The Influence of the Use of Role Playing Methods and Interest in Learning on the English Speaking Ability

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Abstract

This study aims to evaluate the effect of using role-playing methods and interest in learning on the English speaking abilities of class IX students at Junior high school 2 Merangin. The research design follows a 2x2 factorial design with pretest and posttest, where one factor is the use of role-playing methods and the other factor is interest in learning. The subjects of this research were class IX students at Junior high school 2 Merangin. The instruments used include questionnaires to measure students' interest in learning and oral tests to measure students' English speaking abilities. The data analysis techniques used include descriptive analysis for questionnaires, parametric statistical tests such as the t-test and analysis of variance (ANOVA) test for oral test data, as well as correlation analysis to determine the relationship between students' interest in learning and speaking ability. It is hoped that the results of this research can provide a deeper understanding of the effectiveness of the role-playing method in improving students' English speaking skills, as well as understanding how interest in learning influences the language learning process. It is hoped that the implications of this research can make a positive contribution to the development of more effective learning strategies in the field of language at the secondary school level.

Keywords: learning interest; role playing; students achievement at good

INTRODUCTION

English as a communication tool is used to convey ideas, thoughts, opinions, feelings, and also to respond or create discourse in social life. To be able to master English well, you need to learn English with the right models and methods. Therefore, learning English in class should be different from other lessons, because the aim is different (Maduwu, 2016). English teaching should take place in a communicative, natural and lively manner where students have the opportunity to practice using the language they are learning (Husni & Saputri, 2023). In this case, a teacher should act as a facilitator in the learning process. To overcome the problems mentioned above, teachers must be able to determine the right method for the right material that allows students to dare to communicate their thoughts, opinions and feelings (Ilham & Wijiati, 2020). In this way, teachers are required to enrich their repertoire of learning methods so that they have a variety of methods in mind. One of the methods that has been used is the role playing method.

The role playing method is a learning technique that focuses on activities on students. Through the role playing method, students are invited to absorb the material in more depth. Students are invited to imagine and act out real conditions or situations related to the material (Kaffa & Miaz, 2022). The teacher's role in this case is as a facilitator, motivator, advisor and analyzer of student needs. Teachers relinquish their roles as givers, teachers, and students only as recipients of information. (Melasarianti, 2018). Through a learning process that experiences itself, discovers itself, in groups such as playing, children become happy, and learning becomes inspiring, fun, challenging, motivates students to participate actively, and provides sufficient space for creative and independent work according to their talents and interests. and physical and psychological development of students (Khoiro & Akhwani, 2021). This will have an impact on flexibility in the delivery of teaching and become comfortable with applying methods that suit student needs.

Role playing is an attempt to solve problems through demonstration, as well as the steps of problem identification, analysis, acting and discussion (Apriliyani, 2020). For this purpose, a number of students act as actors and others as observers. An actor must be able to live up to the role he plays (Putri & Ahmadi, 2014). Through roles, students interact with other people who also play certain roles according to the chosen theme. So, the role playing method is a method for presenting roles that exist in the real world into a role performance in class/meeting, which is then used as reflection material for participants to provide an assessment (Yulianeta et al, 2024). This method not only emphasizes the problems raised in the performance, but also the players' abilities in role-playing.

Interest in learning is a tendency or intrinsic desire that a person has towards a subject matter or learning activity (Sari, 2018). Interest in learning is influenced by internal factors such as motivation, self-confidence, and the desire to understand or master a field of knowledge (Asro, 2020). Apart from that, external factors such as the learning environment, interesting teaching methods, and support from teachers or parents can also influence a person's interest in learning (Aziz et al, 2022). High interest in learning tends to increase a person's motivation, concentration and quality of learning, so it is important to maintain and improve it in an educational context.

