

# **THE EFFECTIVENESS OF ROLE PLAY METHOD TOWARDS STUDENTS' MOTIVATION IN SPEAKING SKILL**

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## **Abstract**

This study's aim is to measure the effectiveness of the Role Play method on students' speaking skill and on student's motivation in learning speaking. This research was conducted in seventh grade students at SMP Negeri 5 Karangploso. The design of this research is quasi experimental research, consisted of two classes were experiment class and a control one. The research data were collected through a speaking test and questionnaire. The Shapiro-Wilk as a speaking test analyzed, while the questionnaire using a Likert Scale. Finding this research indicate that (1) the score in experiment class is higher than the score in control class, (2) the use of role play method can enhance the students' five components of speaking skill, (3) the learning process by using role play method fosters students' interest, confidence and made fun in learning so as to improve speaking skill. In conclusion, using roleplay method had significant on students' speaking skill towards students' motivation.

**Keywords:** Role Play, Speaking Skill, Students' Motivation

## **INTRODUCTION**

English is the most important language in the world. It is spoken by many people all over the world, either as a first or second language. In countries where English is neither first nor second language, it is taught or learned as the first language for practical nor necessary uses for communication. The speaking skill is an essential part of communication. For that, the teachers strive for the students to improve his speaking skill. But in speaking class, the students often find some problems. They have lack of motivation to practice English in daily conversation. The students are also too shy and afraid to take part in the conversation. Many various methods in teaching speaking can be applied in learning speaking.

As Brown (2007) stated ,Role play allows some rehearsal time so that student can map out what they are going to say, and it has the effect of lowering anxieties as students can, even for a few moments, take on the person of someone other than themselves' . Role play is the one of the ways to build the students' interest, motivation and fluency in speaking English by creating interaction in the class and ordering students to imagine themselves in situation like in the real world.

Role play technique is one of the strategies to teach speaking skill to the tudents. Huang (2008), in her study, concludes thatz rolez play is really a worthwhile learning experience for both the students and the teacher. Not only can students have more opportunities to 'act' and 'interact' with their peers trying to use the English language, but also students' English speaking, listening, and understanding will improve. Role play lightens up the atmospheres and brings liveliness in the classes. Students learn to use the language in more realistic, more practical way. Thus they can become more aware of the usefulness and practicality of English. Role play is indeed useful teaching speaking technique which should be experimented and applied by ESL/EFL teachers more often in the ESL/EFL classrooms.

Based on the problem and the theoretical background about the effectiveness of roleplay and students' motivation, thearesearcher is interested in conducting research to motivate students in speaking skill for the seventh grade students in SMP Negeri 5 Karangploso.

## **REVIEW OF RELATED LITERATURE Speaking**

Speaking also one of the four skills that are very difficult for the students to achieve because speaking have complete competence. According Kusnierek (2015) state that ,students must learn which structures are appropriate to the situations they are and the people they are talking to' . In this chase, students are using English to speak in the classroom atmosphere. According to Tarigan (2008) says ,defines speaking as skill in conveying message through oral speech. Furthermore, speaking also defined as the ability to speak fluently presupposes not only a knowledge process information and language on the spot' .

## **Role Play**

Role play is a technique which leads the students to have an opportunity to involve in thinking about how to act and react in real world situation. The role play will help the students to achieve the fluency. Harmer (2007) claims

that ,Role play can be used to encourage general oral fluency or train student for specific situation, especially where they are studying for specific purpose'. The role play can also improve the students' self-confidence.

## **Motivation**

According King, & Teo (2012) ,Motivation is the 'want-to' component of individuals' actions'. In addition, Hong, Cheng, Hwang, Lee & Chang (2009) stated that ,Motivation is a desire for change'. It means that motivation is considered as an important aspect to do certain activities in order to be successful. In learning, students' level of perseverance is largely determined by the motive or initiatives and strong or lack of learning motivation. In the fact, initiatives in learning are different from another person's. In terms of learning, motivation is so closely related for self-actualization that the most motivation is involved in learning activities aimed at high achievement. Where there is no motivation for learning in students, it would encourage laziness to learn either in following the teaching or doing the task.

Motivation is divided into two types; intrinsic and extrinsic motivation. In learning activities, both intrinsic and extrinsic motivations are essential. In a study done by Lee et al., (2012), it was learned that ,intrinsic motivation is actually a complex neurophysiological activity where in an individual goes through an intense psychological process that stems from inherent feelings'.

## **Previous Studies**

Nurjannah et al (2013), Conducted research entitled ,The Effect of Motivation on Students' Speaking Ability'. This research aims to find out whether or not there is a significant effect of motivation in learning English on speaking ability. The design of this research is ex post facto research design. The instruments of this research are motivation questionnaire to measure the students' motivation in learning English and speaking test through prepared talk.

