The Effectiveness of Simulation and Role-Play in Teaching Speaking for Students with Different Levels of Motivation

Agus Adib Lutfi[1✉], Djoko Sutopo[2], Dwi Rukmini[2]

[1.] SMP Negeri 3 Jepara, Kab. Jepara, Indonesia
[2.] Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Simulation and role play as techniques of teaching have been studied and believed to be effective for teaching speaking. In speaking class, students' interest and motivation were also improved as effect of the techniques. This study aimed at examining the effectiveness of simulation and role-play as techniques of teaching speaking to the students with different levels of motivation. The design of this research was quasi-experimental study with 2 X 2 factorial designs. The independent variables were simulation and role play technique while dependent variable was students' speaking ability. The data were gathered through a test, questionnaire, observation, and informal interview with teachers and students. Then, I analyzed the result from questionnaire and speaking test using t-test and ANOVA. The results of this study showed that simulation technique to teach speaking to the students with high and low motivation (80.8 and 65) and role-play technique is (71.9 and 70.9). Mean score of simulation technique was higher than role-play technique and and the total mean of the students with high motivation was higher than the students with low motivation. However, both of techniques were effective to students with high and low motivation. The value of sig. of techniques and motivation was 0.00. It meant that sig.value was lower than 0.05. It indicated that there was significant difference between techniques and students' motivation to teach speaking. In other words, speaking techniques were able to improve students' speaking competence and those correlated directly with the level of students' motivation. Based on the result of the study, it can be inferred that students were getting advantages of using simulation and role-play techniques to teach speaking. The students' score was significantly increased. they were also indirectly motivated to speak English and they gradually forgot the negative feeling such as shyness and lack of confidence © 2018 Universitas Negeri Semarang

⬚Correspondence Address:

Jl. Sunan Mantingan, Demaan
Jepara 59419
E-mail: smpn3_jpr@yahoo.co.id

INTRODUCTION

English becomes the most essential language in the world since the importance of English in any scope of our lives. In the international network, English speaking ability is very important to be able to participate in the wider world of work. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Factors that can affect the result of the students' speaking skill are students' interest, students' motivation, the teaching techniques, the teaching material, and the media. Richards (2008: 29) proposed two things that are needed in planning speaking activities for an English class. The first is what kinds of speaking skills the class will focus on. The second is identifying teaching strategies to teach each kind of talk, talk as interaction; talk as transaction; and talk as performance. Talk as transaction is the writer's attention to do this research because it is more easily planned. The writer believes that by developing the students' speaking skill of transactional conversation through simulation and role-plays will have more practice of speaking. Simulation and role-play give many advantages to students. They are grammar and vocabulary introduced with new experience, give support to shy students, attractive and enjoyable activities, and promoting interaction and motivation (Razali and Ismail, 2017). Kong (2009) and Ardriyati (2010) discussed ways to motivate students in English learning. They mentioned some ways namely; using various activities, involving new techniques, using reward appropriately, creating positive learning climate, and cooperative activities. Ayudhya (2015) in her research said that the use of simulation in English communicative speaking online learning package was effective since post-test score was higher than pre-test score.

In speaking class, students' interest and motivation were also improved as the effect of the method. The advantages of simulation is not only for speaking ability, it is also for listening competence as noted by Chergui (2016). Simulation has successfully developed the EFL learners' speaking and listening proficiency with greater effective impact. Sharifi et al (2017) and Mutohhar (2015) added that simulation can allow students to carry out a task and solve a problem together. The most common thing for simulation is that it can create a rich communicative environment. To get the best practice of using simulation in the classroom, the teacher should prepare it well. He should set the stage, design the task and inform the role of students (Wilson, 2009). Khafidin (2013) found in his research that role play technique could improve students' participation in speaking class. He stated that the mean of the students' speaking ability also increased from one cycle to the following cycle in his classroom action research. While Arafah et al (2016) described the use of role play for developing speaking skill. The students felt active to speak English because they were as in real situation. The result of study showed that there was significance difference of students' performance in speaking English. In the same way, Kusnierek (2015) proposed the technique of doing role play in the classroom. She suggested that the students should be organized into pair group or group work. In this case, teachers acted as facilitator because the students sometimes needed new language to continue doing role play (Suryani 2015). The advantages of teaching with role-play is that students can speak in different social context and can assume varied social roles because socio-culture awareness is very crucial in the production of speech acts. On the other hand, role playing in classroom requires students to establish and maintain social relationships (Rayhan, 2014;

