



**THE EFFECTIVENESS OF SIMULATION AND  
ROLE PLAY IN TEACHING SPEAKING  
FOR STUDENTS WITH DIFFERENT LEVEL OF  
MOTIVATION**

**a thesis**

**submitted in partial fulfillment of the requirements  
for the Degree of Magister Pendidikan in English**

**by**

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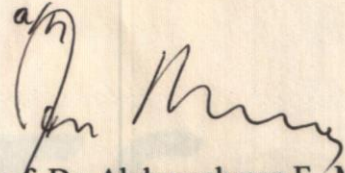
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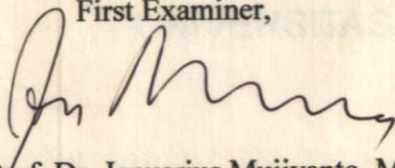
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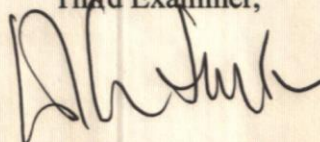
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Menyatakan bahwa yang tertulis dalam tesis yang berjudul **“The Effectiveness of Simulation and Role Play in Teaching Speaking For Students with Different Level of Motivation”** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini **saya secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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## MOTTO AND DEDICATION

Motto:

1. Simulation is effective in teaching speaking for students with low level of motivation, but not for those with high level of motivation;
2. Role play is effective in teaching speaking for students with low and high levels of motivation;
3. Role play is more effective in teaching speaking for students with high level of motivation than for those with low level of motivation;
4. Role play is more effective than simulation in teaching speaking for students with low level of motivation;
5. There is an interaction among teaching strategies (simulation and role play), students' speaking competence achievement, and the level of students' motivation. In other words, students' speaking competence achievement is correlated directly with teaching strategies and the level of students' motivation.

Dedication to English Language Education  
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Agus Adib Lutfi

## ABSTRACT

Lutfi, Agus Adib. 2018. *The Effectiveness of Simulaton and Role Play in Teaching Speaking for the Students with Different Level of Motivation*. Thesis, English Language Education, Pascasarjana, Semarang State University. The first supervisor Dr. Djoko Sutopo, M.Si. The second supervisor Prof. Dr. Dwi Rukmini, M.Pd.

**Key Words:** Simulation, Role Play, Speaking, Low and High Motivation,

This thesis is based on study which attempted to examine the effectiveness of simulation and role in teaching speaking for students with different level of motivation. The main purpose of the study was to determine the effectiveness of both teaching strategies in teaching English speaking for students with high and low motivation. The design of the study was quasi-experimental study with 2 X 2 factorial designs. The independent variables were simulation and role play strategy while dependent variable was students' speaking ability.

Two classes of high and low motivated students in the eighth grade of SMP Negeri 1 Jepara in the year of 2017/2018 and three English teachers participated. One class was taught using simulation; the other class was taught using role play. The data gathered were gathered through a test, questionnaire, and observation. Then, I analyzed the result from questionnaire and students' utterance through speaking test using t-test and ANOVA.

The results of this study showed that mean score of simulation strategy to teach speaking to the students with low and high motivation (65.00 and 80.86) and role play strategy is (70.92 and 71.95). Compared with the pre-test and post-test mean scores of both strategies, there were an increase point of 5.37 in simulation class and an increase point of 7.64 in role play class for students with low motivation. It means that both strategies were effective to students with low motivation. Meanwhile, for students with high motivation, there were a decrease point of 1.34 in simulation class and an increase point of 7.85 in role play class. It means that simulation was not effective to students with high motivation, but role play was effective to them. In other words, simulation was more effective in teaching speaking for students with low motivation than for those with high motivation. However, role play was more effective in teaching speaking for students with high motivation than for those with low motivation.

The value of sig. of strategy and motivation was 0.00. It meant that sig.value was less than 0.05. It indicated that there was a significant difference between strategy and students' motivation to teach speaking. In other words, simulation and role play were effective to improve students' speaking competence and both of them correlated directly with the level of students' motivation.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Many factors can affect the learning result of the students' speaking competence; namely the students' interest, students' motivation, the teaching strategies, the teaching material, and the media. Many strategies can be applied in teaching speaking. Richards (2008: 29) proposed two core issues needed to be addressed in planning speaking activities for an English class. The first is to determine with the need analysis on what kinds of speaking skills the class will focus on. The second is to identifying teaching strategies to teach each kind of talk. He classified the functions of speaking into three kinds of talks: talk as interaction; talk as transaction; and talk as performance (2008: 21). There are many studies on teaching speaking strategies have been conducted by many researchers. The findings mostly stated that appropriate teaching strategies could significantly contribute to the speaking competence enhancement.

