The Influence of Role Plays and Learning Motivation Towards The First Year Room Division Students Speaking Ability at Tourism Polytechnic of Palembang

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ABSTRACT

Keywords:
speaking, role play, motivation

Speaking ability is an important skill that must be possessed by students, especially in the field of tourism. This study aims to explore the effect of role play and learning motivation on the speaking ability of first-year students of the Rooms Division at Palembang Tourism Polytechnic. This research method used a factorial design with a population of first-year students of the Hospitality Department. The research sample consisted of 32 participants, consisting of 16 people in the Experiment Group and 16 people in the Control Group. Data were collected through questionnaires and two measurement instruments, then analyzed using Two-Way Analysis of Variance. The results showed that there was a significant effect of role play on students' speaking ability, both those with high and low learning motivation. In addition, conventional teaching techniques also had a significant effect on students' speaking ability, depending on their level of learning motivation. The use of role play proved to be more effective than the conventional teaching technique in improving students' speaking ability. This finding shows that there is an interaction between role play and learning motivation that affects students' speaking ability. Therefore, this finding emphasizes the importance of applying innovative methods and high motivation in the learning process to improve students' speaking ability. The implications of this study suggest that educators prioritize interactive and motivational teaching strategies to improve speaking skills, which are crucial for career readiness in the tourism industry. In addition, role play can be a key component in the curriculum that aims to improve communication skills at various levels of student motivation.

INTRODUCTION

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language (Bygate, 1987). Students should be able to speak English because English is an international language and is mostly used for communication in many countries all over the world. It has become an important language for professional and personal goals, for example, English is used by many people to deal with their jobs or responsibilities and to run their business and company. Furthermore, English could help them develop connections with people in a global world.

English also has become a necessary language in the workplace, especially for vocational students. Vocational students should be able to speak English because it will help them pursue and obtain career opportunities. Most vocational students will be looking for a job after they graduate from school or university. As many industries and companies have international standards, especially in language, vocational students should prepare themselves well to face this challenge.

According to Goh & Burns, (2012), many learners may also be shocked and disappointed when they have to speak in a second or foreign language in real interaction with competent speakers of the language. Goh & Burns, (2012) Further stated that the learners may have learned by repeating or constructing complete sentences modeled after written language, but when they engage in real conversations outside the classroom, they realize that their way of speaking is too "textbook-like" and unnatural. This may be the reason for teachers to support, motivate, and give the students a chance to speak in a "real environment."

According to Nation & Nation, (2001) speaking, activities can achieve a range of goals, and several may be achieved in the same activity. It means that students may show and use the language to express their ideas and search for information. Furthermore, in speaking activities, students will not just learn about grammar and vocabulary, but the important thing is learning how to use language for communication with someone or the other person in the workplace. It will be very useful to make them speak and interact with each other and make them understand what they are talking about.

Moreover, in developing speaking activity, the teacher"'s responsibility is to create an effective speaking environment. It is because the students need good conditions to increase their speaking frequency, such as the learner,, 's language environment. In addition, speaking brings a message that the students should deliver the message successfully to others in the form of verbal language or orally. Furthermore, the purpose of learning to speak is to improve the capability in communication, that is, expressing all ideas in his or her mind orally.

In the language teaching and learning process, teachers should be able to encourage and motivate the students to speak. One of the strategies to make students motivated is to create situations that enable the students to practice the target language in real communication and make them enjoy doing the task. So, teachers should apply appropriate strategies or techniques to help students improve their speaking ability.

There are many kinds of techniques or strategies for teaching speaking. One of the strategies is role play. The writer tries to apply role play to improve students" speaking

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ability because the curriculum in Palembang Tourism Polytechnic as a vocational school consists of 30% theory and 70% practice. It is in line with role play, which allows students to get involved in practicing the language and place them in a "real" situation.

