

The Implementation of Unscripted Role play in Teaching Speaking Of Narrative Text To The Eleventh Graders of SMA Negeri 17 Surabaya

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Abstrak

Mengajar bahasa Inggris untuk murid-murid terutama untuk sekolah menengah atas seharusnya dibuat menyenangkan agar membuat mereka mudah mengingat kosakata baru yang telah mereka pelajari. Sehingga para pengajar harus menggunakan teknik yang tepat untuk mengajar sekolah menengah atas. Permasalahannya adalah, peneliti menemukan bahwa di sekolah ini terutama di kelas sebelas, pengajar terlihat mendominasi situasi kelas. Dominasi seluruh aktivitas ruang kelas seharusnya di minimalisir saat partisipasi murid di ruang kelas harus ditingkatkan. Dalam pengajaran berbicara, murid-murid diharapkan dapat banyak bicara dan lebih berpartisipasi. Berdasarkan permasalahannya, peneliti menggunakan teknik bermain peran. Penelitian ini bertujuan untuk menjelaskan implementasi teknik bermain peran tanpa naskah dalam pengajaran teks berbicara naratif untuk kelas sebelas. Selain mengimplementasi bermain peran tanpa naskah, peneliti juga menjelaskan penampilan berbicara murid-murid. Penelitian ini merupakan deskriptif kualitatif. Subjek penelitian ini adalah 31 siswa di kelas XI IPS 2 di SMA Negeri 17 Surabaya. Observasi dengan checklist dan penampilan berbicara murid-murid adalah instrumen penelitian yang digunakan untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa bermain peran tanpa naskah dalam proses belajar mengajar yaitu mudah diterapkan dan membuat murid-murid menjadi lebih aktif dalam kelas berbicara. Kesimpulan dari penelitian ini bahwa bermain peran tanpa naskah dapat digunakan dalam proses belajar mengajar untuk mengajar teks berbicara naratif untuk kelas sebelas. Peneliti menyarankan bahwa guru dan peneliti lain menggunakan teknik ini untuk mengajar berbicara kelas sebelas.

Kata Kunci: *Speaking, Roleplay technique, Narrative text*

Abstract

Teaching speaking should be made enjoyable for the students, especially for senior high school to make them easy to remember the new words they have just learned. So the teachers have to use the right technique to teach senior high school. The problem is, the researcher found that in this school especially on eleventh graders, the teacher seems to dominate the classroom situation. The domination over the classroom activities should be minimized while the students' participation in the classroom should be improved. In teaching speaking, the students are expected to be able to communicate and more participate. Based on the problem, the researcher used roleplay technique. This research is aimed to describe the implementation of Unscripted Roleplay technique in teaching speaking narrative text to the eleventh graders. Besides the implementation of unscripted roleplay, the researcher also describes the students' speaking performance. This research is a descriptive qualitative research. The subjects of this research are 31 students in XI IPS 2 of SMA Negeri 17 Surabaya. Observation checklist and students' speaking performance results are research instruments used to gain the data. The result showed that unscripted roleplay in the teaching – learning process was easily implemented and made the students become more active in speaking class. It could be concluded that unscripted roleplay could be used in the teaching learning process to teach speaking narrative text for the eleventh graders. The researcher suggested that other teachers or researchers use this technique to teach speaking to the eleventh graders.

Keywords: *Speaking, Roleplay Technique, Narrative Text*

INTRODUCTION

English is one of the international languages in the world. In this globalization era, English is very important for communication because many countries in the world use it for communication. Communication is an essential need for human being. Language as a means of communication has an important role to reveal an intention to someone else. Since language is a means of communication, it is not enough for students to learn words, phrases, and grammatical features if they want to produce language in their daily communication or to interact with others in English.

