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The Effectiveness of Role-Play and Information-Gap in E – Teaching Speaking Skill for High-Low Self-Confident Students

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Article Info

Abstract

Teaching speaking is not easy. The teacher has to use an appropriate technique in teaching speaking. The research problem came from the Eighth Grade students of SMPN 1 Arjawinangun Cirebon. The students were passive in conversation when someone talked in English because the teacher taught using traditional method which made them bored and could not give feedback in English conversation. On the students' side, they get difficulties in learning speaking because they felt bored and passive during teaching and learning process. This research aims to explain how significant the students' achievement taught by using role play and information gap technique conducted with high and low self-confident of students in e-teaching speaking context. The research design was a quasi-experimental design with a 2x2 factorial design involving the eighth-grade students SMPN 1 Arjawinangun, Cirebon as the research participants. There were two experimental groups involved. The students' different self-confidence was taken as a factor that might influence the techniques. In collecting the data, the writer used speaking test to get students' scores and questionnaires made by Google Form and on-line system. The data was analyzed using ANOVA to answer the main hypotheses. Based on the analysis of the significance score was 0.178 which was higher than 0.05. It can be concluded that there was no significant difference on the students' achievement taught by role play and information-gap for students with high and low self-confidence. This research is expected to give a contribution to the research such as giving appropriate technique to teach speaking in e-learning.

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INTRODUCTION

Many people speak English for their daily activity outside of their own country. Sometimes, they consider that speaking English is not simple because they have to master some components of speaking such as grammar, vocabulary, fluency, pronunciation, and comprehension. It proves that speaking is one of the difficult skills of English. Brown (2003) stated that sometimes spoken language is not difficult to perform, but in some cases, it is not easy. Besides, Budiyanto et al. (2018) stated that students sometimes have difficulties in speaking English; however, they should have much effort to practice because students will have a bright future if they can speak English fluently. Larasati et al. (2018) stated that the more students practice sharing their idea, the better their speaking abilities are. The students should practice more to overcome their difficulties in speaking.

Based on the writer's observation in SMPN 1 Arjawinangun Cirebon in 2019, the eighth-grade students had difficulties in speaking activities. They had problems, for example, lack of grammar made them afraid to speak English. The problem might be caused by the technique used by the teacher. The teacher always uses a drilling technique to teach English without letting them using their own words to speak. The teacher is more focused on accuracy than fluency which makes students afraid when they have a mistake. The teacher always asks students to repeat and memorize words, phrases, and sentences without they know about the meaning. Wijaya et al. (2019) stated that using traditional methods or techniques in teaching is not appropriate in this era because the students are not interested in the learning process and it makes students feel bored and unmotivated. In students' perspective, the teachers' technique in teaching speaking made students bored. They felt that they still learn by memorizing which made them could not express their own words or arrange their own language style. The problem is in line with Febrianti (2017) that in one school, the teacher used the drill technique and ordered the students to memorize and pronounce the words, phrases, and sentences structurally. Drill technique makes the students practice speaking without they know about the content of the words, phrases, or sentences. According to Larsen-Freeman (2000), that drill can make the students speak in English with good pronunciation but the students would be difficult to give feedback or use their own words to speak. However, the teacher's technique in teaching speaking is not effective to develop the students' speaking ability and it made problems in this research.

In addition, the Covid-19 pandemic could be another problem that contributes to teaching and learning activities. Therefore, the government made rules for teaching and learning at home using the online system. In this case, the teacher had to teach the students using some applications such as Zoom, Google meets, or WhatsApp. The teacher had some difficulties also to teach beside the problem of teachers' technique in teaching. Sometimes, the teacher only ordered students to do many assignments and gave them a short explanation by using a text on WhatsApp chat.

Therefore, there must be more suitable techniques to teach speaking according to the problems. The techniques have to encourage students to speak without feeling afraid that make students feel comfortable. One of the suggested techniques is role play. Harmer (2012) stated that role play can give students simulation to learn to speak in the real content of the situation. The students would pretend to be someone else using their own words to communicate. Besides Larsen-Freeman (2002) said that role play can be a technique to help students practice speaking skill when students pretend to be someone then play roles as someone else. In role-play, the students will practice conversation dialogue in transactional situations.

