

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about the introduction about the research. It consists of background of the problem, identification of the problem, limitation the problem, formulation of the problem, purpose of the research, significance of the research and definition of key terms. This chapter is very important because this chapter introduces about basic of the research.

#### **1.1. Background of the Problem**

English is the international language. People in the world use English to communicate with others in other countries. That means English can be obtained by many people in the world. Mastery of English, people should have some skills such as reading, speaking, listening, and writing. In junior high school English is very important because in the growing world of education requires every individual who is in the circle of globalization of education to participate in learning English. Benefits English has a wide scope both in terms of education, technology, and the world of work, even as a medium to socialize and establish cooperation between continents.

Learning can be defined as any relatively permanent change in behavior which occurs as a result of practice or experience (Morgan, 1984). Based on the expert the researcher can conclude that learning is very important to human that want to surf in knowledge. Learning is a change performance as a result of

practice (Lih Bugelski:1956). and based on the expert above the researcher can conclude that learning should be coincide with practice to apply the knowledge that have been learn.

Based on researcher experience in teaching practice, the researcher found some problems in learning English in SMPN 3 Ujungbatu. The problems that students found by researcher are: first, the students' low interest in learning English because some students considered that learning English was a difficult lesson and difficult to understand. Secondly, environmental factors were less supportive for learning English, both school environment and family environment. Next problem was teacher didn't have strategy in learning English till make students are bored and lazy to observe teacher. The last problems in learning English were students' low motivation to learn English.

Students' low motivation in learning English was caused by some factors such as: surroundings factor, her/his self, and their media did not support to learn English. Woolfolk (2007:372) stated" motivation is usually defined as an internal state that arouses, directs, and maintains behavior". It meant motivation was important in learning process, because when teacher gives some motivation to students, it could make student are motivated. To solve the problem, there were many techniques that could be applied to solve those problems; therefore the researcher used role playing technique, because many research findings said was technique is effective to increase students' motivation in learning English.

Using role play to improve student motivation in learning English was good strategy, because could make student interest by creating interaction in the

class and ordering to imagine themselves in a situation like in real world. According to Littlewood (2002:49) in role playing techniques learners are asked to imagine themselves in situations which occur outside the classroom. They were asked to adopt a specific role in this situation they asked to behave as if the situation really existed. From the explanation above teacher could use this game because it can give more motivation and students speaking skill because from the statement above students' can imagine themselves in certain condition. Then, the teacher commanded the students' to express, after that the teacher checked what the students expressed.

From the explanation above, the researcher was interested in carry was a research with the title **“The Effect of Using Role Play on Students' Motivation In Learning English at the Eighth Grade of SMPN 3 Ujungbatu”**

## **1.2. Identification of the problem**

Based on the background of the problem above, the researcher identified the problem as follow is:

1. The students had low interest in learning English because some students considered that learning English was a difficult lesson and difficult to understand.
2. The environmental did factors was gave supportive for learning English, both school environment and family environment.
3. The teacher didn't have strategy in learning English to make students interest in English. It's makes student lazy and bored when learning process.

4. Most of students' had low motivation in learning English because some students considered that English was difficult.

### **1.3. Limitation of the problem**

Based on identification of the problem above, the researcher limited this research and this research just focused on significant effect of using role playing on students' motivation in learning English at eight grade of SMPN 3 Ujungbatu.

### **1.4. Formulation of the problem**

Based on limitation of the problem above, this research problem was formulated as follow "Is there any significant effect of using role play on students' motivation in learning English at eight grade of SMPN 3 Ujungbatu?"

### **1.5. Purpose of the research**

The purpose of the research was to find out whether there was significance effect of using role play on student motivation in learning English at eight grade of SMPN 3 Ujungbatu.

### **1.6. Significance of the research**

The research finding intended to give contribution on several aspect; theoretically, practically, and professionally.

Theoretically, this research could improve to support to exiting theories of learning English, especially to improve motivation in learning English by using

role play in secondary level. It could be a piece of theoretical information for other teacher related to use role play to improve motivation student in teaching English.

Practically, the research helped to study clarify and define more precisely and how to use of role play technique helps students to improve their motivation in learning English. The findings of the study may inspire other researcher to conduct further research related to the topic.

Professionally, the research might added the understanding about the way in which role play affects in improving student motivation as well improving language teaching and learning.