In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Our government realizes that English is important for the country's development, especially in the effort of human resource development, so it has been decided as one of the subjects to be given from elementary school until university level. Because English is an international language, its skill is significant for everyone to be mastered, and in Indonesia English involves into education curriculum which every school runs, and as further explanation of English curriculum can be found in *Standar Kompetensi (SK)* and *Kompetensi Dasar (KD)*. In curriculum 2006, English is divided as it has four skills, listening, speaking, reading and writing. Senior high school students are taught English subject in various techniques. And the goal of most of the those techniques is to learn to communicate in the target language. Mostly, they are taught the rules of how to produce the sentences with Grammar Translation method or Audio-Lingual method. They just learn English in written, not spoken. They are not familiar to use English in speaking. That is why, they are fear that they are unable to perform, so they will fail

So far, it was found that the teacher seems to dominate the classroom situation. The domination over the classroom activities should be minimized while the students' participation in the classroom should be improved. In teaching speaking, the students are expected to be able to communicative and more participate

The researcher considers that it is necessary to find out an alternative way to create suitable and interesting techniques for students. They need a lot of practices to assist them in developing their speaking ability. Many techniques can be applied including role play because it encourages the students to be actively

participating in teaching learning process. This technique also gives students an opportunity to practice their speaking ability in different social contexts and in different social roles.

The result of this research is expected to be useful for the English teacher especially in teaching speaking. It is hoped teacher can manage classroom activities communicatively by using role play activities. For students themselves, it can motivate them to try to speak English as often as possible. Also this study is hoped to be able to encourage and stimulate the students to improve their ability in speaking for all conversation especially for applying unscripted role play to teach speaking narrative. By conducting unscripted role play to teach speaking narrative, it will increase the students' ability in speaking since they have partner in asking and giving feedback about their speaking. So, the teacher can create more relax and enjoyable environment by conducting unscripted role play to teach speaking narrative.

Moreover, as Penny Ur (1996) emphasizes that role play is used to refer to all sort of activities where learners imagine themselves in a situation outside the classroom. It is expected that role play can help some shy students to be active and enjoy their roles acting in speaking English activities.

According Donough (1993), 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 might find themselves and give them an opportunity to practice and develop their communicative skill.

Byrne (1986) states that role play can be grouped into two form: scripted and unscripted role play. Generally, scripted role play is more popular than unscripted role play. However, unscripted role play is real life conversation that occurs naturally. Based on the statement above, the researcher assumed that role play seems to be a good alternative way for teaching English in senior high school, because this technique can make students active in teaching learning process, it also allows students to be creative and to put themselves in another person's place for a while. In addition this technique gives student opportunity to speak in the target language for an extended period of time and students might naturally produce more speech than would otherwise.

For these reason, the researcher is interested in analyzing the use of unscripted role play in teaching speaking for the students of eleven grade in senior high school. She also wants to know the advantages and want to measure the success of using role play in the speaking class.

Shaw (1992) said that speaking is not the oral production of written language, but includes learners in the mastery of a wide range sub skill which added together, then it supports speaking skill. In addition speaking is not produce without some combination of language skill, but it must be include a number of skills. So, mastering speaking is gathering skills in thought because of including some input skills in it. As the result, the mouth is delivering those skills orally.

While another expert, Huebner (1960) said, language is essentially speech, and speech is basically communication by sounds. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside.

From the statement above. It can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using teaching-learning methodologies. Speaking is also the important instrument of communication. People use it almost constantly. As human being, especially as social creature we have a need to make meaning of our surroundings. We have a need to express our thought, opinions, or feelings in order to be accepted in social life.

In this study, the teacher only explain *Standar Kompetensi* and *Kompetensi Dasar* of speaking in class XI of the second semester that is;

Standar Kompetensi:

12 Mengungkapkan makna dalam teks tulis fungsional dan pendek sederhana berbentuk narrative dan report berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar:

12.1 Mengungkapkan makna dan langkah retorika dalam pendek sederhana dengan menggunakan ragam bahasa tulis akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari dalam teks berbentuk narrative dan report

Sub-kompetensi Dasar:

12.1.1 Mengungkapkan makna dan langkah retorika dalam pendek sederhana dengan menggunakan ragam bahasa tulis akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari dalam teks berbentuk narrative.

