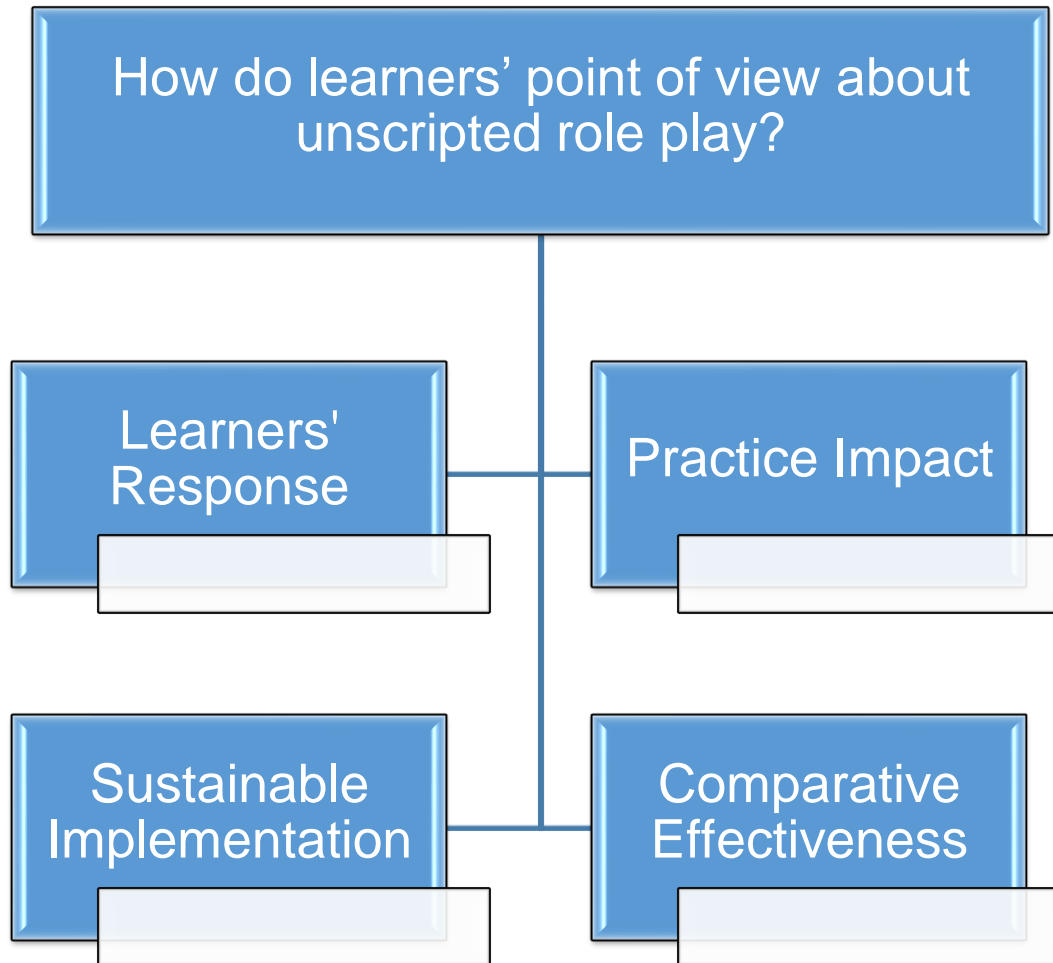# Introduction

- The development of language skills requires effective **input** (passive skills)**, interaction, and output** (active skills). Among all four skills, most non-native speakers find speaking skills, as active skills, is the most difficult part to be mastered (Irwan et al., 2017).

- The problem is in reality, the researchers discovered that many schools tend to teach English with an intense focus on theories and passive skills, thereby ruling out to practice of active skills.

