



Exploring motivation and improving English speaking proficiency: A literature study on role-play method

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ABSTRACT

Motivation is a crucial role in language learning as it influences students' willingness, effort, and engagement in the learning process. When students are motivated, they are more likely to actively participate, persist through challenges, and ultimately achieve higher levels of language proficiency. Role-play methods offer a dynamic approach that can effectively address the motivation challenges faced by teachers. By immersing students in simulated real-life scenarios, role-play creates an interactive and engaging learning environment. The study intends to explore motivation and improve English speaking proficiency using role-play method. This study use qualitative with literature study. The research found that role-play activities are able to increase students' engagement, real-world language application, speaking skills, confidence, creativity, and collaborative learning, ultimately leading to enhanced motivation in learning English speaking.

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INTRODUCTION

English is recognized as the global language across the globe. Thanks to this language, individuals worldwide can communicate and connect. In Indonesia, nearly all students or individuals acquire English skills. Nevertheless, within Indonesia, English retains its status as a non-native language (Berken et al., 2015). This is due to the primary language being the local native language, while Indonesian serves as the second language.

Encouraging EFL students to learn English can be somewhat challenging (Mohammed, 2018) for teachers or lectures especially when students have no specific target to achieve and felt no need to learn it. In Indonesia, although English is considered as one of the compulsory subjects in Elementary up to university level, students do not seem to see the importance of using English subject outside (Mohammed, 2018; Nurhamami, 2021) of the classroom. This is reflected in their motivation for learning English, which has a serious obstacle of not mastering in English. Students have less enthusiastic about participating in learning (Astawa et al., 2017), bored and do not have a passion for learning (Zulfikar et al., 2019). It is because teachers or lectures teach using

conventional methods that are boring for students (Dahlia, 2020). Those are a significant gap between the desired outcomes and actual progress. So students need motivation to learn English. Motivation as an important part of the learning process (Dewi Wardani et al., 2020)

Learning motivation is a kind of inner impetus to drive students' English learning (Anjomshoa & Sadighi, 2015). Motivation is often conceptualized as an intrinsic force, instinct, emotion, or eagerness that propels an individual toward a particular course of action. This definition highlights motivation as the inner resolve or enthusiasm within people that compels them to pursue their desired accomplishments. In the teaching and learning process, motivation is extremely crucial (Nadya & Pustika, 2021). It can be classified into intrinsic and extrinsic motivation, integrative and instrumental motivation (Zhang & Shao, 2021). So motivation is an important research topic in language learning (Lv & Liu, 2020) because it is a great stimuli for learning. In addition, motivation is considered a necessary element for students' engagement

There are number of strategies, methods, and teaching techniques that can be used to increase students' motivation to learn English (Alhodiry, 2016). One of them is role-play methods to bridge the gaps and facilitate both motivation and English speaking proficiency among EFL students in Indonesia

According to (Mohammed Rayhan, 2014), role-play method is an activity where students can express their thought, opinions, or feelings to others through words. According to (Negara et al., 2021.), role-play is thought to be a simple way for students to learn the basics of English conversation. By applying role-play in teaching English, students can practice communication skills, different social context (Fadilah, 2016).

It is possible to encourage students to learn actively and with enjoyment by having them play roles (Tuan, 2012) and swapping roles to develop themselves, since it gives the chance to utilize language in more innovative. Moreover, roleplay can facilitate learning process (Rina et al., 2019), because it creates a learning environment a-nd atmosphere that is active, interactive, and constructive in practising the language, vocabulary, fluency, pronunciation and comprehension (Alzoun et al., 2017). Students will get engagement and have high motivation in Learning English as result. The contribution of this field is for educators and policymakers are encouraged to consider integrating role-play methods into their teaching practices. Role-play is suggested as a dynamic and effective tool that has the potential to enhance students' motivation and engagement in the process of learning English.

The previous research is (Negara et al., 2021.) entitle Literature Review: Why Use Roleplay Method In Teaching Speaking? It shown that the role-play method can improve students' speaking skills, increase self confidence, collaboration among students, and make the learning atmosphere fun and interesting. The research focus on speaking meanwhile this study focus on Exploring Motivation and Improving English Speaking Proficiency.

The next research is (Selimovic, 2022) entitle An Exploration of Students' Motivstion in Learning English. The main results show that participants tend to be highly in extrinsically motivated to learn English. The research used A quantitative methods meanwhile this research used qualitative method.

The following research is (Abdul et al., 2020) entitle Improving Students' Achievement Motivation Through Role-Play. The result shows that students' achievement motivation is increased through role-play. The research used a quasi experimental method with a non-equivalent (pretest and posttest) control group design and this study used literature study.