Many research findings believed that simulation and role paly are effective to be implemented in teaching speaking. In simulation, students are commonly asked to participate in an exercise which resembles a real-life event and they have freedom to say what they think. In simulation class, stimulating cards are given to tell the students what to say and what view to adopt. Here, students are casting the role of different characters in simulation and they act as themselves in real situation (Dakowska, 2005: 111). Meanwhile, according to Liu (2010: 138) based

on his observation in the conversation class, role play would seem to be the ideal activity in which students could use their English creatively and it aims to stimulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill. In other words, simulation and role play could give contribution to enhance students' speaking competence.

There are also other factors affecting students' success in speaking learning such as experience, knowledge, mental readiness, and students' courage to perform in front of the public. Motivation as an internal factor could affect the students' achievement in learning English. The studies on correlation between teaching strategies, motivation, and learning result improvement have been conducted in the previous studies (see Fakhruddin et al, 2013; Lukito, 2013; ). They believed that motivation could give contribution to the learning result. Still about the role of motivation in learning language, as quoted Nunan's finding, Lazaraton in Marianne Celce-Murcia (2001: 110), they state that the biggest challenges in the EFL classroom are the lack of motivation, getting students to speak, the use of the first language, and the limiting both student opportunities to talk and teacher opportunities to provide feedback. In addition, other problems may arise if the curriculum does not stress speaking skill. Furthermore, if the teacher is a non-native speaker of English, he or she may not be competent or confident in speaking English. These problems indeed happen in most schools in this country.

In line with such problems of teaching speaking, one solution is proposed by Lazaraton in Celce-Murcia (2001: 110), i.e. when teaching speaking skill, EFL teachers need to be particularly adopt at organizing class activities that are authentic, motivating and varied. Students can also be encouraged to find an English speaking conversation partner in such a way that their motivation to learn speaking can be enhanced.

Problems of teaching speaking English at schools, especially at junior high schools in Jepara. were also found by the writer. Through interview with some students of SMP Negeri 1 Jepara, they said that they had difficulties in speaking because of their shyness and lack of speaking practice in class. Some said that they had no motivation to learn speaking because in the final examination they are not examined their speaking competence, only their reading and writing competence instead. Therefore, they had no motivation to speak up with friends and their teachers because they felt speaking English is difficult to learn.

Based on the problems above, this study attempted to analyze the effectiveness of simulation and role play as a strategy of teaching speaking, and to compare the effectiveness of two strategies to improve students' speaking ability. After getting the result, this study hopefully could define the more effective strategy which was able to assist students to improve their speaking performance.

## **1.2 Reasons for Choosing the Topic**

A theory of teaching stated that teaching strategies take an important role in teaching learning process. A variety of teaching strategy can make students

interested in learning, including learning English. As Brown (2001: 1) stated that methods, strategies, and approaches could lead children to obtain the goal of learning. It is obvious that teaching technique takes an important role in teaching. In line with this idea, Nurchotimah and Rukmini (2017: 1) also stated that by implementing an appropriate teaching method or strategy, students' interest and motivation in learning language can be developed.

There are some strategies of teaching speaking, in the previous studies, which are appropriate to teach speaking. They are simulation and role play. Wienny Ardiyati (2009) had studied on the effect of simulation in motivating students' speaking skill in Business English Class using the classroom action research. The result showed that the students were highly motivated and they felt that they got enough practice as well as theory. This study showed the advantage of simulation in teaching speaking. Also, motivation can affect the result of students' learning activities.

Meanwhile, Dhea Mizhir Krebt (2017) examined the effectiveness of role play strategy in teaching speaking for EFL College students in Department of English Language, College of Education Ibn-Rushd, University of Baghdad, Iraq. The result showed that there is a significant improvement in speaking skill of experimental group. This study showed the advantage of role play in teaching speaking.

Simulation and role play principally are not different. They are different in strategy. Simulation allows students to act out freely without script and students can bring items to complete the action, while role players must use script to do dialogue.

Those strategies are appropriate to teach speaking because they involve three aspects of development namely affective, cognitive, and psychomotor.

