



## Comparing the Effectiveness of Multitask Role-play and Traditional Technique in Teaching Speaking to Students with Different Self-Confidents Levels

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### Abstract

In English education, speaking skills are very crucial developed, because it plays essential roles in communication. Based on the research at SMP Al Falah, multiple problems might have taken place concerning the teaching and learning of speaking skills. One was the traditional technique that made the learning process run monotonously and boring. Besides that, many students still needed help, such as they answered with many lexicogrammatical mistakes and ideas required to speak up. They also needed to be more confident. Therefore, this research applied to multitask role play, it is the role-play technique combined with activities or tasks which allow the students to get exposed to authentic models from youtube, communicate with each other, and solve a problem or complete a task. In this case, the writers figured out that this role play used authentic materials as models that can be taken from the internet, such as the videos from 'youtube' and information gap activities as further skills practice. This research aims to explain how significant the students' achievement is taught by using multitask role play and traditional techniques with different self-confidence levels in teaching speaking skills. This research design was a quasi-experimental design with a 2x2 factorial design involving the eighth-grade students SMP Al Falah, Cirebon. In collecting the data, the writers used a speaking test to get students' scores and questionnaires. The data was analyzed using ANOVA to answer the main hypotheses. The results show that implementing Multitask Role play is more effective than Traditional technique with scores of 0.000 for MTRP and 0.073 for TT. It was because of the multitask role play focused on students-center, used accurate models from youtube, PPT to explain the materials, and let students create the dialog using their own words by making the information gap. It is inversely proportional to the Traditional technique which is still teacher-center, explained the materials monotonously with textbook, and only asked students to memorize the delivered dialog. Based on the findings, the writers believe that this study can be a reference for the study of English education and language education development in teaching speaking skills. One of them is how to apply role play technique combined with another activity.

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## INTRODUCTION

Language is a fundamental aspect of our daily life because it facilitates human relationships with one another and helps us understand the world. In this case, language's role is as a set of rules used as a tool of communicative interaction in society to inform the meaning. Qiu (2014) states that humans rely on language to express themselves, communicate with others, and know the world. So, language becomes an essential communication tool because humans can transfer information and express their ideas and feelings while interacting with others. Language is never separated from humans because it is a form of embodiment of human civilization and culture.

In English education, language skills, especially speaking, are crucial, as they play important roles in communication. Khunaiv and Hartono (2015) said that speaking skill is essential because it is mainly used as a means of communication. Therefore, students must master speaking skills to express thoughts, ideas, and intentions orally to update information in various fields. On the other hand, learning speaking skills involves self-confidence because it plays a core part in communicating with others. It means that when students have self-confidence, it will encourage them to speak comfortably without feeling afraid. Tridinanti (2018) states that self-confidence is key to becoming successful in language learning. It means that students who have higher self-confidence will find it easier to meet speaking skills assessment criteria.

Regardless of the importance of language, speaking skills, and self-confidence, many people, especially students, still struggle to speak English although they have learned it. This condition indicates a severe problem as the success of learning English is valued on their ability to use it to communicate orally effectively. Students in rural areas in Indonesia generally regard speaking English as hard because they should master several speaking components, such as how to use grammar, vocabulary, fluency, pronunciation, and comprehension. It is strengthened by the results of the writer's observation that when

students were asked to use English, they just smiled, answered only with concise answers, or answered with many lexico-grammatical mistakes. They said that they needed to be more confident and found it challenging to find ideas to speak up. Multiple problems might have occurred concerning the teaching and learning of speaking skills here. One that the writers observed was the traditional technique of teaching speaking. Indeed, it is a tedious activity.

Based on the problems, it is assumed that the teaching-learning activity needs to be turned into a movement that encourages students to speak and enriches their self-confidence. One of them is by choosing appropriate techniques. The researchers believed that role play is the most appropriate way to guide speaking class which encourages students who are insecure about being more confident and active in the class. However, role-play still has weaknesses. Dhammei (2019) shared that one of the weaknesses of role-play is that students may need help understanding the issues or situations that are being played. It leads the writers to assume that memorization is one highlighted drawback of role play. It is still far from the nature of speaking, which encourages the speaker to convey the ideas suddenly, not just rote memorization. Therefore, the writers assumed there should be improvements in role play which allows students to memorize dialogs and express their ideas with their own words.

