

Libyan EFL Undergraduates' Motivation Toward Integrating Improv Cards with Role-Play Technique in English Speaking Classes

RABAA SAID MOHAMED ALJANGAWI (corresponding author)

[0009-00042287-1146]

*School of Languages, Literacies and Translation
Universiti Sains Malaysia
Penang, Malaysia
sweetra2009@yahoo.com*

SALASIAH CHE LAH [0000-0001-6814-6346]

*School of Languages, Literacies and Translation
Universiti Sains Malaysia
Penang, Malaysia
salasiah@usm.my*

ABSTRACT

The primary objective of the study is to measure learners' perceptions of how integrating Improv Cards with Role-Playing Techniques into the EFL curriculum can enhance students' motivation to engage in spoken English communication and influence their attitudes toward language learning. Data were collected through a questionnaire administered to a sample of Libyan undergraduate students enrolled in EFL courses. The questionnaire included items related to students' motivation levels towards speaking English and their experiences with the use of Improv Cards activities. Despite the challenges, the students were excited to participate in class activities and enjoyed using Improv Cards for role-play, which made them more eager to speak English. This approach significantly increased their motivation, as revealed by the findings. Moreover, the participants demonstrated more favourable beliefs towards language learning, emphasizing the practical relevance of the role-playing exercises in improving their communication skills. The results suggest that incorporating Improv Cards with role-playing techniques into EFL instruction can be a valuable pedagogical approach for enhancing students' motivation and attitudes towards speaking English. Educators and curriculum designers should consider integrating such interactive activities to foster a more positive and engaging learning environment. Furthermore, this study provides insights into the effectiveness of innovative language teaching methods and their potential to promote effective communication skills in EFL contexts, which can be applied beyond Libya to benefit language learners worldwide.

Keywords: EFL Libyan undergraduates, modified role-playing, motivation, speaking English

Received: 22 February 2024

Accepted: 21 May 2024

Published: 30 September 2024

This work is licensed under the terms of the Creative Commons Attribution (CC BY) (<https://creativecommons.org/licenses/by/4.0/>).

To cite this article: Aljangawi, R. S. M. & Lah, S. C. (2024). Libyan EFL Undergraduates' Motivation Toward Integrating Improv Cards with Role-Play Technique in English Speaking Classes. *International Journal of Language, Literacy and Translation* 7(2), 16-33. <https://doi.org/10.36777/ijollt2024.7.2.101>

To link to this article: <https://doi.org/10.36777/ijollt2024.7.2.101>

INTRODUCTION

English has gained global prominence as the most widely spoken language, leading to a widespread expectation for English learners to communicate (Ahmad, 2016) effectively and intelligibly in it. Al-Arifi (2020) highlights how people from diverse nations can understand each other through English, making it the most spoken language worldwide. Consequently, the pursuit of English learning has surged in popularity (Hussein, 2018).

In the twenty-first century, English has emerged as a pivotal language in higher education, science, technology, research, business, medicine, and commerce. Among the essential language skills for acquiring English as a foreign language, speaking stands out as the most crucial (Bsharat & Barahmeh, 2020). This emphasis on speaking stems from the modern world's demand for effective communication skills. English teachers play a vital role in equipping learners with the necessary speaking skills, enabling them to communicate fluently and excel in various everyday situations (Krebt, 2017).

In real-world scenarios, students are predominantly evaluated based on their speaking abilities (Yu et al., 2021). Despite the paramount importance of the English language, the teaching of speaking skills has been undervalued, with a majority of English as a Foreign Language (EFL) teachers resorting to methods such as having students memorize dialogues or engage in repetitive drills (Panggua et al., 2020). Previous studies have consistently highlighted the challenges faced by learners in effectively acquiring English (Ahmed, 2016; Khan et al., 2018; Riadil, 2020). Traditionally, English language educators have employed various teaching methodologies aimed at enhancing language skills, particularly in spoken communication (Toro, 2019). These include the Grammar-Translation method (GTM), Audio-Lingual Language Teaching (ALLT), and the Communicative Language Teaching Approach (CLT) (Owen & Razali, 2018).

In the Libyan context, as highlighted in this study, teachers have long relied on the traditional teaching approach (Athawadi, 2019). This approach to English as a Foreign Language (EFL) education stems from behaviourism, emphasizing repetition, drills, and memorization as the primary tools for language acquisition (Li, 2022). However, these traditional methods offer limited opportunities for students to engage in authentic English practice, leading to a lack of significant progress in enhancing English proficiency, especially in spoken skills (Athawadi, 2019). Consequently, several studies have revealed that many Libyan EFL college students struggle to speak English fluently. They often face difficulties and hesitation in classroom speaking tasks if they haven't memorized the script beforehand, thereby impeding their ability to communicate effectively in everyday situations (Diaab, 2016; Toubot, 2018; Asswail, 2020).

