The Effectiveness of Teaching Speaking Using Role-Play Viewed from Students' Motivation

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Abstract

This research is aimed at finding out whether: first, Role-Play is more effective than Direct Instruction in teaching speaking in the eighth grade students of SMPN 3 Colomadu in the academic year of 2012/2013; second, the students with high motivation have better achievement in speaking than the students with low motivation; and third, there is an interaction between teaching techniques and the students' motivation in teaching speaking.

The research was carried out at SMPN 3 Colomadu from Oktober 2012 to April 2013. The research method was used as experimental study. The independent variables in this research were the use of teaching methods (Role-Play and Direct Instruction) and the attributive factor was students' learning motivation, while the dependent variable was speaking achievement. The samples were two classes. In taking the sample, cluster random sampling technique was used. The writer took the data from the second semester students of the eighth grade at SMPN 3 Colomadu. Group 1 and 2 were the sample of the research. The first group was used as the experimental class and the second group was used as the control class. Each class consists of 24 students. They were a non-test technique (a questionnaire for students' motivation) and a test technique (speaking test). Furthermore, to analyze the data, the researcher applied the descriptive statistics in looking for mean, median, mode and standard deviation. ANOVA and Tuckey's test were used as inferential statistics. However, the researcher conducted two prerequisite tests before applying inferential statistics. They were normality test adopting *Liliefors* method and homogeneity test adopting chi-square (χ^2) test.

After analyzing the data, the findings are as follows: first, Role-Play is more effective than Direct Instruction to teach speaking; second, The students who have high motivation have better speaking mastery than those having low motivation; third, There is an interaction effect between teaching methods and motivation on students' speaking achievement. Based on the result above, it can be concluded that Role-Play is more effective to teach speaking competence. The effectiveness is affected by the students' motivation. Moreover, teachers are suggested to be more creative and innovative in using or even mixing the various kinds of methods in order to facilitate the students who have different characteristics in learning speaking.

Keywords: Role Play, Direct Instruction, Student's Motivation

INTRODUCTION

Speaking is considered as one of the most important parts of learning a language that should be mastered for the ability to communicate in foreign language. Richards (2008: 1) states that the mastery of Speaking skill in English is a priority for many second or foreign language learners. Students are provided with opportunities to develop and to improve their speaking ability as the key of getting success.

Encouraging students to speak English in the classroom is not easy. These problems arise are caused by some reasons such as students' reluctance, lack of motivation, uninteresting teaching technique, etc. In

addition, the using of English for speaking is not simple, because students also should be a master of several elements which are important such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

In developping students' speaking skill, there are some activities that can be used by the teacher, such as: debate, round table, panel, poetry, role-play, speech, discussion, motion pictures, and project work. Role-Play is one method of maximizing student talking time; ensure that students get an optimum level of practice during their limited class time. It also provides variety of activity and of interaction, and takes the focus of the class away from the teacher. The increased freedom thus obtained gives the teacher a useful opportunity to deal with individuals and to monitor their performance. Timid students can also benefits from group practice of this kind-they may be more forthcoming in small groups than when faced the prospect of speaking in front of a whole class.

The writer proposes a technique named direct instruction to prove its effectiveness of role play. Direct Instruction is lightly structured and teacher directed. The students are under the teacher control. The teacher's direction and control occur when the teacher selects and directs the learning tasks, determines grouping patterns, maintains a central role during instruction, keeps student choice and freedom and minimizes the amount of nonacademic pupil tasks.

Besides, there is a factor which is coming from psychological aspect to determine the successful of speaking ability, such as: self-esteem, risk-taking, students' learning interest, students' motivation, etc. In this research, the writer discusses psychological aspect from students' motivation. Motivation is the reason of someone to do something. When the students learn a language, they have some reasons to do it. Richard (2001: 112) states that people are generally motivated to pursue the goals. Their reasons are the goals of learning a language and the objectives of learning a language itself. Smaldino et al (2005: 6) states that learning is the development of new knowledge skills or attitudes as an individual interacts with information and the environment.

Brown (2001: 75) states "motivation is highest when one can make one's own choices". However, to make the students' motivation highest, they should be given a chance to make their own decision what to think, to feel, and to do.