In addition, students" motivation also has an important role in the success of English learning achievement. According to Palmer, (2014) students, motivation is an essential element that is necessary for education quality. Furthermore, if the students are motivated, they will pay attention, begin working on tasks immediately, ask questions and answers, and appear to be happy and eager to learn.

Some reasons influence the writer and make her interested in finding out the influence of using role play and learning motivation in teaching speaking besides curious about how to improve students" speaking ability. The reasons are (1) based on observation in the classroom, the writer found that the first-year room division students at Tourism Polytechnic of Palembang find some difficulties in speaking English, especially in material related to "handling check-in." (2) The first year room division students at Tourism Polytechnic of Palembang also didn"t have any motivation to speak English in the class. It is found when the students are not brave or afraid to start and be involved in the conversation, and they are also shy to practice the target language, and out of ten, students mostly used the mother language (Palembang) in daily conversation. (3) The first-year room division students at Tourism Polytechnic of Palembang need a speaking environment that enables them to interact and practice communicating in English (Radovan & Makovec, 2015) (Vibulphol, 2016) (Kember & Kember, 2016).

Besides observation in the classroom, the writer has done library reading and found two previous studies that have similarities and differences with her study and tried to find the gap between these two previous studies. First, according to Ardiana, (2017) teachers have to create or use techniques in teaching speaking that enable the students" to increase their speaking skill as well as their self-confidence. She has done research entitled "The Influence of Role Play, Traditional Teaching Method, and Self Confidence on Students" Speaking Ability of The Eleventh Grade of SMAN 22 Palembang" and it showed that the percentage score of students who are in very good category in the experimental group is 95%. It meant that there was a significant influence of role-play in students" speaking ability in the eleventh grade of SMA N 22 Palembang. Second, Harahap, (2017) has used role play to improve students" speaking ability at Junior High School 7 Pemulutan and she found that interaction between techniques to the students speaking achievement was 0.038. It meant that there was a significant difference between role play technique and conventional teaching technique on students speaking achievement. Sinambela & Simanjuntak, (2017) Further, it states that there was a significant interaction between high and low motivation in the students' speaking achievement after being taught by using role-play. So, it means that role-play is influenced by the students" high motivation (Chadijah, 2023) (Yulianeta et al., 2024).

In general, we can see from these two previous studies above if techniques applied in teaching speaking to the students, such as storytelling and role play, are effective. Then, the writer assumes that it is essential to do study or research to know the influence of using role play in teaching speaking with high and low-motivated students at Palembang Tourism Polytechnic. In the last previous study, which was written by Alkad, role play was applied in Junior high School. The writer will try to find the influence of role-play when it is applied at the Tourism Polytechnic (Alkad, 2015).

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This study offers novelty by combining the use of role-play and learning motivation as variables that affect students' speaking ability in vocational education, especially at the Palembang Tourism Polytechnic. Different from previous research that focused more on high school students, this study targeted first-year students in the Room Division department who are prospective practitioners in the hospitality field. The combination of these two variables in a single study design allows for an in-depth exploration of how the combination of teaching methods and intrinsic motivation can produce a stronger effect on the development of speaking skills. The urgency of this research lies in the need to develop effective learning methods in the context of vocational education. With the increasing demand for a professional workforce capable of communicating in English, especially in the tourism sector, innovative teaching approaches that are tailored to the needs of the industry are essential. This research was conducted to answer these challenges and offer solutions in the form of role-play methods that are more dynamic and interactive than conventional teaching methods.

This study aims to determine the influence of the use of the role-play method on the speaking ability of first-year students majoring in Room Division at the Palembang Tourism Polytechnic, assess the interaction between learning motivation and the role-play method in improving speaking skills, and compare the effectiveness of the role-play method with conventional teaching methods in developing speaking skills.

This research is expected to provide the following benefits: Adding insight into the field of English education, especially in the application of the role-play method in vocational education, providing input for lecturers at the Tourism Polytechnic and similar institutions to adopt more interactive teaching methods in improving students' speaking skills and improving the quality of graduates who have good communication skills so that they are better prepared to compete in the global tourism industry that requires a workforce with superior English skills.

