THE EFFECT OF SCRIPTED ROLE PLAY AND FOREIGN LANGUAGE ANXIETY ON THE ELEVENTH GRADE STUDENTS' SPEAKING COMPETENCY AT SMA N 8 DENPASAR IN ACADEMIC YEAR 2013/2014

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi pengaruh teknik bermain peran dengan naskah dan kecemasan siswa pada bahasa asing terhadap kompetensi berbicara siswa kelas sebelas. Penelitian ini adalah penelitian eksperimental dengan rancangan 2x2 faktorial dan 68 orang siswa dipilih secara acak sebagai sampel penelitian. Data di analisis dengan menggunakan ANOVA dua jalur dan Uji Tukey. Hasilnya menunjukkan bahwa (1) ada perbedaan yang signifikan terhadap kompetensi berbicara antara siswa yang diajar dengan menggunakan teknik bermain peran dengan naskah dan siswa yang diajarkan dengan teknik konvensional; (2) ada pengaruh interaksi pada teknik mengajar yang digunakan dan kecemasan siswa pada bahasa asing terhadap kompetensi berbicara siswa; (3) ada perbedaan kompetensi berbicara antara siswa yang mempunyai kecemasan siswa pada bahasa asing yang tinggi yang diajar dengan menggunakan teknik bermain peran dengan naskah dan siswa yang diajar dengan menggunakan teknik konvensional; (4) ada perbedaan kompetensi berbicara antara siswa yang mempunyai kecemasan siswa pada bahasa asing yang rendah yang diajar dengan menggunakan teknik bermain peran dengan naskah dan siswa yang diajar dengan menggunakan teknik konvensional.

Kata kunci: berbicara, bermain peran, kecemasan

Abstract

This research aimed at investigating the effect of scripted role play and foreign language anxiety on eleventh grade students' speaking competency. It was an experimental research with 2x2 factorial design and 68 of students were selected as the sample of the study. The data were analyzed by using Two-Way ANOVA and Tukey Test. The result showed that (a) there is a significant effect in speaking competency between the students who were taught by using scripted role play technique and those taught by the conventional technique, (b) there is a significant interactional effect between teaching technique applied and the foreign language anxiety on the students' speaking competency, (c) there is a significant difference in speaking competency between the students with high foreign language anxiety who were taught by using scripted role play technique and those who were taught by the conventional technique; and (d) there is a significant difference in speaking competency between the students with low foreign language anxiety who were taught by using scripted role play technique and those students who were taught by the conventional technique.

Keywords: anxiety, scripted role play, speaking

INTRODUCTION

Communication is one of the many important things in our life. Human is social creature, it means that people all around the world need to communicate each other in their social life.Therefore, language is one tool that is used to communicate each other. There are some definitions of language. In *Outline of Linguistics Analysis,* Bloch and Trager wrote "A language is a system of arbitrary vocal symbols by means of which a members of social group co-operate" (Lyons,1981:4). Language is needed for communication in order to send and convey information. Language is also used for sending massage from one to the others and to maintain communication from speaker to listener and from writer to the reader.

In order to communicate with other people around the world, it is a must to master an international language. One of the international languages is English. Today English is the official language of international conferences, and most of the important publications in science and technology now appear in English. Researchers must read English-language journals and books to keep up with advances in their fields (Yang,1995). Of the 4,000 to 5,000 living languages, English is by far the most widely used (Broughton,1980). Some countries in the world use English as their second language and some other countries use English as their foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton,1980).

In formal education in Indonesia, English is compulsory subject which is taught in school, from elementary schools to university. Harmer (1991) states that the greatest numbers of students in the world learn English because it is on school curriculum. The ultimate objective of teaching English is to equip the students with communicative ability in order that by the end of the study, the students are able to acquire communicative competence or ability to communicate, which concerns both spoken or written language and four language skills (Rebecca 1990).

English of which like any other language has four important skills, namely, listening, reading, speaking, and writing, all play important roles upon successful English learning. However, among those four skills learned by the students, speaking skill can be considered as the most important indicator for success in learning a language. The success of English learning is seen generally through the speaking ability. Speaking skill is needed by the students for communication in the target language. It is very important to master speaking well by implementing the experience of learning the language in the real life.