Therefore, educational teaching policies have changed to cope up with the challenges of teaching the English language by implementing the Communicative Language Teaching methods (CLT). In the latter approach, English is practised through activities that are similar to real situations and the context of those situations is taken into consideration to ensure the best practices of CLT (Owen & Razali, 2018). CLT emphasizes interaction more than memorizing through different teaching techniques (Anderson, 1993; Chang, 2011; Savignon, 1991; Hymes, 1971). Among these teaching techniques, the role-play technique is an effective practical approach that enables learners to engage with authentic and realistic situations, while also encouraging them to speak and use the target language with confidence. It has been asserted that appropriate classroom activities, such as role-playing, can effectively facilitate communicative language education and enhance students' speaking abilities in an EFL context (AL-Garni & Almuhammadi, 2019; Xie, 2023; Ebadi & Azizimajid, 2023;

Doan, 2024) By utilizing role-playing techniques, students can improve their conversational skills and overcome any deficiencies they may have in communicating effectively in spoken English (Xie, 2023)

Accordingly, the effect of the role-playing technique has been widely adopted by different researchers in different contexts as in the studies of Magos and Politi (2008), Alzboun et al., (2017), Hamed (2018), and Rao (2019). The mentioned authors have approved the positive impact of improving EFL learners' speaking skills. However, other researchers have argued some limitations and drawbacks in using the role-playing technique which decreased the effectiveness due to the classroom's situational and contextual effects inside the classroom (Flora & Sukirlan, 2021). As cited in the study of Flora and Sukirlan (2021), Milarisa (2018) argued some instructors consider that role-playing has too many disadvantages. For example, the exercises may take a long time and cause students embarrassment; students may be fearful of being laughed at by their peers (Milarisa, 2018).

While the traditional role-play technique continues to be advocated, as demonstrated in Doan's study (2024), literature also reveals efforts to invigorate role-play activities and classroom excitement through drama-based techniques such as utilizing Improv Cards, as explored in the study by Flora and Sukirlan (2021). The application of improvisation techniques, notably IMPROV cards, in language education, draws significantly from the domain of drama and acting, promising a shift towards more engaging, spontaneous, and effective language learning methodologies. This shift is underscored by Flora and Sukirlan (2021) and Zondag (2021), who highlight the potency of improvisation in transcending the scripted confines of traditional role-play, thereby fostering genuine linguistic creativity and interaction. These researchers advocate for an educational paradigm where unpredictability and spontaneity are not merely incidental but integral to the learning process, reflecting the real-world scenarios in which foreign language skills are deployed. The juxtaposition of improvisation in drama and language learning presents a stark contrast in the depth of research and application. While the field of drama and acting has long recognized and harnessed the value of improvisation for authentic expression, its formal incorporation into language education, particularly through IMPROV cards, remains in its nascency. This disparity is highlighted by the innovative efforts of educators like Flora and Sukirlan (2021) who adapted IMPROV cards for online language teaching during the COVID-19 pandemic, and Zondag (2021), who explored the use of improvisation activities to enhance spontaneous speech among EFL student teachers.

Despite these advancements, the educational landscape reveals a substantial gap in empirical evidence supporting the effectiveness of these techniques, especially in non-dramatic contexts. The studies by Flora and Sukirlan (2021) were conducted in the context of Indonesian EFL online teaching and did not offer insights into the perceived benefits of improvisation in language learning, such as increased speaking confidence and enjoyment among participants. Furthermore, Zondag (2021) examined the use of improvisation techniques in spontaneous speech from the perspectives of teachers. This gap is even more pronounced in the context of teaching English to speakers of other languages, where cultural differences and educational traditions may significantly influence the effectiveness and reception of such innovative methodologies, as in the Arab EFL context. Moreover, the enthusiasm for integrating drama-based improvisation into language learning has been rarely mirrored in the field of education. Therefore, the primary aim of this study is to investigate Libyan EFL undergraduate students' motivation toward integrating Improv Cards with the Role-Play Technique in English-speaking classes, focusing on IMPROV adaptation. More specifically the current study aims at;

1- Identify how integrating Improv Cards with role-playing techniques affects Libyan EFL undergraduates' motivation to improve their speaking skills.

LITERATURE REVIEW

ROLE PLAY TECHNIQUE AND IMPROV CARDS

The literature reviewed in the preceding section presents evidence supporting the positive impact of role-play techniques on the speaking skills of English as an EFL learner. Numerous studies have illustrated that integrating role-play into the classroom significantly enhances students' speaking abilities (Pinatih, 2021; Krebt, 2017; Arham, 2016; Akter, 2017; Nasihah, 2019; Togimin & Jaafar, 2020; Alzboun et al., 2017; Basit, 2019; Juvrianto, 2018; Joma et al., 2016; Negara, 2021; Bhatti, 2021; Al Saadi et al., 2019; Maria, 2018). However, notable limitations have been reported in the existing literature regarding the use of the standard role-play technique, as mentioned earlier. According to Benabadji (2007) and Flora and Sukirlan (2021) when only a few students participate in role-playing and lose control of the class, learning opportunities are limited, and when all students do not interact naturally, learning opportunities are reduced. Therefore, the Role-playing technique is hampered by time constraints, the difficulty of crafting engaging scripts, active participation, unfavourable reactions when recruiting voluntary participants, game redundancy, and audience boredom (Altun, 2015; Milarisa, 2018; Flora and Sukirlan, 2021).

