

## THE CONVERSATION ANALYTIC ROLE PLAY METHOD (CARM) FOR TEACHING SPEAKING SKILLS

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### **Abstract**

*This research was conducted in class. This research was carried out by looking at the various problems and learning difficulties of students. This research was carried out with various obstacles to learning English speaking skills. This research discusses the use of the CARM (Conversation Analytic Role Play Method) method for learning speaking skills through direction material. The CARM scheme was developed from comparative research over a short period of time. This CARM method provides interaction with students to test students' courage and confidence regarding questions or problems that will be given by the teacher. Students help each other solve problems with their respective abilities. After that, it was explained in class. This research scheme uses qualitative research because, in this research, the researcher collects data, carries out investigations, and draws conclusions. The qualitative method is a method that focuses on in-depth observation, where researchers obtain data from observation, interviews, and documentation. Therefore, this research intends to explain how teachers teach speaking skills using the CARM (Conversation Analytic Role Play Method) method to class XI students majoring in TBSM at SMK Raudlatussalam Glenmore Banyuwangi in the 2023-2024 academic year. From the results of this research, CARM (Conversation Analytic Role Play Method) is a very appropriate and good method for improving speaking skills in learning English through offering materials and suggestions. The speaking skills learning scheme shows an average score above 78.00, which is a pretty good score. Therefore, by using the CARM method, the effect of using the CARM (Conversation Analytic Role Play Method) method can change students' mindsets about the difficulty of learning English, specifically in speaking skills. In CARM (Conversation Analytic Role Play Method), it can increase students' self-confidence, give students the opportunity to express their ideas, and make them more active in thinking about concepts. in English lessons.*

**Key word:** CARM (Conversation Analytic Role Play Method)

### **Abstrak**

Penelitian ini dilakukan di dalam kelas. Penelitian ini dilakukan dengan melihat berbagai masalah dan kesulitan belajar siswa. Penelitian ini dilakukan dengan berbagai hambatan dalam pembelajaran keterampilan berbicara bahasa Inggris. Penelitian ini membahas tentang penggunaan metode CARM (Conversation

Analytic Role Play Method) untuk pembelajaran keterampilan berbicara melalui materi direction. Skema CARM dikembangkan dari penelitian komparatif dalam waktu yang singkat. Metode CARM ini memberikan interaksi kepada siswa untuk menguji keberanian dan kepercayaan diri siswa terkait pertanyaan atau masalah yang akan diberikan oleh guru. Siswa saling membantu memecahkan masalah dengan kemampuan masing-masing. Setelah itu dijelaskan di kelas. Skema penelitian ini menggunakan penelitian kualitatif karena dalam penelitian ini peneliti mengumpulkan data, melakukan investigasi, dan menarik kesimpulan. Metode kualitatif merupakan metode yang menitikberatkan pada pengamatan secara mendalam, dimana peneliti memperoleh data dari hasil observasi, wawancara, dan dokumentasi. Oleh karena itu, penelitian ini bermaksud untuk menjelaskan bagaimana guru mengajarkan keterampilan berbicara dengan menggunakan metode CARM (Conversation Analytic Role Play Method) pada siswa kelas XI jurusan TBSM di SMK Raudlatussalam Glenmore Banyuwangi tahun ajaran 2023-2024. Dari hasil penelitian ini, CARM (Conversation Analytic Role Play Method) merupakan metode yang sangat tepat dan baik untuk meningkatkan kemampuan berbicara dalam pembelajaran bahasa Inggris melalui pemberian materi dan saran. Skema pembelajaran keterampilan berbicara menunjukkan nilai rata-rata di atas 78.00, yang merupakan nilai yang cukup baik. Oleh karena itu, dengan menggunakan metode CARM (Conversation Analytic Role Play Method), pengaruh penggunaan metode CARM (Conversation Analytic Role Play Method) dapat merubah pola pikir siswa tentang sulitnya belajar bahasa Inggris, khususnya dalam keterampilan berbicara. Dalam metode CARM (Conversation Analytic Role Play Method) dapat meningkatkan rasa percaya diri siswa, memberikan kesempatan kepada siswa untuk mengekspresikan ide-idenya, dan membuat siswa lebih aktif dalam memikirkan konsep-konsep dalam pelajaran bahasa Inggris.