"…motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. Ego enhancement is defined for the self to be known and to be accepted and approved of by others. For example, the students who start going to a learning a language may hope that they are able to use in new language fluency and accuracy perhaps it will aid ego enhancement and be stimulated by the active nature of this new undertaking."

Considering that background, it can be inferred that technique for beginners should be simple, short, and varied. Therefore, this study wants to determine the effectiveness of role play in cooperative learning compared with direct instruction to teach speaking viewed from students' motivation. The writer formulates the problems of this study as follows:

1. Is role play more effective than direct instruction in teaching speaking in the eighth grade students of SMPN 3

Colomadu in the academic year of 2012/2013?

2. Do the students with high motivation have better achievement in speaking than the students with low motivation?

3. Is there any interaction between teaching techniques and the students' motivation in teaching speaking?

Many definitions of speaking have been proposed by some experts. "Speaking is skill, which deserves attention every bit as much as a literary skill in both, first and second language (Lygate, 1987: 2)." Nunan (1991: 390) states that mastering the art of speaking is the single most important aspect of learning a second or foreign language. Tupan (1995: 14) asserts that language is first spoken. It means that speaking is the basic competence and the most important skill of language.

In addition, Weir (1993: 205) says that speaking involves the reciprocal ability to use both receptive and productive skill in a continual encoding and decoding of developing messages. Furthermore, Mackey (in Magiono, 2007: 13) defines speaking as oral expression that involves not only the use of right patterns of rhythm and intonation but also right order to convey the right meaning. According to the Competence Standard of Graduation of 2007 English Curriculum for Junior and High School, the goal of teaching speaking is to state the meaning in simple interpersonal and transactional oral text interactively and un interactively.

From the above definitions, it can be concluded that speaking covers some points. First, speaking is an oral language expression which involves other language elements such as grammar, rhythm, and intonation. Second, speaking is the basic competence and is aimed at transferring messages which needs both receptive and productive skill. Further, speaking is an art as well as a skill that is very important to develop to gain success in learning a language. For junior high school students, speaking is intended to state the meaning in simple interpersonal and transactional in oral text, in both monologue and dialogue, in formal and informal situation.

Regarding with the method, Matthews, Spart, and Dangerfield (1991: 34) state that role-play is one method of maximizing student Talking Time; ensure that students get an optimum level of practice during their limited class time. It also provides variety of activity and of interaction, and takes the focus of the class away from the teacher. While, Scrivener (1998: 69) defines role play as a technique in learning teaching activity i.e. students act out small scenes using their own ideas or from ideas and information on role-cards.

In addition, Harmer (1991: 123) says that the idea of simulation and role play is to create the pretence of a real-life situation in the classroom: students "simulate the real world". Furthermore, Doff (1990: 239-240) asserts that role play increase motivation, gives a chance to use language in new context and for new topics, encourages students to use natural expressions and intonation, as well as gestures, children and even teenagers and adults often imagine themselves in different situation and roles when they play games.

In relation to the theories above, it can be concluded that role-play has good effect for

the students in their learning activity. It can increase freedom, compensate the limited time of students, encourage the shy students to be more confident, help students to dig up their own ideas, create the pretence of a real life situation, give a chance to use language in new context and new topics, and encourage the students to use nature expressions, intonations, and gestures.

In other Side, The basic of direct instruction is to get the students to learn as much as academic content as efficiently as possible (Cruiskshank, Bainer, and Metcalf, 1999: 23). The purpose of Direct Instruction is to help students learn basic academic content such as reading in the most efficient, straightforward way (Cruiskshank, Bainer, and Metcalf, 1999: 224). One of the characteristic of key element in Direct Instruction is teacher centrality. It means that teacher exert direction and control. The teacher decides what is to be learnt and how, and is visibly in charge.

One of the most influencing factors in learning English is students' motivation. Brown (2006: 160) says that motivation is the most frequently used catch-all term for explaining the success or failure or virtually complex task. He defines motivation as something that can be global, situational, or task-oriented. Beck (1990: 28) adds that motivation is a psychological aspect dealing with behavior differences among individual from time to time as a process to push someone to act based on a certain objective.

Helsen and Eller (1997: 371) state that motivation is a way of explaining how people aroused by an event, how they direct their behavior toward the event, and how they sustain that behavior for length of time. In other words, motivation deals with why individuals get interested and react to those that get their attention.