Another technique to help teachers in teaching speaking is an information gap. Richards (2006) stated that the information gap becomes a technique to teach speaking when the students are going to get additional information to practice speaking. The information gap is a technique to help students in real communication practice without repeating and memorizing. Repeating and memorizing made students are not able to understand the meaning and make them feel bored in the teaching and learning process. It would be a technique like information gap to help students who have less vocabulary building practice communication. Also, the students can generate their style of language using information gap because the drill doesn't exist in this technique.

There were some previous studies exploring role play and information gap in teaching speaking. Dorathy (2011), Kuśnierek (2015), Kotskovets (2016), Liu and Ding (2015), Fong et al. (2018), Rachmawati et al. (2013), Arifat et al. (2018), Suryani (2015), Putri et al. (2016), and Buaja et al. (2018), did studies on the effectiveness of role-playing in teaching speaking and the results show that there were some improvement results for the students after taught by role play and the students could enjoy practice speaking using role play. Another technique to teach speaking was information gap. There were some previous researches about information gap for teaching speaking. Asrobi et al. (2013), Sartika (2016), Ratnasari (2017), Solaimani (2016), Rahimi (2016), Ghofur (2015), Misianto (2017) and Wijayanti (2018) reported that after taught by using the information gap, the students can communicate better. In this research, the students were divided into two groups low and high confidence students. Farista et al. (2018) stated that less confidence makes the students believe that they do not have good skill in English.

Based on the previous studies, the difference between the previous researches and the present study was that the writer divided the students into high and low self-confidence. In this paper, the writer aimed to find out the effectiveness of role play and the information gap technique in teaching speaking for students with high and low self-confidence.

This research has some benefits. Firstly, it can be an alternative reference for further researchers who want to conduct research on implementing role play and information gap in e-teaching speaking for students with high and low self-confidence. Secondly, the research can be adopted by teachers to teach speaking or improve speaking skill. Lastly, the result of the research can provide some inputs about how to implement role play compared to information gap technique in e-teaching speaking for students who have high and low self-confidence.

METHOD

In this research, the writer used a quasi-experimental study with 2x2 factorial designs. Based on the design, the independent variables were role play and information gap. The dependent variable was teaching speaking. Also, students' high and low self-confidence was the moderator variable. Role play used as an experimental class 1 and information gap would be used as an experimental class 2.

The population of this research was the eighth-grade students of SMPN 1 Arjawinangun Cirebon in the Academic year of 2018/2019. The entire students were divided into nine classes with a total of 360 students. Role-play was used in experimental group 1 (8A) while the information gap was used in experimental group II (8B). The instruments to collect the data were a questionnaire, speaking test, and on-line system.

In addition, a questionnaire was used to get information about the students' self-confidence. The questionnaire result was given before the writer gave treatment to the students. The questionnaire was used to divide students into high or low self-confidence. It helped the writer to classify the students into high and low self-confidence based on the score of the questionnaire. The questionnaire made by Google form and the link was sent to the students through WhatsApp group.

The main instrument in this research was the speaking test. The aim was to know the students' speaking ability. The writer used two kinds of tests namely pre-test and post-test. The pre-test was conducted before treatment. By giving a pre-test, the writer knew the basic knowledge of the students. Additionally, a post-test was used to measure the effect after students get treatment from the writer. The result of the pre-test and post-test would be compared to find the significance difference before and after giving treatment. The writer used the WhatsApp application to conduct a pre-test and post-test. The writer made a WhatsApp group consisting of 2 students and the teacher. The writer asked the students to make a conversation using a WhatsApp's call.

An on-line system was employed during this e-research and the WhatsApp application was adopted to make an online class. The reason was all students had WhatsApp application, the signal was appropriate for a suburban area and the cost of the WhatsApp application was quite cheap. The writer made a WhatsApp group for both classes then the writer asked students to made the WhatsApp group consisted of two students and the writer. On the process of the treatment, the writer sent a role-play card for experimental class 1 and an information clue card for experimental class 2. The writer then asked students to note the role play card or information clue card. Finally, the writer asked the students to speak English using a video call. During the process of e-Research, the writer used the menu screenshot to take the picture from the display phone and used the recorder to record during the students' performance during video calls.

