IMPROVING STUDENTS' ENGAGEMENT USING SCAFFOLDED ROLE PLAY AND FACEBOOK DISCUSSION

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Abstract
This study aims to improve the students’ engagement in speaking class using scaffolded role play and facebook discussion. This study was carried out at Institut Agama Islam Sultan Muhammad Syafitdin Sambas. It employed a classroom action research method. The study was done into two cycles involving one English lecturer as a collaborator and 24 students of the first semester of Islamic Education department as the subject of the research. The data collection techniques were gained through observation and documentation. The instruments used are observation checklist and field note. The research procedure includes four stages: planning, acting, observing, and reflecting. The finding reveals that the implementations of scaffolded role play and facebook discussion is successful to improve the students’ engagement in learning speaking, through observing five aspects of engagements’ indicators such as student’s thought, task readiness, verbal participation, student’s confidence, and fun & Excitement. The improvement of students’ engagement can be seen from the rise of the percentage in each aspects of engagement in the second cycle.

Keywords: Engagement, Speaking Class, Scaffolded Role Play, Facebook Discussion

INTRODUCTION
Speaking English is an important skill for higher students. It is not only important on their teaching and learning process but also on their daily life. Teaching speaking especially for university students is regarded as the interesting and challenging activity. Government regulation (2005) states about national education standard; the curriculum of higher education unit requires Education of religion, civic, education of Indonesia, and education of English. It means that English as a foreign language (EFL) is important for students’ colleges. Furthermore, Indonesia curriculum (2010) states that the objective of teaching English as a foreign language in Indonesia particularly at the university level is designed to make the students able to use the language fluently and accurately in communication. Hence, the ability to speak English well is strongly required for college and university students.

Having failed to guide the students to speak English can make them hesitate to speak confidently and fluently, it happened in the first semester students of Islamic Education Program (PAI). When they performed English speaking in front of the class, only five of twenty four students could speak confidently in front of their friends, while nineteen students hesitated to speak.
Besides that, most of students were passive during the speaking activity. They got difficulties expressing their idea in English.

Based on identified problems in the classroom, the most problem was about students’ engagement, most of students disengaged in speaking class. Students’ engagement is an important factor which determines the success of teaching speaking. Students have to do a lot of practices and participate actively during the speaking lessons in order to be able to speak fluently. Therefore, Students’ engagement becomes a crucial aspect in learning speaking class. Some experts explain about students’ engagement. Ikhsanudin, Sudarsono and Salam (2019, p. 7) describe When the students are engaged, the classroom interaction will be vivid and enjoyable. Having vivid and enjoyable classroom interaction will optimize their learning. Xiang (2017, p. 13) explains students’ engagement refers to students’ inner interests and motivation in academic learning, including participation in activities, group work and discussions.

To overcome the problem coordination between the instructor and students is needed. The instructor has important role to find an effective teaching and learning technique for students which supports the students’ learning. Besides, the students’ behavior toward teaching and learning process is also a crucial aspect. Goss & Sonnemann (2017, p. 20) stated that students’ behavior or participation is a critical part of an effective teaching and learning with the opportunity to speak, solve problem, and work with others students may engaged in learning. Guthrie, et al. (2004, p. 404) mention that students’ learning outcomes associated with students’ engagement in the classroom. It means the students’ engagement in learning activities has a big role.

Scaffolding Technique is temporally assistance that leads the learners to the process of drawing a conclusion to new language items through language activities such as pair work, group discussion, role play and some other related activities. Timmis (2019, p. 2) argues scaffolding is the way we prepare learners before the activity, and the way we structure activities, so that learners have the language and guidance necessary to perform the activity. It can make students be confident and be ready. Furthermore, Goh (2017, p. 4) states scaffolding activities can be add on to regular speaking practice tasks to help learners become aware of speech processes and perform better.

There was some previous study investigated scaffolding. Fitri Uswatun Hasanah (2012) investigated scaffolding integrated with game and group working. She found scaffolding strategy combined with game and group work (such as discussion and role play) could improve students’ speaking skill and could engage the students’ attention. She concluded that scaffolding strategy could be more affective if it was combined with other method like game and group working. Prastiwi (2016) investigated modified role play to improving speaking skill. She combine role play with video recorded, and she found the students were more enjoyable and brave in speaking. Furthermore, Febi Puspitasari (2013) investigated students’ engagement in her thesis entitled improving students’ engagement in a large class by using cooperative learning for the fourth grade students of SDN Adisicpito year 2013. She found that the use of cooperative learning combine with the various media could improve students’ engagement.
The previous studies above show advantages of the use technique integrated with other method and the method combine with using various media. It could cover the weaknesses of particular technique, strategy or method. The previous study have proven that using scaffolding integrated with other method could improve students’ speaking skill, students’ engagement, students’ enjoyable in speaking. Furthermore, the study above gave temporarily assistance only in the classroom. While in this research, the researcher gave temporarily assistance through facebook group discussion and combined scaffolding with role play technique. The aim of this study was to improving students’ engagement using the scaffolded role play and facebook discussion in speaking class. In this research, the researcher intended to explore the study of students’ engagement in learning speaking especially in five indicators dealing with student’s thought, task readiness, verbal participation, student’s confidence, and fun & excitement. The indicators will be measured by using observation during the students’ learning in the classroom.