However, mastering this language skill is not an easy matter to do. Speaking is categorized as a complex process that one can master gradually (Celce-Murcia, 2001). In addition, Mogrovejo and Ayabaca (2013) also states that speaking is a complex skill to be developed by students because of factors such as pronunciation, lack vocabulary, grammar structure, or just simply because some students are not motivated to learn it. Moreover, Brown in Celce-Murcia (2001) states that speaking in a foreign language is a complex process because of two reasons; first, fluent speech contain reduced forms, such as contractions, vowel reduction, so that learners who are not exposed to or who do not get sufficient practice with reduced speech will retain their rather formal sounding full forms. Second, spoken English is almost accomplished via interaction with at least one other speaker. It means that a lot of exposures and practices are needed in improving speaking achievement. As a result, many students get some problems to do it, so the teachers find it difficult to teach speaking too.

In line with the above statement, Gan (2012) in the research entitled Understanding L2 Speaking Problem found that the various linguistic problems is caused by the sources of challenges for second language learners when engaged in a speaking task include not only demands of processing the task itself but also the demands of processing an imperfectly known language.

Besides that, there are many problems that occur in teaching speaking. First, the students who feel bored with the teaching speaking process find it difficult to say words and to remember them during the speaking class. Second, the teacher still uses the traditional technique. Third, the students rarely practice English language to communicate in the class and outside the class which makes the students feels really clumsy to speak English in their daily activities. Fourth, the students just memorize the speech script when they must speak up in front of the class. And they talk with similar words and sentences they learn in books which show that they do not understand the content of communication and they do not speak spontaneously using their own words.

From the preliminary observation and interview which were conducted by the researcher in grade eleven of SMAN 8 Denpasar, when the eleventh grade students practiced to speak English in front of the class, the researcher noticed that most of the students were nervous when they were asked to speak English. They always said that they were not ready or they were afraid of making mistake. They also said that they felt bored with their learning speaking process in the classroom applied by their teacher. It is because their teacher gave them rarely practice of speaking and they were only asked to remember the speech script that was taken from their text book, in which that activity was actually only for pronunciation practice. Therefore, the students do not get free speaking practice in their classroom.

Considering above situation, teachers need to apply some communicative activities and techniques not only to teach students the pronunciation practice, but also to get them involved in the teaching-learning process especially free speaking practice. In order to apply the communicative activities in the classroom, Communicative Language Teaching Approach should be conducted in the speaking class. Communicative Language Teaching (CLT) goal is to bring the real-life situation into the classroom needing commmunication. Communicative Language Teaching is the name which was given to a set of beliefs which included not only a re-examination of what aspect of language to teach, but also in a shift in emphasis in how to teach. It means that it is better to teach language not only to teach the langugae function but also to teach language focus on language itself; therefore, students are given more opportunities to use the language (Harmer, 1998).

Communicative competence includes the following aspects of language knowledge, such as knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge (Richards, 2006).

In the communicative language teaching, teachers provide the authentic practice which gives real life communication to the students in order to develop their knowledge. Therefore, teaching should be focused on the students' participation and teaching learning process in order to attract the students to be active in class, so that they will be motivated to learn in the classroom.

During learning process of Communicative Language Teaching, students are hoped to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' speaking in front of the class. In addition, the teacher also should make their lesson interesting so the students do not fall asleep during learning English (Harmer, 1998). In line with that statement, there are some activities or techniques of teaching that can be used to promote Communicative Language Teaching in speaking class, such as: role play, short drama performance, group discussion, group work, and games.

Role play is one of Communicative Language Teaching and has been found through a number of studies to be an effective approach used in attempts to improve speaking competency of students (Bray, 2007). According to Thornburry

(2005) role play is speaking activity involving drama element, in which learners take an imaginative leap out of the classroom, provide a useful springboard for real-life language use. Thus, role play technique is the specific activity in the classroom in which the students act as outside of themselves or act as another person which emphasizes on the students' ability to perform based on real situation.

There are two forms of role play; those are scripted and unscripted role play. To perform role-plays of the scripted type, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. In the unscripted role-play, on the other hand, the students are assigned to perform the role-play activity in front of the class based on the prompts given without preparing or writing the script in advance (Byrne as cited in Davies, 1990).

Based on the definition above, the researcher prefers using Scripted Role-Play technique to be used and investigated in this study since this technique is considered not making stressful atmosphere for students and can give the students more opportunity to prepare and rehearse the dialog before performing it in front of the class (Chotirat,2010). In this teaching technique, students can express their feeling freely based on the situation or prompt given by the teacher; therefore, students can use some expressions in English based on the real context. As such is in line with the purpose of learning language as stated above.

Another factor which may affect students' competency in speaking English is foreign language anxiety. Foreign language anxiety is a special kind of anxiety related to foreign language classes. MacIntyre and Gardner (1994) define foreign language anxiety as the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning. Kao and Craigie (2010) in their research on foreign language anxiety of Taiwanese undergraduate English-major students found that foreign language anxiety is an important issue within the context of foreign language learning. Their research results indicated that the participants' foreign language anxiety affected their English achievement significantly and negatively. It is clear that foreign language anxiety existed in the classroom, and could become learning obstacle for English learner.

