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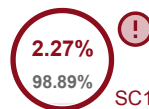
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1	This research emphasized the value of interactive activities, especially unscr...	241 (4.11%)
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5	1. Defining the case After specifically determining the topic, the researchers...	596 (10.16%)
6	the teacher's questions in English without being asked. The class was quite ac...	146 (2.49%)
7	Students were asked to play roles as news anchors and presenters to adapt the ...	176 (3.00%)
8	Essentially to monitor any shifts in comfort levels during the performance and...	38 (0.65%)

9	result of the survey shows concern as dominant for various reasons. However, t...	339 (5.78%)
10	figure 3 reveals, there are many students have highlighted the benefits of par...	403 (6.87%)
11	I think it is beneficial, especially if the practice involves foreigners, so I...	88 (1.50%)
12	Understanding how students perceive the impact of unscripted role-play activit...	100 (1.71%)
13	practical speaking activity. Overall, their personal opinions highlight severa...	130 (2.22%)
14	While there are only three students show negative reactions. One student expre...	50 (0.85%)
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16	2020). By integrating reflective practices for unscripted roleplay into their ...	598 (10.20%)
17	REFERENCES Agustina, A. (2021). Indeks Aktivitas Literasi Membaca Peserta Didi...	496 (8.46%)
18	https://doi.org/10.1016/j.heliyon.2021.e08552 Novianti, N., Thomas, A., & ...	164 (2.80%)

Discovering Indonesian EFL Learners' Perspectives in Unscripted Role- Play Nada Salsabila1, Fika Megawati2
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2 English Education Study Program, Universitas Muhammadiyah Sidoarjo ARTICLE   ABSTRACT

Keywords are your own designated keywords separated by commas (","). Unscripted roleplay, Speaking ability, EFL learners,   **This** research emphasized the value of interactive activities, especially unscripted role-play, in improving Indonesian EFL learners' spontaneous English speaking skills in their learning. By exploring learners' experiences in script-free role-playing, the study contributes valuable insights into the importance of active language practice in language learning, emphasizing practical communication skills over theoretical knowledge. The purpose of this study is to give an overview of effective language teaching approaches that enhance the fluency and spontaneous English expression of Indonesian as English Foreign Language (EFL) Learners. Through qualitative methods, including observation notes, reflective surveys, and interviews, the research aimed to provide a comprehensive perspective on how EFL learners perceive spontaneity in unscripted role-play activities. The findings are expected to broaden the understanding of EFL learners' experiences in engaging in script-free role-playing. By addressing the challenges learners face in mastering spontaneous English conversations and the importance of active language practice, the study contributes to the discourse on effective language teaching strategies.

INTRODUCTION

Learners require effective input, which refers to passive skills, interaction, and output which refers to