## **G. Definition of key terms**

### **1. Role Playing Game**

According to Ladousse (1997:5) Role play is one of a whole gamut of communicative techniques which develops fluency in language students, which promotes interaction in the classroom and which increases motivation. Not only in peer learning encouraged by it, but also the sharing between teacher and students of the responsibility for learning process. Role play is perhaps the finger-up are able to meet an infinite variety of needs with suitable and effective role play exercise. It means role play is a good strategy, because with role play students can improve their motivation and can make student active in the class.

## **2. Motivation**

According to Djamarah (2008) motivation is change energy within a person is a characterized by the emergence of feeling and reacted to achieve a goals. Motivation important in learning process because can raise spirit of the student. In this research motivation divided on two parts, they are intrinsic and extrinsic motivation.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter discussed about the review of the related literature. It consists of review of the related theories, and review of related findings, conceptual framework and hypothesis. Review of related theories consists of role play the related of theories consists of definition of role play, reason for using role play , type of role play, the purpose of role play, the steps guide to making role play and role play in motivation. And in motivation the review of related theories consists of the definition of motivation, function of motivation in learning, the kind of motivation.

#### **2.1. Review of the Related Theories**

##### **1. Role Play**

##### **1.2. The Definition of Role Play**

###### **a. Definition of Role Playing**

Role play is one strategy to carrying students to act experiment some specific real situation in the class. According to Snow (2007:112) Role plays are form of pair practice that allows student freedom to play, improvise, and create. Its mean student can come in new situation although they are not in that situation.

According to McDonough and Shaw (2007:112) role play materials are often written specifically to get learners to express opinions, to present and defend points of view and evaluate arguments. In other word role play learners also require learners to used language to get the meaning, and learners also require play more attention to maintenance of social relationships.

### **c. Type Role in Role Play**

There are some types of roles in a role play that explained by Roger (2008):

- a. Functional play involves repetition and imitation, and offers the child the opportunity for exploration of the environment.
- b. Constructive play appears in early childhood but may characterize play throughout childhood and even adulthood. It involves manipulation and exploration of the material. It also involves the addition of a preconceived plan.
- c. Games with rules are divided into two distinct forms of games. First, there are table games such as dominoes, cards, etc. second, there are physical games such as hide and seek and ball games. Both require children to accept the existence of rules and to modify their behaviors accordingly.
- d. Dramatic play is a distinct form of play with an important distinction between dramatic play and its more mature form, sociodramatic play, which must also involve cooperation between at least two children.

From explanation above, the overall aim of those type of role is offer is a way of understanding role play since it considers the play environment of context as significant in shaping children's perceptions and to train students to deal with unpredictable nature of language.



#### **d. The Purpose of Role Play**

According to Jerry Jesness (2004:54) Role play is a good way to help the students acquire survival-level English speaking skill. Its mean that we have seen a need for activities that involve the student in having a communicate purpose using language freely with no teacher intervention.

While Savigon (1983:10) Role play is support the student to be a good communicators. Learning how to better communicators is important to all of us in both our private and public lives. Better communicators mean better understanding of ourselves and others; less isolation from, those around us; and more productive happy lives. Its mean the language class should be to encourage the acquisition of communication skill to foster real life communication in and out of the classroom and make teaching learning enjoyable. Using role play can be create innovative teaching and it's hoped can improve their ability in interactive to explore and practice language learning.

#### **e. The Steps Guide to Making Role Play**

According to Maria's in the internet TESL journal (2002), she attempts to introduce or steps and various successions in applying role play in teaching. And the steps are:

##### **a. Step 1- A Situation for Role Play**

In this steps teacher must to take not of students' needs and interest. Teacher keep open eye to students' opportunities when the students practice they do not go off from the material they have learned before. At the same time, teachers need to enhance the students' interest. The teacher makes sure the

situation of role play interesting. Teacher can make available the list topic, themes in order to students can vote one themselves without pressure. The different situations or scene of role play can be found from teachers own live, textbook, or watch a movie, etc. The effective role play can base on cultural differences.

#### b. Steps 2- Role Play Design

The second step is role play design. In this step, the researcher should be thinks more on how this situation may expand. Under this consideration the teacher need to take the students' level of language proficiency. The teacher can make a role play that allocable in critical thinking. This will generate tension and make the role play more interesting.