Besides the teaching strategy, there is another factor can influence the result of learning. It is the students' motivation. Motivation plays an important role in learning English. A theory about the role of motivation in learning as stated by Brown (2001: 75) that level of motivation (high or low motivation) can effect on students' success because it is a factor that contributes to high or low of goal. This study needs to involve students' motivation as the moderator variable which is divided into high and low. After finding their motivation, the strategies can be implemented and the results of speaking ability scores can be compared to know the effectiveness of the two strategies of teaching speaking.

This topic of the research is selected based on some considerations. First, the advantages of simulation and role-play strategies in teaching speaking based on the findings of the previous studies. Secondly, the role of motivation in affecting the result of learning is assumed to give contribution to the learning achievement. The last, in the preliminary observation applied in SMP Negeri 1 Jepara, speaking class is often neglected in the teaching and learning process. Based on the finding of informal interview with teachers, they said that they rarely teach speaking and listening class. Instead, they frequently teach students reading and writing. They argued that speaking and listening competence are not examined in the final examination for the junior high school students, only reading and writing instead. They focus more on leading their students to the higher achievement of reading and writing competences only. Consequently, students' speaking performance is low,

and they often have uncomfortable feeling to speak English such as shy, nervous, and fear. To reduce students' negative feeling on speaking English, simulation and role play strategies are chosen as the topic of this current study.

### **1.3 Scope of the Study**

The scope of this present study includes four variables: simulation, role play, speaking, and motivation. Simulation and role play were implemented in class as teaching speaking strategies for the eighth grade students of SMP Negeri 1 Jepara in the second semester in the year of 2017/2018 to find their effectiveness for the students with different level of motivation.

The two strategies were attempted to teach transactional dialogue as clearly stated in the second semester including transactional dialogues such as asking and giving opinion, asking and stating ability, and asking and giving attention. The implementation of teaching with two strategies related with different levels of students' motivation in two classes, e.g. one is the experimental class taught by simulation, and the other one is control class treated with role play. In each class the students were classified into two groups, students with high motivation and with low motivation. It was conducted to know which suitable strategy was effective by the students considering with their motivation.

The writer refers the terminology of simulation as Jeremy Harmer (2007: 125) says that simulation is the students act as if they were in a real-life situation. They do an activity that involves complex interaction between groups and individuals based on simulation of real life and experience (Brown, 2001). We can ask them to

simulate a check-in counter at an airport or a job interview. This activity reproduces or simulates real situations and which often involves in dramatization and group discussion. In this strategy, students are not completed with script but they may bring items to make realistic environment. Therefore, we can define that simulations are instructional scenarios where the learner is acted in a “world” managed by the teacher. They represent a reality within which students interact. The teacher controls the parameters of this world and uses it to achieve the desired instructional results. In other words, simulation is a strategy of teaching speaking by asking students to simulate speaking in real situations without any script, but only given with instructional scenarios. In this study, stimulating cards consisting of instructional scenarios were used by the teacher in the experimental class to implement simulation strategy.

Role play as teaching strategy was implemented in the control class to be analyzed its effectiveness in the present study. According to Harmer (2007: 125), role play allows students get variety of social context, roles, and teachers only provide information of particular situation. Meanwhile, Joyce and Weil (2000) define that role play is a teaching strategy that fits within the social family of models. It advocates a natural method which recommends a process of learner discovery through trial and error. In Longman Dictionary of Applied Linguistics (Richards, et al. 1990: 246), role-play is meant to drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation. Role play stimulates the real world in the same kind of way but the students are given particular roles – they are told why

they are and often what they think about a certain subject. Role-play is a strategy that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. In other words, it could be stated that role play is strategy of teaching speaking by asking the students to act their roles in speaking interaction based on the script given each.

The writer refers the terminology of speaking as Nunan (1999: 216) defines that speaking is a process of constructing meaning that involves producing, receiving and processing information. Conveying meaning with verbal language for any situations is called speaking. Moreover, Burns & Joyce (1997) elaborates that the form of speaking and its meaning are dependent on the context in which it occurs, including the participants, their collective experiences, the physical environment and the purposes of it. Doing speaking is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking, further, means to express opinions, feelings, ideas, etc. by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Oxford Advanced Learner's Dictionary, 2008: 13). Thus, it can be concluded that speaking is a process of conveying meaning or idea in any context which is influenced by participants, their background knowledge, and its purpose. The data gathered in this present study



was the students' utterances in conveying the idea based on the speaking English learning material for the students of junior high school in the second semester.