METHODOLOGY

The research design of this research is a classroom action research. Lodico, Spaulding, and Voegtle(2006, p. 17) state action research is designed to enhance and improve current practice within a specific classroom, school, or district. Typically, it is a type of research undertaken by practitioners who have identified problems they wish to solve or who would simply like to find ways to enhance their own teaching or student learning, or both. The subject of this research was the first semester students of Islamic Education program class B in the Academic Year of 2019/2020 at Institute Agama Islam Sultan Muhammad Syafiuddin Sambas (IAIS). The number of subject in this study was 24 students which consisted of 16 females and 8 males.

The researcher used two instruments to collect the data in this research. They were observation checklist and field note. The observation checklist measured the students’ engagement in learning speaking. The five indicators of students’ engagement were assessed during learning in speaking class. This study focused in three type of students’ engagement, they were behavioral engagement, emotional engagement and cognitive engagement (Trowler , 2010, p.5). Furthermore, the five indicators of students’ engagement were adapted in Parn (2006, p. 2&6) and Jones (2009, p. 29),they were students’ thought, task readiness, verbal participation, students’ confidence and fun & excitement.

In this research, there were three stages in implementing scaffolded role play and facebook discussion adapted from Vygotsky cited in Byrnes ( 2001, p.37) and Prastiwi (2016, p.90) ; (1) Pre-teaching stage, The instructor gave modeling for students. The instructor informs the students about how scaffolded role play and facebook discussion applied in the learning speaking. Then, the instructor also divides students into pairs. (2) While teaching stage, This stage is the process of learning on Facebook group. The instructor still give modeling to make sure that students understand the material. This stage gives more assistance for students to prepare the acting role play in the classroom. In this stage, The instructor communicate on Facebook group relating the topic for acting role play
in the classroom. (3) Post-teaching stage In this stage, the instructor removed her scaffolding. Then, the instructor offers progressively less assistance such as the instructor gives little review relating video and material that have sent on facebook group. The students give the opportunity for asking material. Then, the instructor gives students time to prepare before acting role play in front of the class. The next stage is the time for acting role play in the classroom. Every group came forward to perform. The instructor asked one student by taking turn to take a video recording of their friends acting role play. The video recording will send on the facebook group for the next meeting as feedback online. The last section in post – teaching stage, every student was asked for giving feedback toward their friends’ performance.

The collected data in this study was the students’ engagement in reading class. To analyze the data, the researcher used a method by Best & Kahn (2006). There were three steps; data organization, description, and interpretation. The data in this study were in form of quantitative and qualitative data. The quantitative data was taken from the analysis of the students’ checklist and field note used the formula from Ngalim Purwanto in Ningsih (2014 : 52) as follow:

\[
EP = \frac{RS}{MS} \times 100
\]

Note:
- \(EP\) = Expected Percentage
- \(RS\) = Raw Score
- \(MS\) = Maximum Score

In order to classify the students’ qualification in engagement in learning speaking English, Acep Yoni in Ningsih (2016, p. 53) explains the percentage of the data is interpreted in four categories:

1. The percentage of 76 – 100 is categorized as ‘Improving very well’
2. The percentage of 51 – 75 is categorized as ‘Improving as expected’.
3. The percentage of 26 – 50 is categorized as ‘Starting to improve’.
4. The percentage of 0 - 25 is categorized as ‘Having no improvement’.

The researcher targets at least 80% of students reach "Improving very well" category. Therefore, each student must get at least 75% of each item of engagement’s indicators. Furthermore, Parn ((2006, p. 2&6) classifies the categories of students’ engagement individually, as follow:

1. The percentage of 80-100 is categorized as The Fully engaged
2. The percentage of 60 – 79 is categorized Fairly engaged
3. The percentage of 40 – 59 is categorized Slightly engaged
4. The percentage of 20 – 39 is categorized Disengaged

RESULT AND DISCUSSION

This part presents the result of the research in cycle 1, and cycle 2 including the students’ engagement from observation checklist, and field note. The first cycle consisted of two meetings. The procedure of teaching and learning during the first cycle included the teacher’s procedure of teaching and the
students’ learning activities. In the first meeting and second meeting, the researcher would teach expressions of happiness. In the first meeting, the tutor encouraged the students to make a script of role play based on their happiness experiences. While, in the second meeting, the researcher guided the students to make script of role play based on their experiences on holiday. In this cycle, the students also were trained to be more confident, spontaneous, appropriate, and natural in acting role play, focus on the lesson, and to be able to work in groups.