The role play technique should contain freedom for students' construction of expressions and spontaneity in issuing thoughts as speaking characteristics. Here, the writers suggested a "role play technique plus, that is role play technique combined with activities or tasks which allow the students to get exposed to authentic model, to communicate with each other, and to solve a problem or complete a task. Then after conducting an observation to number of teaching techniques, the writers can figure out that this role play used authentic materials as models that can be taken from the internet, such as the videos from "you tube" and information gap activities as further skills practice. That is why the writer conducted an experimental research on The

Effectiveness of Multitask Role-Play in Teaching Speaking Skills for Different Self-Confidence Students. The term 'Multitask Role play is used to distinguish it from ordinary role-play, which does not optimally provide authenticity in a speaking activity.

## METHOD

The writers used a quasi-experimental study with 2x2 factorial designs to answer the research questions. Here, the independent variable is multitask role play and traditional technique, and teaching speaking is the dependent variable. Then, the moderator variable is the different self-confidence. When those techniques, the writers selected multitask role play that used as the experimental class 1 in class 8a, and the traditional technique as the experimental 2 in class 8b. Here, the writers involved the eighth-grade students of SMP Al Falah Cirebon in the Academic year of 2022/2023 as the participants.

In addition, to obtain detailed information about students' different self-confidence, the writers used a questionnaire that was given before treatment. This questionnaire helped the writers to divide students with high self-confidence and students with low self-confidence. Whereas the main instrument to know students' speaking skills is a test orally. In the implementation, the writers used two tests: a pre-test conducted before treatment and a post-test performed after treatment. The pre-test aims to know the basic knowledge of students' speaking skills, whereas the post-test aims to measure the effect of techniques used during treatment by the writers.

Further, the writers took several steps to collect the data in this research. Firstly, the writers gave a questionnaire to the students to know their self-confidence in learning the speaking skill and classify them into high and low self-confidence groups. Secondly, before the writers taught using the technique selected, either multitask role play or traditional technique, the writers gave students a pre-test to know students speaking abilities. The test asks the students to make an English conversation. Lastly, the writers

gave students a Post-test to know their achievement scores after being taught by the writers. The kind of test is the same as a pre-test.

To analyze the questionnaire on self-confidence, the writers used Microsoft Excel. Whereas to analyze the pre-test and post-test, the writers used SPSS. Here, the writers used paired sample T-test to compare the results of both tests in one moderator variable, used an independent t-test to compare one technique and two moderator variables, and used a two-way ANOVA to compare two techniques and two moderators. The results were taken to find the significant difference between both techniques and students' self-confidence in teaching speaking.

## RESULTS AND DISCUSSION

In this part, we compare pre-treatment and post-treatment data. The writers wanted to know the significance of multitask role-play and traditional techniques to students with different self-confident levels. The writers used ANOVA, paired sample t-test, and independent t-test. When measuring the significance, the statistic should be at a level of significance less than 0.05. A significance level less than 0.05 is significant, and a significant level greater than 0.05 is not significant.

All of the achievements were calculated using SPSS. The measurement result provided information on whether the hypothesis was accepted or ignored based on the significant value from the SPSS table.

Here, the writers would determine the effect of multitask role-play and students with high self-confidence using a paired sample t-test based on the first and the second question. The writers used paired sample t-test.

The first result of the research, the paired sample t-test results of this research, was to explain how effective multitask role play is in teaching speaking skills to students with high self-confidence. Based on the findings, the value of significance was 0.000. The value was less than 0.05. It meant that  $H_a$  was accepted. It means

that using multitask role-play to teach speaking skills to high self-confidence students is effective.