**Kata Kunci:** CARM (Conversation Analytic Role Play Method)

## **Introduction**

English is a critical language in the globalized world, and mastering it is essential for effective communication. However, for non-native speakers, mastering English, especially the speaking aspect, can be challenging. According to Maduwu S.Pd (2016), to be proficient in English, one must develop four basic skills: speaking, listening, reading, and writing. Among these, speaking is particularly crucial as it enables smooth and effective communication of ideas, opinions, and information. Despite its importance, many students struggle with speaking due to limited opportunities to practice outside the classroom, low self-esteem, and insufficient peer interaction.

In the field of education, various methods and techniques are employed to enhance students' learning experiences and skills. One effective method is role-

play, which has been shown to improve speaking skills. During a professional practice period from September 4th to October 8th at SMK Raudlatussalam Glenmore, it was observed that students often struggled with English due to inadequate teaching methods and school facilities. Specifically, one classroom was shared by two departments, causing distractions and a lack of focus. Additionally, the absence of engaging teaching methods made students less interested in learning.

SMK Raudlatussalam Glenmore offers various extracurricular activities, including football, dance, badminton, volleyball, and PMR. Despite these activities, the students' performance in English speaking skills was poor, with many failing to meet the minimum competency standards (KKM) of 75. This research aims to address these issues by implementing and analyzing the Conversation Analytic Role-Play Method (CARM), which provides students with the opportunity to practice and improve their speaking skills in a structured and supportive environment.

CARM (Conversation Analytic Role Play Method) is inspired by previous studies from researchers such as Elizabeth and Rein, Church and Bateman, Natacha Niemants, and Alison Plinick. This method is widely used to prepare individuals for real-life interactions by simulating authentic conversations. Developed by Elizabeth Stokoe and her colleagues at Loughborough University, CARM (Conversation Analytic Role Play Method) utilizes real recordings of practice sessions to encourage professionals to reflect on their communication strategies. By analyzing these interactions, participants can identify effective practices and areas for improvement.

The Conversation Analytic Role-Play Method (CARM) is a language instructing procedure that educators can use in the classroom to train speaking skills, offering students the opportunity to practice the language. Role play is defined as "a wide range of activities where students imagine themselves in a situation outside the classroom; they have to use language that is appropriate for the new context whenever they play a role other than their own" (Reza, n.d.).

Another expert states, "Conversation analytic role play is defined as the projection of a real-life situation with social activities." In practicing role play (CARM) activities, students are placed in various roles where they act as

themselves or as someone else. Using language appropriate for the situation and social setting in which they will play is essential.

Mufidah (n.d., 2017) conducted research titled "The Impact of Carrying out Job Play as an Instructive Procedure on EFL Speaking Improvement" to investigate the impact of implementing Role Play (CARM) as a method in English class to help EFL students' speaking skills in Ecuador. They analyzed the features of role play from its origin in Psychodrama to the teaching and learning approaches that support this strategy, such as Task-Based Learning (TBLT), Cooperative Learning (CL), Communicative Language Teaching (CLT), and English for Specific Purposes (ESP). Role play is thus an instructive method that exposes students to real-life situations to strengthen their abilities to communicate naturally and genuinely with their peers about daily routines and future professional contexts.

Suhaimi (n.d.) conducted research titled "The Conversation Role Play Method (CARM) for the Eighth Grade Students." This research used the classroom action research method. The results showed that the use of role play in speaking activities helped eighth-grade students increase their motivation to speak English. The students showed several improvements in each cycle during the implementation of role play in the class. As a result, role playing can be used in speaking activities to motivate students to speak English better.

According to Donn Byrne, role play can be grouped into two types: scripted and unscripted.

**Scripted Conversation Role-Play Method:** This type involves interpreting either the textbook dialogue or reading text in the context of speech. The primary feature of the text is to convey the meaning of language items in a memorable way.

**Unscripted Conversation Analytic Role-Play Method:** Unlike scripted role play, the situations in unscripted role play do not depend on textbooks. Known as free role play or improvisation, students must decide what language to use and how the conversation should develop. Good preparation from the teacher and students is necessary.