#### c. Step 3- Linguistic Preparation

This step in making role play is prediction of the language needed. Introduce any new vocabulary before, the role play is inquiry. If the teacher want to enrich and to develop the understanding of the scenario of role play from hi/her student, he/she can stimulate student with asks some question stimulus. For example, the situation of the role play is returning an item of electronic back to he store. The teacher asks question, such as, 'in this situation what will you say to the salesperson?', 'what will the salesperson say?' and writes what the student dictate on the right side of the board. In introducing new vocabulary can make the student more confident acting out a role play.

#### d. Step 4-Factual Preparation

This step makes available some concrete information and clear role descriptions as good as the students could play their roles with confidence.

Relevant information is needed. Describe each role in manner that will let the students identify with the characters. Use the second person 'you' rather than the third person 'he' or 'she'. If your role presents a problem, just state the problem without giving any solutions.

e. Step 5- Assigning the Roles

In this step the researcher asks for volunteers to act out firstly as be good idea. At the beginning, the teacher act out as a model from one of the roles and then the student have the home task to learn useful words and expression, think about what they can say and then act out the role play in the next class. It is become exercise for them.

Into the bargain, teacher can portion student to be several groups. When the teacher deciding on their composition of the several groups, s in the balance both the abilities and the personalities is needed to taken on it.

In this concerning, the teacher must to be as unobtrusive as possible. He/she make a note of students' errors in preparation the feedback during practice or revision. The error in preparation hoped not to discourage the student.

f. Step 6- Follow-up

Once role play is finished get debriefing without correcting mistakes. In this step students need to get a satisfaction of their knowledge of language they have used. So, they can be a confidence self for their performance or action later. If every mistake is analyzed it might make the students less confident and less willing to do other role plays.

The mean of follow up is asking every student's opinion and comment about role play. In this zone, the students have an opportunity to discuss what they have learned by questioner as possible.

#### **f. The advantages of Role Play on Students Motivation**

In this research, the researcher using role play to improve students' motivation in learning English. According to Ur (1996) role play is virtually the only way we can give our learners the opportunity to practice improvising a range of real spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative. Student's interest is raised in subject matter, thus generating interest in the subject Poorman (2002). It means role play is a good technique because it can improve student motivation and role play can help students reach outside their world and embrace the feeling, emotions, and plight of others.

According to Santoso (2011) said that the benefits that can be taken from role playing are: 1) role playing can provide a kind of hidden practice, namely students unconsciously use expressions on material that they have and are learning; 2) role playing involves a large number of students, suitable for large classes; 3) role playing can provide students with pleasure because role playing is basically a game. By playing students will feel happy because playing is the world of students. Djumingin (2011) state that it can make school education more relevant to life, especially the world of work.

From the statements above, role play has many advantages to improving students' motivation in learning English, because it can improve student motivation,

make students interested by creating interaction in the class and ordering to imagine themselves in a situation like in real world.

### **2.1.2 Motivation**

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

Motivation is able to help student in understanding and to show the behavior in teaching and learning process, including the behavior when students' in learning something. According to Gardner (1985) motivation is defined as the extend ones strive acquire the language because the desire to do so and satisfaction derived from it. Motivation relate to interest. Student has interest in study; it can interest student attention to learn and are motivated to study. Some of elements to influence learning motivation, they are aspiration, condition of environment student, ability, student condition, and dynamic element in teaching and learning between teacher and her students (Mujiono and Dimiyanti, 2006:43).

According to literally, motivation is an enthusiasm or need for doing something. It means motivation is the urge to do something. In learning process motivation is important, because can improve students proclivity. Schunk and friends (2008:4) say that motivation is the process whereby goal-directed activity is instigated and sustained. It means that motivation can direct a person's behavior to achieve his/her goals

Harmer (2002) also states that "it is accepted for most fields of learning that motivation is essential to success: that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the

necessary effort.” It means motivation can be as the key for the successful learning. The failed of successful planning process can be caused by there is no motivation. It can be see that motivation is important in learning process

The researcher concludes that motivation generally as energy to support all goals that humans have made. Motivation can be as a guidance to take some efforts to achieve what the people want. Motivation as a direction and also energy for people do everything included learning something.

### **b. Function of Motivation in Learning**

In learning process, motivation so needed, because when someone didn't have a motivation in learning, she/he can be difficult to implement learning process. And if there is motivation, the more precisely motivation is given will be more successful in learning.