The second result, the research finding based on the research question, was to explain how effective multitask role play technique in teaching speaking skills to students with low self-confidence. Based on the finding, the significance

value was 0.000. The value was less than 0.05. It meant that  $H_a$  was accepted. It means that the use of Multitask Role-play in teaching speaking skill to students with low self-confidence is effective. The analysis result above was pictured in Table 1 for high self-confidence and Table 2 for low self-confidence.

**Table 1.** Paired Samples Test of Multitask Role-play with high self-confident students

Pair	PreTest	Paired Differences			95% Confidence		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Interval of Difference	Upper			
1	– PostTest	11.20000	1.68655	.53333	12.40648	-9.99352	21.000	9	.000

**Table 2.** Paired Samples Test of Multitask Role-play with low self-confident students

Role-play with low self-confident students									
Pair	PreTest	Paired Differences			95% Confidence		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	Interval of Difference	Upper			
1	– PostTest	-10.700	2.49666	.78951	12.48601	-8.91399	13.553	9	.000

By applying to multitask role-play technique based on the result of the first and the second hypotheses, the result showed that this technique was effective for teaching speaking to students with high and low self-confidence. The students got a better outcome after the writer applied role play with the information gap technique. The same result of research with Milhatun, Bharati and Hartono (2015) showed that implementing Role Play in teaching speaking successfully increased students' achievement and can improve students' self-concepts. It is also supported by Mayasari, Faridi and Fitriati (2021) that Role play effectively develops speaking skills with high and low student motivation. The result of the research also showed that the Role play technique makes students more active in speaking English because they are in real situations. In

addition, Arham (2016) states that role play is an appropriate method to develop English speaking skills because it gives students a chance to practice communicating in different social contexts and various social roles. On the other hand, Triana (2020) stated that the Information Gap technique improves the students' speaking skills.

Here, the students' speaking level improved at the middle level. The reason was that the students could practice communicating by information gap, which is part of multitask role-play. They could practice increasing their fluency in speaking and understanding the conversation step, such as it was better in conversation; there were greeting, mean topics, and farewells. The students could apply those steps after giving treatment. Multitask Role-play in which one of

the communicative language teachings made students feel comfortable speaking. The students spoke using their own words in their minds to communicate and made students recall their vocabulary in their minds by setting it through an information gap. It was in line with Larsen-freeman (2002), who stated that role-play makes students feel comfortable speaking because they can speak and explore vocabulary using their own words and style. Based on the scenario, the students could imagine the condition and pretend to be someone else. Besides that, the result also was in line with Harmer (2001), who stated that the information gap had the benefit of helping students practice speaking the target language. In this case, cue cards supported the students by directing them to the topic. The students could use helping vocabulary to help them to influence speaking.

To answer the third and the fourth research question, the writers used a paired sample t-test to find the effect of the traditional technique on teaching speaking skills to students with different self-confidence.

Third, the finding was to explain how effective the traditional technique is in teaching speaking skills to students with high self-confidence. Based on the finding, the value of significance was 0.072. The value was more than 0.05. It meant that  $H_a$  was rejected. The use of the traditional technique in teaching speaking skills to students with high self-confidence is ineffective.

The fourth research question aims to explain how effectively the traditional technique teaches speaking skills to low-confident students. On paired sample result, the value of significance was 0.073. The value was more than 0.05. It meant that  $H_a$  was rejected. It means that using the traditional technique in teaching speaking skills to low-confident students is ineffective.

In the traditional technique, based on the result, the traditional technique was not effective in teaching speaking to students with high and low self-confidence. The statement was based on the result of research questions three and four. After students' treatment, the scores did not change from before. It shows that students need different techniques to improve their speaking skills. It is because this technique focused on the text prepared by the teacher. According to Asih (2007), traditional techniques such as drilling have a disadvantage: they are more concerned with practicing pronunciation than analyzing the meaning of the word or sentence, and it is also monotonous. So that students know how the words are pronounced but cannot use their own words during practice. Following Freeman's statement (2020), drilling makes students speak English with good pronunciation, but they find it challenging to respond with their own words. The explanation result above was pictured in Table 3 for students with high self-confidence and Table 4 for students with low self-confidence.