active skills to encourage the development of language skills (Ming, 2019). The fact input is the crucial part, however, learners must also practice and process knowledge through interaction to fully improve linguistic development (Alahmadi, 2019). In contrast to 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 passive skills. Hence among all four skills, most non-native speakers find speaking skills to be the most difficult part to master (Irwan et al., 2017). Within the context of EFL, it requires a teaching strategy aimed at enabling learners to communicate fluently and naturally in the target language (Kadamovna, 2021). Interactive learning, compared to traditional methods, surpasses in terms of inclusivity, engagement, critical thinking, retention, and problem-solving (Shete, 2022). This corresponds to what the researchers found during the pre-observation in a local high school, Muhammadiyah 2 Sidoarjo. Discovered through interaction with the English teacher, the researchers noticed that they use an interactive approach to reach the goals of language learning and optimize learning results. Throughout his career, he mostly employed discussion sessions to explore new material topics. And in recent he has had the opportunity to employ unscripted roleplay for practice. Role play became the primary focus of researchers since it is a common activity that is still used nowadays. The researchers find it familiar because researchers have a lot of experience practicing role play for tasks or even practical exams in the past. Role play activity is recognized as one of the engaging activities that stimulate learners to apply the target language comfortably which is grounded in the communicative approach to language learning (Rahmatillah, 2019). In education, role-play activity is known for involving learners acting out particular roles, generally ones with which they are unfamiliar, in a case-based or scenario-based context. This activity is quite popular being used since it gives equal opportunity for all students to perform their speaking skills, which effectively prevents them from being passive (Negara, 2021). Along with previous studies until the latest one, the researchers believe this activity is adaptable even in the 2023 modern era. As evidence, the researchers found local schools are still implementing this activity. Many studies have also demonstrated the effectiveness of roleplay in improving oral communication skills. Boakye found that it helps learners get used to utilizing various vocabulary and the capability to adapt to a multilingual environment (Boakye, 2021). The increase also affects better comprehension in social interaction in real life (Khamouja et al., 2023). As it is also a form of performance task, which requires them to speak in front of their classmate, this activity enhances students' confidence effectively (Khasbani & Seli, 2021). Besides, this activity is quite flexible to be used in a variety of contexts, not only to improve active skills but also to confirm it can improve passive skills. Overall, role-play activity has been revealed to be a valuable instrument for enhancing various skills. Using unscripted roleplay activity among all types of roleplay levels of structure and control is the most subtle and natural way to increase speaking skills. Unscripted roleplay is known as a fun performance activity that involves the learners carrying out a scene without preparing scripted text, which relies on improvised dialogues. The idea of the improvisation part shows that the essential part of communication ability lies outside the limits of written dialogue (Coste et al., 2019). Arslan claims that learners can

acquire greater comprehension and language proficiency because unscripted roleplay's spontaneity minimizes anxiety and stress (Arslan, 2022). Additionally, Zenk states through handling uncertainty, EFL students are designed to take on risks and enhance their automated skills for real-life interaction (Zenk et al., 2022). Numerous previous studies have discussed this topic and shown positive results in implementing this activity. Following the finding study from Toding (Toding et al., 2021) and Tiana (Tiana & Apriani, 2021), unscripted roleplay successfully created positive behavior changes whereas students felt it gained interest and motivation before performing unscripted roleplay. Eshghdoost also states that it facilitates the development of all aspects of speaking skills such as an increment of confidence, enables exploration of linguistic and creative boundaries, also better pronunciation and fluency (Eshghdoost & Amiri, 2019). In the same way as Romadhona, depending on the circumstance, learners are allowed to use their own words which is only made possible by spontaneity to speak in a more fluid way and organic, to boost speaking competence in vocabulary development, self-confidence, creativity, and pronunciation skills (Romadhona et al., 2023). Several studies suggest that unscripted roleplay can be a sustainable and effective method for improving students' speaking skills only based on the positive results of their research. While previous   studies have shown that unscripted roleplay can be a valuable tool for enhancing speaking skills, there is a lack of investigation into students' opinions on its long-term use. This research will fill this gap by conducting interviews with students who have experienced unscripted roleplay to understand their views on its continued implementation.

Influenced by Tiana's study from Indonesia, this would allow a deeper comprehension of students' engagement, difficulties, and general perceptions of unscripted role-play activity that could be compared to the other activity. Hoping this article can complement the available data and assist in a more detailed analysis since the previous study only centered on the student's behavior changes and their impact on their speaking. The findings could aid educators in fostering EFL learners to develop their speaking abilities to the fullest. Hence, the current study seeks to answer the following research question:

1.   What are the students' points of view about unscripted role play?

METHOD

Adapting Creswell's framework theory (Creswell, 2014), this research approach used a case study that is based on comprehensive and analytical guidelines. A case study in social science research is a detailed investigation of a specific event in its natural setting. Through the use of this perspective, the study aims to comprehend the interaction of contextual variables affecting the efficacy of unscripted role play, rather than quantifying results. The essential of using reflection as the highlight of material data would gain and expand professional and practical knowledge. The discussion is informed by the results of interviews with certain performers (n=3) as well as viewpoint writings submitted by the whole participants (n=30).