In another studies related to foreign language anxiety, students generally reported that speaking in the foreign language classroom produced the highest level of anxiety. It is in line with Horwitz et al. (1986) who stated that students who visited learning skill center said that speaking was a major source of their anxiety.

Considering the factors described above, the researcher is highly motivated to find out the effect of Scripted Role-Play technique and Foreign Language Anxiety on the eleventh grade student's speaking competency at SMA N 8 Denpasar in academic year 2013/2014.

The objectives of this present study were (1) to find out whether or not there was a significant effect in speaking competency between the students who are taught by using Scripted Role Play technique and those taught by the Conventional technique, (2) to find out whether or not there was a significant interactional effect between teaching strategies applied and foreign language anxiety on the students' speaking competency, (3) to find out whether or not there was a significant difference in speaking competency between the students with high foreign language anxiety who are taught by using Scripted Role Play technique and those who are taught by the Conventional technique, and (4) to find out whether or not there was a significant difference in speaking competency between the students with low foreign language anxiety who are taught by using Scripted Role Play technique and those students who are taught by the Conventional technique.

METHOD

This research was categorized as experimental study which used of a *Posttest Only Control-Group Design* using a 2x2 factorial arrangement.

Table 1. Table of 2x2 Factorial Arrangemet

Teaching Instruction / Foreign Language Anxiety	(A1)	(A2)
(B1)	A1B1	A2B1
(B2)	A1B2	A2B2

Based on the table above, there were some groups for this research, they were : (A1) The group of students who were taught speaking with Scripted Role-Play technique, (A2) the group of students who were taught speaking with conventional technique, (B1) the group of high Foreign Language Anxiety, (B2) the group of low Foreign Language Anxiety, (A1B1) the group of high Foreign Language Anxiety students who were taught by using Scripted Role-Play technique, (A2B1) the group of high Foreign Language Anxiety students who were taught by using Conventional technique, (A1B2) the group of low Foreign Language Anxiety students who were taught by using Scripted Role-Play technique, (A2B2) the group of low Foreign Language Anxiety students who were taught by using Conventional technique.

For the data collection instrument, speaking competency test as the posttest and foreign language anxiety questionnaire were administered. In adminitering the posttest, there were two forms of instructions. First, students were asked to retell a story in form of naarrative and second, students were asked to choose one topic and tell their opinion about the topic in form of hortatory exposition. The questionnaire was based on the Foreign Language Classroom Anxiety Scale Questionnaire designed to assess the level of studets' foreign language anxiety which the English version was translated into Bahasa Indonesia which consists of 30 items. Meanwhile, for the treatment instruments, teaching scenario was used. There were two kinds of teaching scenario used in this research, they are teaching scenario for experimental group which used Scripted Role Play Technique and teaching scenario for control group ehich used Conventional Technique. The data collection instruments were firstly tried out and estimated that the instruments were reliable and valid. The gained data were analyzed by Two-Way Anova and Tukey test which were assisted by SPSS 17.0

FINDINGS AND DISCUSSION

Based on the descriptive analysis, it could be found the summary of the calculation of each group as follows :

Table 2. Table Summary of the calculation of each group

	Experimental (A1)	Conventional (A2)	Total
High (B1)	n= 17 $\overline{X}$ = 78.29 s = 10.59	n = 17 $\overline{X}$ = 65.57 s = 12.28	n= 34 $\overline{X}$ = 71.93 s = 13.01
Low (B2)	n = 17 $\overline{X}$ = 86.66 s = 9.33	n = 17 $\overline{X}$ = 58.01 s = 15.41	n= 34 $\overline{X}$ = 72.33 s = 19.21
Total	n = 34 $\overline{X}$ = 82.48 s = 10.70	n = 34 $\overline{X}$ = 61.79 s = 14.25	

After measuring the homogeneity of the variance and the normal distribution of the data, a two-way ANOVA statistical analysis was administered at the significant level of 5%, and if there was interactional effect between the teaching techniques applied and students' foreign language anxiety on students' speaking competency, it indicates that Tukey test might be continued to determine the effect of the interaction.