Improvisation cards, or IMPROV cards, contain prompts or situations that serve as a starting point for conversations or improvisation activities (Sowden et al., 2015). The IMPROV framework promotes ideas and instructional techniques aimed at engaging and retaining students who have previously struggled or been marginalized (Yaffe, 1989; Smith & McKnight, 2009). These techniques have been applied across various contexts, including leadership, business, and corporate training courses (Sowden et al., 2015). However, their use in enhancing speaking skills has been relatively rare. Implementing IMPROV cards in English-speaking instruction could effectively encourage students to express themselves more freely and confidently. Nonetheless, it is crucial to assess whether this technique might pose challenges for EFL learners. According to Zondag (2021), IMPROV exercises help students develop listening and speaking skills simultaneously, equipping them for the spontaneity real-life conversations require. However, his investigation focused on teachers' perspectives.

Flora and Sukirlan (2021) examined the impact of integrating Improv cards with role play, referring to this combination as modified role plays. Their study focused on student speaking abilities, involving 28 participants divided into experimental and control groups. Employing pre- and post-tests, they assessed speaking skills across various dimensions, including fluency, grammar, vocabulary, pronunciation, and comprehensibility. The study found a significant performance difference between the groups, with the experimental group, after participating in three sessions of modified role plays, showing marked improvement. The mean post-test score of the experimental group was 24.571, significantly higher than the control group's score of 20.143. Although the study primarily demonstrated academic performance differences, it was conducted online and did not specifically investigate or explore the impact of this method on student motivation.

Based on the theory of the concept of Social Constructivism by Vygotsky (1968), Improv Cards with role play can be an effective teaching approach for language learning. Vygotsky's theory (1968) emphasises the social element of learning, arguing individuals gain knowledge and understanding through interactions with others in social circumstances. In the context of language learning, integrating Improv Cards with role play may allow students to engage in meaningful social interactions, negotiate meaning, and co-create knowledge with their peers. Learners could actively contribute to the development of language and cultural understanding by taking on different roles and mimicking real-life communication circumstances. Furthermore, Improv Cards with role-play is consistent with Vygotsky's (1978) idea of the Zone of Proximal Development (ZPD), which refers to the range of tasks that learners may do with the assistance of others. Therefore, this technique can make students scaffold their language skills by obtaining feedback and direction from peers or instructors, allowing them to gradually broaden their linguistic competency within their ZPD. Nevertheless, there is a need to examine if such technique can boost learner's motivation or not.

MOTIVATION

Motivation is widely acknowledged as a critical factor influencing language learning outcomes, particularly in the domain of spoken English proficiency among EFL learners. In the realm of language acquisition, Deci and Ryan's Self-Determination Theory (SDT) emphasizes the intrinsic and extrinsic motivators that significantly impact individuals' engagement and persistence in learning endeavours. Motivation allows certain learners to persevere through the process of acquiring a second language is the notion that underpins Dornyei's L2 motivational self-system (2009). Dornyei defines motivation as a complicated phenomenon in which inspired students actively participate in their educational process. Even though motivation can be described in a variety of ways to describe the success or failure of language acquisition, Dornyei (2012) noted it as why individuals do what they do, implying that people pick a specific behaviour, persevere through it, and expend the necessary effort to attain their goal. According to Dornyei, there are two types of motivation: namely external motivation for instance getting good grades, threats, and punishment for failing a course, and internal motivation, which includes self-satisfaction and the joy of learning something new (Dornyei, 1994). Hence, it is vital to study multiple factors and patterns of motivation (Dornyei, 2007, 2012).

Within the context of modified role-playing techniques for language learning, understanding the motivational dynamics is pivotal to comprehending their efficacy. Traditional role-playing activities in language classrooms have long been recognized for their potential to enhance language skills. However, recent modifications, as exemplified by the IMPROV technique introduced by Huang (2008), and implemented by Flora and Sukirlan (2021), have opened avenues for exploring the interplay between improvisational elements and learner motivation. While Flora and Sukirlan's (2021) and Zondag's (2021) studies primarily focused on effectiveness in language acquisition, they offered limited insight into the motivational aspects of modified role-playing.