From the explanation above, the writer assumes that learning motivation is a process in moving people to achieve the goal. It cannot be directly observed but it can be inferred by noting a person's behavior, a type of movement as part of process of taught, desire, emotion, need, interest, curiosity, and psychology aspects. In speaking process, motivation means all students' energy to synchronize their thoughts and verbal ability to achieve their goal, that is, to be able to use verbal communication in English.

RESEARCH METHOD

According to Creswell (2008: 60), the experimental study is procedure in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants. There are five designs in experimental study. They are (1) pre-experimental design; (2) True experimental designs; (3) Factorial designs; (4) Quasi-Experimental designs; and (5) Time-series designs. Because the researcher wants to asses both independent variables, factorial design is used to analyze the main effects for both experimental variables as well as an analysis of interaction between the treatments.

Factorial design is a further development of experimental technique, which allows for two or more different characteristics, treatments, or events to be independently varied within a single study. This is a logical approach to examine multiple-causality. This

research is designed to describe and prove the effectiveness of Role-Play in teaching speaking to improve students' speaking skill and to attract the students so they are more motivated in learning process.

In this research, the population was the eight year students of SMPN 3 Colomadu in the academic year of 2012/2013. They were grouped into 7 classes (VIII A – VIII G) where each class consists of 24 students. Total number of the eighth year is 168 students. The sample that was used in this research was the eighth grade students which consist of 48 students. Two classes were used in this research, one class as experimental group and another one as control group. The samples were class VIII B for experimental group and class A for control group.

RESEARCH FINDINGS AND DISCUSSION

Table 1. The summary of a 2 X 2 multifactor analysis of variance

Source of Variance	SS	Df	MS	F_o	F_t (α .05)
Between Columns (Methods)	261.33	1	261.33	4.225	4.00
Between Rows (Motivation)	10325.33	1	10325.33	166.946	
Columns by rows (interaction)	430.67	1	430.67	6.963	
Between Groups	11017.33	3	3672.4433		
Within Groups	2721.33	44	**61.848**		
Total		47			

The table shows that :

1. The score of F_o between columns (methods) is 4.225 and the score of F_t at the level of significance α = 0.05 is 4.00. Because $F_o > F_t$ or F_o (4.225) is higher than F_t (4.00), the difference between columns is significant. It can be concluded that the methods for teaching speaking differ significantly. Because the mean score of the students who are taught using Role-Play (72.67) is higher than that of those who are taught using Direct Instruction (68.17), teaching speaking using Role-Play is more effective that Direct Instruction.

2. The score of F_o between rows (motivation) is 166.946, while the score of F_t at the level of significance α = 0.05 is 4.00. Because $F_o > F_t$ (0.05) or F_o (166.946) is higher than F_t (4.00), the difference between rows is significant. Thus, it can be concluded that there is a significant difference on the student's speaking mastery between those who have high motivation and those who have low motivation. Based on the calculation of the mean scores, the mean score of the students who have high motivation (85.00) is higher than that of those who have low motivation (55.667). Thus, it can be concluded that the students who have high motivation have better speaking mastery than those who have low motivation.

3. The score of F_o columns by rows (interaction) is 6.963, and the score of F_t at the level of significance α = 0.05 is 4.00. Because $F_o > F_t$ (0.05) or F_o (6.963) is higher than F_t (4.00), there is an interaction between the two variables, teaching

methods and student's motivation in teaching speaking. In other words, it can be said that the effect of teaching methods on the student's speaking mastery depends on the student's degree of motivation.

Table 2. The Summary of Tukey Test

No	Data	Sample	q_o	q_t	A	Status
1.	$A_1 - A_2$	48	3.9643	2.83	0.05	significant
2.	$B_1 - B_2$	48	25.8387	2.83	0.05	significant
3.	$A_1 B_1 -$ $A_2 B_1$	24	2.9417	2.92	0.05	significant
4.	$A_1 B_2 -$ $A_2 B_2$	24	3.1165	2.92	0.05	significant

The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

1. The score of q_o between columns is 3.9643 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.83. Because $q_o > q_t$ or q_o (3.96) > $q_{t (.05)}$ (2.83), it can be concluded that there is significant difference on the student's speaking mastery between those who are taught using Direct Instruction and those who are taught using Role-Play. Meanwhile, based on the calculation result, the mean of the students who are taught using Role-Play is (72.667) is higher than that of those who are taught using Direct Instruction is (68.167). It can be concluded that Role-Play is more effective than Direct Instruction.

