

**IMPROVING STUDENTS' MOTIVATION IN SPEAKING BY USING
ROLE PLAY IN VIDEO MODELLED CONVERSATION (VMC)
(A Classroom Action Research on the first Semester Students of PPAPK
Programme of FKIP UNTAN)**

AN ARTICLE

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Abstract : Role play in Video Modelled Conversation are proposed in the teaching of speaking not only because of their appealing forms but also due to their salient features, as multimedia to improve the students' motivation in speaking. This study investigated students' motivation by using Dornyei's framework of language learning motivation. A questionnaire and a semi-structured interview were also employed as a means of collecting the data through a classroom action research. The procedures included planning, implementing, observing and reflecting. The results showed that teaching speaking using Role Play in Video Modelled Conversations could successfully improve students motivation in speaking. They find this technology can enhance their English learning motivation and effectively boost their English speaking ability.

Keywords : motivation, Role Play, Video Modelled Conversation, framework.

Abstrak : Role Play didalam Video Modelled Conversation dirancang dalam pengajaran speaking bukan saja karena bentuknya yang menarik tetapi juga karena fitur-fiturnya yang menggugah sebagai multimedia untuk meningkatkan motivasi siswa dalam berbicara. Studi ini bertujuan untuk menyelidiki motivasi siswa dengan menggunakan kerangka motivasi belajar bahasa yang dikembangkan oleh Dornyei. Angket dan wawancara cara semi terstruktur juga digunakan sebagai instrumen untuk pengumpulan data melalui penelitian tindakan kelas. Prosedur penelitian meliputi : perencanaan, pelaksanaan, pengamatan dan refleksi. Hasilnya menunjukkan bahwa pengajaran speaking menggunakan Role Play dalam Video Modelled Conversation telah berhasil meningkatkan motivasi siswa dalam berbicara. Mereka menemukan bahwa teknologi ini dapat memacu motivasi belajar bahasa Inggris dan secara efektif meningkatkan keterampilan bahasa Inggris mereka.

Kata Kunci : motivasi, bermain peran, percakapan penutur asli di video, kerangka.

The teaching of a language, like the teaching of many other fields of study, prepare a student to be able to express himself in the target language, to cope with basic interactive skills like exchanging greetings and thanks and apologies, and to express his needs, request information, services, etc. Mayer had also stated, “when students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situation (Mayer, 2000:459).

Motivation brings many influences in teaching learning process. It influences learning and performances and what students do and learn influence their motivation. Motivation was viewed as simply the motor of human’s behavior coming from inside the individual which focus on concepts such as, insting, drive, arousal, need and personality traits (Gardner & Lambert). However, in educational psychology, individual’s motivation is specifically integrated as a function into a belief which later becomes the source of action (Dornyei, 2011). Here motivation is related to how an individual thinks about his/her abilities, possibilities, potential, limitation and past performance could affect his/her future goal expectancy.

The use of technology has shaped the way teachers teach language. The term ‘technology’ is used to refer to electro mechanical systems used for language teaching. For example, video is one of the types of technology. That has been used to provide language learners with various models of native speakers’ utterances. The use of video as multimedia in language learning can also enhance students’ motivation. It has been used increasingly for educational purposes, especially in learning speaking. Multimedia has some features like graphics, colourful texts, videos, animation and sounds (Najjar, 1995:8). Students will learn better when related information is presented simultaneously in form of multimedia.

To investigate the students’ motivation in speaking the researcher conducted a preliminary study on the first semester students of PPAPK program of English language department at FKIP UNTAN. The researcher found that the students motivation was unsatisfactory. There were problems when the students were asked to carry out a conversation in front of the class. Most of the students are reluctant to speak because they are not confident and shy. Other problems are the students cannot develop their ideas, they have limited vocabularies, and their motivation is low. Among those problems, the teaching technique was considered the most crucial problem since teaching speaking requires the implementation of a certain approach which involves a number of practices that guide the students to produce the language fluently, accurately and appropriately.