### **Research Method**

Qualitative research, as described by Wijaya and cited in Halaludin Hengki's book (2019), emphasizes intensive data collection through prolonged

field interactions. This study employs a descriptive-qualitative approach to explore and explain the application of the conversation analytic role-play method (CARM) in English language learning. The primary aim is to encourage the adoption of this method by highlighting its practical benefits. The research focuses on the implementation of CARM in the eleventh grade of motorbike engineering and business at SMK Raudlatussalam Glenmore. stated that qualitative research is research that emphasizes a process of obtaining data through intensive contact and requires a long time of interaction in the field. The method used in this research is descriptive-qualitative.

In this research, according to Creswell, Jhon W (2016), there are three ways of collecting data: observation, interviews, and documentation. This research uses qualitative research methods, focusing on in-depth observation, interviews and documentation. The research was conducted on class XI students majoring in Motorcycle Business Engineering (TBSM) at Raudlatussalam Glenmore Vocational School, Banyuwangi. This study aims to examine the impact of CARM

(Conversation Analytic Role Play Method) on students' speaking skills, especially their ability to communicate confidently and effectively in English. to collect data on the implementation and impact of CARM (Conversation Analytic Role Play Method). The research was conducted in two sessions, each lasting 50 minutes, on 19 and 20 February 2024. The main activities included group discussions, role-playing, and practice sessions aimed at improving students' ability to communicate in English.

Miss. Dewi Hawa M.Pd. be the director of UPT P2B IAI Darussalam Blokagung Banyuwangi for gets information about UPT P2B and several other interviews such as interviews with students and staff of UPT P2B. Data Analysis in this study uses: Data Reduction, Data Display and Conclusion Drawing/Verification. Data Validity is The data analysis method used must be by the characteristics of qualitative research, namely inductive data analysis. Test the validity of the data used to ensure the correctness of the data obtained. Examination of the validity of the data basically, apart from being used to refute the allegations against qualitative research that says it is unscientific, is also an inseparable element

of the body of knowledge of qualitative research Moleong, (2007:320). The validity of the data is carried out to prove whether the research conducted is scientific research as well as to test the data obtained. The validity of the data in qualitative research includes tests, credibility, transferability, dependability, and confirmability Sugiyono, (2007:270). So, that the data in qualitative research can be accounted for as scientific research, it is necessary to test the validity of the data.

In summary, this research employed a comprehensive qualitative approach to explore the application and effectiveness of the conversation analytic role-play method in English language learning at SMK Raudlatussalam Glenmore. The findings aim to promote the broader adoption of this method by demonstrating its practical benefits in enhancing language learning.

### **Finding**

The implementation of CARM (Conversation Analytic Role Play Method) involved interactive sessions where students engaged in role-playing activities based on real-life scenarios, creating groups of two students each, where they were asked to think independently about the given topic, discuss their ideas with their partners, and then present their conversations in front of the class. This method helped students build confidence and improve their speaking skills through interactive and collaborative learning. During the sessions, students engaged in activities such as watching videos related to daily activities, practicing vocabulary, and participating in short conversations. The teacher facilitated the process by providing initial knowledge, encouraging critical thinking, and promoting a supportive environment for students to express their ideas. pronunciation is still lacking but at least the people are more eager to learn from the previous one, because actually, most of the men initially did not like English which is difficult to understand in terms of writing and pronunciation is different and the comments are also not the major, so they do not really intend to take intensive classes. That's the thought of the men when they were freshmen but after living it turned out that English was not as bad and difficult as they thought.” (Interview on 15, 2023).

Application of the CARM (conversation analytic role play method) for speaking skill in SMK Raudaltussalam

The use of the CARM method explains in detail what the teacher uses in the classroom during learning, starting with creating groups, each consisting of two students. For the "CARM" step, the teacher asks students to think independently about the title that will be given by the teacher to form an idea of what they want to say to the person they are talking to. At the pair stage, students discuss their thoughts and allow students to articulate the ideas that will be discussed. and the next step is for each group of students to pair up to talk in front of their friends so that students have great confidence to convey the ideas that have been discussed by their group.

The research presents data obtained during research at Raudlatussalam Vocational School. This chapter is used to answer questions from researches. The question is: what do you think will be impact of CARM (conversation analytic role play method) learning for class XI TBSM, which you teach.