**Table 3.** Paired Samples Test of Traditional technique with high self-confident students

		Paired Differences		95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PreTest	-	-					
	PostTest	3.30000	5.12185	1.61967	-.36395	6.96395	2.037	9

**Table 4.** Paired Samples Test of Traditional technique with low self-confident students

		Paired Differences		95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PreTest	-	-					
	PostTest	4.98442	4.98442	1.57621	-.36564	6.76564	2.030	9

The writer analyzed the activities on the lesson plan to answer the fifth and sixth questions about the similarities and differences between Multitask Role Play and Traditional Techniques in teaching speaking to students with different self-confidence levels. Here is the summary of the activities:

Further, the writers analyzed the activities in the lesson plan by discussing the similarities between Multitask Role Play and the Traditional Technique of teaching speaking to students with different self-confidence levels. Some similarities exist: those techniques were applied to improve students' speaking skills. We can look at the previous study to confirm this opinion. Firstly, discussing multitask role play. Rafsanjani, Suwandi and Bharati (2020) argue that Role play and Information gap are Communicative Language Teaching, which can improve students speaking skills. Secondly, Traditional techniques, such as drilling, have been used in the foreign language classroom for many years. Deva (2012) states that drilling was a vital feature of the audio-lingual language teaching method, which emphasized repeating structural patterns through oral practice. It means listening to a model provided by the teacher, tape, or another student and repeating what is heard. He added that drilling deals with the Psychomotor process, which can develop listening and speaking competencies.

Next, the writer assumed that those techniques used ice-breaking to introduce the topic in which multitask Role play technique showed the pictures through PPT while the traditional method showed the images in the book. According to Haryanti and Sisbiyanto (2014), ice breakers can help students engage each other and introduce new topics casually so that they are more ready to discuss more seriously.

Lastly, the writer also found a similarity in the last teaching-learning process in which students were asked to practice dialog in pairs. It is done because the objective of a speaking class is to encourage students to speak up. According to Harmer (2007), there are three reasons to make students speak in the classroom. Firstly, speaking

activities provides an opportunity to practice. Secondly, the students use all of their languages to give feedback to the teachers and students. Finally, the students can use the vocabulary stored in their minds actively.

Then, the writers analyzed the lesson plan about the differences between Multitask Role Play and Traditional Techniques in teaching speaking to students with different self-confidence levels. There are differences that the writer finds. First, in the implementation of Multitask Role Play technique, the teaching-learning process is students-center this is inversely proportional to the Traditional technique. According to Ur (1996), role-play is a technique in learning speaking that learners imagine themselves outside of the class. The learners should take themselves, heart, outside the class based on the role-play situation. Besides, Harmer (2001) reported some benefits of the information gap, such as motivating students to communicate in English and practicing communication. The information gap can encourage the students to use the target language. The students can communicate using their language. It also can help students to practice communication in the target language. Here, it is clear that multitask role play is the technique that allows students to practice more because the activities emphasize students' participation.

Whereas the traditional technique is a technique that is still teacher-centered, like the drilling technique. Simpson (2013) states that drill is a traditional technique of teaching that extends beyond lectures. It is supported by Harmer (2007), which states that drilling is a technique where the teacher asks students to repeat words and phrases, either in chorus or individually, and then gets them to practice substituted (but similar) phrases, still under the teacher's direction. It clearly shows that what students do is the same as what the teacher does.

Secondly, in implementing the Multitask Role Play technique, the teacher used youtube as media so students could see the real model, whereas, in the implementation of the traditional technique, the teacher only used the textbook and whiteboard. It is supported by Hartono (2013)

that in the teaching process, the teacher not only needs a blackboard as a visual resource but also an audio-visual. It aims to obtain efficient development, support the learning process, and make students interested because they can see how the speaker said the words. Cakir (2006) added that video provides authentic language input, which results in a constructive language acquisition atmosphere. Students encounter real objects, individuals, and situations in this authentic environment. In addition, Almurashi (2016) argues that Youtube video is more realistic, practical, and comprehensive compared to the traditional teaching method. It offers an excellent chance for the teacher to help students excel and progress. Besides that, youtube also makes the teaching-learning process more varied and pleasant. Saed, etc. (2021) state that Youtube offers a wide variety of useful content for teaching English. Through interaction in enjoyable experiences, students are stimulated, and their insecurities about learning a second language are reduced.