Suryani. L (2015), the title research is ,The Effectiveness Role Play in Teaching Speaking'. The aim of the research was to know the effect of using role playing in teaching speaking. The research used pre experimental design with one group pre-test and post-test design which consists of 30 students as the sample. The data were obtained by using pre-test and post-test.

Rayhan. M. J (2014), under the title ,The Impact of Using Role Play Techniques on Improving Pupils' Speaking Skill for Primary School' The aim is finding out the effectiveness of using role play technique on improving female students'

speaking ability for the primary school. To achieve the aim of the study, two tests are constructed; pre-test and post-test.

The previous studies had explained clearly of what the purpose of the study, method of the research and clear analysis toward the finding that obtained clear conclusion which relevant to the objectives of the research. The researcher conducted the previous studies contribution in this research were below; first in Nurjannah et al the variable of motivation and the motivation questionnaire, at Suryani. L the method was used experimental design by using pre- and post-test, same as on Rayhan. M. J was used the constructed the test; pre- and post-test.

## **METHOD**

This research was quasi experimental research. This research operated two variables and consisted of two groups. They were experimental class and a control one. One of them was experimental class that had been taught by using Role Play Method. In contrast, the control group was treated without using RolePlay Method.

The location of this research was SMP Negeri 5 Karangploso located in Ngenep Village, Karangploso, Malang. This research was conducted from September until October 2019 in first semester academic year 2019-2020. The subject of this research was the seventh grade students at SMP Negeri 5 Karangploso.

### **The Technique of Collecting Data Speaking Test**

The researcher gives oral test to the students in the pre-test at the first meeting and posttest at the last meeting. The researcher score all five components.

### **Questionnaire**

To obtain data or information about the effect of the use of Role Play and students' motivation in speaking skill is to use a questionnaire. The researcher distributed the questionnaire in the last meeting.

### **The Research Instrument**

The instrument was questionnaire given to students to get information on learning motivation by using Role Play method. In this questionnaire using a Likert Scale, the students were answered the questions by choosing 5 categories, there were strongly agree, agree, undecided, disagree, strongly disagree.

## The Technique for Data Analysis

The data gathered from test were analyzed by SPSS 24 with Shapiro-Wilk Test. The Shapiro-Wilk test is more appropriate for small sample size (<50 samples). The average difference test for two different sample groups uses the independent sample t-test. Prior to the test, a normality assumption was tested using the Shapiro-Wilk test, if the data used did not meet the assumptions, a replacement test was performed with Mann Whitney.

## RESULTS

### The Effect of Role Play on Speaking Skills

This part presented the result of gain score in grammar score in control class and experiment class.

Table 1. Summary in grammar score

| Class          | Mean   | St dev.  | Significant normality |
|----------------|--------|----------|-----------------------|
| Control        | 2.9286 | 4.34553  | 0.147                 |
| Experiment     | 7.4286 | 3.78524  | 0.030                 |
| Z count value  |        | = -3.480 |                       |
| Z table (0.05) |        | = 1.960  |                       |
| p-value Z      |        | = 0.001  |                       |

From the Mann Whitney test, the calculated Z value is smaller than the -Z table ( $-3.480 < -1.960$ ), And the P-value is smaller than  $\alpha$  ( $0.001 < 0.050$ ), so the decision  $H_0$  is rejected which means that there is an average difference significant between classes based on the measure grammar gain score.

The summary of the test result of gain score in vocabulary was shown in this table below.

Table 2. Vocabulary score

| Class      | Mean   | St dev. | Significant normality |
|------------|--------|---------|-----------------------|
| Control    | 1.6071 | 5.56670 | 0.260                 |
| Experiment | 6.1071 | 4.72456 | 0.007                 |

|                |          |
|----------------|----------|
| Z count value  | = -2.889 |
| Z table (0.05) | = 1.960  |
| p-value Z      | = 0.004  |

From the Mann Whitney test, the calculated Z value is smaller than the -Z table ( $-2.889 < -1.960$ ), and the p-value is smaller than  $\alpha$  ( $0.0004 < 0.050$ ), then the decision  $H_0$  is rejected which means that there is an average difference which was significant between classes based on the measured vocabulary gain score.

In this part presented the result of gain score in comprehension score in control class and experiment class.

Table 3. Comprehension score

| Class          | Mean     | St dev. | Significant normality |
|----------------|----------|---------|-----------------------|
| Control        | 1.6429   | 5.21546 | 0.002                 |
| Experiment     | 8.1786   | 2.66741 | 0.000                 |
| Z count value  | = -5.097 |         |                       |
| Z table (0.05) | = 1.960  |         |                       |
| p-value Z      | = 0.000  |         |                       |

From the Mann Whitney test, the calculated Z value is smaller than the -Z table ( $-5.097 < -1.960$ ), and the p-value is smaller than  $\alpha$  ( $0.000 < 0.050$ ), then the decision  $H_0$  is rejected which means that there is an average difference significant between classes based on the measured gain comprehension score.