The Steps taken by Mrs. Sinta Dewi, S.Pd during the learning process of English subjects with the theme My Activities and the sub-theme School Activities are as follows:

The first meeting (Lesson Plan)

Opening

First, the teacher greets; after greeting the teacher asks students to pray together.

The teacher provides illustrations related to the material that would be taught according to the topic, namely school lessons.

The teacher starts by asking students to mention the lessons they did during the learning meeting, then the teacher explains the material related

Next, the teacher writes down several vocabulary words related to learning at school.

Activity Process (Implementation)

After finishing providing illustrations related to the material, the teacher writes down several vocabulary items related to the lesson material, offers, and suggestions related to daily activities.

The teacher provides examples of short conversations related to the daily offer of material and suggestions.

The teacher asks students to practice speaking about daily activities taught by the teacher.

The teacher appoints two students to come forward and practice the speaking they have learned and asks the students to have a short conversation containing the theme of daily activities in front of their friends.

A scenario is a consistent description of various possibilities (circumstances) that could occur in the future. Designing a learning scenario is a step in designing a series of stories compiled by a teacher so that learning events occur as desired. Like the expression explained by Ms. Sinta Dewi.

Selection of learning method

Drill method

In general, learning using the conversational analytical role play method (CARM) aims for students to have speaking skills such as conveying opinions and ideas that are hidden to them. Students can develop speaking skills such as connecting one understanding with another. Stimulate students' thinking to always be active in the material being studied. In general, the CARM method is seen as being able to improve students' speaking skills. The reason is that the more often speaking skill material is practiced and used, the better the student's confidence would be.

According to the informants described above, teachers themselves already have exposure strategies to foster student creativity and build students' self-confidence so they can actively think and explain what they

have learned. Students would also feel motivated by friends and teachers to provide support in learning speaking skills.

Conversation model

Conversation is a conversation, dialogue, or talk. Meanwhile, according to the term, it means an exchange of thoughts or opinions between two or more people.

In learning English, the conversation method is one way for students to have daily conversations using English. The aim of learning using this conversation method is to ensure that students are able to communicate well in order to develop the vocabulary acquisition that students memorize.

English lessons are one of the mandatory lessons that students must study because English is an international language. The process of learning English in class XI in the TBSM department is similar to that in other classes. Students feel bored, and classes are not conducive to learning English because many students are lazy and carelessly go to school. Because the learning process in the classroom is faced with these obstacles, teachers must choose the right English learning method so that students are more enthusiastic and conducive to learning. obtained by the teacher, providing several different methods according to the material being taught. The method used in class expresses opinions in answering questions and carrying out assignments because the CARM method uses a group system.

#### Implementation of CARM for English Language Teaching

Implementation of learning activities is a plan that has been prepared previously. In this implementation, it shows the implementation of the steps of a learning process that are carried out to create a learning experience for students, and this implementation process can be seen in how the teacher applies the conversational analytic role-play method learning model in English language learning, which requires students to play an active role. By applying this learning model, students can easily apply the learning outcomes they obtain so that learning objectives can be achieved well. The steps mentioned by the teacher are in implementing the CARM learning model in students' English learning at SMK Raudaltussalam Glenmore Banyuwangi.

This research activity was carried out in 2 meetings. The first meeting was held on February 19, 2024, for 50 minutes. The second meeting was held on February 20, 2024, with the same time allocation, namely 50 minutes per meeting.

The implementation of these meetings can be seen in the following description.

This first lesson would be held on Monday, February 19, 2024, from 07.30 to 08.20 WIB. At this first meeting, the researcher observed the CARM learning

process in the classroom. The details of the learning implementation at the first meeting are as follows:

#### Pre activity

Madam. Sinta entered the class, and then Bu. sinta opened the lesson by praying together and greeting, then after giving motivation to the students the enthusiasm of the students in the morning of learning. Then Mrs. Sinta called one by one to list who was present and absent, and Bu. sinta asked the students to repeat and remember last week's lesson.

#### Main activity

Apart from that, the teacher also provides initial knowledge to students by providing video material offering and suggestions containing conversations between two people. The teacher shows videos and pictures to students to find out the students' background knowledge about guidance before practicing it (speaking).