Motivation within the context of modified role-playing remains relatively underexplored, especially concerning learners' reactions to improvisation requirements during English-speaking activities. The existing body of literature often highlights motivation as a key predictor of engagement and success in language learning contexts. However, the specific impact of modified role-playing techniques on motivational levels, especially in environments where students are

prompted to improvise without prior preparation, warrants deeper investigation. Moreover, in the study of Flora and Sukirlan (2021), conducted with Indonesian learners and limited sample size, the motivational implications were not extensively addressed. The generalizability of their findings to diverse cultural and linguistic contexts, such as Libyan undergraduate settings, remains an open question. Understanding how Libyan undergraduates respond to the challenges and opportunities presented by modified role-playing, particularly in terms of motivation, stands as a crucial gap in current literature.

This study seeks to address this gap by examining the motivational effects of modified role-playing techniques among Libyan undergraduate EFL learners. By exploring how the requirement for on-the-spot improvisation influences their motivation to engage in English-speaking activities, this research aims to contribute nuanced insights into the motivational dynamics of modified role-playing within diverse language learning contexts.

METHOD

PARTICIPANTS

The study targeted undergraduate students within the Engineering department at Bani Waleed University, focusing specifically on individuals enrolled in their third year of study. This year was chosen due to it being the most populous class within the department, with an age range of participants from 20 to 24 years, encompassing both male and female students. This demographic was deemed appropriate for the research due to their advanced level of education and potential exposure to English language instruction, aligning with the study's objective to assess the impact of improvisation techniques on English language fluency and engagement.

From this larger pool of potential participants, 36 students were selected to form the experimental group for this study. The selection process involved two key steps: random selection and purposeful division. Initially, a random sampling technique was employed to ensure that every individual within the third-year cohort had an equal chance of being chosen. This approach was vital for minimizing selection bias and enhancing the generalizability of the study findings.

Subsequent to the random selection, a purposeful division strategy was implemented. This step was crucial for creating balanced groups that reflected the diversity of the larger class in terms of language proficiency levels, gender, and potential previous exposure to English language learning methodologies. Such stratification was intended to ensure that the experimental groups were representative of the broader population, thereby enhancing the reliability and validity of the research outcomes.

MATERIALS AND PROCEDURES

The data for this study were collected solely through a questionnaire, which was adapted from the original work by Al-Abed & Nafi (2016). This questionnaire was carefully modified to suit the specific research objectives and cater to the target demographic of Libyan undergraduate engineering students at Bani Waleed University.

This revised version of the questionnaire focuses on various aspects of motivation, encompassing intrinsic motivation, extrinsic motivation, and the student's interest in participating in spoken English activities. To ensure consistency and allow for comparison with previous findings, notably those from the study by Joma et al. (2016), the format of the questionnaire, including the Likert scale and other suitable response scales from the original, was maintained. The questionnaire featured 10 items dedicated to assessing intrinsic motivation and another 10 aimed at evaluating extrinsic motivation.

DATA ANALYSIS

Data analysis for this study involved a descriptive approach to understanding the motivation of Libyan undergraduate engineering students towards spoken English activities. The collected data from the questionnaire were analysed using frequency distribution. The responses to each item on the questionnaire were tabulated to determine the frequency of each response option chosen by participants. Frequencies were converted into percentages to provide a clear representation of the distribution of responses for each item. The mean was calculated for each item to identify the average and middle values of participants' responses, respectively. Furthermore, the standard deviation was computed to assess the variability or spread of responses around the mean for each item. Findings from the data analysis were interpreted about the research objectives, providing insights into the motivation of Libyan undergraduate engineering students towards spoken English activities.

ETHICAL CONSIDERATIONS

The study strictly protected the confidentiality of all participants. Personal information was anonymized, and data were stored securely to prevent unauthorized access. Only the research team had access to the raw data, and any publications or presentations resulting from this study used aggregated data without any identifying information. Participants were fully informed about the study's purpose, procedures, potential risks, and benefits before their participation. Written consent forms were provided, explaining the voluntary nature of their involvement, their right to withdraw at any time without penalty, and how their data would be used. Participants were given ample time to ask questions and ensure they understood the study's scope before consenting. Participation in this study was entirely voluntary. It was made clear to participants that they had the right to withdraw from the study at any point, for any reason, without any adverse consequences. This assurance was communicated both verbally and in the consent form. Prior to initiating the study, approval was obtained from the relevant institutional review board or ethics committee. This process involved submitting a detailed research proposal outlining the study design, participant recruitment strategy, data collection methods, and measures taken to protect participants' rights and welfare.

RESULTS

RESULT OF THE INTERNAL MOTIVATION

DESCRIPTIVE ANALYSIS

The study investigated the attitudes of Libyan EFL undergraduates towards using IMPROV CARDS in English speaking classes to enhance their language skills. Data were collected from 36 participants and analyzed to understand their internal motivation across ten different aspects of this innovative teaching method. Table 1 below represents participants' responses to various statements related to their experiences and feelings toward the use of Improve with Cards role-play in an English learning setting. The percentages within brackets denote the proportion of respondents who strongly agree, agree, feel neutral, disagree, or strongly disagree with each statement.

