

**THE INFLUENCE OF ROLE PLAY TECHNIQUE AND LEARNING MOTIVATION
TOWARDS THE TENTH GRADE STUDENTS' SPEAKING
ABILITY**

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Abstract

The purpose of this research is to find out the influence of role play technique and learning motivation towards the tenth grade students' speaking ability at Mandiri vocational school of Palembang. To know students' speaking ability in this study, students were assessed by oral test. The test was analyzed by using descriptive statistic, normality, homogeneity, pair sampled t-test, independent sample t-test and two way ANOVA. Based on the result on two way ANOVA by SPSS 22, the result showed that there was significant influence of role play towards the tenth grade students' speaking ability, there was significant influence of using role play and conventional teaching technique towards the tenth grade students' speaking ability between students who have high and low learning motivation at Mandiri Vocational school, there was interaction effect of role play and learning motivation towards the tenth grade students' speaking ability. It can be concluded that role play technique was quite effective to improve students speaking achievement.

Keywords: Speaking ability, Role Play Technique, and learning Motivation

1. INTRODUCTION

One of the ways of communication is speaking. Speaking is one of the important language skills that students should master. It is widely known that speaking is not easy for communicating with other people to master for students. When we speak, we must speak clearly because speaking is one of the four language skills. According to (Simaibang, 2017, p. 79):

“Speaking is concerned with the ability to utter words or articulate sounds with the ordinary voices. The mastery of speaking skills in English can be a priority for many second language or foreign language learners, because they feel that this require frequent involvemet in English communication. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the oral skills which have hardly been

neglected in English learning courses”.

2. PROBLEM

Based on the writer's observation of the tenth-grade students of SMK Mandiri Palembang, the students' speaking achievement still needed improvement. The teacher's ways in front of the classroom had not given effective ways to the students' response. They did not only lie on the knowledge capacity, but also on how or she delivered the message that interested the students.

Based on the observation in the classroom and the interview with the students in SMK Mandiri Kenten the researcher found that they had difficulties in speaking. There were some identification of the problems:

- 1) Students did not have motivation in the learning process of English and they did not have the confidence to speak.
- 2) Students still assumed that speaking was very hard.
- 3) Students lack vocabulary mastery.
- 4) Students needed more communicative activity to improve their speaking skills and had to be more practice English in real-life communication.

This research is limited to the influence of role-play technique and learning motivation towards the tenth-grade students' speaking ability at Mandiri Vocational School of Palembang. This study focused on two kinds of motivation (high and low). Meanwhile, of students speaking motivation ability, the researcher limited the speaking ability only on using role-play technique.

Concerning the limitation of the study above, the problems of this study are formulated in the following questions:

- 1) Is there any significant influence of role-play on the tenth-grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational High School of Palembang?
- 2) Is there any significant influence of conventional teaching technique towards the speaking ability between those who have high learning motivation and those who have low learning motivation of Mandiri Vocational High School of Palembang?
- 3) Is there any significant influence of role-play technique and conventional technique towards the tenth-grade students' speaking ability between those

who have high learning motivation and those who have low motivation at Mandiri Vocational High School of Palembang?

- 4) Is there any significant interaction effect of role-playing and learning motivation towards the tenth-grade students' speaking ability Mandiri Vocational High School of Palembang?

3. LITERATURE REVIEW

1. Concept of Speaking

Speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. According to Chaney and Burk (1998, p. 13)

Speaking is a crucial part the second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teacher have continued to teach speaking just as a repetition of drills or memorization of the dialogues. However, today's word requires that the goal of teaching speaking should

improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

2. Concept of Learning Motivation

The word "motivation" is common in everyday language. Motivation is the attribute that moves to do or not to do something. According to Miffin (as cited in Pradiska, 2013, p. 17), "Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior." The motivation gives the reason, incentive, enthusiasm, or interest that causes a specific action or certain motivation.