During the learning process the teacher first asks students to mention the activities they do every day, then the teacher explains the material for daily activities. After the teacher has finished explaining the material, the teacher writes down some vocabulary about several daily activities, such as playing, going to school, having breakfast and so on. The teacher then reads the vocab and makes examples of short conversations related to daily activities, after that the teacher asks students to memorize vocab about daily activities, after that the teacher asks students in pairs to come forward to practice the conversation. which has been modelled previously by the teacher. and assess each individual student.

As previously explained, videos and images are a medium for teachers to obtain students' initial knowledge as preparation before starting learning in class. Therefore, the teacher asks students to observe the videos and pictures. The teacher explains the material offered and suggestions so that students can understand the conversation.

#### Post Activity

When the teacher carries out this stage, questions or problems related to the learning explained by the teacher are discussed. After that, students are given time to watch and discuss the videos and images before the teacher invites students to think independently about the teacher's questions. that the teacher applies the

interaction stage with paired groups to understand students by using conversation as material for speaking skills. The aim of this stage is to determine students' understanding of the topic and pair groups so they can interact better with classmates and arouse students' enthusiasm for learning so that fellow students can work together well to complete assignments. The stage is that the teacher divides groups with their seat mates to discuss with their seat mates the topics that have been presented to the students. In the interaction stage, students learn how to develop critical thinking by observing conversations and encouraging good relationships between students to foster positive teamwork. Research finds that teachers apply various things to increase students' knowledge and help students have ideas and self-confidence. At this stage, each group presents its opinions and responses in front of the class.

It can be seen that as long as they share knowledge and the goal can be understood by other students, then this step is an improvement on the previous step which supports all groups to reach the same conclusion. The group is required to understand the solution to the problem given based on this explanation. As well as conveying ideas and beliefs to convey opinions. Moreover, if the teacher still does not understand his thinking at the end of the lesson, he can review it again.

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This method encouraged students to test their courage and confidence in speaking English. The interactive nature of CARM allowed students to help each other solve problems, enhancing their collaborative and communication skills.

The results indicated a significant improvement in the students' speaking abilities. The average score for speaking skills increased to above 78.00, reflecting a substantial enhancement compared to previous assessments. The CARM (Conversation Analytic Role Play Method) method not only boosted students'

confidence but also provided them with opportunities to express their ideas and actively participate in English language discussions.

### **Discussion**

The success of CARM (Conversation Analytic Role Play Method) in improving speaking skills can be attributed to its focus on real-life conversational practice. By engaging in authentic role-playing scenarios, students were able to relate to the content and apply their learning in practical situations. This method also addressed common barriers to speaking proficiency, such as fear of making mistakes and lack of confidence.

Furthermore, CARM (Conversation Analytic Role Play Method) fostered a supportive learning environment where students could collaborate and learn from each other. The interactive sessions promoted peer-to-peer learning, allowing students to gain insights from their classmates' experiences and perspectives. This collaborative approach not only enhanced their speaking skills but also developed their critical thinking and problem-solving abilities.

### **Implementation Steps**

Mrs. Sinta Dewi's implementation of CARM involved several steps:

**Preparation and Warm-up:** Starting the lesson with a warm-up to engage students.

**Choosing the Object:** Selecting the appropriate topic for the conversation analytic role-play method.

**Class Decoration:** Organizing the class into groups for effective learning.

**Observation:** Appointing students as observers to watch videos before practicing.

**Discussion:** Encouraging students to discuss their ideas before role-playing

**Conversation Role-play Practice:** Students practiced assigned roles to simulate real-life conversations.

**Summary:** Mrs. Sinta concluded the lesson by sharing experiences and summarizing the day's learning.

## **Conclusion**

Research at SMK Raudlatussalam Glenmore Banyuwangi shows that the Conversation Analytic Role Play Method (CARM) is effective in improving the speaking skills of eleventh-grade students. CARM provides a realistic and interactive learning experience, addressing common challenges in language learning, and enhancing students' speaking abilities. This study emphasizes the importance of evidence-based teaching methods like CARM in language education for effective communication. The successful implementation of CARM is supported by an adequate learning environment and the availability of media. However, some hindering factors were identified, such as the diverse characteristics of students, inadequate infrastructure, and students' difficulties in English pronunciation. These challenges were overcome through student grouping, infrastructure improvements, and support to enhance students' pronunciation and confidence.

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