There were two problems faced by the student in cycle 1. First, they did not have verbal participation such as they couldn’t convey feedback to their friends. Second, they did not have task readiness to perform caused by the less courage they have. Furthermore, the researcher showed the categories of students’ engagement in the first meeting of cycle 1. It can be seen from figure 4.4 which is displayed below.

**Figure 1.1 The percentage of students engagement in the first meeting of cycle 1**

This table explained the Engagement individually in the cycle 1. It was used the categories of students’ engagement from Parn ((2006, p. 2&6). From 24 students, there were 3 students who categorized as fairy engaged. While, there were 21 students who categorized as slightly engaged. Since the percentage is still low, the researcher and the observer decided to continue with cycle 2 to improve the students’ engagement.

In cycle 2, the researcher planned to help the students by drilling more in acting role play. The teacher also helped the students to make script of role play better through facebook discussion. It was done by giving the condition to making script well. In this cycle, the instructor gave more assistance for the students to improve the students’ engaged in verbal participation like sharing and conveying feedback for his/her friend’s performance. the instructor provided a feedback sheet which guiding the students for making feedback. Besides that, the instructor
asked every group to record their performance in acting role play, after that every group sent the recording of video on facebook group. Then, every student should give comment on their friends’ video of performance in acting role play. It was used for making students accustomed in giving their comment or feedback to their friend’s performance. Furthermore, the researcher also described the students’ engagement individually based on the categories of students’ engagement from from Parn ((2006, p. 2&6). It can be seen from figure 1.2 which is displayed below.

Figure 1.2 the observation result of students’ engagement in the cycle 2

Based the figure above, From 24 students there was 19 students categorized as fully engaged. They could complete 5 points of engagements’ indicators such as student’s thought, task readiness, verbal participation, student’s confidence, and fun & excitement. While, the other 5 were in very high engaged. There were 19 students who were categorized as very high engaged. Then, there were 5 students who were categorized as fairy engaged.

It can be concluded that the improvement of the students’ engagement has been proven based on the five indicators student’s thought, task readiness, verbal participation, student’s confidence, and fun & excitement. The students mostly speak based on the concept or particular situation while acting role play, they could speak enthusiastically, they participate to perform, give feedback for his/her friends and answer the questions, and they are able to speak smoothly and look forward calmly.

CONCLUSION AND SUGGESTION

As stated in the previous chapter, this study is classroom action research that focuses on improving students’ engagement using scaffolded role play and facebook discussion in speaking class of the first semester students of Islamic Education Program (PAI) at Institut Agama Islam Muhammad Syafiuadin Sambas
Based on the research finding and discussion, the implementation of scaffolding role play and facebook discussion was successful to improve the students’ engagement in speaking practice.

The improvements in students’ engagement in speaking using scaffolded role play and facebook discussion were described as follows:

a. The students’ engagement related to student’s thought improved very well. The students could speak English based on the contextual. They could ask and answer the question based on the topic. The students could respond of instructor’s question and they also could their idea while discussion in the classroom.

b. The students’ engagement related to task readiness improved very well. The students always complete the task and they were ready to speak English while acting role play. They changed to be responsible to do the task.

c. The students’ engagement related to verbal participation improved very well. The students were engaged to do their best in practicing English and asking the teacher when they had difficulty in learning English. The students also could convey the feedback to his/her friends’ performance.

d. The students’ engagement related to students’ confidence improved very well using scaffolded learning and facebook discussion. The students had the initiative to come forward without any pressure from the teacher. The scaffolded role play and facebook discussion helped the students to be more confident in speaking English because they prepared before coming in the class through facebook discussion as their guide. They also dared to speak and perform the acting role play in front of the classroom calmly.

e. The students’ engagement related to fun & excitement improved very well. The students were happy to do their best in practicing English, they came forward happily and they were more focused in their friends’ performance and in the explanation of instructor.

The result of this research indicated that scaffolded roleplay and facebook discussion can improve the students’ engagement in speaking class. It was expected that this teaching technique can be implemented by the instructor to improve students’ engagement in language learning.

REFERENCES