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. The researcher chooses "Narrative Texts", as the writing material. Meyers (2005) states that narrative is one of the most powerful way of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The

action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

In Curriculum 2006 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. From the definition above, I can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

To teach speaking narrative text, the researcher use technique. The technique is unscripted role play. Livingstone (1983) state that role play is a classroom activity which gives the student the oportunity to practise the language, the aspect of role behaviour, and the actual roles he may need outside the classroom.

Role play allow students to explore their inner resources, empathize with others, and use their own experiences as scaffolds upon which credible action. As a result, student can improve their ability to produce the target language, acquire many of its nonverbal nuances, improve the ability to work cooperatively in group situations, and effectively deal with affective issues. r, Role play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while. (Richard-Amato, 2003).

To reach the objective of the role play technique, some important aspects should be considered. These aspects are learning and teaching activities, role of instructional materials, the procedure of role play, the media and the setting of role play, the students' role, and the teachers' role. According to Brown (2001), role play socially involves, giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. He suggests that role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective. The review of study is made in order to avoid unnecessary study and avoid duplication. After checking the library, the researcher has found two studies which interest her to choose a title in implementing this research. The first study is a thesis entitled "The Implementation of Roe Play as a Technique to Teach Speaking Narrative Text to the Eight Graders of SMP Muhammadiyah 4 Gadung Surabaya" written by Dwi Wulan Wijayanti. From the result of her thesis, she concluded that Role Play could improve the students'

ability. Besides, the teacher's ability in organizing this technique also improves in each meeting.

Based on the background of the study above, the researcher formulates the research question, as follow:

- a. How is the implementation of unscripted role play in teaching speaking of narrative text for the eleventh graders of SMA Negeri 17 Surabaya?
- b. How are the students speaking ability toward the implementation of unscripted role play in teaching speaking of narrative text for the eleventh graders of SMA Negeri 17 Surabaya?

RESEARCH METHOD

Based on the problems and the objectives of the study, the researcher decided that this study use descriptive qualitative as the research design. Descriptive qualitative is to describe a real situation or phenomenon, and the writer take places as an observer only. The writer does not take part in teaching learning process. The researcher only observes the teacher and the student's activity. The qualitative objective is to describe social phenomena as they occur naturally, this research takes place in the natural setting, without any attempts to manipulate the situation under the study.

This research used non participant observation because the researcher did not take part in teaching learning process. The researcher observed the teacher and the students' activity in the class and reported from beginning until the end of the lesson. Descriptive research has goals to study and analyze some objects.

This research purposes to give description and explanation about The Implementation Of Unscripted Role Play In Teaching Students' Speaking Narrative Text For The Eleventh Graders Of Sma Negeri 17 Surabaya. Therefore, the results of the research are in form in depth of full of descriptions and interpretations in some phenomena that exists during the research.

The subjects of the study are the eleventh grade of senior high school students. The setting of the study is SMA Negeri 17 Surabaya Class IX-IPS 2. The researcher chooses them as a subject because they are taught narrative text so it would ease the students to deal with the role play and also this technique has been applied in this school.

The setting of this study is SMA Negeri 17 Surabaya class XI IPS 2. It is located on Jl. Rungkut Asri Tengah Komp, YKP Surabaya, East Java. The reason the researcher chose this school because she had ever taught English when she did PPL (Program Pengalaman Lapangan) from her campus. Therefore, it is not unfamiliar place for her.

In this study, the data were collected through observation checklist and students' speaking performance results. These data are used to answer the two research questions. Those are about the implementation of Unscripted Role play technique in teaching narrative text, and the students' speaking performance result during the implementation of Unscripted Role play technique.