3. Concept of Role Play

According to (Ur, 2000, p. 131), "Role-play technique is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom, sometimes playing the role of someone other than themselves, and using language appropriate to this new context.

The term can also be used in a narrow sense, to denote only those activities where each learner is allotted a specific character role.” Meanwhile, Brown (2001, p. 183) explained, “Role-play can be conducted in pairs or in group, with each person assigned to accomplish an objective or purpose that participants must accomplish.”

4. METHODS

The writer conducted this study using Factorial Design. According to (Fraenkel, et al,2012, p. 277), “Factorial Designs extend the number of relationships that may be examined in an experimental study. They are essentially a modification of either the posttest-only control group or pretest-posttest control group design (with or without random assignment), which permit the investigation of additional independent variables.”

5. Fraenkel, et al (2012,p. 277) further explained that, “Another value of a factorial design is that it allows a researcher to study the interaction of an independent variable with one or more other variables, sometimes called

moderator variables. Moderator variables may be either treatment variables or subject characteristic variables. In this study, the moderator variables would be role play.

6.

were taught by using the conventional technique.

1. Test (Pre Test and Post Test)

After giving the questionnaire, for the next step, the researcher gave a test to measure the students speaking ability. The test was given twice. The first test was given before the teaching and learning process (pre-test), and the second test was given after the teaching and learning process (post-test). According to (Brown, 2003, p. 3), “A test which measures performance should imply the result of the test takers ability or to use a concept common in a field of linguistics. In this test, students played a role either as to be a story in front of the class and the teacher.

2. The posttest scores for high motivation in the experimental group

Descriptive statistic of post-test score for high motivation in the experimental group

The post-test scores for high motivation in the experimental group is described in table 4.3

From the calculation of students' post-test speaking scores for highly motivated students, it shows that the mean score was 86,00 standard error of the mean was 3.703, the median was 86.00 mode was 83 standard deviation was 3.703 variance was 21.00, the minimum score was 78 and maximum 88.00. Description statistic of post-test score for high motivation in the experimental group

speaking ability who were taught by using role play, some interpretations are made based on the statistic analyses related to the writer's findings. They are described as follows:

B. First, the scores of pretest in students' speaking ability in experimental group before treatment showed that the mean was 73.75, standard deviation was 7.29, standard error mean was 1.82. while in posttest score, the mean was 89.75, standard deviation was 6.84, standard error mean was 1.71. The calculation data by using data by using paired sample t-test showed

that mean score of posttest is higher than mean score pretest. The significant score was 0.000. It means that the p-output was lower than 0.05, so there is significant influence of role play towards the tenth grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational School of Palembang and it was interpreted that teaching speaking by using role play method was effective.

Second, the scores of pretest in students' speaking ability in control group showed that the mean was 58.25, standard deviation was 6.84, standard error mean was 1.71. While in posttest score, the mean was 61.25, standard deviation was 7.40, standard error mean was 1.85. The calculation data by using paired sample t-test showed that mean score of posttest is higher than mean score pretest. The significant score was 0.000. It means that the p-output was lower than 0.05, so there is significant influence of conventional teaching technique towards the tenth grade students' speaking ability between those who have high learning

motivation and those who have low motivation at Mandiri Vocational School of Palembang and it was interpreted that conventional teaching method was effective.

5. CONCLUSION

Having conducted this study and the results in the findings, it can be concluded as follows:

1. there was a significant influence of role-playing towards the tenth-grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational high School of Palembang.
2. there was a significant influence of conventional teaching technique towards the tenth grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational high School of Palembang.

6. SUGGESTION

Having conducted this study and the results in the findings, it can be concluded as follows:

3. there was a significant influence of role-playing towards the tenth-grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational high School of Palembang.
4. there was a significant influence of conventional teaching technique towards the tenth grade students' speaking ability between those who have high learning motivation and those who have low motivation at Mandiri Vocational high School of Palembang.

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