One of the goal in EFL speaking class is improving students’ communicative skill. In order to achieve the goals teachers apply different teaching techniques in the classroom. The communicative language teaching is a teaching methodology, which requires students to practice in a real situation. The communicative classroom activity is role play (Nitko, A.J & Brookhart, S.M, 2007). Role play can make some contributions to language learning; 1) They improve motivation, 2) They provide whole task practice, 3) They allow natural learning, 4) They can create context to support learning.

Role play in Video Modelled Conversation can be applied in increasing students' motivation in speaking (Boxer and Cohen, 2004:17). Role play is not a new technique. Many research findings say that this technique is effective to teach speaking. For example, a research conducted by Qashoa (2006). The title of the research is "Arousing students' motivation in speaking English through role play". The result of the research shows that role play is an effective technique of learning. It improved the students motivation in speaking. They could carry out a conversation confidently and could improve their vocabularies.

The primary goals of this research is to find ways of solving the problems and to improve the students motivation in speaking using the target language. This research is chiefly based on the project that the researcher conducted four meetings time. And two kinds of English teaching activities for oral English class were designed which are Role Play and Video Modelled Conversation. He did the research by using the observation sheet, fieldnotes, questionnaire, interview and recording as data collection method.

METHOD

Having conducted preliminary study to identify the problems, the researcher carried out a classroom action research on the first semester students of PPAPK program of English language department at FKIP UNTAN which has 37 students. The research was done in two cycles. The researcher collaborated with a collaborator in designing the lesson plan, determining the criteria of success observing the teaching and learning process, and doing the reflection. The researcher played the video and applied Role Play in the teaching of speaking, while the collaborator conducted the classroom observation during the implementation of the action.

A. The overview of Research Finding and Discussion

Cycle 1

1. Planning the Action

In this stage, the researcher prepared lesson plan, instruments, handout, and worksheet dealing with the teaching technique of using video and role play. The technique required the students to be guided when practicing dialogs using role play. The conversations in the video were spoken by native speakers in various models of utterances. Another consideration used is that the conversations should be the ones that are never used in the students English classes so that the students can get new information from them.

2. Implementing

The teaching procedures was implemented on the first semester students of PPAPK program of English language department at FKIP UNTAN in two meetings, November, 23th and November, 30th 2015. The technique covered three stages, namely : (1) Modelling of the conversation carried out by native speakers by playing the video, (2) Building knowledge of role play by explaining the kinds of role play both scripted and unscripted role play, and how to role play the

conversation, (3) Collaborative practice (role playing the conversations under the teacher's guidance). And role playing the conversations in front of the class.

3. Observing

In this step the researcher was assisted by a collaborator to observe the result of the implementation of role play in Video Modelled Conversation, the collaborator collected the data of the students motivation by using observation sheet and field notes. The students motivation was investigated by using Dornyei framework of language learning motivation. There are seven motivational components : 1) Integrative motivation, 2) Instrumental motivation, 3) Need for achievement, 4) Self-confidence, 5) Course-specific motivational components, 6) Teacher-specific motivational components, 7) Group-specific motivational components.

Table 1 : Dornyei's Framework of Language Learning Motivation

Language Level	Integrative motivational subsystem Instrumental motivational subsystem
Learner level	Need for achievement Self-confidence : <ul style="list-style-type: none"> • Language use anxiety • Perceived foreign language competence • Causal attribution • Self-efficacy
Learning situation level	Course – specific motivational components: <ul style="list-style-type: none"> • Interest • Relevance • Expectancy • Satisfaction Teacher – specific motivational components: <ul style="list-style-type: none"> • Affiliative drive • Authority type • Direct socialization : <ul style="list-style-type: none"> - Modelling - Task presentation - Feedback Group – specific motivational components : <ul style="list-style-type: none"> • Goal-orientedness • Norm and reward system • Group cohesiveness • Classroom goal structure

Source : Dornyei (2011 : 52)