Meanwhile, in line with motivation analyzed in this present study, the writer quoted as Nawawi (2003: 351) says that a situation which encourages or causes someone to do something or activity that is acted consciously. Motivation is the desire, passion and driving force in man. Motivation is often associated with human psychology factors that reflects the attitudes, needs, and satisfaction that occurs in human being. Motivation to learn is the need of students to develop their ability. Thus, they can do better, become creative and have achievement (Maslow as cited Nashar, 2004: 42). So that, it can be inferred that motivation is a force from someone to do something based on the needs or satisfaction.

Based on the explanation above, the writer presented the scope of the study as follows:

- 1.3.1 Simulation was chosen as a strategy of teaching speaking in the experimental class, while role play was chosen in the control class.
- 1.3.2 Speaking competence which was developed during the teaching and learning activities in both classes was the students' simple utterance in expressing ideas, delivering questions and responding others' ideas or questions in a short English conversation among students based on the basic competence of English subject for the eighth grade students of SMP (Junior High School) in the second semester as stated in the school curriculum, e.g. expressions of asking the information of comparison from someone's characteristic, things and animals.

- 1.3.3 The sample of study was students of eight grade of SMP Negeri 1 Jepara in the second semester of the year 2017/2018. Two classes were chosen consisting of 34 students each. One class was class VIII C as the experimental class, and the other class was class VIII H as the control class.
- 1.3.4 Students' different level of motivation were limited only two categories, e.g. low and high levels of motivation. To know the level of students' motivation, the writer used the questionnaire given to the sample. The result of the questionnaire was then categorized into low and high levels of motivation based on the main score of *Likert* scale from strongly disagree (1.00) to strongly agree (5.00). If the mean score was 1.00 – 3.50, it was considered as low level of motivation, while if the mean score was 3.51 – 5.00, it was categorized as high level of motivation.

#### **1.4 Research Problems**

Based on the previous background, this study has seven research questions as follows:

- 1.4.1 How effective is simulation in teaching speaking for students with different level of motivation?
- 1.4.2 How effective is role play in teaching speaking for students with different level of motivation?
- 1.4.3 How effective is simulation compared to role play in teaching speaking for students with different level of motivation?

- 1.4.4 How is the interaction among simulation, role play, students' speaking competence achievement, and students' level of motivation?

## **1.5 Objectives of the Study**

Based on the statement of the research problems as mentioned previously, generally this study was aimed to analyze students' utterance in order to explain the effectiveness of simulation and role play in teaching speaking for students with different level of motivation. Specifically, the objectives of this study were:

- 1.5.1 to analyze the effectiveness of simulation in teaching speaking for students with different level of motivation;
- 1.5.2 to analyze the effectiveness of role play in teaching speaking for students with different level of motivation;
- 1.5.3 to analyze the effectiveness of simulation compared to role play in teaching speaking for students with different level of motivation;
- 1.5.4 to analyze the interaction among simulation, role play, students' speaking competence achievement, and students' level of motivation.

## **1.6 Significance of the Study**

The result of this study hopefully can give some advantages theoretically and practicality dealing with the effectiveness of simulation and role play in teaching speaking for students with different level of motivation as follows:

### **1.6.1 Theoretically**

Theoretically, the findings of this present study can contribute generally to additional references for other researchers in conducting a study on the effectiveness of teaching strategy to teach speaking in order to enhance students' speaking competence. Specifically, the result of this present study hopefully can give advantages theoretically as follows:

1.6.1.1 The effectiveness of simulation and role play in teaching speaking for students with different level of motivation is explained so that the finding of this study can contribute to a variety of teaching speaking strategy in EFL classes for students with low and high motivation;

1.6.1.2 The effectiveness of simulation and role play in teaching speaking for students with different level of motivation is explained so that this present study is expected to be able to contribute further studies in line with choosing simulation and role play as a proper teaching strategy for enhancing the speaking competence of students with low and high motivation.

### **1.6.2 Practicality**

Practicality, the result of this present study hopefully can give advantages to the EFL (English as Foreign Language) teachers, students, and principles of junior high schools dealing with teaching and learning English speaking as follows:

1.6.2.1 For EFL teachers, the effectiveness of simulation and role play in teaching speaking for students with different level of motivation is explained so that

they can get a contribution in enhancing their students' speaking competence regardless of their different level of motivation in learning English. The result of the present study can lead the EFL teachers to implement simulation and role play as proper teaching strategy for their English speaking classes in order to get a better speaking achievement for their students.

1.6.2.2 For students of EFL class, the effectiveness of simulation and role play in teaching speaking for students with different level of motivation is explained so that they can enhance their motivation in learning English and improve their English speaking competence.

