

## MOTIVATING STUDENT'S TO SPEAK ENGLISH THROUGH FUN ROLEPLAY METHOD AT THE 8TH GRADE OF SMP AHMAD YANI MAKASSAR

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### Abstract

*This research is aims to discovered whether the use of fun roleplay can motivate the 8th grade students of SMP Ahmad Yani Makassar to speak English. This research is an experiment study using a pre-experimental design, namely one-shot case study. The techniques that used are data analysis, data reduction, data presentation, and drawing conclusions. Based on the results of the research, it is found that the application of the fun role play method has been carried out in accordance with the steps in fun role play. The steps for playing this role are as described, starting from the teacher choosing the theme to be played and then let the student pick their own theme after that, preparing a script or storyline, explaining the techniques and rules in the game, dividing or choosing the role of each student, telling while setting the first scene of discussion and evaluating learning. Based on the findings, it is found that the used of fun roleplay methods can increase students motivation to learn to speak English better than before.*

**Keywords:** *Fun Role Play Method, Motivating*

### 1. Introduction

One of language skill aspects which very important in fielding creative, critical and genius future generation is speaking ability. By grasping speaking ability, the students will be able to express their feeling intelligently based on the situation and context when they speak about the language. Speaking is one of skills in English. Speaking is very important for people in looking for jobs because spoken English is one of qualification if we want to find the job. In countries where English is neither first not second language, it is taught or learned as the first language for practical nor necessary uses for communication. The speaking skill is an essential part of communication. For that, the teachers struggle for the students to improve his speaking skill by making a relax and fun atmosphere in the class.

The students often encounter some problems. Even though students in Indonesia are now facilitated with various applications, they still have low motivation to practice English in daily conversation because they do not feel happy with the monotonous method that teachers share with them which is boring and does not change.

The student is also too shy and afraid to take part in the conversation. Many various methods recommended by English Foreign. Lots of studies have shown that motivation is positively linked to achievement in learning the English language or any other second languages. Motivations is an important amount of someone and maybe everyone will try to learn something new to get boost their motivation. Having motivation shows that someone by this time knows the purposes he does. Motivation gets become vital if someone want to learn the language, such as exertion persistence and verbalization. It contains an sum of vitality from students to lock in in activity, to do more exertion and continuously hold on in activity. In other words, motivation is an drives that creates someone act in achieving certain goals. Where motivation is one factor that is very influential in achieving the target language (Hong and Ganapathy,2017).

In fact students nowadays are joining the modern era which is the facility or technology their using is more simple at the time before, in this study the student can express to be another person certain people or objects that they like and they crave which can come from books, cartoons, games, even other media such as their environment. Having fun will gives us an opportunity to associate and be inventive more than before. When we laugh together, this sends an outside non-verbal message that says: “We are alike, we share values” (Everett,2011).

Motivation gets to be an fundamental calculate for deciding the conquest of moment or outside dialect securing. According to information that gathered from the teacher’s, the fact in the SMP Ahmad Yani Makassar is that many students have weak studying motivation. In addition, the lack of attention by the teacher to students because teaching method is monotonous. Therefore, teachers are not only educators by play a very important role in motivating students.

## **2. Literature Review**

### **a. Definition of Motivation**

Motivation is something which make someone happy and spirit to do something that they want. Motivation refers to one’s desire or eagerness to do something (Green & Smyser,1995). In order to eliminate apathy in students, the teacher needs to motivate them with enjoy method since unless motivation is supported and secured when activity has commenced, the common inclination to induce tired or bored of the task and capitulate to any alluring diversions will result in demotivation.

Basically, motivation can help individual behavior in understanding and explaining, including the behavior of the individual who is learning. Finding ways to extend motivation is pivotal since it

permits us to change behavior, motivated competencies, be inventive, set objectives, develop, make plans, motivated talents, and boost engagement.