Table 3 The Summary of two-way ANOVA

	SS	Df	MS	F	Sig.	Note	Conclusion
A	7278.121	1	7278.121	49.556	0.000	Sig<0.05	Significant
B	2.760	1	2566.065	13.867	0.000	Sig<0.05	Significant
AB	1078.421	1	1078.421	7.343	0.009	Sig<0.05	Significant
E	9399.546	64	146.868				
Total	371568.040	68					

Based on the result of the data analysis above, it was found that:

First, it was found that F_A = 49.556 and the significant value was 0.000, while F_{CV} (1,64;(0.05))= 3.991. It means that $F_A > F_{CV}$ and the significant value was less than 0.05 (0.00). Therefore, it could be stated that there was a significant difference on the students speaking competency between the students who were taught by using scripted role play technique and those students who were taught by using conventional technique. It is in line with Occhipinti (2009) who states that there are several sources of anxiety for foreign language learning and foreign language speaking which an essential role is played by certain classroom practices, methodologies adopted and relations established by instructors with their students in the classroom. Therefore, it can be concluded that different teaching technique applied by the teacher in learning process will give different achievement for the students. Moreover, from the comparison of mean score between A1 who were taught by using scripted role play technique (X = 82.48) and A2 who were taught by using conventional technique (X = 61.79), it could be concluded that scripted role play technique was more effective to teach speaking competency especially for teaching narrative and hortatory exposition on eleventh grade students at SMA N 8 Denpasar than the conventional technique that has been applied by the teacher.

This finding is in line with the purpose of using scripted role play in the classroom. Ladousse in Susanti (2007) states that by using role play students will find that speaking activity is fun rather that threatening them. By doing scripted role play technique, students can interact and discuss with their friends. Moreover, by giving a time for preparing their own script and rehearsal, students could feel safe to speak in front of the class rather than they just speak in front of the class only by memorizing the script provided in their text book. Furthermore, by using scripted role play, students will encourage to think creatively and let them develop and practice new language in a relatively nonthreatening setting. This statement is also in line with the research conducted by Rodpradit and Sinwongsuwat (2005) which found that scripted role play technique did help to develop overall speaking performance significantly, especially the participants' vocabulary. This technique is mainly concerned with preparing what to say, thus helping the students noticeably improve their vocabulary or word choice (Chotirat, 2010).

Based on the discussion above, scripted role play technique can be used as an effective teaching technique to teach speaking especially in speaking about narrative and hortatory exposition. This technique can encourage students' creativity in making their own dialog about certain topic; using appropriate structure, vocabulary, pronunciation, good arrangement and development, appropriate grammar and fluently.

Second, the result of second hypothesis testing on the significant effect

of interaction between teaching strategies applied and the foreign language anxiety on the students' speaking competency shows that F_{AB} = 7.343 and the significant value was 0.009, while F_{CV} (1,64;(0.05))= 3.991. It means that F_{AB} > F_{CV} and the significant value was less than 0.05 (0.009). Therefore, the null hypothesis (Ho) was rejected. It can be concluded that there was a significant effect of interaction between teaching strategies applied and the foreign language anxiety on the students' speaking competency.

The interaction between the technique applied by the teacher and the students' foreign language anxiety can clearly be seen in the figure below :

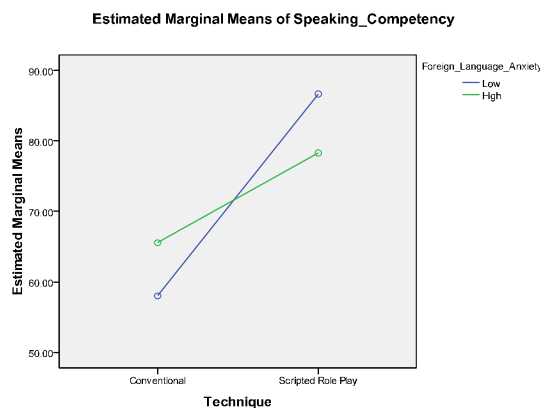**Estimated Marginal Means of Speaking_Competency**

Figure 1 Interaction between speaking technique and students' foreign language anxiety level (high and low foreign language anxiety)

Scripted role play and foreign language anxiety influence students' speaking competency. Foreign language anxiety is specific to language learning classrooms (Young, 1992), because the foreign language classroom imposes serious threats on learners (Capan and Simsek, 2012). Furthermore, foreign language anxiety affects all aspects of language learning, including speaking (MacIntyre and Gardner, 1994). Speaking activity by some students is considered as a threatening activity and difficult, because the students often feel anxious when they have to speak by using foreign language. However, by using scripted role play technique, the negative effect of anxiety on

students' speaking competency can be minimized because students can feel more relax to speak when they are taught by using scripted role play technique because they can think creatively in a group. The teacher's role in reducing the anxiety levels of the students could be quite important. The teacher should show an understanding for the anxious students and try to make them feel more comfortable by assuring them that making mistakes is a natural part of language learning. Since most of the students think that the other students do not have such a feeling, it may be useful to inform them that the other students may also have the feeling of anxiety but they use some strategies to cope with it.