Given the explanation above, the researcher want to examine a titled Exploring Motivation and Improving English Speaking Proficiency: A Literature Study on Role-play Methods

RESEARCH METHODOLOGY

This study used library research and qualitative techniques. The researcher's methods involve studying and reading a variety of literature related to the issue, it is exploring motivation and improving English speaking proficiency: a literature study on role-play method. Researchers used a literature study to know what kinds of motivation which students have and whether increasing students' motivation in Learning English toward role-play method. The data collection technique in this research is the first step carried out in collecting data from various sources to obtain data and then analyzing it to answer questions and formulate problems related to related research. Books, articles, the internet, and journals were used as data sources in this study. The researcher uses google scholar engine. It conducted using key words such as "students motivation", "English language skill", "speaking skill" and role-play method".

RESULTS AND DISCUSSIONS

3.1 Kinds of Motivation

Intrinsic Motivation

According to (Ann Renninger, 2000), intrinsic motivation refers to the underlying causes that push people to engage in a certain activity for the inherent fulfillment and happiness it offers. Intrinsically motivated learning is linked to feel-good emotions including enthusiasm, curiosity (Ginting, 2021) and a sense of accomplishment. The students' dedication to the learning process is further strengthened by these feelings. They could enjoy learning new words (Bailey et al., 2021), deciphering the nuances of syntax, and identifying language patterns

Students that are motivated by their own interests frequently want to be in charge of their own education. They desire control over what they learn, how they learn it, and how quickly they advance. Additionally, these students enjoy learning new things and taking on difficulties. They feel a sense of accomplishment and satisfaction when they successfully overcome challenges, whether it be effectively applying a complex grammatical structure or having a discussion with a native speaker. Additionally, students like applying their language skills in real-world situations (Makhmudov, 2023). They find satisfaction in being able to express themselves verbally, understand and produce information in the target language, and communicate effectively

Extrinsic Motivation

When anything is motivated by external elements that are not essential to the action itself but rather originate from outside sources, this is referred to as extrinsic motivation. Extrinsically motivated language students participate in the process because they anticipate receiving some sort of reward or benefit from doing so (Long et al., 2013). From physical results like grades or certificates to intangible ones like praise or social recognition, these rewards can take many different forms. The desire to receive high grades is a typical example of extrinsic motivation in a learning environment. Students may put a lot of effort into their language studies in order to do well on tests and other tasks, which they view as indicators of their achievement

The possibility of obtaining certificates or credentials that would improve their resumes and lead to new options in education or career inspires a lot of students. Examples of extrinsic motivators include language competency certificates, such as TOEFL or IELTS scores (Komiya, R., 2013). Some people are inspired by the affirmation and appreciation they get for their linguistic abilities from peers, families, teachers, or the community. Their self-esteem and social standing can increase if they are recognized as proficient language users

Furthermore, Tangible rewards like prizes, gifts, or monetary incentives can serve as strong extrinsic motivators. Language competitions or contests that offer attractive rewards (Lv &

Liu, 2020) can encourage learners to participate and improve their language skills. And Fear of negative consequences, such as failing a course or disappointing parents, can also be a form of extrinsic motivation. Students may study a language to avoid these undesirable outcomes rather than solely for the joy of learning

Integrative Motivation

Integrative motivation is a sort of language learning motivation that is motivated by the desire to relate to the target language's culture. It focuses on the social and cultural components of communication rather than just the practical aspects of language learning. Integrative motivated language students aren't just interested in learning the language; they also want to get fully immersed in the culture and form deep relationships with native speakers

Students that are intrinsically motivated are really interested in comprehending the cultural setting of the language they are studying. They are interested in finding out more about the language speakers' traditions, values, and way of life. The possibility of meaningful interactions with native speakers inspires these learners. They want to have real conversations, meet people, and build connections so they can actually experience the culture (Lamb, 2004).

Additionally, students who are driven by integration recognize that cultural understanding and language proficiency (Alshawi, 2018) are necessary for productive interactions. They wish to speak in a respectful and culturally appropriate manner. More over, for some students, learning a language opens doors to cultural enrichment. They like discovering books, music, movies (Hong & Ganapathy, 2017) and other works of culture in the target language

Instrumental Motivation

Instrumental motivation in language learning refers to the practical and utilitarian reasons that drive individuals to acquire proficiency in a particular language. Instrumental learners are those who are motivated by the observable advantages that learning the language can bring to their personal or professional lives. This kind of motivation frequently focuses on reaching particular results or objectives and is goal-oriented

Many students are driven to learn a language because they think it will travel or live abroad, improve their chances of getting a job. For instance, learning English could help someone land a job in a multinational corporation or increase their prospects for doing business internationally. A language may be studied by students if their academic program or major requires it. They view language ability as a way to enter specialized courses or fulfill educational requirements, access important materials like research papers, books, articles, or internet information that are not easily accessible in their mother tongue.

