper. To rate the students' speaking ability, the writer used SOLOM (Student Oral Language Observation Matrix). The SOLOM is a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations. The teacher matches a student's language performance in comprehension, vocabulary, fluency, grammar, and pronunciation to descriptions on a five-point scale for each.

Technique of Data Analysis

The data analysis was taken from the tests. The students' scores were divided into two groups.

Group A: The scores of the pre-test and post-test of the students who learned through scripted role play technique.

Groups B: The scores of the pre-test and

post-test of the students who learned without scripted role play technique.

In analyzing the data of students' speaking skill, the rubrics would be applied and the writer used the Paired Sample T-test where the data would be analyzed by SPSS program. It was used to see the significance difference between pretest and posttest for each group. And the independent T - test was applied to see the significance difference between the two groups.

The Conversion of the Percentage Range

To interpret the students' score, the range of speaking skill used is as follows: excellent (21-25), good(16-20), average (11-15), poor (6-10), and very poor (<6).

Validity of the Test

Pertaining to pursuing a high degree of content validity, the writer utilized tests in relation to measure the students' speaking skill. To see whether the topic about speaking test given were valid, the writer formulated the topic for speaking test by considering the school based curriculum and English book that was used by the school concerned.

Reliability of the Test

In order to know the reliability of speaking test, the writer used speaking rubric to rate the students' speaking skill score. Additionally, in order to know the result of speaking test in pre-test and post-test, the writer asked two raters to rate students' speaking skill in both experimental and control class at SMAN 14 Palembang. After obtaining the data, the writer asked two raters to assist him to collect the students' speaking skill. The writer chose the raters based on the qualification that the raters should have TOEFL score 500 and above and have English teaching

experiences for more than 5 years. In order to find out the reliability of the test, the writer used inter-rater reliability. In this point, the writer correlated the students' speaking scores from both of the raters and saw the significance of the result inter-rater. In addition, the calculation would be analyzed by using SPSS.

FINDINGS AND INTERPRETATION

Findings

The data of this study were gained in the form of scores. The data were the result of the speaking skill in pre-test and post-test which were rated by two raters. The writer took 40 students as samples. They were divided into experimental group and control group, respectively. There were three main findings of this paper: (1) the result of tests (descriptive statistics), (2) statistical analysis of data which comprises of Dependent sample t-test (paired sample t-test) and Independent sample t-test. *Dependent sample t-test* (paired sample t-test) was used to find out: (1) the significant difference in students' speaking skill achievement before and after they were taught by using scripted role play. *Independent sample t-test* was used to find out: (2) the significant difference in students' speaking skill achievement within the experimental group and control group.

Based on the results of descriptive statistics obtained in the experimental group, it showed there was a significant difference in students' speaking skill achievement in the experimental and control group. It could be seen from the lowest score of the pre-test was 10.50 and the highest score was 14.00 and the mean was 12.0750. The lowest score in the post-test was 14.00, the highest score was 20.00, and the mean was 17.7750. In addition, from the result of

descriptive statistic in the pre-test of experimental group, there were 4 students (20%) in the category of poor. There were 16 students (80%) in the category of good. On the other hand, in the post-test of experimental group, there were 2 students (10%) in the category of poor. There were 18 students (90%) in the category of very good. Therefore, it could be concluded that the students' speaking skill achievement of the experimental group was in very good category.

On the other hand, based on the results of descriptive statistics obtained in the control group, the lowest score of the pre-test was 10.00 and the highest score was 15.00 and the mean was 12.6750. The lowest score in the post-test was 12.50, the highest score was 18.00, and the mean was 14.3500. In addition, from the result of descriptive statistic in the pre-test of control group, there were 6 students (30%) in the category of poor. There were 14 students (70%) in the category of good. On the other hand, in the post-test of control group, there were 15 students (75%) in the category of good. There were 5 students (25%) in the category of very good. Therefore, it could be concluded that the students' speaking skill achievement of the control group was in good category.