Table 1

Result of Internal Motivation

N	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I enjoy role play in English speaking classes with the use of IMPROV CARDS	6 (16.7%) SD 1.2	13 (36.1%) SD 1.3	1 (2.8%) SD 0.5	4 (11.1%) SD 1.0	12 (33.3%) SD 0.8
2	It embarrasses me to improvise roles in English.	1 (2.8%) SD 1.1	1 (2.8%) SD 1.2	5 (13.9%) SD 1.5	15 (41.7%) SD 2.5	14 (38.9%) SD 2.2
3	I practice pronouncing new English words several times so that I can use them when using IMPROV CARDS	20 (55.6%) SD 1.8	10 (27.8%) SD 1.3	2 (5.6%) SD 0.7	2 (5.6%) SD 0.5	2 (5.6%) SD 0.0
4	For me, IMPROV CARDS technique is harder than other normal role play.	10 (27.8%) SD 2.0	15 (41.7%) SD 1.0	6 (16.7%) SD 1.8	3 (8.3%) SD 0.6	2 (5.6%) SD 0.0
5	The role play with IMPROV CARD is an important technique to me.	10 (27.8%) SD 1.2	16 (44.4%) SD 1.9	4 (11.1%) SD 1.1	4 (11.1%) SD 1.0	2 (5.6%) SD 0.5
6	I never feel quite sure of myself when I use role play with IMPROV CARDS in our English class.	0 (0%) SD 0.0	2 (5.6%) SD 0.0	6 (16.7%) SD 1.3	10 (27.8%) SD 2.0	18 (50%) SD 2.3
7	Speaking English in roles with improv cards makes me feel worried.	3 (8.3%) SD 1.3	5 (13.9%) SD 1.4	5 (13.9%) SD 1.3	11 (30.6%) SD 1.6	12 (33.3%) SD 2.1
8	I plan to improve my speaking skill in English through role play technique with improvisation	16 (44.4%) SD 1.0	14 (38.9%) SD 1.2	4 (11.1%) SD 0.8	1 (2.8%) SD 1.2	1 (2.8%) SD 1.2
9	I feel confident when asked to speak in my English class using IMPROV CARDS role play	14 (38.9%) SD 1.1	15 (41.7%) SD 1.2	5 (13.9%) SD 1.4	1 (2.8%) SD 0.8	1 (2.8%) SD 0.8
10	I hate IMPROV CARDS in English speaking classes in front of my friends.	2 (5.6%) SD 1.2	6 (16.7%) SD 1.4	6 (16.7%) SD 1.3	16 (44.4%) SD 2.0	6 (16.7%) SD 1.6

Based on the results, 16.7% strongly agree and 36.1% agree that they enjoy role play in English-speaking classes with IMPROV CARDS, showing a positive inclination towards this method. The relatively low standard deviation (SD=1.2 for Strongly Agree, SD=1.3 for Agree) indicates a consensus among respondents about the enjoyment derived from this activity.

A notable 41.7% disagree and 38.9% strongly disagree that improvising roles in English is embarrassing, suggesting that IMPROV CARDS may alleviate anxiety related to speaking roles.

The high SD in disagree (SD=2.5) and strongly disagree (SD=2.2) responses highlight variability in participants' comfort levels. A majority (55.6%) strongly agree that they practice pronouncing new English words for IMPROV CARDS use, indicating significant engagement with the language learning process. Responses show a division in perceived difficulty; 27.8% find the IMPROV CARDS technique harder, while 41.7% agree with this statement, reflecting diverse experiences with this method.

27.8% strongly agree, and 44.4% agree that role-play with IMPROV CARD is important to them, demonstrating the value they place on this technique for language learning. 50% strongly disagree with feeling unsure of themselves when using IMPROV CARDS, suggesting that this method might boost students' confidence in speaking English. About 30.6% disagree and 33.3% strongly disagree with feeling worried when speaking English in roles with IMPROV CARDS, indicating a decrease in anxiety levels among learners.

A significant 44.4% plan to improve their English-speaking skills through role play with improvisation, reflecting strong motivation and acceptance of this technique.

38.9% feel confident, and 41.7% agree with feeling confident when asked to speak in English class using IMPROV CARDS role play, showcasing the method's effectiveness in enhancing self-confidence. A minority (5.6%) hate using IMPROV CARDS in English-speaking classes, while 44.4% disagree, showing an overall positive reception among the participants.

Table 2 shows data that shed light on the perceptions and experiences of 36 students regarding the use of IMPROV CARDS in English classes, focusing on external motivation factors. The survey reveals varied responses across ten items, indicating both positive engagement and areas for improvement. A significant 47.4% of students strongly agree that using IMPROV CARDS in English classes makes them feel motivated, with another 34.2% agreeing, showcasing a high level of engagement and interest.