Based on this result, q_o is higher than q_t ($q_o > q_t$) and the result of ANOVA F_o is higher than F_t ($F_o > F_t$), H_o is rejected and H_1 which states that Role-Play is more effective than Direct Instruction is accepted.

2. The score of q_o between rows is 25.8387 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.83. Because $q_o > q_t$ or q_o (25.8387) > $q_{t (.05)}$ (2.83), it can be concluded that there is a significant difference on the student's speaking mastery between those who have high motivation than those who have low motivation. Based on the calculation of the mean scores, the mean scores of the students who have high motivation (85.00) is higher than that of those who have low motivation (55.67). Thus, it can be concluded that the students who have high motivation have better speaking mastery than those who have low motivation.

Based on this result, q_o is higher than q_t ($q_o > q_t$) and the result of ANOVA F_o is higher

6

than F_t ($F_o > F_t$), H_o is rejected and H_1

which states that the students who have high motivation have better achievement than the students who have low motivation is accepted.

3. The score of q_o between cells A_1B_1 and A_2B_1 is 2.9417 and the score of q_t of Tukey's table at the level of significance α = 0.05 is 2.92. Because $q_o > q_t$ or q_o (2.4917) > $q_{t(.05)}$ (2.92), it can be concluded that using Role-Play differs significantly from Direct Instruction to teach speaking to the students who have high motivation. Moreover, Based on the calculation of the mean scores, the mean score of A_1B_1 is (87) is higher than the mean scores of A_2B_1 is (83) so that it can be concluded that Role-Play is more effective than Direct Instruction for teaching speaking to the students having high motivation.

4. The score of q_o between cells A_1B_2 and A_2B_2 is 3.1165 and the score of q_t of Tuckey's table at the level of significance α = 0.05 is 2.92. Because $q_o > q_t$ or q_o (3.1165) > $q_{t(.05)}$ (2.92), it can be concluded that using Role-Play is more effective to teach speaking for the students who have high motivation. It can be seen from the mean score of A_1B_2 is (58.33), while the mean score of A_2B_2 is (53.33).

By considering the data analysis above, there are some conclusions that can be drawn.

1. Role-play is more effective than Direct Instruction in teaching speaking. It can be observed from the value of F_o which is greater than F_t at the level of significance α = 0.05. Based on the mean scores of speaking, the students who are taught by role-play is 72.67 while those who are taught by Direct Instruction is 68.17. It means that role-play is better than Direct Instruction to teach speaking.

Role-play is one of the interesting methods in teaching speaking. Role-Play helps students in discovering the materials and sources. In applying Role-Play, three steps should be done, they are: (1) exploration; (2) elaboration; (3) evaluation. This is one of the appropriate methods in teaching speaking for the Junior High School students.

Role-Play is a perfect complement a child's natural curiosity about the world and how it works (Peixotto, 1997: 1). Role-Play is also a dynamic method to learn that involves exploring the world, asking questions, making discoveries, and rigorously testing those discoveries in the search for new understanding. The teachers must guide, motivate, and encourage the students to find out the answers by themselves.

Meanwhile, Direct Instruction is a language learning method based on the coordination of speaking and acting. It consists of a short sequence of instruction which is acted out. In Direct Instruction, command is very important. The commands are given to get students to

perform an action. The action makes the meaning of command clear. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure of Direct Instruction.

There are some disadvantages of the usage of Direct Instruction. They are: (1) students become passive in joining the learning process because the teacher is the center of this model; (2) Students are not generally given the opportunity to express their own thoughts; (3) It is easy to overuse Direct Instruction which means that if it is often used, students get bored and low motivation.

Based on the elaboration above, the difference between Role-Play and Direct Instruction can be seen from the learning activities done and the process of getting understanding of the context. The teacher, in Role-Play, is a facilitator while in Direct Instruction, he has the main task to give stimulus to the students so that the students can give the response toward stimulus. Without the stimulus from the teacher, the students cannot do anything. In conclusion, Role-Play is more effective than Direct Instruction to teach speaking.