There were several steps used in this research to collect the data, the first was the writer gave questionnaire to the students to know students' self-confidence in learning speaking and to classify the students into high and low self-confidence group. After that, the pre-test was given to the students before they were taught with role play and information gap technique to know students' speaking ability before the writer taught using the technique. The writer used the WhatsApp application to conduct the pre-test. The writer asked

the students to make a conversation using WhatsApp's call. After giving treatment, the post-test was given to the students to know the students' achievement scores after the writer has taught with role play and information gap technique. It was the same with a pre-test that the writer used WhatsApp to conduct a post-test after the teacher gave treatment. The writer asked the students to make a conversation using WhatsApp call Menu in WhatsApp group.

In analyzing data, the writer used Microsoft excel and SPSS program. The students' self-confidence questionnaires were analysed by using the Microsoft Excel program to calculate the students' self-confidence. The result of Microsoft Excel was to divide students into students with high or low self-confident groups.

To analyse the data of the pre-test and post-test, the writer also used SPSS. The writer used a paired sample T-test to compare the result of the pre-test and post-test in one moderator variable. Secondly, the writer used an independent t-test to compare between one technique and two moderator variables. Lastly, the writer used a two-way ANOVA in comparing 2 techniques and 2 moderator variables. The result of the data was taken to see the significant difference among both techniques and students' self-confidence in teaching speaking.

RESULTS AND DISCUSSION

The students filled the online questionnaire in their own house. There were 60 students from two classes in which one class consisted of 30 students. There were 10 students who were in high self-confidence level and 10 students were in low self-confidence level. Both experimental group 1 and experimental group 2 had the same number of high and low self-confident students.

The writer wanted to know the significant difference of both role play and information gap to students with high and low self-confidence the writer used ANOVA, paired sample t-test, and independent t-test. To measure the significant difference between the techniques and students'

self-confidence, the statistic of ANOVA should be the level of significance less than 0.05. If the significance level is less than 0.05, it means that there is a significant difference but if the significance is more than 0.05, it means there is no significant difference between the techniques and students' self-confidence. SPSS application was used to conduct ANOVA test. The result of the measurement answers whether the hypothesis was accepted or rejected. It was based on the value of the significant score of ANOVA test.

The first comparison compared interactions between techniques and students' self-confidence level. The writer used ANOVA factorial 2x2 to calculate those variables. Normality and homogeneity of pre-test and post-test are a requirement to use the ANOVA test. On the first hypothesis, the null hypothesis (Ho) was to discover significance between the achievement interactions between role play and the information gap technique conducted with high and low self-confident of students in e-teaching speaking. To see the result of ANOVA, if the significant score is less than 0.05, it means Ha was accepted but if the significance is more than 0.05 it means was there is no significance. The result of the analysis was explained in Table 1.

Table 1. The result table of ANOVA test of achievement interactions between role play and information gap technique conducted with high and low self-confident of students in e-teaching speaking (Tests of Between-Subjects Effects)

Dependent Variable: score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2540.800[a]	3	846.933	27.698	.000
Intercept	176358.400	1	176358.400	5767.535	.000
Technique	409.600	1	409.600	13.395	.001
Self Confidence	2073.600	1	2073.600	67.814	.000
Technique * Self Confidence	57.600	1	57.600	1.884	.178
Error	1100.800	36	30.578		
Total	180000.000	40			
Corrected Total	3641.600	39			

a. R Squared = .698 (Adjusted R Squared = .673)

The null hypothesis was accepted. The result showed that there are no significant achievement interactions between role play and information gap technique conducted with high and low self-confident of students in e-teaching speaking. It meant that both techniques were effective in e-teaching speaking for students with different self-confidence. It can be concluded that both techniques and students' self-confidence had no significant difference for each other. The reason was both techniques had quite the same each other such as practicing in pairs and playing dialogue. Both high and low self-confidence also did not affect because both of them had the same situation in treatment using online such as discussing in WA group and video call in treatment during their practice.

The ANOVA test result of this research was to explain how significant the achievement interactions between role play and information gap technique conducted with high and low self-confident of students in e-teaching speaking. It was shown by the result of ANOVA that the significance scores of self-confidence compared techniques score was 0.178 which was less than 0.05 which means that both self-confidence levels and techniques were significant. However, it can be concluded that the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected. In conclusion, there is no significant difference in the

achievement interactions between the role play and the information gap technique conducted with high and low self-confident of students in e-teaching speaking.