Participants

The English teacher claimed that he had instructed an improvisation through a role-play activity. Therefore, the selection of Muhammadiyah 2 Sidoarjo High School as the setting for this research was a well-suited decision. Additionally, in keeping with the study's objective of providing a significant addition to students' viewpoints, the high school Muhammadiyah 2 Sidoarjo can represent the contextual backdrop, as it is classified into the same category as Tiana's research, which is a private school. Minimizing regional differences in students' linguistic backgrounds could be a valid reason to expand understanding of unscripted role play in students' perspectives from previous research. The participants who were students in eleventh grade, were willing to get involved as representatives of the sample from Sidoarjo local school in the context of high school level.

Instruments

Highlighting qualitative evidence from students' viewpoints, this article used open-ended questionnaires, interviews, and field notes based on the observations that were inspired and supported by previous studies.

Open-Ended Questionnaire

The utilization of open-ended questions allows respondents to express their ideas and emotions in their own words, which is helpful for researchers trying to figure out the "why" behind respondent's responses. This can give a greater comprehension of the respondent's viewpoint and point out areas that need to be improved or investigated (Rosala, 2024). The reference of questions was based on Zondag (Zondag, 2021) and Tiana's study (Tiana & Apriani, 2021), since it is properly constructed and attached to the researchers' preferences, the question items are modified and adapted from their work.

It would explore learners' behavior changes by asking for their responses before and during unscripted roleplay performances, as well as surveying the positive impact. The standard achievement of using unscripted roleplay is measured by the growth in five components of speaking skills, including

fluency, vocabulary, comprehension, and pronunciation (Lund & Winke, 2008). The survey also involves evaluating the sustainable implementation which drew inspiration from Zondag's work. Additionally,   the last survey identifies the comparison of its effectiveness with their experiences in other activities based on researchers' preferences.

Interview

The semi-structured interview was chosen to add dimension to the research, allowing researchers to get more details of students' surveys as supporting statements. The flexibility and adaptability provided by semi-structured interviews, allow the researchers to adjust the research question to achieve strong research findings while maintaining direction (Ruslin et al., 2022). Three student representatives were selected to take part in this interview based on their answers to the questionnaires. Student A represents the confident students who do not feel worried from the start and do not feel any difficulty in participating. Student B represents anxious students who indicated experiencing worry and then managed to deal with the feelings, and also received a positive effect from this activity. Student C represents apprehensive students who feel very worried and confess that they do not explicitly get positive behavior changes in their questionnaires.

Field note

Since field notes are a reflection of the methodological, epistemological, ontological, and ethical positionality of the researchers, they are crucial for capturing and expressing the complexity of research experiences (Hernández-Hernández & Sancho-Gil, 2018). These field notes would have been based on the researchers' observations of the student's behaviors, interactions, and responses highlighting key patterns or themes. By presenting these findings, the researchers verified how the data from the field notes contributed to the overall understanding of the students' speaking performance and the effectiveness of the unscripted role-play.

Data collection

The researchers conducted field notes during the observation as the teacher led the class to teach the new material and then instruct

unscripted roleplay. While their memories remained fresh, the participants immediately filled open-ended questionnaire right after the unscripted roleplay performance session ended. The surveys were gathered using a Google form. The question items are created based on the indicator of the efficacy of unscripted role play. Some performers were also encouraged to provide more details about their experiences in greater depth, dialogic reflection through semi-structured online interviews. To manually analyze the 30 reflective texts, Atlas.ti was used to code, which helped the researchers categorize the data by tagging items to organize or define them as the primary objective.