Dorathy and Mahalakshmi, 2011). The correlation between teaching technique and students' motivation has been observed by some researchers. Liu (2010) reported that attractive activity such role-play is more effective in arousing the students' motivation rather than oral English test. Students' motivation can go up and down depending on the context of language learning. Thus, teacher should optimize his role to motivate learners. Another research finding conducted by Kusdianang (2016) stated that story retelling technique of teaching could improve students' motivation in speaking ability to the students of SMAN Jatitujuh Majalengka. The conclusions of these previous studies are that some researchers investigated simulation and role play technique to enhance students' speaking ability. The other observed the advantages and the effect of simulation and role-play for the students in speaking class. Here, I examine simulation and role play to distinguish this study with previous studies. Therefore, the major purpose of the study was to examine simulation and role play techniques to teach speaking for students with different level of motivation.

METHOD

The main objective of this study was to examine two teaching speaking methods, simulation and role play, for the students with different level of motivation. Thus, the design of this research was quasi-experimental study with 2 X 2 factorial designs. Factorial design commonly concerns to the interaction of the independent variables. The independent variables referred to simulation technique and role play technique while there was one dependent variable namely students' speaking ability. The writer did not treat one experiment class with two independent variables

but I used simulation technique for first experiment class and used role play for second experiment class.The first step was doing pre-research that involved collecting information and distributing questionnaire. Collecting information was to collect some supported documents in teaching learning. Meanwhile, questionnaire was also to reveal students' motivation level. The next step was implementing simulation and role play to first and second experiment class. Previously, they were given pre-test and post-test after getting treatments. The writer used questionnaire, field note and test as instrument in this study. The questionnaire was needed to investigate the students' motivation while a test was to know the students' speaking ability. Before distributing a questionnaire, validity of questionnaire was administered. In this research, the validity of students' motivation questionnaire was calculated by using product moment correlation formula. Here, the score of each item and the total score was calculated to find out their correlation coefficient. The calculation was done by using SPSS 16 application. On the other hand, I also used reliability of questionnaire.

Data, in this study, was classified into two; quantitative data and qualitative data which was obtained from interviews and observation. Quantitative data was obtained from a test and questionnaire. The t test was used to analyze the main score of students' achievement from the experimental class to know the effectiveness of simulation and role-play to teach speaking.

RESULTS AND DISCUSSION

The writer distributed questionnaire to define students' motivation and to know students' and teachers' perception about learning speaking English. Then, an informal interview with students and teachers was needed to explore purposed information. Finally, observation was to look at the

class condition directly. The results of questionnaire were then categorized into two, low and high motivation. If mean score of 1.00-3.50 was considered as low and mean score of 3.51-5.00 was categorized as high. The result showed that there were 19 students have low motivation and 15 students with high motivation in the first experiment class (8C) while the second experiment class (8H) consisted 14 students with low motivation and 20 students with high motivation. In addition, to crosscheck the data which was obtained from questionnaire, the writer conducted passive observation in two classes. I observed several students which was labeled as high and low motivation as sample. I found that the students in both classes did various physical actions. For instance, in the first experiment class, the students on number 9 were taking a bow in the table when teacher delivered lesson. The students on number 8 and 9 in the second experiment class, they talked each other and ignored teacher's explanation.

Informal interview with students showed that they wanted to be able to speak English, but they were embarrassed when his friends ridiculed them when making mistakes. The students felt no idea that must be delivered due to lack of vocabulary that would be spoken. This happens because the students were given less challenging enough exercise to practice speaking English with fellow students in the class. In addition, They seldom got the models of speaking practice activities, but they got much on reading and writing practice instead. Therefore, they were shy and got difficulties to speak up with friends and their teachers. Teachers also admitted that they neglected to teach speaking but focused more on the teaching reading and writing instead. This may make the result of speaking competence lower than reading and writing competence. Consequently,

most of the students' speaking ability was quite lower than the reading and writing ones