The researcher got the data through observation in the classroom during the teaching learning process. The data was collected through non-participant observation. It was an observation in which the researcher only observed the process of teaching and learning. She must keep her existence and not influence the natural attitude or behavior of the subject of the study. The purpose of the observation was to get the data about the implementation of unscripted role play in teaching speaking. The speaking ability of the students could be known from the score.

The acquired data from the observation was taken from observation checklist and students' speaking performance. The data was taken from observation checklist. This instrument could help the researcher observed about the material, the technique and the teaching learning process. Observation data were taken from the researcher's observation regarding the teacher and the students' activities in the classroom during the teaching learning process.

The next instrument was students' speaking performance. The researcher used speaking rubric. The researcher use Students Speaking Performance, in order to get score of speaking. The score were measured by speaking rubric. The rubric that was used by the researcher was adapted from David Nunan's rubric (2005). The adapted rubric measured six main points. Those components are pronunciation, grammar, vocabulary, fluency, content, and performance. The data from this instrument were gathered after the researcher got the result of speaking performance of the students.

After having observation and getting the data from the instrument, the next step was analyzing the data that is collected. The researcher analyzed descriptively the acquired data from the observation checklist was concerned to the teacher in implementing role play in the class. The information result got from teachers and students.

The data were classified based on the research questions. The researcher described the observation concerning what was going on in the classroom while the teacher implemented unscripted role play in teaching speaking. Having analysed the data, the conclusion of the result was written descriptively.

RESULT AND DISCUSSION

This part presents about the result of observation and data collected during the observation. Those are used to answer the two research questions in chapter I that are: (a) how is the implementation of unscripted role play in teaching students' speaking narrative text for the eleventh graders of SMA Negeri 17 Surabaya? and (b) How are the students speaking ability toward the implementation of unscripted role play in teaching students' speaking narrative text for the eleventh graders of SMA Negeri 17 Surabaya?

To answer the first question, the researcher used observation checklist to identify the implementation of Unscripted Role Play technique in teaching speaking narrative. This observation was done in three meetings. To answer the second question, the researcher used the result of students test.

The data were got from the observations that were conducted at the SMAN 17 Surabaya especially in class IPS . This class consists of 31 students. All of the data that the researcher got from observation were described and presented into word.

In this meeting, the teacher did not give correction. She just gave his comments about the performer. She also did not around the class. Before closing the class, the teacher asked all the students to give applause to all performers at that meeting.

In the last meeting, when this questionnaire was given to the students, there was no student absent. So the number of the students in the last meeting was still thirty one people. The table of the result of the questionnaire could be seen in the appendix.

From the data, for the first indicator, it could be seen that thirty one students thought that the material make students interact with each other. Then twenty three students thought that the material is understandable, while eight students thought that the material was not understandable. There were seventeen students thought that the material extends the students' knowledge, while fourteen students thought that the material was not extends the students' knowledge. There were twenty students thought that the material motivates the students to learn, while eleven students thought that the material was not motivates the students to learn. Then there were twenty two students thought that the material is relevant with the objective of the study, while nine students thought that the material was not relevant with the objective of the study.

From the second indicator about the technique, there were sixteen students thought that the technique is applicable in the classroom, while fifteen students

thought that the technique was not applicable in the classroom. There were twenty five students stated that the technique is suitable for teaching speaking, while six students stated that the technique was not suitable for teaching speaking . There were twenty eight students agreed that the technique helps the students to encourage their creative thinking, while three students did not agreed that the technique did not helps the students to encourage their creative thinking. Then there were twenty eight students agreed that the technique motivates the students to speak, while three students did not agreed that the technique motivates the students to speak.

The one is about the teaching and learning process. Almost all of students agreed that the teacher did everything on the indicators. And also almost all of the students agreed that they did everything on the indicators.

In this meeting, the students still showed their great attention. In this performance some of the students still nervous and made a mistake in pronunciation, however their performance can make the audience laughing, because one of boy act as a girl. The situation was different from the first and second meeting.