3.2 Role-play Method

Role play is beneficial for students because it can boost their communication skills, speaking skills, and interests in learning According to (Putu et al., 2022), the role play does allow students to improve their communication skills for example expressing arguments, organizing ideas, understanding groups, interpreting, and concluding

As part of the implementation, one or more participants play a character that want to communicate, and this activity offers a chance for interactive discourse (Gamanik et al., 2019). When role-play is used, students are divided into groups and given the chance to share their opinions and ideas on the tasks that the teacher has assigned. This allows the students to participate directly in the learning process and can be seen as an appropriate and successful way to improve the students' English-speaking activities (Akmal. (2018). The sample of topics are introduction and introducing the others, asking and giving information related to number, promotion of product, asking and giving advice and so on.

In order to implement role-play, there are six key procedures that include: (a) In roleplaying exercises, lectures have to decide the subject matter, (b) Select the scenario and

construct the dialogue; each scenario is a creation of the students based on the assigned topic, (c) The lectures review the script's grammar and terminology before beginning the role-play, (d) Request that students rehearse roleplaying in front of the group without consulting the script, (e) Evaluate students' performance and talk about their comprehension of terminology, sentences, and conversations

Role-playing activities can enhance students' speaking skills in any situation and help them to communicate. Engaging in role-playing situations places students in scenarios where they must apply and enhance language skills crucial for effective interpersonal interactions. This helps them overcome inhibitions and gain confidence in assuming their roles

Fun learning environments have a positive effect on students' attention spans, which encourages them to participate in class activities like role-playing (Rahimy & Safarpour, 2012). It follows that fostering a happy learning atmosphere will benefit students' involvement, skill development, and attention that using role-play to enhance and expand students' vocabulary can help them become more proficient language users by expanding their

There are some effects on how the role-playing method affects students' motivation to study English as a second language.

Greater engagement

Because roleplaying involves frequent participation and interaction, it can increase students' interest in and enjoyment of English language instruction (Castro & Villafuerte, 2019). Students who feel more invested in and active in the learning process as a result of the greater engagement may be more motivated

Real-world application

Through roleplaying, students can put their English language skills to use in relevant, everyday situations. As students can see the clear correlation between what they are learning and how they may use it in real-world circumstances, this application can make the learning experience more interesting and relevant.

Better speaking and communication abilities

Role-play give students plenty of chances to hone these abilities in a secure and encouraging setting. Students can improve their fluency, vocabulary, pronunciation, and capacity for effective communication through role-play (Thi et al., 2022)

Enhanced self-assurance

Roleplaying exercises can help students feel more comfortable (Torres-Rodriguez & Martínez-Granada, 2022) speaking and writing in English. Students develop confidence in their language skills as they actively participate and effectively navigate through various scenarios, which can further inspire them to learn and develop their language skills.

Collaborative learning

Role-play frequently entail peer engagement and collaboration (Sirisrimangkorn & Suwanthep, 2013), fostering a sense of teamwork and cooperation. A constructive and encouraging learning atmosphere can be fostered through the opportunity for students to share knowledge, exchange ideas, and get feedback. By fostering a sense of community and belonging, this roleplaying's social component might boost motivation

3.3 Increasing students' motivation in Learning English toward role-play methods

The use of role-playing techniques offers a dynamic manner to increase students' excitement for learning how to speak English. By giving students a sense of purpose and accomplishment, role-playing taps into a variety of motivational variables. Students experience a

direct link between their linguistic efforts and successful communication outcomes as they take on various roles and manage language use in various contexts. This practical learning strategy stimulates curiosity because students start to wonder how subtle linguistic differences can affect social interactions. Additionally, the role-playing activity's emphasis on creativity and individual expression provides a safe learning atmosphere where children feel empowered to experiment with language without worrying about making mistakes. Students' motivation levels in their quest to perfect English speaking are elevated by the supportive environment of active involvement and the applicability of role-play to real-life language use

CONCLUSION

In conclusion, the crucial role of motivation in English language learning among EFL students in Indonesia. It highlights the presence of diverse motivational factors, including intrinsic, extrinsic, integrative, and instrumental motivations, which influence students' motivation in learning English. Moreover, this study demonstrates that role-play methods hold substantial promise in boosting students' motivation to learn English. Role-play not only foster active participation and interaction but also provide a practical, real-life context for language application. The educators and policymakers are encouraged to consider integrating role-play methods into their teaching practices and it has the potential to enhance students' motivation and engagement in the process of learning English. Further research can analyze improving language education outcomes and enriching students' language-learning experiences, explore how individual differences, such as learning styles and preferences, influence the effectiveness of role-play methods and examine the potential of technology-mediated role-play in language learning.

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