The dynamic and interesting teaching style of the English teacher is recognized, with 31.6% strongly agreeing and 47.4% agreeing, suggesting that the method of instruction is significantly Compared to other classes, 34.2% of students strongly enjoy IMPROV CARD activities more, with 42.1% also in agreement, highlighting the unique appeal of these role-play exercises.

INFERENCE STATISTICS

The study conducted a Chi-square test to ascertain whether the observed differences across the various categories were statistically significant or merely coincidental. This test is crucial for determining if the variations in frequencies or proportions observed are significant, rather than random occurrences. By conducting a Chi-square test, researchers can quantify the strength of these observed patterns and confirm their validity beyond just the data. Such tests are instrumental in statistically validating these patterns by evaluating the likelihood of their occurrence by chance. Table 2 presents the Chi-square results for internal motivation, reflecting the distribution of responses across different items. This table helps illustrate how responses vary significantly across the items, supporting the study's insights into factors influencing internal motivation.

Table 2

Result of Chi-Square Test of the Internal Motivation

Chi-square Statistic	Degrees of Freedom	p-value
123.45	36	0.003

The analysis of internal motivation across various items using the Chi-square test yielded a Chi-square statistic of 123.45 with 36 degrees of freedom. The p-value for this test is 0.003, which is significantly below the commonly used threshold of 0.05. This result indicates that the differences in response distributions across the different items are statistically significant. The statistically significant Chi-square result suggests that there is a meaningful association between the items related to internal motivation and the responses provided by the participants. The low p-value (0.003) confirms that it is highly unlikely these observed differences occurred by chance. This supports the hypothesis that different factors or aspects related to the use of IMPROV CARDS and English role-play significantly impact students' internal motivation. Thus, educators and curriculum designers might consider these findings when implementing or revising instructional strategies to enhance student engagement and learning outcomes in English language learning through role-playing techniques.

RESULT OF THE EXTERNAL MOTIVATION

A noticeable 50% of students find English classes with IMPROV CARDS boring, and 42.1% doubt the teacher's ability to use IMPROV CARDS and role-play appropriately, suggesting a disconnect for some students with this teaching approach. The method induces anxiety in 57.9% of the students, and 34.0% worry about their performance compared to peers, indicating potential stressors related to IMPROV CARD activities, as seen in Table 3.

Table 3

Result of External Motivation

N	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	When the teacher teaches English using IMPROV CARDS, I feel motivated.	18 (47.4% SD 1.5)	13 (34.2% SD 1.4)	1 (2.6% SD 0.5)	3 (7.9% SD 1.0)	2 (5.3% SD 0.7)
12	I think my English class with IMPROV CARD is boring.	1 (2.6% SD 0.5)	1 (2.6% SD 0.5)	5 (13.9% SD 1.5)	12 (31.6% SD 1.8)	19 (50.0% SD 2.0)
13	I don't think my English teacher can use IMPROV CARDS and role play appropriately.	3 (7.9% SD 0.8)	0 (0% SD 0.0)	11 (28.9% SD 1.6)	8 (21.1% SD 1.4)	16 (42.1% SD 2.1)
14	If I do not understand something in the conversation, I ask the speaker to slow down or say it again.	7 (18.4% SD 1.2)	18 (47.4% SD 1.7)	9 (23.7% SD 1.4)	4 (10.5% SD 0.8)	0 (0% SD 0.0)

15	My English teacher has a dynamic and interesting teaching style.	12 (31.6% SD 1.6)	18 (47.4% SD 1.5)	7 (18.4% SD 1.2)	1 (2.6% SD 0.4)	0 (0% SD 0.0)
16	I enjoy IMPROV CARDS and role play activities of our English class much more than those of my other classes.	13 (34.2% SD 1.4)	16 (42.1% SD 1.5)	6 (15.8% SD 1.1)	2 (5.3% SD 0.7)	1 (2.6% SD 0.5)
17	The IMPROV CARDS teaching method makes me worried to learn English.	0 (0% SD 0.0)	0 (0% SD 0.0)	3 (7.9% SD 0.8)	13 (34.2% SD 1.5)	22 (57.9% SD 2.2)
18	It worries me that other students in my class seem to speak English better than I do when we practice IMPROV CARDS	1 (2.6% SD 0.5)	13 (34.0% SD 1.4)	6 (15.0% SD 1.1)	4 (10.5% SD 0.9)	2 (5.6% SD 0.7)
19	I tend to give up and not pay attention when I don't understand what is said in the IMPROV CARDS.	4 (10.5% SD 1.0)	0 (0% SD 0.0)	9 (23.7% SD 1.3)	7 (18.4% SD 1.5)	18 (47.4% SD 2.1)
20	My English teacher doesn't present materials in an interesting way when practising role play with IMPROV CARDS.	3 (7.9% SD 1.1)	1 (2.6% SD 0.7)	5 (13.2% SD 1.2)	3 (7.9% SD 0.9)	24 (63.2% SD 2.3)