Hamalik (2010:161) explains some functions of motivation in learning, there are:

1. It can push someone to do something
2. It can determine the direction of action that where the goal will be achieved
3. It has strategy to get success
4. It can make student bolt to participant
5. It can arouse desire to know for students
6. It improve student attention

Therefore, motivation influence the existence of activity, according to Sadirman (2011:85), function of motivation is:

1. Pushing human to do, because as a motor/ indicator discharging energy, motivation in this case is an activator or motor from every activity to be done.

2. Determining deed direction, namely the target will be reaching; therefore, motivation can give direction to the activity, which must done according to target need to be reached.

3. Collection deed, namely determine what deeds which must be done which have no use for the target, put a side any deed which have no use for a target, a student face the test on chance of can pass the test. By studying hard will not pass the time by playing card or read comic, because it is compatible with purpose target.

### **c. The type of Motivation**

According to Gardner (1982:236) distinguished motivation in to two types of motivation, there are intrinsic and extrinsic.

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

Gardner (1982) that intrinsic motivation is perceived to be composed of three elements. There are effort, desire, and attitude. Intrinsic motivation is that arises from within individual self without any influence from outside the individual. According to Santrock (2011) intrinsic motivation involves the internal motivation to do something for its own sake. For example, a student may study hard for a test because she enjoys the content of the course. It means that intrinsic motivation comes from inside of the person.

The researcher deduces that intrinsic motivation is an energy that the people get from inside of themselves. This energy never gets influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

#### b. Extrinsic Motivation

Extrinsic motivation is the impetus to the behavior of someone who is outside of what he does. He gets influence or stimuli from the outside. For example: he learns because motivated by others, for fear of getting punished. According to Gardner (1982:14) External Motivation is driven by external factors such as parental pressure, the role teacher, and environment. Parents have an important role to students, because parents always give advice students to be more active in learning.

Dorney (2001:180) summarizes, the available research evidence and theorizing suggest that teacher values, beliefs, attitude and behavior, as well as the general level of their commitment towards the students, their learning and the subject matter, constitute some of the most prevailing influences on students motivation.

It can be deduced that extrinsic motivation is a type of motivation that comes from outside of the people themselves. In the learning process, extrinsic motivation can come from the teachers' reward for their students, praising, or others. It makes the motivation as drive in learning process.



The researcher deduces that intrinsic motivation is an energy that the people got from inside of themselves. This energy never got influence from the outside. This motivation can be as a satisfaction for the people themselves. The interesting in learning or do something is the indicator that a person has intrinsic motivation.

In other addition, intrinsic and extrinsic motivation are very important for students in learning process, with onset of intrinsic motivation can lead to high learning spirits. Extrinsic motivation can be transformed into intrinsic without being told by others. It is motivated to learn and learn earnestly without being asked by others ( Monks, 2002:91).

## **2.2. Review of the Related Findings**

Many researchers used role play technique to improve student motivation in learning English. There are some research findings using role play:

The first research was done by Noor (2015), and the title is the effectiveness of role play in teaching speaking (an experimental research of eight grade of SMPN 224 North Jakarta in academic year 2014/2015). From the result, the researcher use two classes into an experimental class and a control class. Before the treatment, the researcher did a pre-test in both classes. Moreover, the researcher taught speaking by a role play technique in the experimental class. And the last the researcher conducted a post-test in both classes to know whether a role play technique is effective for teaching speaking in experimental class. Based on the research, the score of the experimental class is 208 and control class 58, and the calculated of the research is value t-obv was 7.49 and the degree of freedom

(df) was 54 whereas the value of t-tab on the degree of significant of 5% was 2.00. it can be concluded that the using role play technique in teaching speaking at SMPN 224 North Jakarta was effective and the hypothesis tested in this study was accepted.

Second, the research from Fitriana (2014) , the title of her research is the effectiveness of role play on student speaking skill at first grade of SMP Muhammadiyah 37 Parung. The result showed that there was significant difference on students' speaking achievement taught with role play. The student mean of pre-test score of experiment class was 51,64. Then in post-test's, the mean score experimental class mwas 63,64. In other words, rrole play technique is effective in teaching speaking skill for the firs grade of junior high school student.