The playing method is based on the assumption that it is possible to create an authentic analogy to a real life problem situation. Role playing can also encourage students to express their feelings and even release them (Craciun, 2010). Role playing as a learning method aims to help students find meaning in the social world and solve dilemmas with the help of a group. This means that by playing roles students learn to use the concept of roles, be aware of the existence of different roles and think about their own behavior and the behavior of others (Sutra et al, 2021). Role playing as a learning method can be used for learning English, especially to improve speaking skills. Role playing is an effective teaching strategy for teaching English speaking, where playing is one of the speaking activities that can be done in the classroom using English.

Speaking skills are one of the main aspects of productive skills in language learning. This includes a person's ability to express ideas, concepts and information orally clearly, regularly and effectively (Ho et al, 2020). Speaking skills require a good understanding of grammar, vocabulary, and the ability to construct coherent sentences and paragraphs (Siregar, 2023). Apart from that, the ability to convey messages with the right intonation, vocals and expressions is also an important factor in speaking skills. By mastering these skills, a person can communicate more effectively and build good relationships in a variety of social and professional contexts.

In assessing speaking skills, there are several categories that are the main focus of the evaluation. First, is the participant's ability to compose message content clearly and systematically, including coherent sentence and paragraph structures (Ambun, 2016). Second, is the use of appropriate and varied vocabulary to express ideas and insights in more depth. Furthermore, intonation, vocals and verbal expression are also aspects that are assessed, because this influences how the message is conveyed and received by the listener (Pranoto & Inharjanto, 2020). Apart from that, the participant's ability to maintain a smooth conversation, overcome communication barriers, and respond actively to questions or input from the person they are talking to are also important criteria in assessing speaking skills. By paying attention to these various aspects, the assessment can provide a comprehensive picture

of a person's speaking ability.

This research is in line with research conducted by Karnasih (2020), who said that role playing is an important way to stimulate speaking activity. Through role playing techniques teachers can direct students to think and use the target language. The novelty of this research is that it examines how students' learning interests influence their language skills, providing deeper insight into the factors that influence language learning.

This research can also open the door for further research in the field of English language teaching, especially in digging deeper into effective learning methods and other factors that influence students' language abilities. This can make a significant contribution to curriculum development and the implementation of better teaching in schools. Based on these descriptions, this study aims to evaluate the effect of using role-playing methods and interest in learning on the English speaking abilities of class IX students at Junior high school 2 Merangin. Through this research, it is hoped that effective learning strategies can be found to improve students' speaking skills, as well as generate higher interest in learning English, so as to produce graduates who are competent and ready to compete at local and global levels.

RESEARCH METHODS

Research Design

This research is a type of experimental research, specifically using a 2x2 factorial design with pretest and posttest. In the 2x2 factorial design, there are two factors considered, namely the use of role-playing methods and interest in learning, each of which has two different levels or conditions (Sugiyono, 2017). The pretest is carried out before the treatment or intervention is given to the subject, while the posttest is carried out after the subject receives the treatment or intervention. Through this design, the researcher identified the influence of each factor separately and the interaction between the two factors on students' English speaking abilities.

In this study, the research design followed a 2x2 factorial design with a pretest and posttest. Both groups of students; treatment and control, following learning with the same materials, objectives, learning resources and teachers. The implementation of learning differs in terms of the methods used. The first group as the treatment group carries out learning using a role-playing model, while the second group or control group carries out conventional learning. Each group conducts learning in the same room and environmental conditions at Junior high school 2 Merangin.

In line with the hypothesis to be tested, namely the effect of using a role playing model with the influence of high and low student interest in learning variables, as well as the influence of the interaction between these two variables on the dependent variable, namely speaking ability, a 2x2 type factorial experimental design was used in this research. Table 1 below shows the factorial design (2x2) used in this research.

Table 1. Factorial Design (2x2)

English Speaking Ability	A_1 Role Playing Model	A_2 Conventional Learning
B_1 (low)	A_1B_1	A_1B_2
B_2 (high)	A_1B_2	A_2B_2

Research Target/Subject

The subjects of this research were class IX students at Junior high school 2 Merangin. Students are the group that is the main focus in research regarding the influence of the use of role-playing methods and interest in learning on English speaking abilities. The subjects of this research were chosen because the students were at an important developmental stage in language learning, and were representative of the student population at the school.