Third, it was found that the Qob was 4.32 while the Qcv on df = 68 at the significance value 0.05 was 3.725. It means that Qob was higher than Qcv, so the alternative hypothesis (Ho) which stated there is no any significant difference in speaking competency between the students with high foreign language anxiety who are taught by using Scripted Role-Play technique and those who are taught by the Conventional technique was rejected. Therefore, it could be concluded that there was a significant difference in speaking competency between the students with high foreign language anxiety who are taught by using Scripted Role-Play technique and those who are taught by the Conventional technique. The students who had high foreign language anxiety taught by using scripted role play technique had better achievement ($\overline{X}$ = 78.29) in speaking competency than those who were taught by using conventional technique ($\overline{X}$ = 65.57).

Next, discussion it is important to discuss another factor besides the teaching technique applied by the teacher influencing the students' speaking competency. In speaking English, foreign language anxiety is one of affective factors influencing students' achievement in speaking. This research is aimed to investigate the effect of students' foreign language anxiety on students speaking competency. The students' foreign language anxiety scale in this research is divided into high and low foreign language anxiety scale of students.

For high foreign language anxiety students, it is proven that students who were taught by using scripted role play technique achieved better than the students who were taught by using conventional technique. In other words, students who have high foreign language anxiety are more appropriate to be taught by using scripted role play technique than conventional technique to achieved better result in speaking. It was because scripted role play technique could facilitate the students who have high foreign language anxiety to get "safer" learning atmosphere; therefore, they could reduce their anxiety through foreign language. Students also could express their thought freely and creatively by using their own knowledge about the situation given in the scripted role play technique. Therefore, they could not feel speaking activity is a threatening activity for them.

Fourth, it was found that the Qob was 9.754 while the Qcv on df = 68 at the significance value 0.05 was 3.725. It means that Qob was higher than Qcv, so the Ho which stated there is no significant difference in speaking competency between the students with low foreign language anxiety who are taught by using Scripted Role-Play technique and those who are taught by the Conventional technique was rejected. Therefore, it could be concluded that there was significant difference in speaking competency between the students with low foreign language anxiety who are taught by using scripted role play technique and those who are taught by the conventional technique. The students who had low foreign language anxiety and taught by using scripted role play technique had a better achievement ($\overline{X}$ = 86.66) in speaking competency than those who were taught by using the conventional technique ($\overline{X}$ = 65.57).

Based on the result above, it could be seen that students who had low foreign language anxiety got the best score when they were taught by using scripted role play technique. By applying scripted role play technique, students who had foreign language anxiety could express themselves in speaking without feeling anxious. However, if the students who had low

foreign language anxiety taught by using conventional technique, the felt that it was a boring activity so they could not exercise their speaking competency creatively.

It could be concluded that students' foreign language anxiety which can be one of factors that can influence students speaking competency could be treated by using appropriate teaching technique; therefore, the negative impact of the anxiety through foreign language could be reduced. Then, students could get better achievement in speaking.

CONCLUSION AND SUGGESTION

Based on the results of data analysis and discussion, it could be drawn several conclusions that can be presented as follows: (1) There was a significant effect in speaking competency between the students who are taught by using Scripted Role Play technique and those taught by the Conventional technique. The students' speaking competency was better when they were taught by using scripted role play technique than when they were taught by using conventional technique, (2) There was a significant interactional effect between teaching strategies applied and the foreign language anxiety on the students' speaking competency, (3) There was a significant difference in speaking competency between the students with high foreign language anxiety who are taught by using Scripted Role Play technique and those who are taught by the Conventional technique. Scripted role play technique gave better impact for students' speaking competency who had high foreign language anxiety than the conventional technique, (4) There was a significant difference in speaking competency between the students with low foreign language anxiety who are taught by using Scripted Role Play technique and those students who are taught by the Conventional technique. The students who had low foreign language anxiety got better result when they were taught by using scripted role play technique than by using conventional technique.

Based on the research findings and discussion, several suggestions are proposed. They can be stated as follows : (1) It is recommended for the English

teachers of eleventh grade students in SMA Negeri 8 Denpasar in academic year 2013/2014 to apply scripted role play technique to teach speaking since can improve students' speaking competency. Furthermore, English teachers are also suggested to realize the students' foreign language anxiety that can influence their speaking competency, (2) For the other researchers who want to conduct research to improve the quality of speaking competency, it is recommended to do further research with different speaking technique, (3) For other researchers are expected to do research on the effect of foreign language anxiety toward other language skills.

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