To quantify students' motivation, the researcher will use observation sheet. The percentage of success in action to the improving motivation is calculated by using formulas as follows :

$$M\% = \frac{\sum X}{\sum Y} \times 100\%$$

Where :

- M = the percentage of students motivation
- Y = the sum of obtained score
- Y = the sum of maximum score

To judge whether the students motivated or not and determined the students motivation degree, the researcher adopted from Alderman (2004) the students motivation based on the motivation degress as follows:

Table 2
Classification of The Students' Motivation

Qualification	Range of score
High motivation	70% - 100%
Moderate motivation	40% - 69%
Low motivation	0% - 39%

Questionnaire is the other instrument of data collecting. In this research the kind of questionnaire is closed-ended questionnaire in purposing to straight forward and leaving no subjectivity. In this kind of questionnaire, the students are provided by ready-made response option to choose. The students do not need to produce any free waiting.

In scaling the response option, the researcher uses Likert Scale. The questionnaire provides 20 items. The items are designed for evaluating students' motivation and participation by using role play in VMC. Each item has five choices : strongly disagree, disagree, have no option, agree and strongly agree,

Table 3. Questionnaire

Statements	1	2	3	4	5
1. Studying English is important because I will be able to interact more easily with speakers of English					
2. Studying English is important because I need it for my career					
3. I worry about the consequences of failing my speaking class					
4. I make a point of trying to understand all the English I see and I hear					
5. Studying English speaking is enjoyable					
6. The class atmosphere makes me feel comfortable even if I make mistakes					
7. Our speaking class is exciting					
8. I experience the feeling of success in class					
9. I wish I could have many native English speaking friends					
10. The only reason I involve in English speaking activity is because I need to get good mark in the subject					
11. I get nervous when I am speaking in my speaking class					
12. I have a strong desire to know all aspects of speaking class					
13. The teacher positively reinforces the students					
14. The class material is explained in an understandable way					
15. The students are attentive and involved in speaking activities					
16. Studying English is important because it will be useful in getting a good job					
17. When I have a problem understanding something in my speaking class, I always ask my teacher for help					
18. I feel that I am making progress in using English					
19. I never feel quite sure of myself when I am speaking in our class					
20. My classmates have enthusiasm in participating in speaking activity					

Modified from Attitude/Motivation Test Battery (Gardner, 2004), Teacher Observation Form (Brown, 2000) and Student Motivational State Questionnaire Dornyei & Guilleaux. 2008).

Table 4 : Students' questionnaires responses scoring system

Type of item	Score				
	Strongly disagree	Disagree	Have no opinion	Agree	Strongly agree
Positive question	1	2	3	4	5

Table 5 : Table of Specification for Students' Motivation

Level	Source of Motivation	Items	Total
Language	Integrative motivational subsystem	1, 9	2
	Instrumental motivational subsystem	2, 16	2
Learner	Need for achievement	3, 10	2
	Self confidence :	8, 11, 18,	4
	• Language use anxiety	19	
	• Perceived foreign language competence		
	• Causal attribution		
Learning situation	• Self – efficacy		
	Course-specific motivational components :		
	• Interest	7, 4, 5, 12	4
	• Relevance		
	• Expectancy		
	• Satisfaction		
	Teacher-specific motivational components :		
	• Affiliative drive	13, 14, 17	3
	• Authority type		
	• Direct socialization		
Group-specific motivational components :			
• Goal orientedness	6, 15, 20	3	
• Norm and reward system			
• Group cohesiveness			
• Classroom goal structure			
Total items			20

4. Reflecting on the action

The reflection part involves and analysis of the results of the action implementation during the first cycle. The data obtained in the observing stage were calculated in the percentage. To judge whether the students are motivated or not is categorized by using the qualification of students' motivation degree, namely :

- 1) High motivation 70% - 100%
- 2) Moderate motivation 40% - 69%
- 3) Low motivation 0% - 39%

Cycle 2

1. Planning the Action

In this stage, the researcher prepared revised lesson plan, instruments, handouts, and worksheets dealing with the teaching technique of using role play in VMC. The plans for the second cycle

were made by considering the results of the observation and the reflection of the previous cycle. Some changes were made in order to improve the weaknesses in teaching learning process of the first cycle. The video used was different from the previous cycle. In the second cycle the video was provided with texts in order to make students easier to understand and comprehend the conversation.