Research Procedure

The experiment consisted of 7 meetings (4 weeks) in a series of activities, namely the first pre-learning preparation and division of groups and determining group leaders. Next, each group was given an interest in learning questionnaire test and an English speaking ability test (pretest). At the next meeting, each group was given treatment according to the planned learning plan. The treatment will be carried out over 7 meetings of 2 x 45 minutes each (2 class hours). The experiment ended by holding 1 meeting at the end to carry out a post-test, namely an English speaking ability test.

Instruments, and Data Collection Techniques

The instruments used in this research include several things. First, to measure students' interest in learning English, researchers may use questionnaires or questionnaires specifically designed to explore students' level of interest in learning. Second, to measure English speaking ability, researchers can use oral tests which cover various aspects such as fluency, clarity, accuracy and fluency in speaking English. In addition, to measure the effectiveness of the role-playing method, researchers may use direct observation of student interactions while role-playing in class. Meanwhile, to measure changes in speaking ability before and after intervention, researchers can use pretest and posttest oral tests which allow an objective assessment of student progress after receiving treatment or intervention.

Data analysis technique

In this research, the data analysis techniques used may include several statistical methods. First, to analyze data from questionnaires regarding students' interest in learning English, researchers can use descriptive analysis to provide an idea of how high students' overall interest in learning is. Second, to analyze oral test data before and after the intervention, researchers can use parametric statistical tests such as the t-test to compare the average speaking ability scores before and after the intervention in the control group and the treatment group. Apart from that, researchers can also use the analysis of variance (ANOVA) test to find out whether there are significant differences between different groups, such as groups that use the role-playing method and groups that do not use this method. Correlation analysis techniques can also be used to determine the relationship between students' interest in learning and speaking abilities. All of these techniques are used to produce valid and justifiable conclusions regarding the influence of role-playing methods and interest in learning on the English speaking abilities of class IX students at Junior high school 2 Merangin.

RESULTS AND DISCUSSION

After the pretest average similarity test (one way ANOVA) was completed, namely tcount <ttable or -1.126 < 1.697 so that H_0 was rejected, meaning there was no difference in initial ability between the experimental class and the control class or both classes had the same initial ability, then proceed with testing the research hypothesis, namely testing the difference between the independent variable and the dependent variable using posttest-pretest difference data.

There are assumptions that must be met before carrying out the ANOVA test, namely that the data is normally distributed in each class and the variance is the same. Based on this, an assumption test was carried out first for each class (upper and lower in the experimental and control classes), including: 1) Lilliefors normality test; and 2) Barlett's Homogeneity Test, each of which was calculated manually using Microsoft Excel.

a). Make a table calculating the average English speaking ability from the pretest-posttest scores for the four testing groups. Recap the data in the following table:

Table 2. Recapitulation of the Average Value of English Speaking Ability

Average	Learning model		Average
Level of Interest in Learning	Role Playing	Conventional	Row Totals
Low	6,2	5,6	5,9
High	6,467	5,317	5,892

Column totals	6,334	5,459

b). Calculate the F value with two-way Anova to test hypotheses 1, 2, and 5

Table 3. Comparison of the calculated F value with the Two Way Anova F table

Hypothesis		Hypothesis	$F_{Calculated}$ value	F_{Table} values	Conclusion
1	H_{01}	$: \mu A_1 = \mu A_2$	46,549	2,78	Ho was rejected
	H_{a1}	$: \mu A_1 > \mu A_2$			
2	H_{02}	$: \mu B_1 = \mu B_2$	56,027	2,78	Ho was rejected
	H_{a2}	$: \mu B_1 > \mu B_2$			
5	H_{03}	$: A \times B = 0$	5,353	2,78	Ho accepted
	H_{03}	$: A \times B \neq 0$			

c). Calculate Tukey values to test hypotheses 3 and 4

Table 4. the results of the Tukey value calculation

Hypothesis	Group	Class Size (N)	Sample Mean	Difference Value
3	$\mu A1B1$	16	6,2	0,6
	$\mu A2B1$	16	5,6	
4	$\mu A1B2$	16	6,467	1,15
	$\mu A2B2$	16	5,317	