1.6.2.3 For the principles of junior high schools, the result of this study can give them an alternative solution for the problems of teaching and learning in EFL classes often found by their schools. Also, the result is hoped to be able to help the principles of junior high schools take a proper decision to facilitate their teachers and students in enhancing their students' English speaking competence and their motivation in learning English.

## **CHAPTER II**

### **REVIEW OF PREVIOUS STUDIES, THEORETICAL REVIEW, THEORETICAL FRAMEWORK, AND HYPOTHESIS**

#### **2.1 Review of Previous Studies**

A number of researchers had conducted studies on teaching speaking English. They tried various models including learning techniques and approaches to improve students' performance on speaking English. In this case, the writer used many previous studies that discussed model, approach, and techniques, as guidance to conduct research regarding examining simulation and role play to teach speaking English for students with different level of motivation.

Studies on teaching speaking had been conducted by some researchers (see e.g. Hendriani, 2013; Farista, 2018; Safari, 2016; Wati, 2014). Hendriani (2013) incorporated twenty four types of learning strategies but six of them were field tested. Those were (1) minimizing negative feelings before speaking English, (2) making some preparations before practicing, (3) training one's speaking ability in performing a speech, (4) asking other people to overcome the problem of speaking, (5) producing English sounds by imitating teachers, and (6) overcoming the limited vocabulary. Based on the field testing, the model can overcome the problems of psychological, social, managerial, and linguistic errors in speaking English and the model was effective to improve speaking ability.

Teaching speaking through an approach was done by Zaim (2017). He conducted a descriptive research about the steps of implementing scientific

approach to teach English involved speaking skill at Senior High School. He described five scientific steps namely observing, questioning, experimenting, associating, and communicating. Based on the result of study, the teachers faced problems on implementing observing and questioning.

Studies on implementing simulation had also been conducted by some researchers (see e.g. Ayudhya, 2015; Razali and Ismail, 2017; Javid, 2013; Jovanovic, 2012; Kayi, 2006). Ayudhya (2015) examined simulation for the students with different of English proficiency level. The result showed that there was significance improvement between pre-test and post-test. Besides, the students' interest and students' competence also was improved as the effect of the strategy. Theoretically, interesting activities as like simulation in the classroom highly contributes to students' motivation. 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.

The advantages of simulation have been observed (see e.g. Chergui, 2016; Sharifi et al, 2017; Mutohhar, 2015). Simulation has successfully developed the EFL learners' speaking and listening proficiency with greater effective impact. 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; Chilcott 1996)

Another speaking technique is role-play. It had been conducted by many researchers (see e.g. Arafah et al, 2016; Milchatun et al, 2015; Krebt, 2017;

Daniastuti, 2018; Rahayu, 2015; Bharathy, 2013; Nguyen, 2017; Shen, 2011). They described the use of role play for developing speaking skill and examined it through experimental study. The students felt active to speak English because they were as in real situation. The class was also dynamic and life. 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;)

Regarding to this research, many researchers also implemented role play in speaking class in order to improve students' fluency (see e.g. Rayhan, 2014; Nguyen, 2017; Haruyama, 2002; Inawati, 2014; Fadilah, 2016; Khafidin, 2013). The advantage 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 (see e.g. Yang et al, 2013; Dorathy and Mahalakshmi, 2011)

Every technique that used in the previous studies above overall is success but there is one thing that may influence it, such as students' motivation. The studies on correlation between technique and students' motivation improvement had also been conducted (see e.g. Apriliyanti, 2018; Suwarno, 2014; Fakhruddin et al, 2013; Lukito, 2013; Samsudin, 2016; Kusumawanti, 2018; Reyhan at al, 2014). Motivation is regarded as crucial element of any activity in classroom. It plays big



role in achieving desired goals. There are many factors that can trigger students' motivation. One of them is to create a link between students' commitment, mission and motivation in the learning process. Students must be given opportunity to articulate their performance. Students' motivation can go up and down depending on the context of language learning. Thus, teacher should optimize his role to motivate learners (see e.g. Alizadeh, 2016; Othman & Shuqair, 2013; Rehman & Haider, 2013). So, students' motivation should be paid attention by the teachers to improve the students' s achievement in learning.