2. Implementing the Action

Cycle 2 of the research was conducted on November, 30th 2015. The teaching learning process was divided into three activities, pre activity, whilst-activity and post activity. In the pre-activity, the researcher, also as the teacher motivated the students by brainstorming the previous lessons. In the whilst-activity the researcher played the video twice and then the teacher asked some questions related to the video and the students could respond the questions with complete answer. It seemed that providing video with texts had triggered them to speak up. After that the researcher reviewed some grammar points such as : verb to be, auxiliary verb and question words. Then the researcher explained about role play and guided them to make prompts. In elaboration part, the students practiced role playing the conversation they had watched in their group. The atmosphere of the class was more conducive. The students enjoyed learning English by role playing the conversation. In the post activity, the researcher suggested the students to be brave to speak English with the native speakers of English and assign them to download the video conversation in youtube and make video conferencing with students overseas. These activities would give them a lot of benefits for their future career.

3. Observing the Action

The collaborator collected the data of what happened during the implementation of the action using observation sheet and field notes. The collaborator observed the behavior of each student in every group. There are seven groups which consists of six to seven students. The criteria of success, research, instruments, and pattern to complete the data were the same as those of cycle 1.

4. Reflecting on the Action

The last stage was the reflection on the observation. The activities were the same with what the researcher had done in cycle 1. Because the indication of success in terms of expected students' motivation qualification and responses were already shown, the researcher decided to stop the action.

B. Research Finding

1. Observational Analysis

1.1 Findings of Cycle 1

The findings of the study include the students' motivation and the students' responses to the implementation of role play technique in Video Modelled Conversation. The finding in the first cycle had

not met the criterion of success; therefore, the researcher and the collaborator decided on the revision of the technique for the cycle which followed.

The students’ motivation in the teaching and learning process.

To identify the students’ motivation in the implementation of video through role play technique. The collaborator used an observational sheet and field notes. The students’ activities during the teaching and learning process using role play during the first cycle had not resulted in expected outcome.

Based on the observation sheet and field note that the overall students’ motivation in speaking was low. It was observed that 24 students (65%) had low motivation, 13 students (14%) had moderate motivation, and none of students had high motivation.

Group	First Cycle
Group A	43%
Group B	43%
Group C	43%
Group D	35%
Group E	43%
Group F	43%
Total	40%

Table : 6
The result of Students’ Motivation in Speaking
Based on the Average of Group

The students’ responses to the implementation of video through role play technique in speaking.

In relation to the students’ response toward the implementation of video through role play, the students could not carry out conversation and could not respond the teacher’s question with complete sentence. The students still faced difficulties in constructing correct sentences, in terms of grammar, vocabulary, and mechanics.

Revision of the technique implemented in Cycle 1

In the second cycle the revision was made to make the students more motivated, the researcher provided video with texts. The students could understand the whole conversation and could comprehend it more easily. Besides, the researcher asked the students to pay attention to the pronunciation and repeat the sentences after the speakers.

In the next stage, the researcher reviewed some grammar points. The researcher explained about verb to be, auxiliary, verbs and question words. Then the researcher provided drill exercise in answering and responding using short answers and complete sentences. This was considered more effective than the first cycle since at the moment the students just watched the video and role play the conversation.

In the collaborative practice, the students were guided to make prompts and role play the conversations in the group. In order to make the class more efficient, the students also received a list of vocabulary items that they might need to make prompts. To raise the students' confidence, the researcher gave a chance to all students to perform role play in front of the class.