Based on the explanation above, the writer is interested in doing a study entitled "The Influence of Role Plays and Learning Motivation Towards the First Year Room Division Students' Speaking Ability at Tourism Polytechnic of Palembang."

RESEARCH METHODS

This study used a factorial design. Fraenkel et al., (1993) Factorial designs expand the number of relationships that can be studied in experimental research. This design is a modification of the posttest-only or pretest-posttest control group design (with or without random assignment), which allows the exploration of additional independent variables. Fraenkel et al., (1993) Also, explain that another advantage of factorial design is its ability to examine the interaction between an independent variable and one or more other variables, often referred to as moderator variables. In this study, role-playing serves as a moderator variable.

The study involved two groups, namely groups with high and low learning motivation. The two groups were the experimental group and the control group. The experimental group was taught using role-play techniques, while the control group was taught using conventional methods. According to Fraenkel et al., (1993), population refers

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to the group that is the subject of the researcher's attention, the results of which will be generalized. Arikunto, (2010) Also defines population as all research subjects that have similar characteristics.

The population in this study were first-year students of the Hospitality Division Department at Palembang Tourism Polytechnic, totaling 65 people. From this population, researchers took the first step to identify student learning motivation using a questionnaire. After the questionnaire results were analyzed, students were grouped, based on their learning motivation, into a group with high motivation and a group with low motivation. Next, the researcher divided the students into two groups: one taught using the role-play technique and the other using the conventional technique. The research sample consisted of 16 students from the Experimental Group and 16 students from the Control Group, making a total of 32 people.

For data collection, the researcher used a questionnaire and two additional instruments. The questionnaire was used to determine the level of student motivation, consisting of 20 statements covering three aspects as indicators of learning motivation. After the questionnaire was distributed, the researcher administered a speaking test to the participants, which was conducted twice: pre-test before learning and post-test after the learning process was completed. Then, the data were analyzed using a Two-Way Analysis of Variance.

RESULTS AND DISCUSSION

Statistic Descriptions

The data were obtained from pre-test and post-tests and the questionnaire. The writer used descriptive statistics to analyze the students" pre-test and post-test for high motivation and low motivation in the experimental group and control group, including mean, standard error of the mean, median, mode, standard error of means, standard deviation, variance, range, sum, minimum and maximum score (Wang, 2009) (Davis, 2016).

1. The result of the Pre-Test Score For High Motivation in The Experimental Group

Table 1. Descriptive statistic of pre-test score for high motivation in the experimental group

Statistics		
Pre-test Scores for High Motivation in Experimental Group		
N	Valid	8
	Missing	0
Mean		75.50
Std. Error of Mean		1.918
Median		74.00
Mode		72
Std. Deviation		5.425
Variance		29.429
Range		16
Minimum		68

Maximum	84
Sum	604

From the calculation of students pre-test speaking scores of highly motivated students, it was found that the mean score was 75.50, the standard error of the mean was 1.918, the median was 74.00, the mode was 72, the standard deviation was 5.425, the variance was 29.42, the range was 16, the minimum score was 68, and the maximum score was 84. The description statistic of the pretest score for high motivation in the experimental group is illustrated in Table 2.

Table 2. The pre-test score for high motivation in the experimental group
Pre-test Score for High Motivation in Experimental Group

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	68	1	12,5	12,5	12,5
	72	3	37,5	37,5	50,0
	76	1	12,5	12,5	62,5
	80	2	25,0	25,0	87,5
	84	1	12,5	12,5	100,0
	Total	8	100,0	100,0	

Based on the result analysis of students" post-test scores in the experimental group, it shows that there was one student who got 68 (12.5%), three students who got 72 (37.5%), one student who got 76 (12.5%), two students got 80 (25%), one student who got 84 (12.5%).

2. The Post-Test Score for High Motivation in The Experimental Group
The result of the post-test score for high motivation in the experimental group is described in Table 3.