Data Collection Technique

Technique	Target	Purpose	Data
Observation	Student learning activities	To watch and record the action	Researchers' Field note
Questionnaires	Student	To get a response in non-face-to-face interaction	Questionnaires
Interviews	Student	To get information about the current judgment and situation and support their statement from questionnaires	Interview script

Data Analysis

The process of this research was conducted by the case study method that closest fit Crowe's characteristics (Crowe et al., 2011), which follows several stages:

1. Defining the case After specifically determining the topic, the researchers conducted the research process by outlining what the researchers intended to learn or solve. Reflection on gaps in the literature and the qualitative method used are taken into consideration while developing the research issue. The researchers were thus able to formulate 5 question items based on one research question which focused on learners' responses, practice impact, sustainable implementation, and comparative effectiveness. To comprehend the most recent advancements and discoveries in a given field, the researchers simultaneously explored previous studies. The goal is to provide a strong foundation for the researchers' contribution to the research literature. The next step was designing what was required to collect the data. 2. Selecting the case To strategically select EFL learner groups or classes for investigation, it is crucial to consider variety in age groupings, skill levels, and cultural backgrounds. The researchers decided to investigate the activity towards the same level as the previous study, which is Tiana, to fill the gap that refers to the limited exploration of students' perspectives. In contrast to the previous study that only focused on the observed behavioral changes in students and how unscripted role play affected their speaking ability, this research would also explore their perception of the sustainable implementation of unscripted roleplay and compare effectiveness with other activities. The high school Muhammadiyah 2 Sidoarjo is a strategic choice to avoid the population gap since this study aims to provide a valuable addition to the existing research by filling the gap. Therefore, High School Muhammadiyah 2 Sidoarjo was preferred to be investigated. 3. Collecting and analyzing the data During the observation, the researchers, as an observer, recorded video and created field notes to identify students' behaviors, interactions, and environmental factors during the research process. The analysis of field notes would be done manually. After conducting unscripted roleplay activity, students are required to fill out questionnaires. To organize and transcribe the results of questionnaires and interviews, this article aspires to provide an objective analysis by presenting the details of both the side that feels satisfaction and the opposite. Atlas.ti, as a tool that supports coding and annotation on unstructured data questionnaires, was used to help the researchers label the keywords in students' answers allowing the researchers to simultaneously frame and conceptualize it. Semi-structured interviews were conducted after the observation was over, by using Google Meet to ease the researchers record the data and analyze manually by creating the script. 4. Interpreting the data and Reporting the findings The findings must be presented in a way that provides an accessible understanding of EFL learners' perspectives on unscripted role play to provide a comprehensive and detailed view of their experiences. By using detailed descriptions to accurately represent the learners' interactions, problems, and benefits throughout unscripted role-play sessions. This technique not only deepens the findings but also allows for a more expanded relationship with the readers. RESULTS Answering the research questions, the researchers would present the result of the observation sheet, which then continued by presenting the efficacy of unscripted role play based on students' perspectives. The efficacy is written according to the indicators of research, which are learners' response, practice impact, sustainable implementation, and comparative effectiveness. The results from the experiences of 30 participants are presented through themes per question items, as it also provides the picture of coding analysis. Unscripted Roleplay

When the class began, it was found that the class was quietly controlled as the teacher created interaction. The researchers noticed that learners were already proficient in speaking as they answered

the teacher's questions in English without being asked. The class was quite active since the teacher emphasized communication a lot with the students. The teacher's teaching style closely aligns with the principles of interactive learning, which fosters active engagement by discussing with the students. The new material discussed was news. The meeting was only not focused on one skill, whereas the researchers saw that the teacher used display projection and speaker to facilitate students to practice speaking, listening, writing, and also reading. Although the speaking practice has been demonstrated through discussions, evaluating it into scores might be challenging for the teacher. Therefore, unscripted roleplay is conducted as a speaking assignment. The unscripted roleplay was done in two meetings since the duration of one meeting did not provide enough to encourage them to practice all their English skills. Comfort Level Before The Action