From the result of the observation checklist, the researcher could see that the students liked the topic of material because the teacher gave them interesting topic. Many students agreed that the technique helps the students to encourage their creative thinking. The teachers required the students to express their ideas in front of the class, at the beginning they feel embarrassed. However on the second and third meeting some of them were very enthusiastic. That's why many students stated that that the technique motivates the students to speak. Almost all of the students gave good responses on the use of unscripted role play in the teaching of speaking narrative text. They thought that the technique is suitable for teaching speaking. According to Ladousse (1995), unscripted role play encourages students to use natural expressions and intonations , as well as gestures, because they are acting out a situation and also with unscripted role play a very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play

Based on the discussion of the implementation of unscripted role play, the procedure is supported by Adrian Doff (1988) unscripted role play is role play which is not depend on textbook, it develops students' creativity and quick thinking skill, also increase the confidence. Beside that, team work is needed.

From the result of the observation to the students' speaking narrative text through role play, the researcher gets the data of students' speaking ability. The students' test score was also obtained from the daily assessment and the final project. In order to know how

the unscripted role play led to measure students' speaking proficiency, the researcher did the observation on students' daily performance. She took everything happened in the class during the teaching and learning process. She saw the drama performance from the first to the third performance, and also she asked the students to give suggestion or comment for the performer.

At the third performance, students' speaking ability was better than the second meeting. It is related to the students' action while performing drama from the first to the second meeting, their performance was average. Moreover in this meeting, we could see quite significant differences between poor and excellent students. Students' vocabulary mastery was also increasing. They used vocabulary more variably than their first and second performances. Unlike the students' vocabulary, grammar component is decreasing from students' first to the third performance. Even though we still can see some students showed the improvement. Then, in term of content of the students' speaking ability was also improved from the first meeting to the third meeting.

From the scores of the student performance, the researcher could see the improvement of students' speaking ability in term of content and vocabulary. The students could express their idea in performing role play. They were not only focus with what they said but also with some components of speaking in their activities. It was proved with some progression from time to time. Grammatical errors and mispronounce that the students had made were the process of learning English. Some corrections and feedback from the teacher helped the students to evaluate their performances. Moreover, the topics of role play had made the students relax to express their idea, although some of them were still shy to express their idea. The students' comprehensions were also in progress from first meeting to the last meeting. This also proves that the speaking narrative text through unscripted role play was applicable to teach narrative speaking to the eleventh graders of senior high school.

This result proves us that unscripted role play can encourage students to create their performance as well as possible due to the freedom given to them to make up a dialogue or conversation by themselves (Ladousse, 1995).

Conclusion

Based on result and discussion, it concluded that role play needed much time to be performed, so the teacher should really manage the time. Here the researcher has some conclusions. Those are:

First, unscripted role play can be applied as a technique to teach speaking to the eleventh graders of SMA Negeri 17 Surabaya because this technique is able to increase the student' interest to speak up in the speaking class.

Second, the implementation of unscripted role play to teach speaking narrative is great way to improve students' speaking ability, because by doing this technique , the students can speak optimally. Role play makes the teaching learning process become students centered not the teacher centered. It is because the students dominate the class.

Suggestions

At the end of the study, the researcher would like to give some suggestions that are dedicated to the teacher and other researchers. These are hoped to be useful to enhance the quality of teaching and learning process especially in speaking narrative text.

1. For teachers

The teacher should be more creative in searching other interesting resources or trying new methods, techniques and media in writing class to help students in speaking skill especially in speaking narrative text. Besides, the teacher also has to pay attention to the students' need and give them some motivation in order to make them more enthusiastic in class and also help them in reaching the goal in academic success.

2. For the next researchers

For the next researchers who are going to conduct a research on the same field, the researcher has some suggestions that need to be taken into consideration. The material chosen should be attached to the students' level and the activity, such as game must be able to grasp the students' attention. The game can also be modified as creative as possible so that students will be more interested in joining the class.

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