1.2 Findings of Cycle 1

The students' motivation in the teaching and learning process

Based on the information of observation sheet, it was found that the students were active and motivated during the teaching and learning process. The collaborator's report from observation sheet indicated that most of the students got involved, well and improved their motivation in speaking. The average score of the students' motivation in speaking in the second cycle was 61% which was qualified as moderate motivation. It was observed that there one student (2%) had low motivation, 23 students (63%) had moderate motivation, and 13 students (34%) had high motivation.

Group	Second Cycle
Group A	64%
Group B	77%
Group C	68%
Group D	48%
Group E	58%
Group F	51%
Total	61%

Table : 7
The Result of Students' Motivation in Speaking
Based on the Average of Group

The improvement of students' individual motivation from the first cycle to the second cycle can be seen in the following charts :

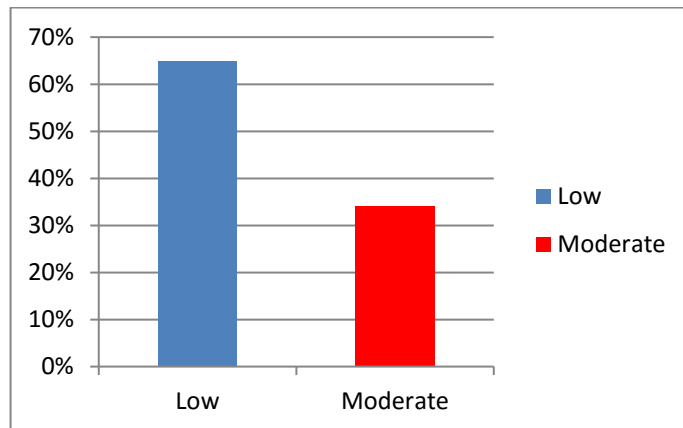


Chart 1
Students' Motivation in the first Cycle

In conclusion the researcher had answered the research problem by describing teaching and learning process by using role play in Video Modelled Conversation. In the teaching and learning process there happened improvement from the students' motivation. Meanwhile it was also strengthened by the result of the observation by using role play technique. They improved their motivation in speaking. In other words role play in Video Modelled Conversation improved students' motivation in speaking.

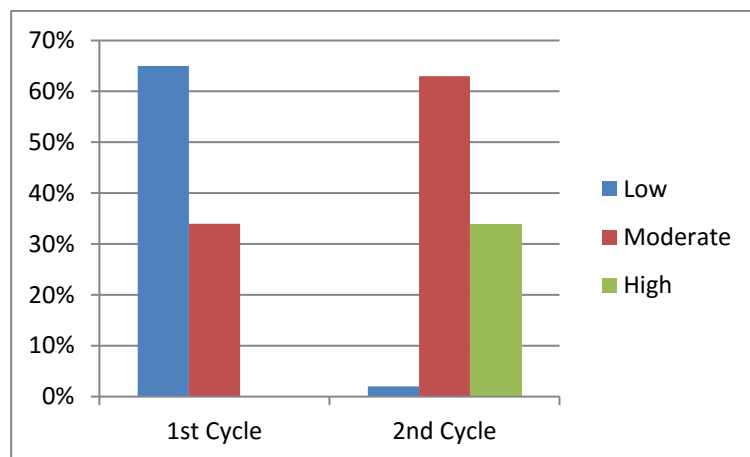


Chart 2
Students' Classification in Motivation

2. Questionnaire Analysis

The level of students' motivation from questionnaire's responses

1. Integrative motivation

Based on the table, the percentage of students' motivation was in high motivation.

Table 8 : Percentage of students' motivation in integrative motivation

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
1	37	0	0	0	3	34
9	37	0	1	3	13	24
Total (Σ) =	365	0	2	9	9	290

$$\begin{aligned}
 \text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
 &= \frac{365}{5 \times 2 \times 37} \times 100 \\
 &= \frac{36500}{370} \\
 &= 99\%
 \end{aligned}$$

2. Instrumental Motivation

Based on the table, the percentage of students' motivation was in high motivation.