According to Deci (1985) there are two kinds of motivation they are:

#### **a. Intrinsic Motivation**

Intrinsic motivation is activities for which there is no apparent reward except the activity itself. People seem to engage in them for their own sake and not because they lead to a reward. Intrinsic motivation exists within individuals, in another sense intrinsic motivation exists in the relation between individuals and activities. People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task. Because intrinsic motivation exists in the connection between a person and task, some authors have defined intrinsic motivation in terms of the task being interesting while others have defined it in terms of the satisfactions a person gain from intrinsically (Deci & Ryan, 1985).

#### **b. Extrinsic Motivation**

Extrinsic Motivation is, on the other hand, Extrinsic rewards are money, prizes, grades, and even certain kinds of positive feedback Extrinsic means external or outside of yourself. Extrinsic factor that can influence students “motivation such as: students environment conditions, the dynamic element, Four major sources of intrinsic motivation: ideals and students” ability, students’ condition. Intrinsic motivation is motivation covered in the situation learning and meet the needs of and the goals pupil. Extrinsic motivation is a motivation caused by factors from outside the situation learned such as the credit, a diploma, with a division, and competition (Hamalik, 2011:163).

#### **b. Fun Roleplay**

Roleplay defined as the person whom a performer artist speaks to in a film or play, whereas fun roleplay is a teaching method of acting out particular ways of behaving or pretending to be other people who ideal with new situations through fun and enjoyable atmosphere to students. It is utilized in training courses language learning and psychotherapy for increase student’s motivation to learn English speaking.

Roleplay is providing students appropriate topic provides interest and subject – matter for discussion, dividing them into groups improve the amount and quality of the verbal interaction” (Ur, 1996).

Fun roleplay helps to bring the language to life and to give the learners some experience

of its use as a means of communication as if in the real situation with fun and enjoy method. Therefore, the main purpose of fun role play is to motivated communication situation with enjoy and fun.

In addition, it is and most learners will agree that enjoyment leads to better learning and by doing students even teenagers and adults often imagine themselves in deferent situation and roles when they play games (Bowman, 2013).

In case of fun roleplay activities, according to Byrne (1996), role-play can be grouped into two types, scripted and unscripted roleplay. In details, those types of fun roleplay activities described as follows: Scripted roleplay, this type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way. Unscripted roleplay, in contrast to scripted roleplay, the situations of unscripted fun roleplay do not depend on textbooks. In particular to behave in certain situations such as when being offered food or drink. It is known as a free roleplay or improvisation.

### **c. Speaking**

Speaking is imperative to an individual's living progressions and experiences. Speaking is also the most ordinary way to communicate. Without speaking, people must remain in nearly total isolation from any kind of society. For most people, the capability to speak a language is the same in knowing a language from the time when the speech is the most fundamental means of human communication. According to Cornbleet and Carter (2001) "speaking is not just making sound though birds, animals, babies make sound and though it may be communication of sorts, it is not speaking".

According to Gate (2003), "Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business". Speaking indicates that as one of the language skills, it should get attention from teachers and learners because it plays the important role in our society.

There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating or solving particular problem; or establishing and maintaining social relationships and friendships. Spoken communications are essentially

transactional or interactional". Transactional language is said to be that which contains factual or propositional information. The students just imitate how to say incorrect intonation not meaningful interaction and the student should have question or command for their teacher. The focus is primarily on the meaning of the message when speaking and when the purpose is transactional (Gebhard, 2009).

### **3. Research Method**

#### **a. Research Design**

This study adopts experimental one-shot study case approach, According to Gay, Miles and Airisian (2016) the experimental research is the only type of research that can test theories to establish source effect relations. It signifies the solidest chain of reasoning about the connections between variables. In experimental research the researcher handles at least one independent variable, controls additional relevant variables, and observes the effect on one or more dependent variables.

#### **b. Research Instrument**

In this study, the researcher instrument were do an experiment to gather the data of motivating students to speak English through fun roleplay method in studying process, specifically in implementation motivating students to speak English through fun roleplay method by teachers perceive.