The result of studies on motivation to learn English and the ways to motivate students in foreign language learning had been reported by many researchers (see e.g. Dincer & Yesilyurt, 2017; Chotimah, 2017; Oktaviana, 2017). Dincer & Yesilyurt (2017) noted that students' intrinsic motivation is higher than other orientation such as regulation and classroom engagement. However, improving students' motivation can be done through certain activity such as role-play (Liu, 2010; Bambirra, 2017). Moreover, incorporating the growth of technology in language learning can be useful. Teeter (2017) uses MALL (Mobile Assisted Language Learning) to improve motivation in practicing speaking. Therefore, relevant language improvement programs and activities are recommended for enhancement of the students' motivation (Wimolmas, 2013).

In addition, studies on teaching strategies to different level of motivated students had been conducted by some researchers (see e.g. Ekadini L., 2018; Fakhrudin A., 2013; Kusumawanti, 2018; Rizki Saeful, 2013; and Rofi'I, 2014). Ekadini and Kusumawanti investigated the effectiveness of reading strategies to

high and low motivated students. While Fakhrudin and Rizki Saeful studied the use of teaching strategies and games for vocabulary mastery to students and improving the students' motivation. Rofi'i investigated improving students' motivation in writing descriptive texts by using the mind mapping technique. All of them resulted the findings that all the strategies they applied in the experimental studies could enhance the language skills dealing with research topics and the students' motivation could influence the students' achievement in learning English. Although not all the previous studies presented here had the same topics of all language skills, they all dealt with the same topic with this present study in the case of motivation and speaking ability.

The conclusion of these previous studies are that some researchers had 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 the 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.

## **2.2 Theoretical Review**

To solve the research problems about the effectiveness of simulation and role play as techniques of teaching speaking to the students with different level of motivation for the eight grade students of SMP Negeri 1 Jepara, it needs to have the theoretical review of some terms used in this research as follows.

### **2.2.1 General Concept of Speaking**

According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (1998: 13). While another expert, Theodore (1960: 5) said that language is essentially speech, and speech is basically communication by sounds. According to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition. It is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

### **2.2.2 Teaching Speaking English**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world 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. Teaching speaking is to teach English language learners to:

- (1) produce the English speech sounds and sounds patterns;
- (2) use words and sentence stress, intonation patterns and the rhythm of the second language;
- (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- (4) organize their thoughts in a meaningful and logical sequence;
- (5) use language as a means of expressing values and judgments; and
- (6) use the language quickly and confidently with few unnatural pauses, which are called fluency (Nunan in Hayriye Kayi: 2003).

### **2.2.3 Ways to Teach Speaking**

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice,

what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible

Now many linguists and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

#### **2.2.4 Speaking Activities in Classroom**

Selecting speaking activities that match with learning program is very essential way to promote students to be active. For instance, if you teach students through a game, you should make sure that your specific tasks are based on the goals of the program coupled with the development stage. Nunan (2005: 52-57) proposes speaking activities that can be used in classroom teaching. Those are dialogues, communicative language teaching, and games. Other speaking activities are storytelling, story completion, picture speaking, simulation and role play.

### ***2.2.4.1 Dialogues***

Dialogue provides learners with grammatically controlled script. The teachers may use role play and simulation practice as the best practice for dialogue because they are scripted. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Besides, simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

### ***2.2.4.2 Communicative Language Teaching***

Bringing real life situations to the classroom teaching is the notion of communicative language teaching. CLT is an approach and philosophical orientation that connects classroom based language learning with the language that learners need in order to communicate outside classroom. Nunan, 2003 (in Nunan, 2005: 56). One example of this approach is interview. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

### **2.2.4.3 Games**

One thing that often successful to give students spirit is game. The favourites games in language teaching such as playing cards and information gap. Firstly, the writer would like to elaborate playing cards. In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher.

Then, each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? or What is the easiest way of earning money? or what do you think about lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

### **2.2.4.4 Storytelling**

Students can briefly summarize a tale or story they heard from somebody before-hand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Another one is story completion. For this activity, a teacher starts to

tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

#### ***2.2.4.5 Picture Narrating and Describing***

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics include the vocabulary or structures they need to use while narrating. Another one is picture describing. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

#### ***2.2.4.6 Simulation and Role Play***

Both simulation and role play are commonly used in foreign language classes to facilitate communicative competence. These speaking activities often overlap in practice and different people often define differently. Dakowska (2005: 111) argues that the contrast between role play and simulation is a matter of degree. In simulation, students are commonly asked to participate in an exercise which resembles a real-life event and they have freedom to say what they think. Unlike role play, role cards tell the students what to say and what view to adopt.



From the distinction above, it can be stated that students are casting the role of different characters in role play, while when they play themselves in real situation is called simulation.