Third, the teacher used PPT to explain the material in implementing the Multitask Role Play technique. In contrast, in implementing the Traditional technique, the teacher explained the material monotonously, such as reading, translating, and repeating the dialogue in the book. It aims to maximize the use of technology to achieve learning objectives. According to Haryati, etc. (2022) state that Digital-based learning media has very high production quality, which is capable of displaying complex ideas in a short time that can interest students in learning. Their research results show that PPT is recognized as common software for creating digital teaching media. Besides that, Cronwell (2017) states that PowerPoints for enhancing students' understanding are best utilized with slides that visually illustrate or explain a point.

From the second and the third explanation of the differences between the Multitask role play and traditional technique, the writer concluded that the use of technology as media in teaching-learning is necessary for this era to interest students' attention and help students to understand the material effectively. This

statement is supported by Rohimajaya, Hartono and Fitriati (2022), that the digital era brought education to the context of digital education where the technology devices are utilized to facilitate learning. Fujiati, Hartono and Fitriati (2022) reported the research that the use of media was effective because it made the learning process more interesting, so it could motivate students during the learning process, which they feel easy to understand the material or the lesson.

The fourth difference between the Multitask role play and the traditional technique in the implementation of Multitask Role Play techniques; the teacher lets students make the dialog using their own words by making an information gap, whereas in the implementation of the Traditional technique, the teacher only asks students to memorize the delivered dialog. Gillian (1997) argues that Role play is when students assume the Role of a specific person, such as a customer. As this person, they participate in a situation and act out the conversation. It is unscripted, though a general idea of what they would say is probably prepared ahead of time; it may come out of the previous text or context.

From that statement, it can be seen that role-play allows students to speak up without sticking to the text. Finally, students' achievement after teaching with both techniques is the difference in which the results are effective when students were taught by multitask role play whereas the results are not effective when students were taught by traditional technique. It happened because multitask Role Play gives a different atmosphere of learning that gives students more spirit of learning speaking. The research conducted by Milchatun, Bharati and Hartono (2015) reported; that Role Play technique can improve students' personal self-concept in teaching speaking significantly from the first cycle to the next cycle. The other finding can be seen from classroom situations which encourage students to express their ideas freely, pay good attention in speaking class, and work well in teamwork, and they feel more confident with their ability to solve the problem and are more creative.



The last research question discusses the relationship between Multitask Roleplay, Traditional Technique, Speaking skills, and Self-Confidence in teaching speaking. According to the results after answering six questions before that Multitask role play and Traditional techniques are a strategy that can use to support students' self-confidence in teaching speaking to improve their speaking skills.

## CONCLUSION

After finding the results of the implementation of multitask role play and traditional technique, it is concluded that the use of multitask role play is more effective than traditional technique. In other words, multitask role play is appropriate for learning English, significantly improving students' speaking skills. The writers recommend avoiding applying the traditional technique in speaking class because there are significant between multitask role play and the traditional method. First, in implementing the Multitask Role Play technique, the teaching-learning process is not students-center. It is inversely proportional to the Traditional technique. Secondly, in implementing the Multitask Role Play technique, the teacher utilized youtube as media so students could see accurate models, whereas, in the implementation of the traditional technique, the teacher only used the textbook. Third, the teacher used PPT to explain the material in implementing the Multitask Role Play technique.

In contrast, in implementing the Traditional technique, the teacher explained the material monotonously, such as reading, translating, and repeating the dialogue in the book. Fourth, in the implementation of Multitask Role Play technique, the teacher let students make the dialog using their own words by making the information gap, whereas, in the implementation of the Traditional technique, the teacher only asked students to memorize the delivered dialog. Finally, students' achievement after teaching with both techniques is different in that the results were effective when students were taught by multitask role play, whereas the results

were not effective when students were taught by traditional technique.

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