After defining students into two groups, low and high motivation, in the first experiment class and second experiment class. The writer distributed pre-test to them to measure students' ability in speaking skill before implementing the speaking strategies. The students of VIII C were experienced simulation for six meetings and the students of VIII H were done too. After the treatments were finished, the post-test was administered to them. It was to measure their ability and to compare it after getting treatments. The result of pre-test and post-test could be seen in the description below:

Table 1. students' score of pre-test and post-test

Category	Aspects	Simulation		Role play	
		Pre-test	Post-test	Pre-test	Post-test
Low motivation	$\sum$	1133	1235	886	993
	Mean	59.6	65	63.2	70.9
	Std. Deviation	6.96	6.25	7.33	5.45
	Highest score	73	80	73	80
	Lowest score	47	53	53	60
High motivation	$\sum$	1233	1213	1282	1439
	Mean	82.2	80.8	64.1	71.9
	Std. Deviation	6.59	6.26	7.29	5.88
	Highest score	93	93	80	87
	Lowest score	73	73	47	60

For the students with low motivation, their score minimally was 47 and 73 for the highest with mean score was 59.6. Another group, the lowest score was 73 and highest score was 93 with mean score was 82.2. The result was different from post-test result. There was significance difference for the students with low motivation. The lowest score was 53, the highest score was 80 and mean score was 65. However, high motivation group was constant.

For the second experiment class, a class was taught with role play strategy. It described that the low motivation group has low score at 53, highest

score was 73 and mean score was 63.2. Meanwhile, the lowest score in high motivation group was 47, highest score was 80, and mean score was 64.1. If it was compared with post-test data, there was significance difference. The score in low motivation group was improved. The lowest score was improved at 60, the highest score was 80 and mean score was 70.9 and the high motivation group was improved too. Lowest score was 60, highest score was 87 and mean score was 71.9

The effectiveness of simulation to students with high motivation

After giving pre-test and post-test, the result showed that mean score of pre-tes was 82.2. However, after they acted out simulation, the mean score was 80.8. In this case, it could be inferred that there was no any improvement for this group. Therefore, it was neccessary to be explored deeply to find out the causal factors. To know whether there was significance difference between pretest and post-test score, a paired sample test was used. The result was presented in the following table:

Then, the sig value was 0.083 which was more than 0.05. This result meant that there was no significance difference between pre-test and post-test score of students with high motivation in the first experimental class which was given simulation strategy. Their mean score was decreased 1.3 point. Although the mean score decreased slightly, the writer needed to observe them in order to find out the factors.

The effectiveness of simulation to students with low motivation

To answer the research question how effective are simulation technique to the students with low motivation could be seen from pre-test score was 59. After they experienced simulation in eight meeting, the students' score was 65. If post-test score compared with pre-test score, their score was raised 5.36 point. Thus, this speaking strategy

was effective for students with low motivation. To know whether there was significance difference between pretest and post-test score, a paired sample test was used. According to the table above, it showed that the sig value was 0.000. it was less than 0.05. It meant that there was significance difference between pre-test and post-test. In other words, the students with low motivation got advantages from the use of simulation for teaching speaking skill. Mean score of test was increased 5.36 point.

Moreover, I compared between post-test score of low motivation and high motivation to decide which one was effective for teaching speaking. Based on the data presented above, it could be stated that simulation was appropriate for the students with low motivation because their score was increased higher than the students with high motivation. Besides, the score of high motivated students were constant. It meant that simulation strategy could give positive effect to the students with low motivation.

The effectiveness of role play to students with high motivation

In response to the research question how effective are role play to the students with high motivation could be seen from the result that 20 students who had high motivation had mean score of pre-test around 64. They were trained to speak English by using role play strategies and the students' post-test score was 71.9. If post-test score compared with pre-test score, their score was raised 7.85 points. Thus, the writer could say that this speaking strategy could help students with high motivation to improve their speaking ability. To know whether there was significance difference between pretest and post-test score, a paired sample test was used.

Then, the next analysis showed that the sig value was 0.000 which was less than 0.05. This

result meant that there was significance difference between pre-test and post-test score of students with high motivation in the second experimental class which was given role play strategy. Their mean score increased around 7.85 points. So that, this strategy was also effective for those who had high motiation.

