

THE EFFECT OF THE ACTING PLAY SCRIPT TECHNIQUE IN ENHANCING SPEAKING SKILLS FOR STUDENTS OF SENIOR HIGH SCHOOL

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Abstract

This research discusses the effect of the acting play script technique in enhancing the speaking skills of students in senior high school. The research used an experimental design called a quasi-experiment and the scoring used a T-test. There were two types of groups involved in this study to compare the results of the speaking skills after the Acting Play Script. One class as the control group only got the pre-test and post-test while the other class as the experiment group got the pre-test, and post-test as well, and an additional treatment called the Acting Play Script technique where the students did a speaking activity using a script made by themselves. In the control group, the speaking pre-test result showed that the mean of students in a number of 29,55 while the experimental group in a number of 30,07. After the researcher did the treatment of the Acting Play Script in the experimental group, the mean of the speaking post-test in the experimental group went up in a number of 45,5 while the mean in the control group was in a number of 40,5. Based on the result, it was concluded that the acting play script technique has an effect in enhancing student speaking skills reinforced by the rise of the students speaking test mean value in the experimental group.

Keywords – enhancing, experimental design, speaking skills, the acting play script

Introduction

English is divided into four skills. Listening, speaking, reading, and writing. In the daily activity, speaking plays an important role in communication. Speaking become part of everyday life. Everyone needs to develop delicate and detailed language. One of the most important elements of language is that it deals with social context and culture (Boonkit & Harmer, 2010). English proficiency determined by the vocabulary knowledge of second and foreign language learners, as well as native speakers. Students with a low vocabulary knowledge perform poorly academically in several courses linked to language skills, linguistics, literature, and translation at the university level (Afzal, 2019).

Related learning speaking, (Ulfah, 2019) believes that the other problems which are commonly observed in the speaking classroom are related to the learner's personality, state of mind learning issues, and challenges in the learning process. Moreover, learning to speak can be characterized as follows: 1) Inhibition - shyness, self-consciousness, and fear of looking foolish, 2) Nothing to say - students struggle to come up with reasons to speak, ideas to express, or pertinent comments to make, 3) Low or uneven involvement is frequently a result of some students' propensity to rule the group, and 4) The use of the mother tongue, which is very common in schools that lack motivation or discipline because students find it easier or more natural to express themselves in their mother tongue. As many teachers' perceptions



demonstrate, the situations described above occur in language classrooms regardless of the level of proficiency or the number of students in the group (Demircioğlu, 2010).

The Acting Play Script Technique can also be used to develop students' speaking skills and raise their motivation to participate in speaking activities. The fact that students are interested in the subject, have something novel to say about it, and have appropriate language skills contributes to their willingness to talk. (Astiandani & Mustofa, 2021).

In fact, by utilizing the Acting Play Script technique, students can collaborate in groups and have open discussions about issues. They have adequate time to prepare scripts that allow students to debate the language, syntax, and intonation that will be utilized to perform their plays. The Acting Play Script method can also motivate students to engage actively in class activities and urge them to speak the target language fluently (Supriya, 2018).

Review of the Related Literature

English as Foreign Language (EFL) Learners

English as a Foreign Language (EFL) refers to non-native speakers who study English in nations where it is not the primary language (Si, 2019). The use of English as a second language (ESL) or foreign language (EFL) in oral communication is without a doubt one of the most common but highly complex activities that must be considered when teaching the English language (Al Hosni, 2014).

Speaking Ability

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Qureshi et al., 2020). Speaking is a crucial part of second language learning and teaching. The majority of speaking activities involve face-to-face dialogue. Related to speaking ability, a form of speaking indicates that it is represented in the language employed.

Knowledge of the nonverbal system related with the language system is part of communicative competency in a language (Hoffer & Koo, 1994). According to Bygate (1987) in Nunan (1995: 40), oral interactions can be classified as routines, which are conventional ways of presenting information that can either focus on information or interaction, whereas information routines contain frequently recurring types of information structures that can be either expository or evaluative (Ilham et al., 2020).

Teaching Speaking

Regarding teaching skills, (Rao, 2019) that cited by Bahadorfar and Omodvar (2014) believe that teaching speaking is to teach our learners to make the sounds and rhythms of English speech, employ the rhythm, intonation, and word and sentence stress of the second or foreign language, choose the right phrases and words for the context, audience, circumstances, and subject at hand, sequence their ideas in a meaningful and logical way, use language to communicate your opinions and values and use the language fluently, which is defined as speaking it swiftly, confidently, and without many awkward pauses.