According to Kurniawati (2013), the title of her research is improving the self-confidence in speaking practice by using role play technique for the eight grade student of SMP Muhammadiyah 3 Yogyakarta. The result of the study showed that there were some improvements in the students' self-confidence. In cycle I, there were some unsuccessful actions. Meanwhile, in cycle II, the implementation of role play techniques was successful in improving the students' self confidence in speaking practice.

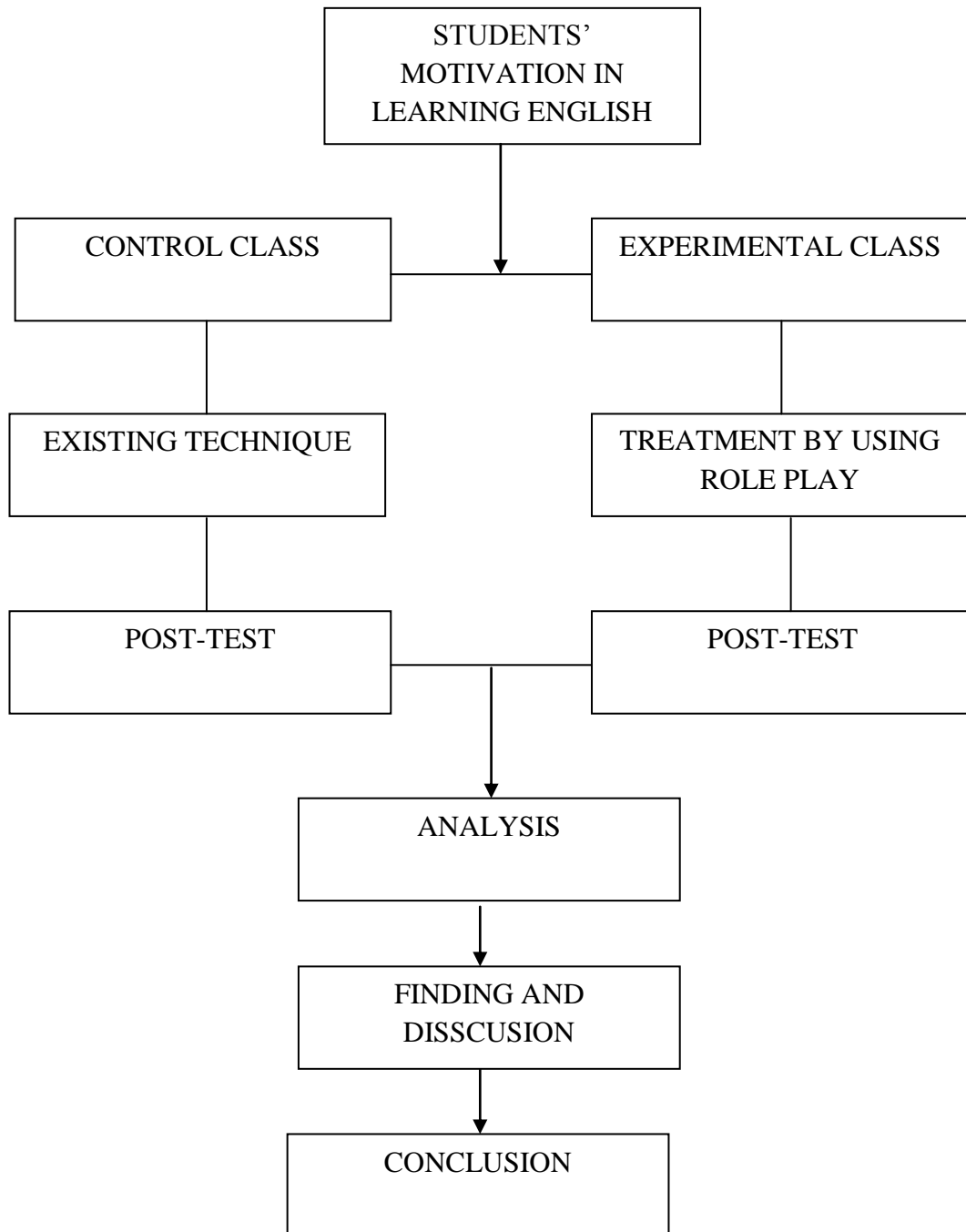
And the last researcher is Hidayati (2015), the title of her research is using role play to improve students' speaking ability for eight grade of MTs. NU 05 sunan katong kaliwungu in academic year 2014/2015. The result of the study, the researcher conducted in VII.B class by using role playing activity can improve

students' speaking ability showed by the score they get. Furthermore, from the students' response towards the teaching and learning activity, it proved that the response of the student toward the teacher professionalism and their interest in learning speaking using role play technique 75.00% and 78.57% that means it falls into the strong and very strong category. It can be student like role play technique. Moreover, the observation checklist showed that the student seemed braver and more confident in speaking. It proven by their participation in the class conversations, discussions, perform in the front of the class, pronunciation, fluency and feeling confident about speaking.