Table 9 : Percentage of students' motivation in instrumental motivation

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
2	37	1	1	1	7	27
16	37	0	0	0	5	29
Total (Σ) =	340	1	2	9	48	280

$$\begin{aligned}
 \text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
 &= \frac{340}{5 \times 2 \times 37} \times 100 \\
 &= \frac{34000}{370} \\
 &= 92\%
 \end{aligned}$$

3. Need for Achievement

Based on the table, the percentage of students' motivation was in high motivation.

Table 10 : Percentage of students' motivation in Need for Achievement

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
3	37	3	2	10	11	11
10	37	11	4	8	5	9
Total (Σ) =	258	14	6	18	16	20

$$\begin{aligned}
\text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
&= \frac{258}{5 \times 2 \times 37} \times 100 \\
&= \frac{25800}{370} \\
&= 70\%
\end{aligned}$$

4. Self-Confidence

Based on the table, the percentage of students' motivation was in high motivation.

Table 11 : Percentage of students' motivation in Self-Confidence

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
8	37	1	2	0	7	27
11	37	0	15	5	2	15
18	37	1	1	0	14	13
19	37	5	8	6	6	12
Total (Σ) =	543	7	26	11	29	67

$$\begin{aligned}
\text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
&= \frac{543}{5 \times 4 \times 37} \times 100 \\
&= \frac{54300}{740} \\
&= 73\%
\end{aligned}$$

5. Course-specific Motivational Components

Based on the table, the percentage of students' motivation was in high motivation.

Table 12 : Percentage of students' motivation in Course-specific Motivational Components

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
7	37	3	0	3	1	20
4	37	0	2	4	14	17
5	37	4	2	0	14	17
12	37	7	6	2	11	11
Total (Σ) =	586	11	20	27	160	335

$$\begin{aligned}
\text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
&= \frac{586}{5 \times 4 \times 37} \times 100 \\
&= \frac{58600}{740} \\
&= 79\%
\end{aligned}$$

6. Teacher-specific Motivational Components

Based on the table, the percentage of students' motivation was in high motivation.

Table 13 : Percentage of students' motivation in Teacher-specific Motivational Components

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
13	37	1	2	0	10	24
14	37	0	5	0	10	22
17	37	7	0	0	19	11
Total (Σ) =	413	8	14	0	156	285

$$\begin{aligned}
\text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
&= \frac{413}{5 \times 3 \times 37} \times 100 \\
&= \frac{41300}{515} \\
&= 80\%
\end{aligned}$$

7. Group-specific Motivational Components

Based on the table, the percentage of students' motivation was in high motivation.

Table 14 : Percentage of students' motivation in Group-specific Motivational Components

Item Number	Number of Students	Strongly Disagree	Disagree	Have no Opinion	Agree	Strongly Agree
6	37	0	0	0	19	18
15	37	0	0	2	11	24
20	37	0	0	1	14	22
Total (Σ) =	505	0	0	9	176	320

$$\begin{aligned}
\text{Percentage of students' motivation} &= \frac{\sum X}{n \times s \times B} \times 100 \\
&= \frac{505}{5 \times 3 \times 37} \times 100
\end{aligned}$$

$$= \frac{50500}{555}$$

$$= 91\%$$

C. Discussion

Motivations plays an important role as key factor in determining the students to be a successful learner or no Motivation, gives desire to the students so they have awareness that language learning is their responsibility. Lack of motivation makes the students cannot achieve the language learning. This research focused on improving students' motivation in speaking English by using role play in VMC. In this research the researcher used Dornyei's Framework on language learning motivation. There are seven components in this framework : 1. Integrative motivational subsystem, 2. Instrumental motivational subsystem, 3. Self-confident, 4. Need for achievement, 5. Course-specific motivational component, 6. Teacher-specific motivational component, 7. Group-specific motivational component.