The Acting Play Script (APS)

Acting Play Script (APS) is short written sketches or scenes which are acted out by the students in front of the class. It is an excellent way to get students to use the language. It essentially involves using the imagination to make oneself into another character, or the classroom into a different place. It can be a starting point for exciting listening and speaking work and it can be utilized as a tool to provide practice in specific grammatical, lexical, functional, or phonological areas (Supriya, 2018) in (Scrivener, 1994:69)..

How to Run the Acting Play Script Technique



Some guidelines for applying the Acting Play Script technique are also depicted by Scrivener (1994). The steps are as follows: first, the students have to fully understand the way to implement the Acting Play Script technique. Second, the situation in the classroom and the steps to apply the technique should be clear. Third, the students are allowed to write the scripts with their own ideas and in the right structure, let them open the dictionary to find the proper words, and also give them time to memorize the scripts before they perform it in front of the class. Fourth, the students are given the time to prepare their ideas based on the topic chosen before the role-play starts. Fifth, when the activity of the acting play script on the speaking activity starts, the students are encouraged to improve their speaking skills rather than rely on prepared scripts (Ahmada & Munawaroh, 2022).

Having role play as Acting Play Script in the classroom allows students to improve their speaking skills by giving them opportunity to practice their English. It can pique students' interest and enthusiasm to actively participate in the English classroom by providing exciting and enjoyable activities in the role play style, as well as using some situation pertaining to their surrounding (Ahmed, 2017).

The Previous Studies

There are some similar studies that have been conducted earlier in line with role play or acting play scripts. First, the study that has been done by Eny Yuliaty. In her thesis entitled *Implementation of Acting Play Script Technique to Improve Students' Speaking Skills* at the University of Surakarta 2010. The researcher decided to do classroom action research to help students in SMP Negeri 1 Kalitidu's eighth grade with their speaking issues. After the researcher implemented the APS technique, the improvement in students' speaking abilities rose significantly from cycle to cycle, In cycle 1, 30% of students instead of 17.5% received a passing grade. It rose to 75% in the second cycle.

Second, Moh. Hadiri found the problems encountered by students in the eleventh grade at SMK Hidayatul Mubtadien Sampang. Two cycles were run by the researcher for this study. The average speaking test 1 score for the class was 74.16 in cycle 1, with 13 students passing the KKM 75. The result of speaking test 2's mean score is an 80.02 overall average. It denotes those certain students improved their speaking test 1 mean score by 5.84 (80-74.18). (74.18). This indicates that in cycle 2, 20 students achieved KKM, while only 4 students fell short. The preliminary study, speaking test 1, and speaking test 2 results showed that the student's speaking abilities had significantly improved.

Third, there was Yetty Faridatul Ulfah in her thesis entitled *Acting Play Script: A Technique to Improve Speaking Skills Through English Drama For Non-English Department Students*, focused on improving students' speaking competence. Cycle 1 results showed that the mean pre-test score was 61.5, with the highest score being 70 and the lowest being 50. The mean post-test score was 65.5, with the lowest post-test score being 55 and the highest post-test score being 76.

Based on the result of each previous study mentioned above, the researcher draws some similarities and differences as follows:

1. All of the researchers' problems are related to a lack of confidence and a fear of speaking English incorrectly.
 2. The emphasis is also on enhancing and strengthening students' speaking abilities.
- Meanwhile, the differences between this study with all the previous studies are:
1. This study focuses not only on increasing students' vocabulary and pronunciation but also on letting the student involved and express their ideas freely during the making of the script.

2. The researcher is not only giving them tasks to create a Script but also fixing their grammar and pronunciation when the students get difficulties pronouncing some words during the drama activity or after the practice of the drama activity.
3. The other students are allowed to write down words that are not understandable to them when their friends do the drama activity.
4. While the previous studies only focus on students, this study also illustrates the challenges that may be faced by the teacher during applying the Acting Play Scripts technique.
5. The method used for this study is also different. Most of the research from previous studies are using Class Action Research, while this study is using Quasi-experimental Design.

Research Method

Research Design

This researcher used a Quasi-experimental design as the research design in this study to establish a cause-and-effect relationship between independent and dependent variables (Creswell, 2015).

Variable, Population and Sample

There are two kinds of variables, population and sample used in this research.