The writer would find out the effect of role-play and students with high and low self –

confidence using paired sample t-test. The writer used paired sample t-test. The result was explained in Table 2 for high self-confident students and Table 3 for low self-confident students.

Table 2. Paired samples test of role play with high self-confident students

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	
Pair 1	PreTest – PostTest	-11.200	1.687	.533	-12.406	-9.994	-21.000	9	.000

Table 3. Paired samples test of role play with low self-confident students

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1	PreTest – PostTest	-11.200	2.530	.800	-13.010	-9.390	-14.000	9	.000

The second result of the research, the paired sample t-test result of this research was to explain how effective role play technique to teach speaking skill in e-teaching to students with high self-confidence. Based on the finding of the pair sample t-test, the value of significance was 0.000. The value was less than 0.05. It meant that Ha was accepted and Ho was rejected. However, it can be concluded that the use of role-play in e-teaching speaking skill to students with high self-confidence is effective

The third result, the finding of the research based on the third research question, it was to explain how effective role play technique to teach speaking skill in e-teaching to students with low self-confidence. Based on the finding, the value of significance was 0.000. The value was less than 0.05. It meant that Ha was accepted and Ho was rejected. However, it can be concluded that the use of role-playing in E-teaching speaking skill to students with low self-confidence is effective.

By applying a role play technique based on the result of the second and third hypotheses, the result showed that this technique was effective for e-teaching speaking for students with high and low self-confidence. The students got a better result after the writer applied this technique. The reason was the students can practice communicating by using role-play cards based on the setting of role-play cards. They could practice increasing their fluency in speaking and understand the steps of conversation such as it was better in conversation; there were greeting, mean topic, and farewell. The students could apply those steps after giving treatment. Role-play in which one of communicative language teaching made students felt comfortable in speaking. The students spoke using their own words in their minds to speak and made students recalling their vocabularies in their minds. It was in line with Larsen-Freeman (2002) who stated that role play making students felt

comfortable speaking because they could speak and explore vocabularies by using their own words and their style. The students could imagine the condition and pretend to be someone else based on the scenario.

To answer the fourth and fifth research question, the writer used a paired sample t-test to find the effect of the information gap on students with high self-confidence in e-teaching speaking. The result was explained in Table 4 for students with high self-confidence and Table 5 for students with low self-confidence.

Table 4. Paired Samples test of information gap with high self-confident students

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	PreTest PostTest	−18.000	4.714	1.491	-21.372	-14.628	-12.075	9	.000

Table 5 Paired samples test of information gap with low self-confident students

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	PreTest PostTest	−18.000	3.887	1.229	-20.781	-15.219	-14.643	9	.000

Fourth, the finding was to explain how effective the information gap technique to teach speaking skill in e-teaching to students with high self-confidence. Based on the finding, the value of significance was 0.000. The value was less than 0.05. It meant that Ha was accepted and Ho was rejected. However, it can be concluded that the use of the information gap in e-teaching speaking skill to students with high self-confidence is effective.

The fifth research question aims to explain how effective the information gap technique to teach speaking skill in e-teaching to students with low self-confidence. On paired sample results, the value of significance was 0.000. The value was less than 0.05. It meant that Ha was accepted. However, it can be concluded that the use of the information gap in e-teaching speaking skill to students with low self-confidence is effective.

In the information gap technique, based on the result, the information gap was effective to teach e-teaching speaking for students with high and low self-confidence. The statement was based on the result of research questions 4 and 5. The scores after treatment of students were higher before treatment because the information gap made students practice in speaking communication. The students could speak with the help of cue cards as media. The students shared information by using their own words which could make the students 'fluency better. The result was in line with Harmer (2001), he stated that information gap had a benefit to help students practice speaking to the target language. The students were helped by cue cards to direct them to the topic. The students could use helping vocabulary to help them to influence speaking. It can be concluded the information gap was effective in teaching e-speaking for students with high and low self-confidence.

The writer used an independent t-test to find significant achievement between high and low self-

confidence taught by role-play technique in e-teaching. The result was explained in Table 6.