In relation to the result of paired sample T-test in experimental group, the mean score of students' speaking skill achievement in pre-test of experimental group was 12.0750 with the standard deviation was 1.15023. Meanwhile, the mean of the students' speaking skill achievement in post-test of experimental group was 17.7750 with the standard deviation was 1.27191. The output data showed that the mean difference of speaking skill achievement between pre-test and post-test in experimental group was 5.70000

with the standard deviation was 0.87959, and t-obtained was 28.981 ($p < 0.000$).

Since t-obtained of the speaking skill in experimental group were higher than t-table both 1.729 and 2.093. Thus, it could be concluded that null hypothesis (H_0) was rejected and the research hypothesis (H_a) was accepted which means that there was a significant difference made by experimental group.

In relation to the result of paired sample T-test in control group, the mean score of students' speaking skill achievement in pre-test of experimental group was 12.6750 with the standard deviation was 1.75675. Meanwhile, the mean of the students' speaking skill achievement in post-test of experimental group was 14.3500 with the standard deviation was 1.85742. The output data showed that the mean difference of speaking skill achievement between pre-test and post-test in experimental group was 1.67500 with the standard deviation was 1.50678, and t-obtained was 4.971 ($p < 0.000$).

Since t-obtained of the speaking skill in control group were higher than t-table both 1.729 and 2.093. Thus, it could be concluded that null hypothesis (H_0) was rejected and the research hypothesis (H_a) was accepted which means that there was a significant difference made by control group.

In addition, from the result of the independent t-test: the mean difference speaking skill post-test between the experimental and control group was 3.42500 and t-obtained 6.804 ($p < 0.000$). Since the p value or output of speaking skill achievement were less than the value of probability 0.05 or 0.025 and t-obtained was higher than t-table (1.686 or 2.024). Hence, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was

accepted. It means that there was a significant difference in speaking skill achievement between the students who were taught using scripted role play and those who were not.

INTERPRETATION

In accordance with the results of findings, in the experimental group, the students had progress in their speaking achievement before and after the intervention given. It reveals that there was a difference in speaking achievement before and after they were exposed with scripted role play. Since the t-obtained was higher than t-table, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It can be stated that there was a significant difference in writing achievement before and after treatment in the experimental group. This could be seen from the mean difference between pre-test and post-test in experimental group was 5.7000. Hence, it could be stated that scripted role play was effective to improve students' speaking achievement and participation in teaching and learning environment. It is because when the students performed the role play, they really needed to understand the character and try to perceive information related to the characters played. Besides, in teaching the script of role play, the teacher used drills in order to actively involve the students in the classroom. This is supported by Byrne (1986, p. 115) role play are commonly used in foreign language to facilitate communicative competence. In addition, in role-playing the student is representing and experiencing a character known in everyday life (Scarcella and Oxford, 1992). It also improves interpersonal skills (Teahan, 1975), improves communication skills (Huyack, 1975),

and enhances communication (Ettkin & Snyder, 1972). Therefore, it could be concluded that scripted role play could improve students' speaking achievement in the classroom.

CONCLUSION

As the closing thoughts of this paper, it is vividly proven that the scripted role play is applicable in English teaching and learning environment. In the teaching and learning activity, the students are exposed to the useful expression which is related to the conversation topic given in teaching and learning process. However, the students are allowed to elaborate the expression that they may use in the role play. In practice, scripted role play makes the students braver and more interested in involving themselves in speaking and learning activity because the shy and confident students are well-mixed in the role play activity. This also can make oral interaction between or among the students more active and alive because the students are provided with more language opportunities to act out the role in the conversation.

In addition, this is also very fun to perform because the students are more motivated in English speaking instruction and this will also lead to better learning because the students are willing to participate in any situation as they wish to have the role in the conversational setting. Hence, it stands to the point that the scripted role play could give significant improvement on the students' speaking achievement.

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