Based on the observational data in the first cycle, it was found that almost all students were interested watching the conversation performed by native speakers in the video but the students were still reluctant to practise in speaking English. The interaction among the students in the group were poor. There were only one to three students were active in each group, while the other members of the groups were busy with their own activity like : chatting, listening to their friends talking, playing jokes, playing online games, looking outside, etc. They were not active participating in group discussion. There were not many behaviours could be observed from these students. When the teacher went around the groups to give guidance, they said that it was still difficult for them to understand the speakers in the conversation. And some students said that the students were still confused to construct the sentences from the prompts. The other students said the speakers spoke very fast in the conversation, they could not catch the words. Because of these problems they seemed unmotivated and unconfident to speak. In the first cycle, it was observed that 24 students (65%) had low motivation, 13 students (14%) had moderate motivation, and none of the students had high motivation.

However, in the second cycle, the teacher had already prepared the solution from the possibilities, as in the first cycle. The researcher and the collaborator prepared the lesson plan, teaching media and teaching material. There were some changes that were done in order to improve the weaknesses in teaching learning process in the first cycle. To avoid time consuming, the researcher and the collaborator prepared the teaching media before the class begun. The video selected were different from the previous cycle in order to make them easier to understand the conversation. Then, the researcher and the collaborator selected the video with texts to trigger them to speak. The students were getting better then the previous cycle. They were involved in discussion although it was still hard for them to make direct sentences, but they were not easy to give up. Most of the students were brave to initiate the conversation. They had self-confidence but, there were still few students who

were shy to speak up. Based on the observational data, students' percentage in the second cycle was 61%, which was categorized as moderate motivation. The motivation improved, although it was not significant. It was observed that 1 student (2%) still had low motivation, 23 students (63%) had moderate motivation, and 13 students (35,1%) had high motivation.

The students' improvement in the second cycle was also strengthened by the result of questionnaire, the improvement of students' motivation could be seen either from the distribution of the students' motivation or from the percentage of students' motivation. The data showed 91,8% for students' integrative motivation, 92% for instrumental motivation, 70% for need for achievement, 73% for self-confidence, 79% for course-specific motivational components, 80% for teacher-specific motivational components, and 91 for group-specific motivational components.

The researcher concluded that role play in VMC improved the students' motivation in speaking from the observation sheet and field note, it could be seen there was improvement on students' motivation from cycle one to cycle two by using Dornyei's Framework of language learning motivation, although it is not significant. The students' responses on questionnaire also validated the data that role play technique in VMC could improve the students' motivation in speaking.

Conclusion and Suggestions

Conclusions

The implementation of role play in Video Modelled Conversation through Dornyei's framework of language learning motivation can improve the students' motivation in speaking. The procedures of conducting the present study to improve the students' motivation in speaking were generally divided into some tasks. Firstly, the students were motivated to speak English by showing model of conversations by native speakers through video. Secondly, the students were explained about role play and how to construct sentences by using the prompts. Thirdly, the students were given a task as a practice to construct sentences and make dialogs based on the model of conversation they had watched. Fourthly, the students were asked to role play the dialogs in their group. Next, the students in group performed the role play in front of the class. At last, the students together with the teacher discussed the students' performance, revised and edited. In the process of role play, the students worked in three ways, collaborative constructing sentences in group, collaborative role play in pair and collaborative role play in front of the class.

The result of the use of role play in Video Modelled Conversation through Dornyei's framework of language learning motivation in this study showed that the students' motivation in speaking improved during the cycle's conducted. Besides, the aspects of speaking like fluency, accuracy, and appropriateness also improved. They were more confident and felt that the implementation of role play in Video Modelled Conversation was helpful for them to improve their motivation in speaking.

Suggestions

Based in the research findings, some suggestions are proposed in order to improve the quality of the English teaching and learning process in the future. For the English teachers, the result of the study can be one of the solutions to improve the students' motivations in speaking. His also suggested that the teachers be selective in choosing the appropriate video for the students based on their educational and proficiency levels as well as their interests.

Meanwhile, for future researchers, the findings of the study can be used as valuable source to conduct further research to improve students' motivation in speaking. The findings can also be used as a reference to conduct further research using different techniques in the implementation phase or a different research design or language skill.

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