Table 3. Descriptive statistic of the post-test score for high motivation in the experimental group

Statistics		
Post-test Score for High Motivation in Experimental Group		
N	Valid	8
	Missing	0
Mean		90.00
Std. Error of Mean		2.390
Median		92.00

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Mode	96
Std. Deviation	6.761
Variance	45.714
Range	16
Minimum	80
Maximum	96
Sum	720

The calculation of students' post-test speaking scores of highly motivated students shows that the mean score was 90.00, the standard error of the mean was 2.39, the median was 92.00, the mode was 96, the standard deviation was 6.761, the variance was 45.71, the range was 16, the minimum score was 80, and the maximum score was 96. The description statistic of the post-test score for high motivation in the experimental group is illustrated in Table 4.

Table 4. The post-test score in the experimental group for high motivation Post-test Score for High Motivation in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80	2	25.0	25.0	25.0
	88	1	12.5	12.5	37.5
	92	2	25.0	25.0	62.5
	96	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students" post-test scores in the experimental group, it shows that there were two students who got 80 (25%), one student who got 88 (12.5%), two students who got 92 (25%), three students got 96 (37.5%).

3. The Pre-Test Score for High Motivation in The Control Group

The result of the pre-test score for high motivation in the control group is described in Table 5.

Table 5. Descriptive Statistic of Pre-Test Score for High Motivation in The Control Group

Statistics		
Pre-test Score for High Motivation in Control Group		
N	Valid	8
	Missing	0
Mean		63.50
Std. Error of Mean		1.592
Median		62.00
Mode		60

Std. Deviation	4.504
Variance	20.286
Range	12
Minimum	60
Maximum	72
Sum	508

The calculation of students' pre-test speaking scores of highly motivated students shows that the mean score was 63.50, the standard error of the mean was 1.59, the median was 62.00, the mode was 60, the standard deviation was 4.50, the variance was 20.28, the range was 12, the minimum score was 60, and the maximum score was 72. The description statistic of the pretest score in the control group for high motivation is illustrated in Table 6.

Table 6. The pre-test score in the control group for high motivation

Pre-test Score for High Motivation in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	4	50.0	50.0	50.0
	64	2	25.0	25.0	75.0
	68	1	12.5	12.5	87.5
	72	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students'' pre-test scores in the control group, it shows that there were four students who got 60 (50%), two students who got 64 (25%), one student who got 68 (12.5%), one student who got 72 (12.5%).

4. The Post-Test Score for High Motivation in the Control Group

The result of the post-test score for high motivation in the control group is described in Table 7.

Table 7. Descriptive Statistic Of Post-Test Score For High Motivation In The Control Group

Statistics

Post-test Score for High Motivation in Control Group		
N	Valid	8
	Missing	0
Mean		67.00
Std. Error of Mean		1.964

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Median	68.00
Mode	68
Std. Deviation	5.555
Variance	30.857
Range	16
Minimum	60
Maximum	76
Sum	536

The calculation of students' post-test speaking scores of highly motivated students shows that the mean score was 67.00, the standard error of the mean was 1.96, the median was 68, the mode was 68, the standard deviation was 5.55, the variance was 30.85, the range was 16, the minimum score was 60, and the maximum score was 76. The description statistic of the post-test score in the control group for high motivation is illustrated in Table 8.

Table 8. Descriptive statistics of the post-test score in the control group for high motivation
Post-test Score for High Motivation in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	25.0	25.0	25.0
	64	1	12.5	12.5	37.5
	68	3	37.5	37.5	75.0
	72	1	12.5	12.5	87.5
	76	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students" post-test scores in the control group, it shows that there were two students who got 60 (25%), one student who got 64 (12.5%), three students who got 68 (37.5%), one student who got 72 (12.5%) and one student who got 76 (12.5%).

5. The Pre-Test Score for Low Motivation in The Experimental Group

The result of the pre-test score for low motivation in the experimental group is described in Table 9.