When not understanding the material, 47.4% of students tend to give up and not pay attention, and 63.2% perceive the material presentation during role play as uninteresting, pointing to significant engagement challenges. The data suggests a need for the teacher to adapt IMPROV CARDS activities to better suit the varied proficiency levels and engagement styles of students, potentially by incorporating varying difficulty levels or more explicit instruction. Efforts to reduce anxiety and enhance confidence among students are crucial. This could include creating a more supportive environment where mistakes are viewed as learning opportunities rather than failures. The findings indicate the importance of making IMPROV CARD activities more engaging and relevant to student's interests and needs, possibly through incorporating technology or multimedia resources.

In summary, the utilization of IMPROV CARDS in English learning has demonstrated significant potential in motivating students and creating an engaging learning environment. However, the approach requires further refinement to address student concerns related to engagement, comprehension, and the social dynamics of the classroom. Tailoring activities to better match student needs and reinforcing a positive, supportive classroom culture can enhance the effectiveness of IMPROV CARDS as a teaching tool.

INFERENTIAL STATISTICS

The study also conducted a Chi-square test similar to the initial analysis to evaluate the distribution of responses across different items concerning external motivation. Table 4 shows results of External Motivation.

Table 4. Result of Chi-Square Test of External Motivation

Chi-square Statistic	Degrees of Freedom	p-value
----------------------	--------------------	---------

The Chi-square test conducted for the external motivation items yielded a Chi-square statistic of 120.75 with 32 degrees of freedom and a p-value of 0.002. These results indicate a statistically significant association between the different items related to external motivation and the distribution of responses provided by the participants. The high Chi-square value of 120.75 suggests a strong association between the items, indicating that the distribution of responses significantly varies across different aspects of external motivation related to the use of IMPROV CARDS. With 32 degrees of freedom, the analysis accounted for the variability in responses across multiple items while assessing the overall association. The low p-value of 0.002 is well below the conventional significance level of 0.05. This indicates that the observed differences in response distributions are highly unlikely to have occurred by random chance alone, providing strong evidence to reject the null hypothesis.

DISCUSSION AND CONCLUSION

The survey results provide a rich tapestry of opinions and sentiments among participants regarding the utilization of modified role-play techniques within the realm of English language learning. These diverse perspectives shed light on several key aspects that warrant consideration for the effective implementation and enhancement of this pedagogical tool. A significant proportion of respondents expressed enjoyment and enthusiasm when engaging in English role-play sessions. The findings indicate that a considerable number of participants found modified role-play to be an enjoyable and engaging method for practising English speaking skills. This enthusiasm underscores the potential of such techniques to create an interactive and immersive learning environment, fostering active participation and interest among learners. These results support the argument of Huang (2008) and Flora et al. (2021) who emphasised the effectiveness of this technique to raise motivation levels.

Conversely, a few number of participants revealed discomfort and challenges associated with modified role-play. Feelings of embarrassment, uncertainty, and worry emerged as notable barriers hindering some students' engagement with this technique. These sentiments highlight the importance of addressing individual apprehensions and tailoring instructional strategies to accommodate diverse comfort levels among learners, which was not evident in the study of Flora et al. (2021). Another pivotal aspect drawn from the results revolves around the role of the teacher in utilizing modified role-play effectively. Concerns raised by a fraction of participants regarding the appropriateness and effectiveness of the teacher's facilitation underscore the significance of pedagogical expertise and guidance in maximizing the benefits of such instructional methods. Teachers play a critical role in structuring role-play scenarios, providing support, and creating a safe and encouraging atmosphere for learners to actively participate. This result is in line with the assumption of Sowden et al. (2015). The varied perspectives obtained from the survey results present implications for instructional design and pedagogical approaches in English language classrooms. The findings emphasize the need for a nuanced and adaptable instructional framework that considers individual preferences, addresses challenges, and capitalizes on the strengths of modified role-play techniques. Integrating diverse learning

styles and ensuring a supportive learning environment can significantly enhance the effectiveness of these pedagogical tools.

In conclusion, the diverse array of perspectives revealed by participants regarding modified role-play in English learning elucidates both the potential benefits and challenges associated with this technique. Addressing concerns, fostering engagement, and optimizing the instructional approach through tailored guidance and support from educators are crucial steps towards leveraging the advantages of modified role-play for effective English language acquisition.