Based on the explanation from finding research, it means role play technique can improving student motivation and makes students' interest to learn English especially in learning English. And in this research, the researcher interest to use role play technique to find out student motivation in learning English.

### 2.3. Conceptual Framework

Figure 1. Conceptual Framework



Based on the figure of conceptual frame work, the researcher will be divided to two classes there are control class and experimental class. In

experimental class the researcher give treatment by using role playing game to know student motivation in learning English. After the researcher gives treatment, the researcher gives post- test to the both groups and analyzes the result of the test.

#### **2.4. Hypothesis**

Hypothesis of this research is:

1. Ha: There is an significant effect of using role playing game on students' motivation in learning English at eight grade students of SMPN 3 Ujungbatu.

2. Ho: There is no any significant effect of using role playing game on students' motivation in learning English at eight grade students of SMPN 3 Ujungbatu.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in collecting and analyzing the data that will be taken at the eighth grade students of SMPN 3 Ujung Batu. This chapter explains about the direction of this research and also the procedure will be taken by the researcher in collecting data.

#### **3.1. Research Design**

In this research, the researcher used *true-experimental post-test only design*. True-experimental post-test only is the research just conducts this research without pre-test to the control and experimental class. The researcher gave treatment just in experimental class and the researcher give post-test in two classes. This research consist two variables, there are independent variable (X) is role playing game and dependent variable (Y) is students' motivation in learning English.

#### **3.2. Location of the Research**

This research was conducted at SMPN 3 Ujungbatu at the eighth grade students and the location of this research was in Pematang Tebih village of Ujungbatu regency.

### 3.3. Population and Sample of the Research

#### 1. Population

According to Arikunto (2010:173) population is a set or collection of all elements possessing one or more attributes of interest. In this case, populations in this research, the researcher took the population of the eighth grade at SMPN 3 Ujungbatu. The populations of the eighth grade of SMPN 3 Ujungbatu can be seen on the following table:

**Table 1 Total Population the Eighth Class in SMPN 3 Ujungbatu**

No	Class	Population
1	VIII1	33
2	VIII2	33
3	VIII3	33
4	VIII4	33
<b>Total</b>		<b>132</b>

Based on the table, the population of the eighth grade students at SMPN 3 Ujungbatu was 132 students.

#### 2. Sample

In this research, the researcher used random sampling. According to Kerlinger (2006) states that random sampling is a method in taking the sample from one population so that every member of the population has same opportunity to be taken as the sample of the research. The researcher took just two classes from 4 classes based on table of population there are 132 students.

To determine class control and class experiment the researcher used lottery. From the lottery the researcher found 33 students for experiment class and 33 students for control class. The sample was taken based on the population that specified.

### **3.4. Instrumentation of the Research**

The researcher used two test instruments to know effectiveness of role play to improve student motivation in learning English. The researcher just gives post test to two classes. And the researcher has designed the items for questioner and interview with some student. The questionnaire consist 24 statements and interview consist 5 questions.

### **3.5. Research Procedure**

In this research, the researcher had some techniques to collecting the data, there are:

1. Firstly, the researcher attended to the class and the researcher introduces herself.
2. Secondly, the researcher gave treatment of Role Playing to experimental class, and did not give to control class.
3. After the researcher gave treatment in experimental class, the researcher give post-test there are questioner and interview in two classes.