Independent Variable	Dependent Variable
▪ The use of the Acting Play Script Technique	▪ The students' English-speaking skill

Population

Class	Students
XI Science – 1	34
XI Science – 2	32
XI Social – 1	34
XI Social – 2	34

Sample

Control Group	Experimental Group
XI Social 1	XI Science 1

Instruments

Documentation

In this study, the researcher did the documentation called field note by recording the Acting Play Script activity did by students to observed students' speaking skills. It is also helping the researcher to provide more accurate assessment by repeating the record.

Speaking Tests

The speaking test was held during the pre-test, treatment, and post-test activities. In this case, the speaking test treatment using the Acting Play Script technique was only done by the experimental group.

Content Validity

The validity of the content in this study is needed so that the teaching-learning activity at school and the research treatment done by the researcher are mutually sustainable. The content of the Acting Play Script treatment was according to the applicable syllabus and also tested during the speaking tests in both experiments and the control group.



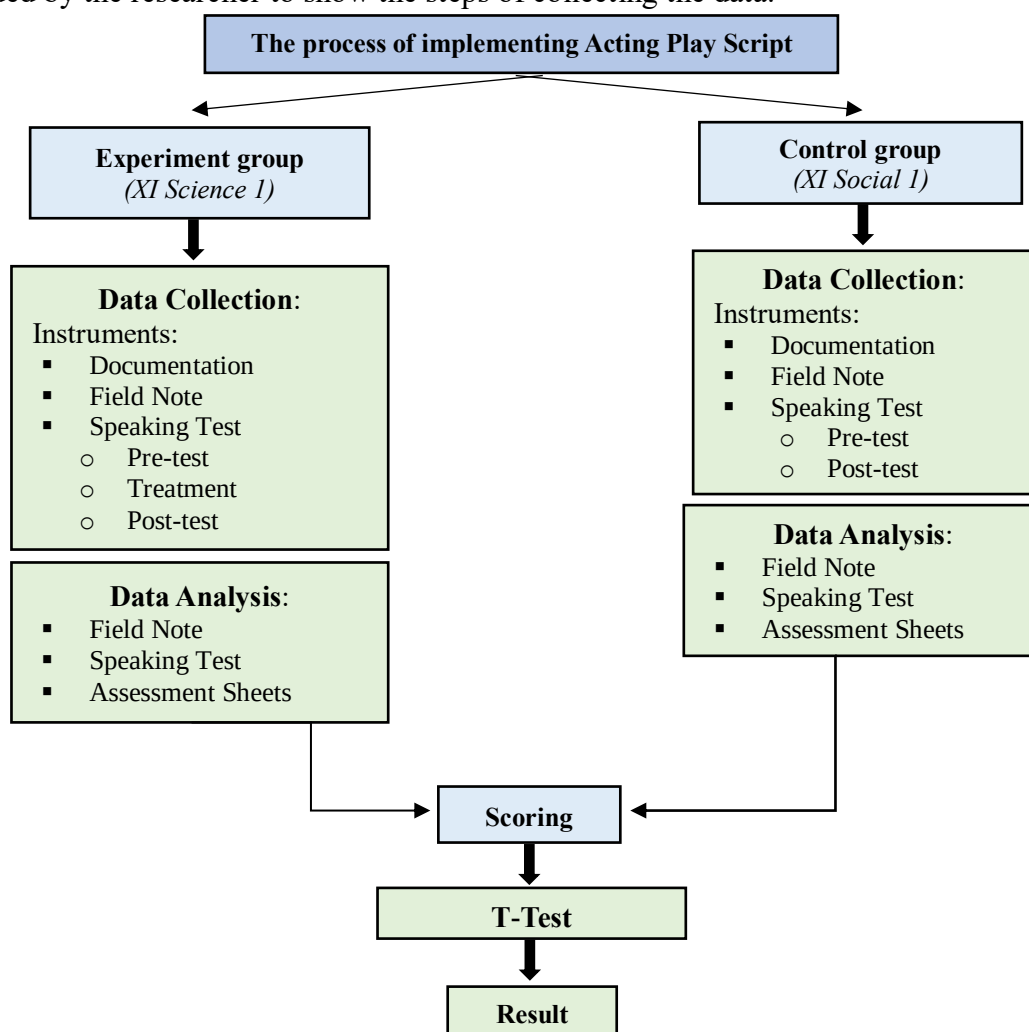
Dealing with this part, the researcher prepared the material based on the school syllabus where the theme for this odd semester was about giving advice. The lesson plan for the English subject was contained by the use of language expressions such as *in my opinion*, *I think* and *I believe*. Here is the table that shows the content or the material of the lesson used for the research.