### **2.2.2 Simulation**

Simulation is a technique that involves significant interaction between groups and individual based on simulation of real world and real experiences (Brown, 2001: 135). Bygate (1987: 80) also defines that simulation is an activity which requires decision making. The participants act as themselves or in social life. They can work together within imagery setting. However, their performance is not for amusing audiences. From the definition above, it can be inferred that simulation is an oral activity in which the participants have responsibilities to participate actively in the interaction.

Participants in the simulation have duties to support the interaction run well. If they acted as certain characteristic, they should know what they do. To make it real, the performance must be in simulated setting. Bygate (1987: 81) proposed the phases of doing simulation. They are (1) giving information to the students, (2) problem solving, and (3) follow up work. The students are informed about language work, the role description that tells who they are, and technical term. Then, they practice it in classroom.

#### ***2.2.2.1 Types of Simulation***

Ken Jones (Anggrahini, 1996: 10-15) divides simulation into eight types which can be applied in the classroom teaching and learning. They are as follows:

#### 2.2.2.1.1 Bafa Bafa

This is addressed for the people of two different cultures. To apply this type, the participant needs two recording cassettes. One is for source culture (warm, friendly) and another is for foreign culture (foreign speaking, task-oriented). The participants in this case solve the problem of arising cultural differences.

#### 2.2.2.1.2 Crisis

In other words, it is called international conflict. The class is divided into several groups consist of four members which represent four countries to lead bilateral negotiations and world conference. They try to solve the international problem in the forum.

#### 2.2.2.1.3 Five Simple Business

This simulation is associated with teaching economy. The participants try to bargain, sell, and buy products or they produce things. It can be implemented singly or series but they are better to use singly. The class still consists of several groups with three or four members. They act as seller, buyer, or producer.

#### 2.2.2.1.4 Man and his environment

It is about a number of potential industry and commercial development. In this type, the participants act as opponents and proponents. Role cards with short sentences help them to do simulation.

#### 2.2.2.1.5 North sea challenge

This type connects technological decision making. This is the most complicated for the users.

#### 2.2.2.1.6 Radio Convingham

There are some steps of doing this type. The participants act as journalist of local radio convingham who produces a program “News and Views at seven”. Then, controller provides the sources taken from hand out, letters, and news item. Those are given during simulation.

#### 2.2.2.1.7 Talking Rocks

This type is often associated with survival game which concerns on petroglyphs and pictographs. Commonly, this is appropriate use for children and professors. It only uses some papers to write message, no talking, which are monitored by controller. In other words, it is called seeking tracks.

#### 2.2.2.1.8 Humanus

This simulation type is a provocative survival type which concerns with ethical and social values. The participants plays role as survivors of a world-wide catastrophe. It requires the participants to be good citizens in helping casualties.

### ***2.2.2.2 Advantages of Simulation***

Simulation can give some advantages to the learners. First, besides entertaining, it also motivates learners. They get fun condition because they play character that they highly want. It can increase students’ motivation to speak out and use language based on the given tasks. Second, simulation can increase students’ confident. For the hesitant learners, they may be very worry to speak English. Through this technique, they do not speak for their selves but they represent other person because they act as different character. They also have big opportunities to speak, act and interact with others.

Savignon (as cited Anggrahini, 1996: 18) adds the advantage of simulation. It can provide maximum amount of verbal communication. Thus, students' performance in speaking will be improved. In doing simulation, the participants also do various aspects of macro skills such as communication, interaction and social skill. Based on the advantage of simulation above, this technique is very essential to improve students' performance on speaking skill and to help the students to achieve some specific objectives.

### **2.2.3 Role Play**

Role play can be successful strategy in ELT classroom. The main goal of role play is to boost students' communication in the classroom. Teachers should incorporate such speaking activity to reflect students' knowledge into speaking practice. Porter-Ladousse (1987: 3) stated that role play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenario. He also points out that speaking tasks can be limited and it can be supported with cues.

In doing role play, students are given little information about the role. It can be clues or other forms. It is in line with the Scriveners' statement. He points out that learners are often given some information about a role (e.g. a person or a job title). These are often printed on role cards. Students take simple preparation to do the scene with their friends (Scriveners 2005: 155). Role cards in this case have crucial function because guidelines put on such card can help students to convey important fact.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study was attempted to compare the effectiveness of two strategies, i.e. simulation and role play in teaching speaking for students with different level of motivation. The aim of this study was to find out the answers of four research questions or research problems. In the previous chapter, the writer had presented the analysis of data gathered from the experimental and control class. The result of this present study could be described as follows.