4. And after the researcher getting the data, the researcher analyzed the data.

**Table 2. Classroom Activities in Research Procedure**

<b>Meeting / Materials</b>	<b>Conventional Class</b>	<b>Role Play Class</b>
Meeting: 1-4  Materials: 1. At Hospital 2. At Restaurant 3. At Library 4. At Pet Shop	Pre-Activities: 1. Greeting 2. Praying 3. Attendance list 4. Motivating  Learning Activities: 1. The teacher explains about the material. 2. The teacher give the example about the material, model, and instruction 3. The students listens to the teachers explanation 4. The teacher ask the students are makes dialogue about the	Pre-Activities 1. Greeting 2. Praying 3. Attendance list 4. Motivating  Learning Activities: 1. The teacher explain about role play and the purpose of role play 2. The teacher explain about the material 3. The teacher give example of material, model and instruction 4. The teacher choose students are two people in group

	<p>topic</p> <p>5. The teacher ask students to practice about the topic in front of the class</p> <p>6. After the students practice about the topic, the teacher asses and correct about the topic.</p> <p>7. The teacher gives students suggestion about good character.</p> <p>Post-activities:</p> <p>1. Conclude the lesson</p> <p>2. Give homework</p> <p>3. Closing the lesson</p>	<p>5. The teacher ask students understand and memorize the topic/text</p> <p>6. The students are practice in front of the class</p> <p>7. The teacher looks students practice</p> <p>8. The teacher gives motivation the students about good character.</p> <p>Post-Activities:</p> <p>1. Give them opportunity for asking</p> <p>2. Give them homework or exercise for present next meeting.</p> <p>3. Closing the lesson.</p>
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### 3.6. Technique of Collecting the Data

According to Sugiono ( 2010:224) technique of collecting the data is the most strategic step in the study, because the main purpose of the research is to obtain the data. It means technique of the data is important, because technique of collecting the data the researcher will be applied some technique to get the data.

In this research, the researcher used questionnaire and interview to collect the data. The questionnaire consists of 24 items to know students' motivation in learning English and interview consists of 5 questions.

#### 1. Questionnaire

In this research, the researcher used questionnaire to know students' motivation in learning English of SMPN 3 Ujungbatu at the eighth grade. The questionnaires were adopted from The Attitude / Motivation (ATMB) by Gardner. The questionnaire consisted of 24 items and the questionnaire based on some indicators there are: intrinsic and extrinsic. Intrinsic motivation consists of some aspects: effort, desire, and attitude. Extrinsic motivation consists of teacher, parents, and environment. The blueprint of the questionnaires of the research can be seen on the following tables.

**Table 3. Indicator of Intrinsic Motivation**

No	Aspect	Indicator	Statement	
			Positive	Negative
1	<b>Effort</b>	a. students a terms learning English hard by practice English everyday	-I always practice my English	- I don't practice my English

		b. asking the teacher when get difficulties	everyday  -When I have trouble in learning English, I always discuss it to the teacher	everyday  - when I have trouble in learning English I never discuss it to the teacher
2	<b>Desire</b>	a. students have strong desire to be able to master English  b. English is very important to support students career in the future	- I hope my English is improved by learning often.  - I must learn English seriously to support my jobs or education in the future	-I don't learn English often because I am not interested in it  - English is not my priority to learn at the moment.
3	<b>Attitude</b>	a. students like to learn English	-learning English is one	- learning English is

		b. students consider that English is an interesting lesson.	of my favorite activities -I always feel excited in learning English	not my favorite thing to do - I don't feel excited in learning English
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**Table 4. Questioner items for intrinsic motivation**

No	Aspect	Indicator	Number Items	
			Positive	Negative
1	Effort	a. Practice English	1	3
		b. Asking the teacher when get difficulties	2	4
2	Desire	a. students have strong desire to able to master English	5	7
		b. English is very important to support students career in the future	6	8
3	Attitude	a. Students like to learn	9	11

		b. Students consider is an interesting lesson	10	12
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**Table 5. Indicator of Extrinsic Motivation**

No	Aspect	Indicator	Statements	
			Positive	Negative
1	<b>Teacher</b>	<p>Teacher encourages students to learn such as:</p> <p>a. teacher gives reward to the students</p> <p>b. teacher inspires students to learn English</p>	<p>Teacher always give reward to the students who get the highest score in English lesson.</p> <p>Teacher inspires students to</p>	<p>Teacher never gives any rewards to students who get highest score in English lesson</p> <p>Teacher never inspires</p>

		well	learn English well for their future to study aboard for get a good job	students by the interesting story of the advantage in learning English well
2	<b>Parents</b>	<p>Parents encourage students to learn English through:</p> <p>a. Ask the students to join the English course after school hours.</p> <p>b. Give a reward to the students if</p>	<p>Parents always support the students to join the English course after school hours.</p> <p>Parents always give a</p>	<p>The parents do not care enough to the students need in improving English</p> <p>Parents never give any</p>