- Previous studies, such as those by Romadhona et al. (2023) and Tiana & Apriani (2021), highlight the effectiveness of unscripted role-play in improving fluency, vocabulary, and self-confidence in speaking.
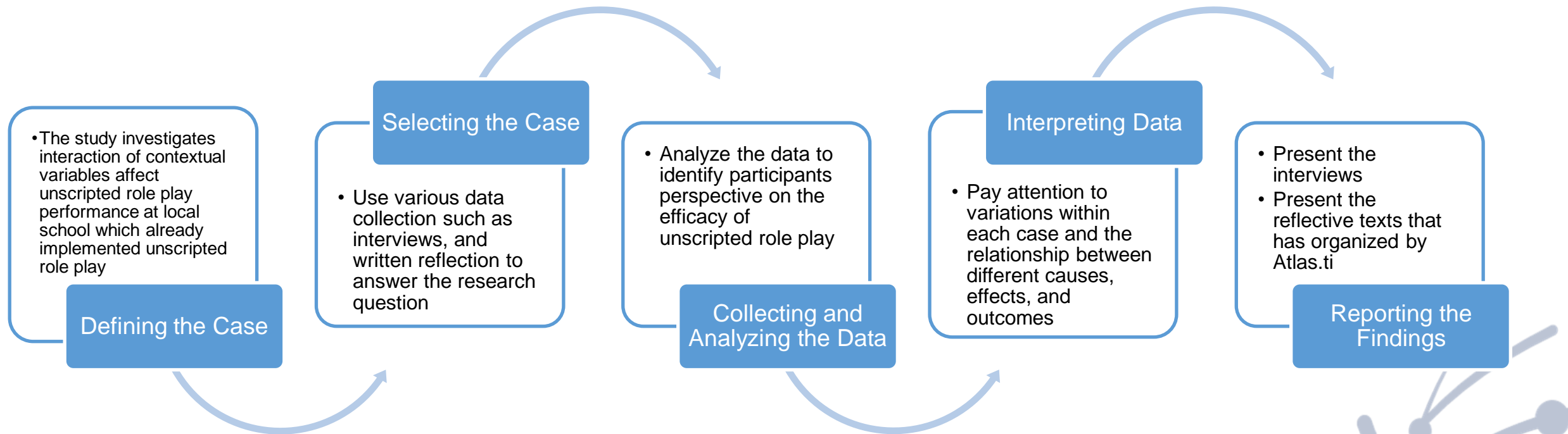
Research Question

How do learners' point of view about unscripted role play?

Learners' Response

Practice Impact

Sustainable Implementation

Comparative Effectiveness

Methodology

- Approach:

  Adapting qualitative methode by Creswell's framework theory (Creswell, 2014), used a case study in social science research.

- Participants:

  32 Participants from eleventh grade students at SMA Muhammadiyah 2 Sidoarjo.

- Data Collection:

  Data were collected through open-ended questionnaires, in-depth interviews and note field by researchers during observation.

Methodology

- **Research Procedure**
  (Crowe et al., 2011)

Defining the Case
- The study investigates interaction of contextual variables affect unscripted role play performance at local school which already implemented unscripted role play

Selecting the Case
- Use various data collection such as interviews, and written reflection to answer the research question

Collecting and Analyzing the Data
- Analyze the data to identify participants perspective on the efficacy of unscripted role play

Interpreting Data
- Pay attention to variations within each case and the relationship between different causes, effects, and outcomes

Reporting the Findings
- Present the interviews
- Present the reflective texts that has organized by Atlas.ti

Methodology

- **Data analyses**

Field note during observation	• Written in notepad
Written reflection	• Analyze the open-ended questions using ATLAS.ti's coding and analysis tools • Discuss how the findings contribute to the literature.
Unstructured interviews	• Identify key themes • Provide illustrative quotes • Relate to existing literature

Findings

- Behavior Changes:
  - -Before Participation: 15 out of 30 students expressed nervousness and negative feelings about performing unscripted role-play.
  - After Participation: 14 out of 30 students reported experiencing positive behavior changes, indicating increased confidence and enjoyment in speaking activities.
- Skills improvement based on students perspectives:

  27 out of 30 students (90%) reported that unscripted role-play improved their speaking skills, including vocabulary, grammar, and fluency.
- Comparison with Other Methods:
  - Preference for Unscripted Role-Play: 27 out of 30 students recommended unscripted role-play as a practical speaking activity, indicating a strong preference over traditional methods.
  - Negative Feedback: Only 3 students expressed doubts about the long-term effectiveness of unscripted role-play, with 1 student believing other activities were more effective.
- Long-Term Impact:

  Recommendation for Future Use: The overwhelming majority (90%) of students agreed to recommend the continued use of unscripted role-play for developing speaking skills.

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Main Findings

- New insights:

    The comparison unscripted role-play with other teaching strategies in the context of enhancing speaking abilities, as was not previously noted in a previous study, found that the majority of students felt that unscripted role-play was more successful than other activities. And mostly agree to implement this activity for better long-term impacts.

- Article updates:

    The study shows that unscripted role-play is also proven to be effective in improving students' speaking skills, based on research findings in Sidoarjo local schools, 2024.

Benefit of this Research

- Providing insights for educators on the importance of active practice.

- for integrating unscripted role-play into the EFL curriculum to improve students' speaking skills.

Conclusion

- The findings of this study is in line with previous studies that have shown the effectiveness of role-play in developing speaking skills. It indicate that unscripted role-play is a highly effective method for enhancing speaking skills among Indonesian EFL learners. The positive feedback from students highlights its engaging nature and its ability to foster confidence and fluency in real-life communication scenarios. Given the urgency of improving speaking skills in the current educational landscape, incorporating unscripted role-play into the curriculum could significantly benefit learners.

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