Table 9. Descriptive statistics of the pre-test score for low motivation in the experimental group

Statistics		
Pre-test Score for Low Motivation in Experimental Group		
N	Valid	8
	Missing	0
Mean		72.00

Std. Error of Mean	3.117
Median	74.00
Mode	60[a]
Std. Deviation	8.816
Variance	77.714
Range	24
Minimum	60
Maximum	84
Sum	576

From the calculation of students' pre-test speaking scores of low motivated students it shows that the mean score was 72.00, the standard error of the mean was 3.11, the median was 74.00, the mode was 60, the standard deviation was 8.81, the variance was 77.71, the range was 24, the minimum score was 60, and the maximum score was 84. The percentage of pretest scores in the experimental group for low motivation is illustrated in Table 10.

Table 10. The Percentage of Pretest Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	25.0	25.0	25.0
	68	1	12.5	12.5	37.5
	72	1	12.5	12.5	50.0
	76	2	25.0	25.0	75.0
	80	1	12.5	12.5	87.5
	84	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students" pre-test scores in the experimental group, it shows that there were two students who got 60 (25%), one student who got 68 (12.5%), one student who got 72 (12.5%), two students who got 76 (25%), one student got 80 (12.5%), and one student who got 84 (12.5%).

6. Post-Test Score for Low Motivation in The Experimental Group

The result of the post-test score for low motivation in the experimental group is described in Table 11

Table 11. Descriptive Statistic The Post-Test Score for Low Motivation in The Experimental Group

Statistics

Post-test Score for Low Motivation in Experimental Group

N	Valid	8
	Missing	0
Mean		89.50
Std. Error of Mean		2.612
Median		90.00
Mode		88[a]
Std. Deviation		7.387
Variance		54.571
Range		24
Minimum		76
Maximum		100
Sum		716

From the calculation of students posttest speaking scores of low motivated students, it shows that the mean score was 89.50, standard error of mean was 2.61, median was 90.00, mode was 88, standard deviation was 7.38, variance was 54.57, range was 24, minimum score was 76, and maximum score was 100. The percentage of post test score in the experimental group for low motivation is illustrated in Table 12

Table 12. The Post-Test Score for Low Motivation in The Experimental Group
Post-Test Score For Low Motivation In Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	1	12.5	12.5	12.5
	84	1	12.5	12.5	25.0
	88	2	25.0	25.0	50.0
	92	2	25.0	25.0	75.0
	96	1	12.5	12.5	87.5
	100	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students" post-test scores in experimental group, it shows that there was one student who got 76 (12.5%), one student who got 84 (12.5%), two students who got 88 (25%), two students who got 92 (25%), one student who got 96 (12.5%), and one student who got 100 (12.5%).

7. The Pre Test Score for Low Motivation in The Control Group
The result of pre-test score for low motivation in control group is described in Table 13

Table 13. Descriptive statistic the pre-test score for low motivation in control group
Statistics

Pre-test Score for Low Motivation in Control Group		
N	Valid	8
	Missing	0
Mean		53.00
Std. Error of Mean		1.464
Median		52.00
Mode		52
Std. Deviation		4.140
Variance		17.143
Range		12
Minimum		48
Maximum		60
Sum		424

From the calculation of students pretest speaking scores of low motivated students, it shows that the mean score was 53.00, standard error of mean was 1.46, median was 52.00, mode was 58, standard deviation was 4.14, variance was 17.14, range was 12, minimum score was 48, and maximum score was 60. The frequency of pre test score in the control group for low motivation is illustrated in Table 14.

Table 14. The pre-test score for low motivation in the control group
Pre-test Score for Low Motivation in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	2	25.0	25.0	25.0
	52	3	37.5	37.5	62.5
	56	2	25.0	25.0	87.5
	60	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students'' pre test scores of low motivated students in control group, it shows that there were two students who got 48 (25%), three students who got 52 (37.5%), two students who got 56 (25%), and one student who got 60 (12.25%).