		they get good achievement English lesson	reward to the students if they get good achievement in English lesson	reward if the students get good achievement in English lesson
3	<b>Environment</b>	<p>The environment really support the students in improving their English skill such as:</p> <p>a. The situation in the classroom supports the teaching and learning process of English lesson</p>	<p>Learning English becomes comfortable and joyful because the classroom is neat and clean.</p>	<p>The classroom situation does not make me enjoy learning English because it is quite dirty</p>



		b. student are able to find many sources to improve their learning English skill	Students can use many sources in learning English provide by the school	and unmeant There are not many sources can be used to improve students English skill at school
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**Table 6. Questionnaire for Extrinsic Motivation**

No	Aspect	Indicator	Score Items	
			Positive	Negative
1.	<b>Teacher</b>	a. Teacher give reward to the student	13	15
		b. teacher inspires students to learn English well	14	16
2.	<b>Parents</b>	a. Parents ask the students to join English score after school hours	17	19

		b. Parents give a reward to the students if they get good achievement in the English lesson	18	20
3.	<b>Environment</b>	a. The situation in the classroom supports the teaching and learning process of English course	21	23
		b. student are able to find many resources to improve their English skill	22	24

**Table 7. The Likert Scale Rating**

Option	Interpretation	Score	
		Positive Statement	Negative Statement
Strongly Agree	Very High	5	1
Agree	High	4	2

Neither agree or disagree	Fair	3	3
Disagree	Low	2	4
Strongly Disagree	Very Low	1	5

Sugiyono (2010:135)

**Table 8. Category of Motivation**

No	Motivation in Learning English	Category
1	$80 < P < 100$	Very Good
2	$65 < P < 79,9$	Good
3	$55 < P < 64,99$	Fair
4	$40 < P < 54,99$	Low
5	$0 < P < 39,9$	Very Low

Arikunto (1997)

## **2. Interview**

To know students motivation in learning English, the researcher used interview to collect the data related to the factors that influence the students' motivation in learning English. In interview, researcher gives students some question to know students motivation in learning English.

### **3.7. Technique of Analyzing the Data**

To analyze the data, the researcher analyzed the scores by some steps, the researcher calculated post-test from control and experimental classes.

## **1. Normality Data**

According to Sudjana (2005:466) Normalize data aims to see whether the data normally distribute or not, this using to determine the slope formula. To know the variable X and Y distributed or not. In this research use the  $Sd$ =standart deviation with calculate opportunity  $F(z_i) = P(z \leq z_i)$ , calculate the more little of proportion or same with  $z_i$ , if the proportion is  $S(z_i)$ . So; calculate the differences  $F(z_i) - S(z_i)$  with absolutely. The bigger absolutely between the differences absolutely get, like the price is  $L_o$  equal  $L_i$  ("n) if the sample of population is normal so  $L_o \leq L_i$  ("n).

## **2. Homogeneity Data**

Homogeneity test was to see whether the two sets of data have a homogeneous variance or not. If both the sample is normal, continue with the second test of homogeneity of variance. To find two classes with test, have the same basic skill. To find the same variance using t test :  $H_o s_1^2 = s_2^2$  both have population the same variance.  $H_a: s_1^2 \neq s_2^2$  both have variance different population, Sadisudjana (2005:250). If the result of variance homogeneity, continue with t-test.

To analyze the significance different between control class and experiment class toward students' motivation in learning English, the data was analyzed statically. The independent sample t-test and pair sample will be used SPSS 20 (Statistic Pack page for the Social Sciences).

## 1. Independent T-test

According to Gay (2000:484) adds that the t-test for independent sample is used to determine whether is a probably a significant difference between the means of independent sample t-test and dependent sample t-test is used to find and out the results of the first and second hypothesis.

The function of t-table is to see if there is a significant difference among the means of the score of experimental group and control group. The t-obtained value is consult with the value of t-table at the degree of freedom (df) =  $(N1+N2)-2$  which is statistically hypothesis:

Ha:  $t_o > t\text{-table}$

Ho:  $t_o < t\text{-table}$

- Ha is accept if  $t_o > t\text{-table}$  or there is effect after the researcher give the treatment role playing game on students' motivation in learning English.
- Ho is accept if  $t_o < t\text{-table}$  or there is no effect after the researcher give the treatment role playing game on students' motivation in learning English.