1. Figure

Aiming to recognize learners' behavior changes, the researchers specifically inspect their emotional feelings before and during the unscripted roleplay performance. Students were asked to play roles as news anchors and presenters to adapt the learning material. Based on the first figure, learners show nervous feelings as dominant rather than excitement when they are asked to perform unscripted roleplay. When the teacher asked them to perform unscripted role play, the researchers indicated rejection from learners to perform voluntarily. According to the data, the majority of them, 15 out of 30 students, felt nervous about performing. Others express their anxiety with various keywords such as afraid, worried, pressured, and many more. For example,

"Of course, at first I would refuse if I was asked to perform, especially without preparation, I was afraid of making mistakes and nervous that what I said when performing would end badly." #respondent 20

"I feel nervous, I'm worried that I will make a mistake in speaking or stammer for a sudden."
#respondent 22

The contrary expression is only demonstrated in a few students, which is the neutral reaction found in two students, and the positive reaction, which is excited, found in four students.

Comfort Level During The Action

2. **Figure**

Essentially **to monitor any shifts in comfort levels during the performance and to determine their ability to adapt to the role, students are requested to fill out the written text immediately after the performance. Based on** the second figure, the **result of the survey shows concern as dominant for various reasons. However, there was an increase in students showing positive behavior changes as the second figure shows. This progress was marked by an increase in positive reactions to 14 out of 30 students, with almost half of them having positive reactions while participating in an unscripted roleplay performance. Some of the quotes are, "at the first-second performance, I was worried because I rarely do spontaneously in unscripted roleplay, but in the end, I didn't worry anymore and just enjoyed the activity." #respondent 18 A respondent, also recognized that has different reactions before and during the performance. When this respondent was asked to participate in unscripted role-play, he described his feelings, "I'm definitely shocked and in a cold sweat, especially since there's no preparation." #respondent** 16
quote,

But later during the performance, respondent 16 indicated the opposite sign in the text with a
" not **worried at all." #respondent 16 To support the potential for positive behavior changes, interview data reveals that students A, B, and C expressed an interest in participating in unscripted role-play. Despite the fact, that student A had neither particularly good nor bad feelings in his text, student A expressed interest implicitly in his interview. Student A mentioned that he does feel Unlike student A, Student B expressed interest, but she was more frightened rather than excited, which is why she only described the nervous feeling in her text. Same as student B as well, student C remarked also felt frightened over her excitement. However, seeing her classmate perform attracted her attention and inspired her to participate in this activity. Although she only wrote her nervous feelings in her questionnaire, the researchers were able to discover more about her feelings through the interview. Overall, these insights suggest that despite initial apprehensions or uncertainties, students' interest and motivation towards unscripted role-play can lead to positive behavior changes, such as willingness to engage in unscripted role-play and inspiration drawn from classmates' performances.**

Effect on Spontaneity in Roleplay

3. Figure

As the third figure reveals, **there are many students have highlighted the benefits of participating in unscripted roleplay activities through reflective surveys. Firstly, engaging in unscripted role-play trains students to remember vocabulary effectively. By involving themselves in spontaneous dialogues, students are encouraged to recall and apply a wide range of language in real-time situations. This active interaction not only enhances memory retention but also improves linguistic proficiency. "I think it is very helpful in sharpening my brain to know how much my vocabulary is." #Respondent 13 Through improvisational interactions, students also learn new words and phrases naturally. Allowing them the opportunity to select a topic of interest that could make news, this idea would make the students learn naturally new language from the topic that may be unfamiliar. This dynamic learning environment fosters experimentation with language usage in a meaningful way. "yes, because it trains me to speak spontaneously, and I learn to use new words because I play the role of news anchor." #Respondent 21 The incorporation of unscripted role-play in language learning also serves as a valuable tool in training students in public speaking. This exposure to speaking in a public setting helps students develop confidence in presenting their ideas, articulating thoughts clearly, and maintaining audience engagement. "I agree that this activity gives me a positive impact because indirectly we are doing public speaking." #Respondent 5 "I think it's true that this activity can have a positive impact because we can practice our confidence in English in front of everyone" #Respondent 14 Moreover, the practice of unscripted role-play is able to enhance comprehension skills. Students are prompted to think on their feet, analyze situations, and respond thoughtfully, fostering cognitive engagement. As student C mentioned before she was attracted by a great roleplay performance from her classmates, which shows that the performers can express their opinions, thoughts, and ideas confidently. This ability is useful to process information quickly and make informed decisions during spontaneous interactions. "I learn that in this role-play, the spontaneity requires me to speak without relying on script, it engages me to hone my spontaneity in arranging and spelling words." #Respondent 9 Additionally, the heightened awareness and adaptability in unscripted role-play contribute to students' intercultural communication skills and their ability to engage effectively with individuals from diverse backgrounds. This helps students become more aware of unexpected interactions with foreigners by simulating real-life communication scenarios.**