These results are interpreted as follows: if in the interval there is a value of 0, at the significance level $\alpha = 0.05$, then $\mu_i \neq \mu_j$. Thus the conclusions obtained for the entire hypothesis are:

1. Hypothesis 1 with A1 is a role playing model and A2 is a conventional model

   H_{01} $: \mu A_1 = \mu A_2$

   H_{a1} $: \mu A_1 > \mu A_2$

   Decision: The statistical test shows that the Fcount is 46.549 with a probability of 0.000. Because the probability <0.05 then H0 is rejected. In other words, there is an influence between the role playing method and the conventional method or the speaking ability of students taught using the role playing method is better than students taught using the conventional method.

2. Hypothesis 2 with B1 being low interest in learning and B2 being high interest in learning:

   H_{02} $: \mu B_1 = \mu B_2$

   H_{a2} $: \mu B_1 > \mu B_2$

   The statistical test shows that the Fcount is 56.027 with a probability of 0.000. Because the probability < 0.05 then H0 is rejected. In other words, there is an influence of interest in learning between role playing methods and conventional methods on students' English speaking abilities.

3. For hypothesis 3, using the Tukey test, there is no value of 0 so that $\mu_i = \mu_j$, then $\mu A1B1 = \mu A2B1$ in other words, there is an influence of the role-playing model on the English speaking ability of students in the group of students who have a high interest in learning.

4. Hypothesis 4, the results of the Tukey value calculation, interpret that there is no value of 0, so that $\mu_i = \mu_j$, then $\mu A1B1 = \mu A2B1$, then H0 is rejected, or in other words, there is an influence of the role-playing model on the English speaking ability of students in the group of students who have low interest in learning.

5. Hypothesis 5: Looking at the interaction between role-playing learning model variables and interest in learning English:

   H_{03} $: A \times B = 0$

   H_{03} $: A \times B \neq 0$

The statistical test shows that the F count is 5.375 with a probability of 0.052. Because the probability is > 0.05, H0 is accepted. In other words, there is no interaction between the role playing model and interest in learning on students' English speaking abilities.

Interest plays an important role in the teaching and learning process. Because if the learning material studied is not in line with students' interests, students will not learn as well as possible. Interest is key in teaching. If students are interested in teaching and learning activities, then it is almost certain that the teaching and learning process will run well (Rinjani & Romadona, 2023). The interest in speaking English of class IX students at Junior high school 2 Merangin is based on an interest questionnaire in order to get a clear picture of the condition and distribution of interest in English among class IX students of Junior high school 2 Merangin.

The first research hypothesis states that the ability of students who learn English using the role-playing method is better than students who learn using conventional methods, which are tested and can be accepted as true. The results of the research showed that the group of students who studied using the role-playing method during the learning process actually showed that this role-playing method was very interesting for the students, allowing the class to be dynamic and full of enthusiasm. Students become enthusiastic about learning and develop a high sense of togetherness and social solidarity. This means that the role playing method can be applied to learning English, especially English speaking skills.

The second research hypothesis states that interest in learning English influences students' ability to speak English, which is proven and can be accepted as true. Thus, the role of interest as a driving force that comes from within a person to achieve certain goals is quite dominant. In the learning process, interest in learning is a very important condition in achieving learning goals (Rahmawati et al, 2023). Judging from the importance of interest in learning, it can be predicted that learning outcomes will be more optimal if there is interest. The higher a person's interest in learning, the more successful the learning process will be (Refliana & Pertiwi 2023). So interest will always determine the intensity of students' learning efforts.