Language Expression	Adverbial / Modals
▪ In my opinion	▪ Should
▪ I believe	▪ Can
▪ I think	

The material to ensure the content validity was encompass 5 language components to be assessed such as vocabulary, pronunciation, fluency, and comprehension.

Data Collection

To provide a further understanding of the data collection in this study, a chart is provided by the researcher to show the steps of collecting the data.



The whole activity that was done for the research is shown in the schedule below.

Groups Times	Control Group	Experimental Group
	Week 1	Week 2
Day 1 Wednesday, May 24 th , 2023	▪ Discussion about speaking including the difficulties and the problem faced while speaking. ▪ Motivated the students	▪ Discussion about speaking including the difficulties and the problem faced while speaking. ▪ Motivated the students

Day 2 Thursday, May 25th, 2023	- Discussion about the topic “Giving Advice” using I think, I believe, in my opinion, and the modal <i>Should and Can</i> - Pre-test	- Discussion about the topic “Giving Advice” using I think, I believe, in my opinion, and the modal <i>Should and Can</i> - Pre-test
Day 3 Wednesday, May 31st, 2023	- Discussion about the previous activity (done QnA about the difficulties during the pre-test) - Post-test	- Discussion about the Acting Play Script Technique. - Making Script
Day 4 Thursday, June 1st, 2023	- Giving Feedback and feedforward to the students. - Motivated the student to keep the passion for learning English.	- Drama Activity - Break time (60 minutes) - Short discussion about the result of the drama activity and made preparation for the post-test - Post-test - Giving Feedback and feedforward to the students - Motivated the students to keep their passion for learning English

Note: There has been an additional time during the drama activity and the researcher has got the approval from the lesson teacher-related

Control Group

A control group is a group of experiments that didn't receive any treatment during the research. This group only receives pre-test and post-test only.

Pre-test and Post-test

The pre-test was carried out a week before the Acting Play Script activity was being held in the experimental group. The pre-test takes between 10- and 15-minute for each group. The pre-test activity was done by did conversation in pairs the used a topic about “Giving Advice” and the modal *should* and *can*.

The post-test activity was taken on the day when the student of the experimental group applied the Acting Play Script technique. In the post-test activity, the researcher asked the teacher to make groups containing 4 students. After that, the teacher gave a topic based on the syllabus about “Giving Advice” and then each group did the conversation.

Experimental Group

The experimental group receives the pre-test, the treatment, and the post-test activities.

Pre-test, the Acting Play Script activity and the Post-test

The pre-test was carried out a week before the implementation of the Acting Play Script technique. It took between 10- and 15 minutes for each group. The pre-test was done by making a conversation in pair after the teacher explained the material about “Giving Advice” using the modals *should* and *can* with the language component “*I think, in my opinion, or I believe*”.

The treatment for the experimental group was the process of implementing the Acting Play Scripts in the drama activity based on the topic mentioned above and it must include in the script. Before the treatment, the teacher firstly explained how to run The Acting Play Script technique, divided students into 9 group consisting of 4 or 5 students, asked the students to create a script based on the topic and memorize it for the next day. On the next day, the students performed their script in front of the class in turn and still allowed to bring their script.

The post-test activity was taken on the same day as the drama activity after a break time about 90 minutes later. In the post-test, the student was free to set up the setting such as position, improvisation, or properties they needed to support their acting play script. The researcher separated the place for the students who had done the post-test while the other students who waited for their turn moved to the other empty class so they can practice and

prepare their selves without disturb the group who come first. This post-test was done by did drama activity without bringing any script and it lasted for 15 – 20 minutes for each group.

Data Analysis

The data analysis was done by examining the result of the documentation by re-watch the drama activity to provide feedback and calculate the scores of the students speaking test using a T-test.

The researcher scored the students' speaking test by using the following formula:

$$\text{Speaking test Score} = \frac{\sum P + G + V + F + C}{5} \times 100$$

Where:

P is referring to Pronunciation

G is referring to Grammar

V is referring to Vocabulary

F is referring to Fluency

C is referring to Comprehension

The way to calculate the speaking test is by summing all scores from the language components and then dividing by 5 that refers to amount of language components.

The Classification of Speaking Test Score

No.	Speaking test Score	Classification
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 - 60	Fair
4.	21 - 40	Poor
5.	0 – 20	Very Poor

The researcher uses the following formula to calculate the T-test statistic:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2}}}$$

Where:

X₁ and **X₂** are the sample means

N₁ and **N₂** are the sample size

And the **S_p** is calculated as:

$$S_p = \sqrt{(n_1-1)S_1^2 + (n_2-1)S_2^2 / (n_1+n_2-2)}$$

Where:

S₁² and **S₂²** are the sample variances.