" **I think it is beneficial, especially if the practice involves foreigners, so I can speak directly with a native speaker, moreover for seeking a job that requires English skills." #Respondent 26 Complementing the beneficial impact with representative responses of three students, through the interviews, the researchers asked whether any improvements in all aspects of speaking skills, including increased vocabulary, correct grammar and pronunciation, greater fluency,** and self- confidence. All **three students responded the same way, believing this activity improves all aspects of speaking skills. Perceived Long-Term** Impact

4. Figure

Understanding how students perceive the impact of unscripted role-play activities on speaking practice can not only inform instructional decisions but also encourage collaboration among educators to maximize the benefits of this interactive learning style. Assessing students' recommendations of unscripted role-play to others is essential for measuring the sustained effectiveness and potential positive influence of this approach on language learning outcomes and interpersonal communication skills in the long term. Based on the fourth figure, the surveys show 27 out of 30 students agree to recommend this activity as practical speaking, which means the dominant are inclined to recommend unscripted role- play as a **practical speaking activity. Overall, their personal opinions highlight several reasons, including the effectiveness of unscripted role-play in refining speaking skills, accommodating individual preferences, boosting vocabulary and grammar, providing enjoyment, and building confidence.**
"I agree to recommend this activity as it is proven that this activity can improve speaking skills."
#Respondent 9
"I agree to recommend this activity because I personally think the method of this activity is appropriate for me." #Respondent 3
"I agree to recommend it since it successfully improves my vocabulary and grammar, and also
helps us to speak more fluently." #Respondent 5

"I would recommend this activity since it is fun!" # Respondents 12 and 14
"I would like to recommend this method because it is good for increasing self-confidence and
fluently speaking English." #Respondent 20

While there are only three students show negative reactions. One student expressed not being sure to implement this activity for long-term speaking practice, two others specifically refused to use this activity. One of them believes other activities are more effective in improving speaking abilities. Comparison with Other Activities

5. Figure

The researchers believe, as compared to other activities, the efficacy of unscripted role-playing can not be accurately described by only gaining insight into satisfaction based on recommendation students' preferences. Therefore, to provide a more comprehensive evaluation of language teaching, comparing the efficacy of unscripted role-play with other activities is necessary. Based on the fifth figure, the dominant favors unscripted roleplay as an effective way to enhance speaking skills. Through the questionnaire, the data reveals that 13 out of 30 students overwhelmingly favored unscripted role-play over other activities for its effectiveness, making it the most preferred activity. They expressed there has been no activity that is more compatible with unscripted role-play activity based on their experiences so far, which was coded "5.2 none" in the picture. 3 students were unsure whether any activity was better than unscripted role-play, whereas 1 student did not give an answer and the remaining students chose various other activities. Discussing with the teacher became the second most chosen one right after unscripted role-play, based on six students' responses in questionnaires, meanwhile, other students preferred different activities such as podcasts, drama, debates, recording videos, singing a song, using apps, and sharing stories. Further in the interviews, student B and student C expressed preferences, preferring other activities over unscripted roleplay, and provided reasons for their choice. Student B chose to have discussions as a means of practicing speaking skills because it is closer to real-life conversational needs rather than unscripted roleplay. Additionally, student C, who chose podcast over unscripted roleplay, added the fact that unscripted roleplay somewhat limited herself in character roles, while in a podcast she felt freer in discussing the topic. In contrast to student A, unscripted roleplay has effectively fulfilled the requirement for enhancing all aspects of his speaking abilities without encountering any difficulties in carrying out this activity. In general, the dominance of students' preference for this interactive and engaging approach emphasizes its projected long-term influence on boosting speaking ability. This preference and feedback from students indicate the potential of unscripted roleplay and impactful strategy for long-term enhancement of speaking ability. DISCUSSIONS The findings demonstrate the positive outcomes based on the student's point of view and explain well the essentials of reflective practices. Reflective practice is needed for students' development lies of its ability to promote self-awareness continuous improvement and professional growth