The result of discussion for the answer of first research question showed that there was a significant difference in the students' mean score between the pre-test and post-test to the students with low level of motivation in the experimental class who had been taught using simulation strategy. Thus, simulation was effective in teaching speaking for students with low level of motivation with the level of effectiveness at 5.37 point. Meanwhile for students with high level of motivation after being taught with simulation, there was not any improvement of speaking competence achievement. Even, the mean score of the post-test decreased at the point of minus 1.34 from the pre-test. Thus, simulation was not effective in teaching speaking for students with high level of motivation. In other words, it could be concluded that simulation was effective in teaching speaking for students with low level of motivation but not for those with high level of motivation.

From the data gathered in the discussion section for answering the second research question, there was a significant difference between the pre-test and post-test score to the achievement in speaking ability of the students with low level of motivation after they were treated with role play strategy. The data gathered from this present study showed that there was an increasing point at 7.64 score point from the pre-test mean score of 63.28 to the post-test mean score of 70.92 from the group of students with. Thus, role play was effective in teaching speaking for students with low level of motivation. Meanwhile, for students with high level of motivation, there was a significant difference between the pre-test and post-test mean scores to the achievement in speaking ability of students with high level of motivation after being taught using role play strategy. Role play was effective in teaching speaking for students with high level of motivation with the level of effectiveness at 7.85 point. This effectiveness of role play for students with high level of motivation was known from the increasing mean score of the pre-test 64.10 and of the post-test 71.95. Based on the effectiveness point of role play in teaching speaking for both group of students with different level of motivation, it could be concluded to answer the second research question that role play was effective in teaching speaking either for students with low and for students with high level of motivation. However, role play was more effective in teaching speaking for students with high level of motivation than for those with low level of motivation.

The third result for answering the third research question stated that there was a significant difference of simulation compared role play in teaching speaking for students with different level of motivation. For students with low level of

motivation, simulation and role play were effective in teaching speaking for them. It was because the mean score of post-test increased at 5.37 point from the pre-test in simulation class while in role play class the mean score of post-test also increased at 7.64 point from the pre-test. It mean that simulation and role play was effective in teaching speaking for students with low level of motivation although there was a difference in the effectiveness level of simulation and role play. From the different point of teaching speaking effectiveness as mentioned in advance, it could be concluded that role play was more effective than simulation in teaching speaking for students with low level of motivation. On the contrary, for students with high level of motivation, simulation was not effective for students with high level of motivation, but role play was effective for them. It was because the mean score of students with high level of motivation who were taught with simulation achieved 80.86 for the post-test whereas the pre-test was 82.20. There was a decrease point at minus 1.34 from the pre-test to the post-test. It meant that simulation was not effective for teaching speaking to students with high level of motivation. Meanwhile, role play was effective for teaching speaking to students with high level of motivation because there was an increasing point 7.85 form the mean score of pre-test 64.10 to the mean score of post-test 71.95. In other words, for students with high level of motivation, simulation was not effective in teaching speaking but role play was effective.

The last result for answering the fourth research question showed that there was a significant interaction among simulation, role play, students' speaking achievement, and the level of students' motivation. In other words, students'

achievement in speaking competence was correlated directly with the teaching strategies and the level of students' motivation.

Finally, from all of the results above, this present study has proved that simulation and role play strategies could facilitate students in improving English speaking achievement for both students with low and high level of motivation although there was a difference in their effectiveness for students with different level of motivation. Simulation and role play can also be used as a teaching strategy to encourage students to be more active in learning English speaking.

## **5.2 Suggestion**

In line with the research findings, suggestions are addressed theoretically, and practicality.

Theoretically, the findings of this present study will be hopefully able to contribute to additional references for other researchers and English teachers who would like to analyse or conduct a research on the use of teaching strategies in enhancing of speaking competence. The decreasing post-test in group of students with high level motivation taught with simulation should be deeply explored and analyzed by other researchers so that it could be found factors influencing the decreasing point of post-test.

Practicality, teachers of English as a Foreign Language (EFL) class are suggested to adopt the findings of this present study, e.g. simulation and role play are recommended to be implemented in their classes for teaching speaking strategy to improve their students' speaking competence although the result will be different



based on their level of motivation. Also, the principles of junior high schools are hoped to take the result of the present study by encouraging their English teachers to implement simulation and role play in class for the sake of improving their students' English speaking competence.

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