8. The post-test score for low motivation in the control group

The result of post-test score for low motivation in control group is described in Table 15

Table 15.vDescriptive statistic the post-test score for low motivation in control group
Statistics

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Post-test Score for Low Motivation in Control Group		
N	Valid	8
	Missing	0
Mean		55.50
Std. Error of Mean		1.180
Median		56.00
Mode		52[a]
Std. Deviation		3.338
Variance		11.143
Range		8
Minimum		52
Maximum		60
Sum		444

From the calculation of students posttest speaking scores of low motivated students, it shows that the mean score was 55.50, standard error of mean was 1.18, median was 56.00, mode was 52, standard deviation was 3.33, variance was 11.14, range was 8, minimum score was 52, and maximum score was 60. The frequency of post test score in the control group for low motivation is illustrated in Table 16

Table 16. The post-test score for low motivation in the control group
Post-test Score for Low Motivation in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	3	37.5	37.5	37.5
	56	3	37.5	37.5	75.0
	60	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

Based on the result analysis of students" post-test scores in control group, it shows that there were three students who got 52 (37.5%), three students who got 56 (37.5%), and two students who got 60 (25%).

Normality Test

The normality test is based on the student"s score analyzed by using one sample kolmogrov-smirnov test with an assist of SPSS 22. According to Kesumawati & Aridanu, (2018) the distribution of the data can be classified into normal if the p-output was higher than mean significant difference at 0.05 levels. The normality test is used to find out whether or not samples taken from the same population. The statistic calculation of kolmogorov smirnov is used to know the normality of the test.

Table 17. Normality Test
Tests of Normalit

	Kolmogorov- Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest in Experimental Group	.155	16	.200[*]	.930	16	.246
Pretest in Control Group	.163	16	.200[*]	.952	16	.517
Posttest in Experimental Group	.191	16	.121	.929	16	.234
Posttest in Control Group	.192	16	.118	.927	16	.216

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From statistical calculation by using normality test of Kolmogorov Smirnov, it was found that the students" pretest and posttest score in experimental group was 0.200 and 0.121. Meanwhile, the students" pretest and posttest score in control group was 0.200 and 0.118. It means that all the scores were categorized normal since the p-output was higher than mean significant difference at 0.05 levels.

Homogeneity test

To determine whether the students" score are homogeneous or not, the students" posttest in experimental and control group were analyzed by using Levene Statistic. The distribution of the data can be classified into homogeneous if significance score is higher than 0.05. the calculation of the homogeneity test from the students" posttest in experimental group and control group are shown in Table 18 below.

Table 18. Homogeneity Test
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.151	1	30	.700

It is found that the significant value was 0.700. It meant that the data for this study were homogeneous since the significance is higher than α (0.05).

Hypothesis Testing

According to Kesumawati & Aridanu, (2018) paired sample t- test is commonly used to compare the score of sample of group before and after treatment. It can be concluded that pair sample t-test might be used to analyze significant influence in students" speaking ability in experimental group before and after treatment and also to know the significant influence in students" speaking ability in control group.

Research Problem No. 1: Is there any significant difference in speaking ability between the highly motivated students and low motivated students after they are taught by using Role Play?
The hypothesis is stated as follows:

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Ho1: There is not any significant difference in speaking ability between the highly motivated students and low motivated students after they are taught by using Role Play
Ha1: There is significant difference in speaking ability between the highly motivated students and low motivated students after they are taught by using Role Play.