(Megawati et al., 2020). By integrating reflective practices for unscripted roleplay into their learning experiences, this research gains valuable insights into its strengths and areas for enhancement, enabling the educator to set meaningful goals and track the progress effectively. To validate the outcomes of the investigation, the results would be connected with the previous references. The results of the investigation highlight the positive impact led by the improvisation in unscripted roleplay in cultivating critical thinking, enhancing comprehension, and promoting heightened awareness and adaptability. These outcomes are in line with Arslan (Arslan, 2022) that learners can boost their comprehension and language proficiency by using improvisation. Furthermore, the findings are also synchronized with Zenk (Zenk et al., 2022) that state by navigating improvisation, students can develop the ability to take risks and enhance their automated skills for real-life interactions. This evidence emphasizes the valuable improvisation in unscripted roleplay in promoting language learning and communication development. Supported by Toding (Toding et al., 2021) and Tiana (Tiana & Apriani, 2021), unscripted roleplay could indeed lead to positive behavior changes in student's participation during the learning process. According to the analyses' result, after unscripted roleplay was implemented, students showed improved engagement and motivation, more passion for following instructions, the acquisition of several new vocabulary words related to the topic, and confidence while acting out roles. This active engagement and immersion in unscripted roleplay activities not only enhanced their speaking abilities but also fostered a more dynamic and interactive learning environment. The effect of unscripted role-play activities resonates with the claims made by Eshghdoost (Eshghdoost & Amiri, 2019) and Romadhona (Romadhona et al., 2023), highlighting its pivotal role in enhancing speaking skills. By immersing learners in scenarios that demand quick thinking, spontaneous adaptation, and creative expression, unscripted role-play provides a dynamic platform for students to practice and refine their language abilities in real-time situations. This immersive experience not only deepens their understanding of linguistic nuances but also encourages them to push the boundaries of language use, fostering a sense of spontaneity and confidence in their communication skills. The study references do not specifically suggest using unscripted roleplay as a long-term practice speaking skill. However, based on the positive outcomes observed in previous studies, it could be inferred that incorporating unscripted role-play as a regular practice could potentially contribute to long- term improvement in students' speaking skills, which can support this research statement. CONCLUSION After observing the unscripted roleplay as practicing speaking skills at Muhammadiah Sidoarjo High School in two meetings and analyzing the results, it can be concluded that the implementation of unscripted roleplay is not only beneficial for students speaking skills, but it has also been demonstrated by the students it is engaging and effective over other activities. The achievement was measured in the following categories: (1) improvement in the area of vocabulary and grammar proficiency. (2) increment of fluency. (3) higher levels of self-confidence in expressing themselves in conversations. (4) enhancement of comprehension. It needs to be underlined that this activity went well since the students were already proficient in speaking, as it has been mentioned before that they were actively discussing with the teacher about the material. Though they felt attracted during the performance, they were still uncomfortable at first and refused to perform voluntarily. It is possible to assume that it could be less effective to be implemented for students who lack speaking. To overcome that possibility, this activity could be modified by using scripted roleplay with the improvised scenario in the middle of the performance or involving the teacher as the interlocutor which might reduce the student's anxiety.

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