### **4. Findings and Discussion**

#### **a. Findings**

In this subsection the research presents the results of experiment, and discuss concerns about the result of how the use of fun role play method of students in SMP Ahmad Yani Makassar. The data concern are experimental data obtained through one shot case study with students and teachers regarding the application of fun role play to motivate of students in SMP Ahmad Yani Makassar. After doing the learning the teacher evaluates the results of fun role play, to find out whether the students are motivating or not the teacher has tools or indicators to see the students motivated. From the results of research that has been done that students seen are able to control their emotions such as laughing when they are happy, crying when they are sad and so on from the experiment of researchers that there are 7 students who are starting to motivated, 10 students who motivated as expected, and 2 students who are motivating very well.

## **b. Discussion**

Based on the results of experiments, interviews, and documents, the author determines that the application of the fun role play method to motivated students who implemented in SMP Ahmad Yani Makassar has been implemented in accordance with the phases, namely:

1.The teacher determines or chooses a theme before the student pick their own theme ,The efforts of educators in creating an environment that allows the learning process to occur is a must, before carrying out learning activities at SMP Ahmad Yani Makassar first determine the theme of the activity to be achieved in the form of preparing a daily learning implementation plan (RPPH) to determine what learning and activities to be applied which is adapted to the existing curriculum so that learning is more directed and optimizes students motivated.

2.The teacher makes a scenario script or storyline for fun role play after the teacher sets the chosen theme for the fun role play, the teacher prepares a script or scenario that will be played by the students.

3.The teacher explains in advance what will be played and directs the students according to a scenario or script that has been set or made according to a predetermined theme. In Students of SMP, the teacher usually explains the scenario or directs what the students will play. “For learning that is brought out normally in class, the teacher usually directs the students without a scripted text, except when playing roles in a performance they are usually given a script and requested to memorize it. But when studying the teacher directs with dialog and students motivated according to their inspiration and creativity. From the results of the research that the researchers did, So the students are set direction by the teacher for what it is like and the students motivated it himself. For example, the teacher justifies to the Emir, the vegetable seller who sells vegetables, then the Emir says vegetables and so on.

4.The teacher explains the technical fun role play game, In the fun role play activity before starting, after introducing the theme that will be used, the teacher explains about the technical fun role play. Here the teacher explains who speaks first and the teacher arranges the flow, then when finished, proceed to the students who want to play the roles that have been set.

5.The teacher selects and assigns the role of the students, in fun role play, not all students play simultaneously, students take chances, some are selected as actors and some as auditors. Based on the results of the experiments by researchers to motivated student’s intrapersonal intelligence, teachers are more stimulating in motivating it in students by give details steps to students and asking them to perceive their environment. Then interpersonal intelligence is motivated and stimulated when the students starts to play a role and how the students work together with other

people or friends. In providing ingredients such as vegetables in collaboration with parents Teacher Tells Story While Setting First Scene. Based on the experiments in the study, it was found that in order for students to better understand and understand the teacher told the students while setting the first scene. The teacher tells the story and the students act and speak according to what the teacher tells them.

6.The teacher talk about the values checked in the fun role play activities, in fun role play activities, the teacher checks and takes the values confined in what is played by the students. As of the results of research that has been carried out, the teacher regularly discusses talk over what has been played. For exemplar, when we hear of a friend who is sick, we have to visit them, or if they don't desire to be ticketed by the police, they should obey traffic signs. The teacher asks the students to ask questions to find out the student's feelings after playing. What values are contained in the role play.

7.The teacher evaluates the work or the effects of fun role play, to find out about student's motivated, the teacher evaluates the results of fun role play activities, at SMP Ahmad Yani Makassar appraises learning outcomes by using checklists, anecdotes as a tool to determine students motivated. This is specified by the teacher as follows: "In evaluating learning, we regularly use checklists, anecdotes conferring to the existing curriculum"

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## 5. Conclusion

Based on the results of research that has been carried out by researchers that the treatment of the fun role play method (fun role play) motivate students speak English in SMP Ahmad Yani Makassar. This indicates that the use of the fun role play method (fun role play) can motivate students to speak English. Thus, it can be concluded that in using the fun role play method to motivate the students at SMP Ahmad Yani Makassar to speak English. Even though the students who plays the role when first playing is the students appointed by the teacher, the teacher in its application proposes or gives the opportunity for the students to play like his friend. Therefore, student's motivate has motivated as expected.

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