Table 6. Independent sample t-test between high and low –self-confident students taught by role play

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.357	.259	11.430	18	.000	12.000	1.050	9.794	14.206
	Equal variances not assumed			11.430	16.303	.000	12.000	1.050	9.778	14.222

To answer the sixth research question, the writer used an independent t-test to explain how effective achievement between high self-confident and low –self-confident students taught by role-play technique in e-teaching speaking. The value of significance was 0.259. The value was more than 0.05. T meant that Ho was accepted and Ha was rejected. However, it can be concluded that there are no significant differences in achievement between high self- confident and low self-confident students taught by role play technique.

The sixth result showed that the null hypothesis was accepted. There was no significant difference between students with high and low self-confidence taught by role play. Both high and low self-confidence, there was no significant effect after taught using role play. The reason was that the mean of high self-confident students was 69.20 but the low self-confident students were 57.20. It can be inferred that students with high self-confidence were slightly better than students with low self-confidence.

The writer also used an independent t-test to find significant achievement between high and low self-confidence taught by role-play technique in e-teaching speaking. The result of the independent t-test was explained in Table 7.

Table 7. Independent sample test between high and low –self-confident students taught by the information gap

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	4.244	0.54	5.036	18	.000	16.800	3.336	9.791	23.809

Equal variances not assumed	5.036	13.079	.000	16.800	3.336	9.597	24.003

The seventh result showed that the null hypothesis was accepted which meant that the information gap was not effective in teaching students with high and low self-confidence. The reason was the mean score of students with high self-confidence 73.00 and students with low self-confidence was 61.20. The score of high self-confidence was greater than low self-confidence after taught using the information gap.

Also for the seventh research question, it is to explain how effective achievement between high self-confident and low self-confident students taught by the information gap technique in E-teaching speaking. The writer used an independent t-test. The finding was the value of significance was 0.54. The value was less than 0.05. It meant that Ho was accepted and Ha was rejected. It can be concluded that there are no significant differences of achievement between high self- confident and low self-confident students taught by role play technique

The next analysis, the writer used an independent t-test to find significance achievement Students taught by role-play and information gap technique for students with high self-confidence in e-teaching speaking.

Based on the result of the eighth result, the alternative hypothesis was accepted. It meant that there was significant difference in achievement of the students taught by role-play and the information gap technique for students with high self-confidence. Both role play and the information gap can influence students speaking skill for students with high self-confidence. Both techniques made students practice in speaking English. They practice in pairs and play dialogue with each other.

According to the eighth research questions, it purposed to explain how effective the role play technique compared with the information gap technique to teach speaking skill to students with high self-confidence in e-teaching speaking. The eight result was Ha was accepted and Ho was rejected. Based on the result, the value of significance was 0.005. The value was less than 0.05. It meant that Ho was accepted and Ha was rejected. However, it can be concluded there was significant difference of achievement of the students taught by role-play and information gap technique for students with high self-confidence.

On the last result of the research, the writer used an independent t-test to find significance achievement of the students taught by role-play and information gap technique for students with low self-confidence in e-teaching speaking. According to the last result, there are any significant differences in achievement of the students taught by role-play and information gap technique for students with low self-confidence. Both techniques had the same effect because both techniques made students practice dialogue in pairs.

The result had a purpose to explain how effective the role play technique compared with the information gap technique to teach speaking skill to students with low self-confidence in e-teaching speaking. According to the result, the value of significance was 0.00 the value was less than 0.05. It meant that Ha was accepted and Ho was rejected. In conclusion, it can be concluded there was significant difference of achievement of the students taught by role-play and information gap technique for students with low self-confidence

CONCLUSION

The result aimed to find out whether role play and information gap were effective in e-teaching speaking for students with high and low self-confidence. The conclusion shows that role play and information gap were effective to teach speaking for the students with high and low self-confidence. However, there was no significant difference between both techniques and students' self-confidence. This research was useful as a reference technique for the teachers or lecturers to teach speaking for the students with high and low self-confidence in online learning and this research is hoped to be worthy of English teachers' awareness especially in distinguishing or selecting appropriate approach, method technique, and activity to teach speaking skill in real or on-line for students with high and low self-confidence.

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