Pretest and posttest scores in experimental group
From the calculation by using paired sample t-test, it was found that from pretest and posttest in experimental group, the mean was 73.75 and 89.75, standard deviation was 7.29 and 6.84, standard error mean was 1.82 and 1.71. The calculation data showed that mean score of posttest is higher than mean score pretest. It is shown in Table 19 below:

Table 19. Paired Sample Group Statistics in Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Score in Experimental Group	73.75	16	7.298	1.825
	Posttest Score in Experimental Group	89.75	16	6.846	1.711

Table 20. Paired Sample Test in Experimental Group

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Pretest Score in Experimental Group - Posttest Score in Experimental Group	- 16.000	4.619	1.155	-18.461	-13.539	- 13.856	15	.000

Table 20 showed that p-output was 0.000. When the p-output is lower than 0.05 so it is significant, the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. It means that there is significant influence of role play towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic. The calculation is also shown in Table 20

1. Pretest and posttest scores in control group
From the calculation by using paired sample t-test, it was found that from pre-test and post-test in control group, the mean was 58.25 and 61.25, standard deviation was 6.84 and 7.40, standard error mean was 1.71 and 1.78. The calculation data showed that mean score of posttest is little bit higher than mean score pretest. It is shown in Table 21 below:

Table 21. Paired Sample Group Statistics in Control Group
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest Score in Control Group	58.25	16	6.846	1.711
Posttest Score in Control Group	61.25	16	7.407	1.852

Table 22. Paired Sample Test in control Group
Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	tdf		Sig. (2-tailed)
Pair 1	Pretest Score in Control Group - Posttest Score in Control Group	- 3.000	2.309	.577	-4.231	-1.769	- 5.196	15	.000

Table 22 showed that p-output was 0.000. When the p-output is lower than 0.05 so it is significant, the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. It means that there is significant influence of conventional teaching technique towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic. The calculation is also shown in Table 4.22

N-Gain Test Between Experimental and Control Group (Independent Sample t-test)

From the result of paired sample t-test, it showed that there is significant influence of role play towards students speaking ability in experimental group and there is significant influence of conventional teaching technique in control group. N-Gain Test is used to find out which technique is more effective to be applied in certain group.

Table 23. The Descriptives of N-Gain Test
Descriptives

	Kelas			Statistic	Std. Error
NGain_persen	Experimental Group	Mean		63,45	4,771
		95% Confidence Interval for Mean	Lower Bound	53,28	
			Upper Bound	73,62	

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	5% Trimmed Mean	63,36	
	Median	66,67	
	Variance	364,152	
	Std. Deviation	19,083	
	Minimum	29	
	Maximum	100	
	Range	71	
	Interquartile Range	31	
	Skewness	-,226	,564
	Kurtosis	-,253	1,091
Control Group	Mean	7,51	1,507
	95% Confidence Interval for Mean Lower Bound	4,30	
	Upper Bound	10,72	
	5% Trimmed Mean	7,23	
	Median	8,33	
	Variance	36,325	
	Std. Deviation	6,027	
Minimum		0	
	Maximum	20	
	Range	20	
	Interquartile Range	11	
	Skewness	,133	,564
	Kurtosis	-,435	1,091

Table 23 above showed the result of N-gain score in experimental group (using role play technique) and control group (using conventional teaching technique). The mean score in experimental group was 63.45 while the mean score in control group was 7.51. The calculation showed that the mean of N-gain score for experimental group is higher than the mean of N-gain score for control group (63.45 > 7.51).

Table 24. Independent Sample t-test (N-gain)
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NGain_persen	Equal variances assumed	11,433	,002	11,182	30	,000	55,943	5,003	45,726	66,160
	Equal variances not assumed			11,182	17,963	,000	55,943	5,003	45,431	66,455

d

From table 24, independent sample t-test showed that p-output was 0.000. When the p-output is lower than 0.05, it can be concluded that there is significant difference of the effectivity of using role and conventional teaching technique towards the first year room division students" speaking ability between those who have high learning motivation and those who have low learning motivation at Palembang Tourism Polytechnic. So, based on the percentage of effectiveness of N- Gain score and output of independent sample t-test, it can be concluded that the use of role play is more effective than conventional teaching technique in improving students speaking ability towards the first year room division students speaking ability at Palembang Tourism Polytechnic.

Research Problem No. 2: Is there any significant interaction effect of role play and learning motivation towards the first year room division students' speaking ability at Palembang Tourism Polytechnic?