2. The students who have high motivation have better speaking mastery than those who have low motivation. It can be observed from the value of F_o which is greater that F_t at the level of significance α = 0.05. Based on the mean score of the speaking, the students having high motivation have 85 whereas those having low motivation have 55.67. It means that the students having high motivation have better speaking mastery than those having low motivation.

It is known that having high motivation is necessary for students. Motivation affects the learning strategies and cognitive process an individual employ. if they have great motivation, they will be able to produce new ideas, creative actions, and have more innovation in demonstrating their motivation. In speaking process, motivation means all students' energy to synchronize their thoughts and verbal ability to achieve their goal, that is, to be able to use verbal communication in English.

In contrast, the students having low motivation tend to be passive in joining class. They are lazy, shy, and afraid to speak English because they are afraid of making mistakes. The students who have low motivation will only sit tidily on their chair without talking anything when the teacher asks the students to do something. They do not study seriously, that is why the teacher should treat them by controlling intensively during the class.

3. There is an interaction between teaching methods and students' motivation in teaching speaking. The interaction can be observed from the value of F_o which is greater than F_t at the level of significance α = 0.05. It can be concluded that there is an interdependence of students' speaking

mastery toward teaching methods and students' motivation.

In Role-Play, the teacher's tasks are facilitating and guiding the students to solve the problems and answer the questions themselves. The students are involved in their learning to formulate questions, investigate widely, and then build new understandings, meanings, and knowledge. Role-play is students centered. It needs a teacher just for facilitating in learning process. The teachers do not always give instruction to their students and teach as if they are source of knowledge.

It is clear that Role-Play is students centered. The students who have high motivation can be seen from their ability to produce or create something new and get the solution, in this case is problems in speaking.

Role-play is a perfect complement to a child's natural curiosity about the world and how it works (Peixotto, 1997: 1). Meanwhile, high motivation needs some acts in producing new ideas, new actions, and innovation. Furthermore, innovation is a kind of process of both generating and applying such creative ideas in some specific context. Because of the activities in role-play is rather complex, it can be stated that these activities can only be done by the students who high motivation.

Meanwhile, in Direct Instruction method, the students apply many activities in understanding meaning, spelling, pronouncing words, and using words by giving some responses directly. The teacher always guides the teaching learning process. They are also required to carry out the instructions by physically performing the activities.

CONCLUSION, IMPLICATION, AND SUGGESTION

The findings of the research are: Role-play is more effective than direct instruction to teach speaking for the eight grade of SMPN 3 Colomadu in the academic year of 2012/2013. The students having high motivation have better speaking mastery than those having low motivation and there is an interaction between teaching methods and motivation toward students' speaking mastery. The analysis of the interaction is gained from ANOVA. In teaching speaking using role-play, the students having high motivation had greater achievement scores than those having low motivation. Furthermore, in teaching speaking using direct instruction, the students having high motivation also had greater achievement scores than those having low motivation.

The research shows that the implementation of teaching methods have a strong influence on students' speaking mastery. The application of role-play during classroom activities give a greater effect than the application of direct instruction. the students were able to acquire the material more easily and comprehend the concepts and materials more deeply.

The research also shows that students' motivation give an effect on students' speaking mastery. It can be seen that the students who have high motivation had better speaking mastery than those having low. High

motivation students are remarkable for their ability in combining some information and instruction with their experiences to reach their goals. On contrary, the students having low motivation tend to be passive and less responsive in joining class activities.

There are some suggestions for the teacher, students and other researchers: in order to get maximum result and effect on students' speaking mastery, English teachers are suggested to apply appropriate methods by considering students' characteristics especially based on their degree of motivation.

Students are also suggested to know their own characteristics in order to have great motivation in learning process. Moreover, they should be active in teaching and learning process and in doing class activities. If they have great motivation, they will have many ideas to get the best way for learning speaking.

The writer suggests for other researches who are interested to conduct the research in more detail to know the effect of Role-Play in teaching speaking, the writer hopes that these research findings can be used as a starting point and also as a reference for the future researches. Moreover, other researchers may conduct other researches to know the effectiveness of Role-Play viewed from other psychological aspect such as, self-esteem, language intelligence, learning interest etc. It is hoped that the further result

of the research can support and complete this research.

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