The effectiveness of role play to students with low motivation

According to the analysis of pre-test and post-test, the pre-test score was 63.2. It was improved after they learnt speaking skill through role play in several meeting. The students' score was 70.9. So that, their score was raised 7.64 points. Thus, this role play strategy was effective for students with low motivation. Moreover, to know whether there was significance difference between pretest and post-test score, a paired sample test was used.

Then, the sig value was 0.003. It was less than 0.05. This result meant that there was significance difference between pre-test and post-test score of students with high motivation in the VIII H class. In other words, role play strategy was very effective for the low motivated students because the mean score increased highly.

However, it was necessary to know which groups got the highest impact. Then, i compared between the significance score of low motivation and high motivation to decide which one was effective for teaching speaking. Based on the two results above, it could be stated that role play was effective and appropriate for the students with high motivation because their score was increased higher than the high motivated students with 7.85 significance difference. Therefore, simulation strategy could give positive effect to the students with high motivation.

The effectiveness of simulation compared to role play to students with high motivation

In responding the research question, how effective simulation compared with role play to students with high motivation could be seen that the mean score of students with high motivation who were taught simulation strategy got 80.8. Meanwhile the students who were treated using role play strategy achieved 71.9. From the result, it was concluded that simulation strategy was more effective because it could improve mean score higher than role play strategy to students with high motivation. Further, the significance difference was provided in the table below:

Then, the next analysis showed us that the value of Sig. (2-tailed) 0.000 > 0.05. It meant that there was significant difference between students in first experimental class and students in second experimental class. In the previous data, the post-test result of students in simulation strategy was 80.8 and the mean score of students who had role play strategy was 71.9. The two strategies were effective to teach speaking skill because the students score in simulation class improved 1.3 while role play class increased 7.85. If I compared them, I could state that role play strategy was more effective to teach speaking skill for the students with high motivation than simulation strategy because the improvement was much different.

The effectiveness of simulation compared to role play to students with low motivation

To find out the answe of reseach question how effective simulation compared with role play to the students with low motivation could be seen that the mean score of students with low motivation who were taught simulation strategy got 65. Meanwhile the students who were treated using role play strategy achieved 70.9. From the result, it was concluded that role play strategy was more effective because it could improve mean score higher than simulation strategy to students with

low motivation in which the difference between the two strategies was 5.92 points. Further, it was provided in the table below:

Based on the table 4 above, the Sig value (2-tailed) was 0.008. It was less than 0.05. So that it could be concluded that there was significant difference between the students who was taught using simulation strategy and the students who was taught using role play strategy to students with low motivation.

As presented previously, using both speaking strategies could increase the students' speaking ability because the mean score of pre-test rose at 5.36 points in simulation class while 7.64 in role play class. From the result, it could be concluded that both two classes got improvement. However, the improvement was not different. Thus, the writer stated that there was no more effective between simulation and role play strategies to teach speaking skill for students with low motivation.

The interaction among speaking strategies and students' motivation

After presenting the result of pre and post-test in the first and second experimental class, the writer was going to discuss the significance of interaction among simulation, role play and students' motivation through two way Anova analysis. The result of analysis was provided in the table below

Table 2. Mean and standard deviation of data

Dependent Variable:score

Class	Motivation	Mean	Std. Deviation	N
Simula tion	LOW	65.0000	6.25389	19
	HIGH	80.8667	6.26631	15
	Total	72.0000	10.09650	34
Role Play	LOW	70.9286	5.45562	14
	HIGH	71.9500	5.88016	20
	Total	71.5294	5.64739	34
Total	LOW	67.5152	6.55325	33
	HIGH	75.7714	7.45214	35
	Total	71.7647	8.12242	68

Table above showed that the class consisted of two groups that had different level of motivation namely students with low motivation and students with high motivation. Totally, two classes contained 68 students with 33 students had low motivation and 35 students had high motivation. the result could be concluded that the total mean of simulation technique was higher than role play technique and the total mean of the students with high motivation was higher than the students with low motivation. After discussing both pre-test and post-test data, I tested the homogeneity of dependent variables. The homogeneity of dependent variables across groups. In the table, the sig value was 0.896. Since it was higher that 0.05, it could be indicated that the dependent variables were equal across group. Thus, it could be stated that the data were homogenous. Furthermore, looking at the effect of speaking strategies were needed as presented in the table below:

Table 3. mean score of simulation and role play Class

Class	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
SML	72.933	1.035	70.866	75.000
RP	71.439	1.044	69.354	73.525

According to the table above, both speaking strategies were effective and they could give good effect to the students' speaking ability because the mean score of students who were treated by using simulation was 72.9 with lower bound at 70.8 and upper bound at 75. While, the mean score of students who were treated by using role play was 71.4 with lower bound at 69.3 and upper bound at 73.5.