In this section explain the result of gain score in fluency score in control class and experiment class.

Table 4. Fluency score

| Class         | Mean     | St dev. | Significant normality |
|---------------|----------|---------|-----------------------|
| Control       | 1.0714   | 6.51453 | 0.123                 |
| Experiment    | 8.1786   | 4.00974 | 0.104                 |
| t count value | = -4.916 |         |                       |

|                   |         |
|-------------------|---------|
| t table (0.05,54) | = 2.005 |
| p-value Z         | = 0.000 |

From the unpaired t-test, we the value of |t count| greater than t table ( $4.916 > 2.005$ ), and the p-value is smaller than  $\alpha$  ( $0.000 < 0.050$ ), then the decision  $H_0$  is rejected which means that there is asinificant average difference between classes based on the measured fluency gain score.

In this part presented the result of gain score in pronunciation score in control class and experiment class.

Table 5. Pronunciation score

| Class          | Mean     | St dev. | Significant normality |
|----------------|----------|---------|-----------------------|
| Control        | 2.2500   | 5.32378 | 0.019                 |
| Experiment     | 7.8571   | 4.23140 | 0.082                 |
| Z count value  | = -4.137 |         |                       |
| Z table (0.05) | = 1.960  |         |                       |
| p-value Z      | = 0.000  |         |                       |

From the Mann Whitney test, the calculated Z value is smaller than the -Z table ( $-4.137 < -1.960$ ), and the p-value is smaller than  $\alpha$  ( $0.001 < 0.050$ ), then decision  $H_0$  is rejected which means that there is an average difference which is significant between groups based on the measured gain score pronunciation.

The description of the data collected through test on pre-test and posttest. It supported by the gain score of the students' pre-test and post- test in five components of speaking skill whether in control class and experiment class. Prior to the test, a normality assumption was tested using the Shapiro-Wilk test, if the data used did not meet the assumptions, a replacement test was performed with Mann Whitney.

Seen from the statistical test with each p-value smaller than 0.05. Itacanabe concluded that the experimental group had a higher score increase than the control group, and it was significant. From the data obtained, it was indicted that

the use of role play method was effective on speaking students' ability. The result showed that the students have good score in doing the speaking test.

### **The Effect of role play on students' motivation in speaking skill**

The summaries of students' responses to the use of the role play method in learning on the control class and experiment class. The result of the questionnaire number 1 - 6 on the use of role play method was presented in table 6 below.

Table 6. Students' responses on use of role play method

| No | Control Class |       | Experiment Class |       |
|----|---------------|-------|------------------|-------|
|    | Score         | %     | Score            | %     |
| 1  | 115           | 82.1% | 122              | 87.1% |
| 2  | 114           | 81.4% | 121              | 86.4% |
| 3  | 116           | 82.8% | 123              | 87.8% |
| 4  | 107           | 76.4% | 122              | 87.1% |
| 5  | 119           | 85%   | 124              | 88.5% |
| 6  | 93            | 66.4% | 121              | 86.4% |

The results of a questionnaire about the use of the role play method in learning process filled by students in control class and experiment class measured based on 6 indicators showed that the responses to the use of role play method in experiment class was higher than the control class.

The result of the questionnaire on learning motivation in internal imputes and external imputes was shown the students' responses in experiment class were higher than in control class.

Based on the result of questionnaire about learning motivation that has been filled out by students' showed that the score and percentage in the experiment class that uses the role playing method is greater than control class that does not use the role play method on each indicator. It means that the learning process by using role play method fosters students' interest, confidence and made fun in learning so as to improve speaking skill. Implementation of learning by the role play method affects student discipline; motivation within students which triggers an effort to

overcome difficulties in learning, and the existence of external support in the form of school and teacher environment factors that provides conducive' state for learning that fosters a sense of learning enthusiasm for students to learn well.

## CONCLUSION

The researcher made a conclusion based on the data that had been discussed in the previous chapter. The researcher implement of students' achievement of both pre-test and post-test. Into two groups; experimental group and control group. The xperimental group learnt to speak English by using Role Play method, while the control group learnt to speak English by using the conventional method.

Using Role Play method gives bigger contribution than conventional on in speaking skill with emphasize on speaking ability. Presenting the treatment by using Role Play method in teaching speaking can have significant impact on students' motivation in speaking skill. This can be seen from the results of students' responses on questionnaire of learning motivation that shows scores and the percentage of students' learning motivation in experiment class by using role play method that higher than control class.

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