The third research hypothesis states that the ability of students in speaking English who have a high interest in learning who learn using the role-playing method is better than students who have a high interest in learning whose learning uses conventional methods, which are tested and can be accepted as true. In learning that applies conventional methods for students who have high interest, it shows that learning outcomes do not exceed the learning outcomes of groups of students who learn using the role-playing method (Zahroh et al, 2023). This shows that students' interest in learning will increase if students experience learning events that use more meaningful learning methods.

Students who have a high interest in learning feel challenged to be more active and creative through role-playing methods compared to conventional methods which they feel provide less freedom in expressing their creativity. If students have high interest, they will carry out good learning activities to achieve good results (Halidjah, 2012). The fourth research hypothesis states that the ability of students in speaking English who have low interest in learning who learn using the role-playing method is better than students who have low interest in learning whose learning uses conventional methods, which are tested and can be accepted as true.

The fifth research hypothesis states that there is no interaction between the role-playing method and students' interest in learning on English speaking skills, it has not been tested and cannot be accepted as true. This means that the role playing method does not influence each other with students' interest in learning on their ability to speak English. This means that high or low interest in learning does not affect the level of students' ability to speak English whether taught using role-playing methods or conventional methods (Ernani & Syarifuddin, 2016). The highest results of students' ability to speak English were in the group of students who had a high interest in learning who learned using role-playing techniques. Even though there is no interaction, interest is recognized by several psychologists as very important in learning at school.

This research is in line with research conducted by Karmila (2023), who said that the application of role play has proven to be effective in improving students' speaking skills in learning English in class IX of Junior high school 1 Bonjol. Students' learning interest and motivation to be involved in the learning

process in class is stimulated by the existence of one of the stages in the role play learning model which requires students to be directly involved in groups and together play the role play in front of the class. Here you will see positive competition or rivalry between groups trying to perform well according to what they have learned. Research conducted by researchers to publish shows that approaches that involve direct interaction and active participation in learning, such as role-playing methods, can improve students' English speaking skills.

The implications of this research can have a broad impact on the world of education, especially in the context of teaching English at the junior high school level. First, this research shows the importance of using role-playing methods in language learning, which can improve students' speaking skills. This can encourage teachers to more actively utilize interactive methods in language teaching (Suciati, 2021). Second, findings regarding the influence of interest in learning on speaking ability can be a basis for schools and teachers to design strategies that can increase students' learning motivation (Mulyati et al, 2023). Thus, this research provides a strong foundation for improving the quality of English language learning in junior high schools as well as developing more innovative and effective teaching methods.

A limitation of this research is the limited sample size, especially if it only involves students from one particular school. This can limit the generalization of research results to apply to a wider population. In addition, external factors such as students' social and cultural environments can also influence research results but may not be completely controlled. The method of measuring learning interest may also have limitations, such as subjectivity in assessing students' learning interest. Additionally, focusing on English speaking ability alone may not provide a comprehensive picture of a student's overall language ability. However, while recognizing these limitations, this research still provides valuable insights for the development of better language education.

CONCLUSION

Based on the results of research examining the influence of the role-playing method and interest in learning on the English speaking ability of class IX students at Junior high school 2 Merangin, it was concluded that the application of the role-playing method had a significant influence on the students' English speaking ability. This can be seen from the statistical test which shows a fairly high FCount value with a probability that is lower than the alpha level (0.05). Likewise with interest in learning, the results of the analysis show that interest in learning also has a significant influence on students' English speaking abilities. Apart from that, the results of the analysis also show that there are significant differences between students taught using role-playing methods and conventional methods for both students with high and low interest in learning. However, there was no significant interaction between role-playing methods and interest in learning on students' English speaking abilities, indicating that the influence of these two factors on speaking abilities operated independently.

ACKNOWLEDGMENTS

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