Table 4. mean score of low and high motivation
Motivation

| Motivation | Mean | Std. Error | 95% Confidence Interval | |
			Lower Bound	Upper Bound
LOW	67.964	1.055	65.856	70.072
HIGH	76.408	1.023	74.364	78.453

The table 4 above showed that the means score of students based on the level of motivation were much different. Students with low motivation got 67.9 with lower bound 65.8 and upper bound 70, while Students with high motivation got 76.4 with lower bound 74.3 and upper bound 78.4.

Then, the writer presented the sig value of three source. They were class, group, and class and group. The result could be seen in the table below:

Table 5. 2x2 factorial design with Anova

Dependent Variable:score

Source	Df	Mean Square	F	Sig.
Corrected Model	3	707.541	19.709	.000
Intercept	1	346342.022	9.647E3	.000
Kelas	1	37.091	1.033	.313
Kelompok	1	1184.778	33.002	.000
kelas * kelompok	1	915.482	25.501	.000
Error	64	35.900		
Total	68			
Corrected Total	67			

a. R Squared = ,480 (Adjusted R Squared = ,456)

Based on the table above, F value was 1.033 and the Sig. value was 0.313. Since the Sig. value was more than 0.05, Thus, Ho was accepted and Ha was rejected. It meant that the students speaking ability which was taught by simulation and those which was taught by role play was not different. Thus, two classes were getting improvement although it was not significantly improved for first experimental class.

From the table, it could be seen that F value was 33.002 and the Sig. value was 0.000. Since the Sig. value was less than 0.05, so Ho was rejected and Ha was accepted. It meant that there was significant difference in students' test score between students with low and high motivation.

The interaction could be seen by comparing the Sig. value which was 0.000 or lower than 0.05. Therefore, Ho was accepted and Ha was rejected. It meant that there was significant difference between strategies and students' motivation to teach speaking. In other words, speaking strategies were able to improve students' speaking ability and those strategies correlated directly with the level of students' motivation.

The advantages of using simulation and role play for teaching speaking
Getting score improvement

Two experimental classes (VIII C and VIII H) got improvement after the students were taught using simulation and role play. For the first experimental class, the mean score raised around 2.41 from pre-test score around 69 and the mean of post-test around 72. The test score indicated that the students' speaking ability also improved. For another class, the class taught by role play, also indicated score improvement because the mean score of pre-test was 63.7 and the mean score of post-test was 71.5. Thus, there was score improvement around 7.76. At the same time, the students' speaking ability also increased

Improving students' motivation.

I implemented simulation and role play strategy while I observed students in classroom. Based on the data, the most of students were very enthusiastic to participate in learning speaking. In the simulation classroom, they were very active to discuss and sharing their idea in group. Through this strategy, the students who were categorized as low motivation also took part in, and tried to play this strategy with their group mate. So that, I inferred that their motivation was increased.

Overcoming students' negative emotion.

In this research, emotion referred to the feeling of afraid, shyness, worry, and not confident to learn speaking English. Before i implemented simulation and role play strategies, I still found many students were shy to speak English and they were not confident to speak aloud. Moreover, they often kept silent if a teacher asked them in English and they sometimes responded in Indonesian because they were not ready to speak English. Gradually, their negative feeling was disappear because they were trained to speak English little by little with their friend by using simulation and role play strategies.

CONCLUSION

This study was attempted to compare the effectiveness of two strategies in improving students' speaking ability with different level of motivation. Those strategies were implemented to different classes.