The researcher tested the effect size by the formula of Cohen's D test:

$$d = (M1 - M2) \div SD \text{ pooled}$$

Where:

d = Cohen's D test

M1 = The mean for the experimental group

M2 = The mean for the control group

SD pooled = The pooled standard deviation for the samples.

Findings and Discussion

Regarding the finding results of the pre-test and the post-test for the experimental group and the control group during the study, the researcher provides the table of the speaking test results obtained in the pre-test and post-test as follows:

The speaking test classification result

No	Speaking Test score	Classification	Experimental group		Control group	
			Pre-test	Post-test	Pre-test	Post-test
			Frequency	Frequency	Frequency	Frequency
1.	81-100	Excellent	0	0	0	0
2.	61-80	Good	0	0	0	0
3.	41-60	Fair	0	30	0	11
4.	21-40	Poor	34	4	34	23
5.	0-20	Very Poor	0	0	0	0
Total			34	34	34	34

The result of T-test

To show the mean and standard deviation of the students' speaking test rate, the researcher provides the result of the T-test in the table below.

Group Statistic

GROUP		N	Mean	Std. Deviation	Std. Error Mean
POST_TEST	APS	34	45.5294	2.20516	.37818
	CONTROL	34	40.4118	.66822	.11460
PRE_TEST	APS	34	30.0735	1.03815	.17804
	CONTROL	34	29.5588	.81431	.13965

The table of the statistical output above shows that the amount of learning outcomes data (N) for the experimental group is 34 students, while for the control group are 34 students as well. The mean value of the speaking test result on the pre-test for the experimental group was in the number of **30.0735**, while for the control group was in the number of **29.5588**.

The speaking test result for the post-test of the experimental group was the number of **45.5294** while for the control group was in the number of **40.4118**.

Thus, it can be concluded that there was an average difference in the result of the students' speaking test between the experimental group and the control group. After that, to prove whether the difference is significant or not, the researcher provides the following output of the independent sample test in the table below.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST_TEST	Equal variances assumed	36.092	.000	12.951	66	.000	5.11765	.39516	4.32868	5.90662
	Equal variances not assumed			12.951	39.010	.000	5.11765	.39516	4.31836	5.91694
PRE_TEST	Equal variances assumed	1.423	.237	2.275	66	.026	.51471	.22628	.06293	.96649
	Equal variances not assumed			2.275	62.456	.026	.51471	.22628	.06245	.96696

Based on the output above, it is known that the value of Sig. Levene's Test for Equality of Variances is $0.00 < 0.05$, so as the basis for decision-making in the independent sample T-test, it can be concluded that H_0 is rejected and H_a is accepted. Thus, it can be stated that there is a significant difference between the mean result of the student's speaking test in the experimental group and the control group.

The researcher provides the comparison of the mean result between the experimental group and the control group in the following table below:

Cohen's D Test Result

Group 1	Group 2
Mean (M) : 45.5294	Mean (M) : 40.4118
St. Deviation : 2.20516	St. Deviation : 0.66822
Sample Size : 34	Sample Size : 34
Cohen's d = $(40.4118 - 45.5294) / 1629302 = 3.140977$	

Based on the table above, the independent samples T-test revealed a significant difference in speaking test scores between the experimental group ($N=34$, $M = 45.5$, $SD 2.2$) and the control group ($N=34$, $M=40.4$, $SD=0.6$). The effect size, as measured by Cohen's D, is in the range of $d > 0.8$, and the value of Cohen's D in this study is 3.14. It indicates that the treatment given classified as a big-size effect.

Conclusion

Based on the findings of the research above, the conclusion that the Acting Play Script can enhance the students speaking skills. This is supported by the mean value of the speaking test comparison between the students in the experimental group and students in the control group which were increased from 30.07 to 45.52. it can be told that there were significant changes in result which mean that the Acting Play Script technique was effective to enhancing speaking skills for students in senior high school.

Therefore, the researcher suggests the students to be braver to speaking English and keep practicing inside or outside the school. For the teacher, the researcher has expectation that the Acting Play Script technique can be joyful learning method that brought fresh atmosphere in the class. In addition, the researcher will likely to gain new perspective from other researcher that might also conduct the Acting Play Script technique in other English skills in other level of students used another research method.

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