The hypothesis is stated as follows:

Ho4: There is not any significant interaction effect of role play and learning motivation towards the first year room division students" speaking ability at Palembang Tourism Polytechnic.

Ha4: There is significant interaction effect of role play and learning motivation towards the first year room division students" speaking ability at Palembang Tourism Polytechnic.

Table 25. Two-Ways Anova Test Tests of Between-Subjects Effects
Dependent Variable: Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	7028.000[a]	3	2342.667	65.858	.000
Intercept	182408.000	1	182408.000	5127.936	.000
Technique	6498.000	1	6498.000	182.675	.000
Motivation	288.000	1	288.000	8.096	.008
Technique * Motivation	242.000	1	242.000	6.803	.014
Error	996.000	28	35.571		
Total	190432.000	32			
Corrected Total	8024.000	31			

a. R Squared = .876 (Adjusted R Squared = .863)

From table 25, it was found that the p-output was 0.014. Since the p-output was lower than 0.05, the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. It means that there were significant interaction effects of role play and learning motivation toward the students" speaking ability. Learning motivation should be considered when the teachers apply role play technique. It was the evidence that the

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students who had high learning motivation were more successfull than those who had low motivation when taught using role play.

Discussions

In line with the findings above, the students" speaking ability who were taught by using role play, some interpretations are made based on the statistic analyses related to the writer"s findings. They are described as follows:

First, the scores of pretest in students" speaking ability in experimental group before treatment showed that the mean was 73.75, standard deviation was 7.29, standard error mean was 1.82. While in posttest score, the mean was 89.75, standard deviation was 6.84, standard error mean was 1.71. The calculation data by using paired sample t-test showed that mean score of posttest is higher than mean score pretest. The significant score was 0.000. It means that the p-output was lower than 0.05, so there is significant influence of role play towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic and it was interpreted that teaching speaking by using role play method was effective.

Second, the scores of pretest in students" speaking ability in control group showed that the mean was 58.25, standard deviation was 6.84, standard error mean was 1.71. While in posttest score, the mean was 61.25, standard deviation was 7.40, standard error mean was 1.85. The calculation data by using paired sample t-test showed that mean score of posttest is higher than mean score pretest. The significant score was 0.000. It means that the p-output was lower than 0.05, so there is significant influence of conventional teaching technique towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic and it was interpreted that conventional teaching method was effective.

Third, the result of independent sample t-test of N-gain showed that p-output was 0.000. When the p-output is lower than 0.05, it can be concluded that there is significant difference of the effectivity of using role and conventional teaching technique towards the first year room division stusssdents" speaking ability between those who have high learning motivation and those who have low learning motivation at Palembang Tourism Polytechnic. So, it can be concluded that the use of role play is more effective than conventional teaching technique in improving students speaking ability towards the first year room division students speaking ability at Palembang Tourism Polytechnic

Fourth, two–way ANOVA was applied to investigate the relation between one dependent variable (speaking ability) and other variable (learning motivation). It was necessary to check whether the interaction significant by checking the significant value. it could be seen that the p- output was 0.014. Since the p-output was lower than 0.05, the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. It means that there were significant interaction effect of Role Play and Learning Motivation toward the students" speaking ability and teachers should consider the students" learning motivation when apply role play technique in teaching speaking to the students.

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CONCLUSION

Having conducted with this study and the results in findings, it can be concluded as follows: First, there was significant influence of role play towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic. Second, there was significant influence of conventional teaching technique towards the first year room division students" speaking ability between those who have high learning motivation and those who have low motivation at Palembang Tourism Polytechnic. Third, the use of role play is more effective than conventional teaching technique in improving students speaking ability towards the first year room division students speaking ability at Palembang Tourism Polytechnic. Fourth, there was interaction effect of role play and learning motivation towards the first year room division students" speaking ability at Palembang Tourism Polytechnic.

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