Before implementing simulation and role play, the writer observed the research field to find out the weaknesses. I found that the students were very often to practice speaking skill and they were rarely taught using attractive method. Thus, the selected strategies were assumed very useful for teaching speaking. After that, the writer divided

experiment class into two levels of motivation namely low motivation and high motivation. The result showed that the first experiment class consisted of 19 students with low motivation and 15 students with high motivation while the second experiment class (8H) consisted 14 students with low motivation and 20 students with high motivation.

The first result indicated that simulation strategy was useful for the students with low motivation in VIII C because their post-test result was increased higher than the students with high motivation at 5.36 points. Besides, the score of high motivated students were constant. It meant that simulation strategy could help students with low motivation.

The second result showed that there was significance difference in VIII H class. I compared between the significance score of low motivation and high motivation to decide which one was effective for teaching speaking. Based on the two results above, I concluded that role play was effective for the students with high motivation because their score was increased higher than the high motivated students with 7.85 significance difference.

From previous paragraph, simulation and role play could increase the students' speaking ability because the mean score of pre-test rose at 5.36 points in simulation class while 7.64 in role play class. From the result, it could be concluded that both two classes got improvement. So that, it could be concluded that the two strategies were effective.

Lastly, the writer compared simulation and role play to teach students with high motivation. Based on the result, the two strategies were effective to teach speaking skill because the students score in simulation class improved 1.3 while role play class increased 7.85. Thus, I could

state that role play strategy was more effective to teach speaking skill for the students with high motivation than simulation strategy because the improvement was much different.

REFERENCES

Arafah, B. et al. 2016. The use of role play to improve teaching speaking. International Journal of Scientific and Research Publications. Volume 6, page 239-241.

Ardriyarti, Wienny. 2010. Using simulation to motivate speaking skill in business English classroom. CELT. Volume 10, No: 1, page 118-131

Ayudhya, Panornuang S. 2015. Effectiveness of simulation in developing English communicative speaking skill in learners with different English proficiency. Journal of simulation/gaming for learning and development. Volume 1, page 22-31. Retrieved from http://www.thaisim.org/sgld/

Chergui, Karima. 2016. The effect of using simulation activities on developing Algerian EFL students' speaking and listening proficiency. Sciences Humaines. Volume B, No: 46, Page 207-222

Dorathy, A and Mahalakshmi, S. 2011. Second language acquisition through task-based approach-role play in English language teaching. English for specific purposes world. Volume 11, issue 33, Page 1-7

Khafidin. 2013. Improving Students' Partcipationin Speaking Class Through Role Play (The Case at Grade IX of State Senior High School 1 Pemalang in the Academic Year of 2012/2013). *English Education Journal*. Volume 2. Retrieved from https://journal.unnes.ac.id/sju/index.php/eej/article/view/2712

Kong Yuan. 2009. A brief discussion on motivation and ways to motivate students in English language learning. *International education studies*. Volume 2, page 145-149.

Kusdianang, Pamujo Effa. 2016. Improving Students' Motivation in Speaking Ability by Using Story Retelling. English Education Journal. Volume 6 no:1. Retrieved from https://journal.unnes.ac.id/sju/index.php/eej/article/view/12798

Kusnierek, Anna. 2015. Developing students' speaking skills through role play. *World scientific news*. Volume 7, page 74-111.

Liu, Xu. 2010. Arousing the college students' motivation in speaking English through Role-play. International Education Studies. Volume 3, No: 1, Page 136-144.

Mutohhar. 2015. Using simulation in teaching English for elementary school students. TEYLIN

Rayhan, J Mohammed. 2014. The impact of using role play techniques on improving pupils' speaking skill for primary school. Attarbiyatul Assasiyah. Volume 15, Page 516-530.

Razali and Ismail. 2017. The use of simulation and role play in enhancing speaking skill in learning English language. Journal of education and social science. Volume 6, Issue 2, page 72-78.

Richards, Jack C. 2008. *Teaching Listening and Speaking – from Theory to Practice.* Singapore: Cambridge University Press.

Sharifi, et al. 2017. The effect of simulation on middle school students' perception of classroom activities and their foreign language achievement. IEJEE. Volume 9, No: 3, Page 668-680.

Suryani, Lilis. 2015. The effectiveness of role-play in teaching speaking. ELTIN Journal. Volume 3, No: 2, Page 106-109

Wilson, Lee. 2009. Best practice for using games and simulations in the classroom. SIIA. Page 1-64.