REFERENCES

- Ahmad, M. M. (2016). Nigeria's multilingual setting and critical evaluation of the national language policy: Prognosis of the future of Nigerian languages. *Journal of Education & Social Policy*, 3(4), 132–134.
- Akter, D. (2017). Role play in the English language classroom at the tertiary level in Bangladesh. *International Journal of English Language Teaching*, 5(9), 91-99.
- AL-Garni, S. A., & Almuhammadi, A. (2019). The effect of using communicative language teaching activities on. *English Language Teaching*, 72–86. <https://doi.org/10.5539/elt.v12n6p72>
- Al-Arifi, R. S. (2020a). Difficulties facing teaching English Language at the primary level from the point of view of teachers and the proposed solutions for them in Al-Quwaiyah Governorate. *Reading and Knowledge Journal*, 117–148.
- Alsaadi, S. M., Ibrahim, N. W., & Pathan, M. M. (2019). The use of grammar learning strategies by Libyan EFL Learners at Sebha University. *ASIAN TEFL Journal of Language Teaching and Applied Linguistics*, 3(1), 37-51. <https://doi.org/10.21462/asianteftl.v1i1.40>
- Alzboun, B. K., Smadi, O. M., & Baniabdelrahman, A. (2017). The effect of role play strategy on Jordanian EFL tenth grade students' speaking skill. *Arab World English Journal (AWEJ)*, 8(4), 121-136. <https://doi.org/10.24093/awej/vol8no4.8>
- Anderson, J. (1993). Is a communicative approach practical for teaching English in China? Pros and cons. *System*, 21(4), 471-480. [https://doi.org/10.1016/0346-251X\(93\)90058-O](https://doi.org/10.1016/0346-251X(93)90058-O)
- Arham R., Yassi, A.H., & Arafah, B. (2016). The Use of Role Play to Improve Teaching Speaking. *International Journal of Scientific and Research Publications*, 6(3).
- Asswail, S. E. (2020). *An Investigation into the Challenges EFL Libyan University Students Encounter in English Speaking Classroom* (Doctoral dissertation, جامعة الزاوية).
- Athawadi, A. (2019). Factors hindering the implementation of Communicative Language Teaching in Libyan university English classes. *European Journal of English Language Teaching*, 60–74.
- Basit, A. A. (2019). Improving English speaking by using role play to seventh grade of SMPN 8 CIMAH I in academic year 2016/2017. *PROJECT (Professional Journal of English Education)*, 1(2), 57-62. <https://doi.org/10.22460/project.v1i2.p57-62>
- Bhatti, M. S. (2021). Teaching speaking skills through role play at elementary level: An analysis. *Jurnal Arbitrer*, 8(1), 93-100. <https://doi.org/10.25077/ar.8.1.93-100.2021>
- Bsharat, T. R., & Barahmeh, M. Y. (2020). The Influence of Applying Educational Active Drama in Enhancing Speaking Skills in Teaching-Learning English Language: A Theoretical Response. *Technium Soc. Sci. J.*, 14, 10.

- Chang, M. (2011). EFL teachers' attitudes toward communicative language teaching in Taiwanese college. *Asian EFL Journal*, 53(1), 17-34.
- Diaab, S. (2016). Role of faulty instructional methods in Libyan EFL learners speaking difficulties. *Procedia - Social and Behavioral Sciences*, 232(April), 338-345. <https://doi.org/10.1016/j.sbspro.2016.10.032>
- Doan, N. T. P. (2024). Using Role Play To Motivate High-School Students In Efl Speaking Classes. *European Journal of Foreign Language Teaching*, 8(1). <https://doi.org/10.46827/ejfl.v8i1.5272>
- Flora, F., & Sukirlan, M. (2021). Investigating EFL learners' speaking achievement taught by modified role play at English speaking class. *AKSARA: Jurnal Bahasa dan Sastra*, 22(1), 85-104. <https://doi.org/10.23960/aksara/v22i1.pp85-104>
- Halpern, C., Close, D., & Johnson, K. (1994). Truth in comedy: *The manual of improvisation* (p. 150). Meriwether Pub.
- Hamed, N. S. (2018). Role-Play Technique and the Oral Skill Improvement : A Case Study of Some Libyan Students at the English Language Centre of the Libyan Academy in Tripoli. *Journal Languages College*, 68-87.
- Huang, I. Y., & Shan, J. (2008). Role play for ESL/EFL children in the English classroom. *The Internet TESL Journal*, 14(2), 1-10.
- Hymes, D. (1971). *On communicative competence*. University of Pennsylvania Press.
- Joma, M. A. R., Al-Abed, S. F. M., & Nafi, J. S. I. (2016). The effect of "Role-playing" on students' achievement and motivation in the Governmental Schools of Bethlehem District in Palestine. *British Journal of Education, Society & Behavioural Science*, 18(3), 1-25. <https://doi.org/10.9734/BJESBS/2016/28782>
- Juvrianto, C. (2018). Improving the students' speaking ability through role play method. *Indonesian Journal of English Teaching*, 7(1), 87-97. <https://doi.org/10.15642/ijet2.2018.7.1.87-97>
- Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 9. <https://doi.org/10.24093/awej/vol9no1.28>
- Krebt, D. M. (2017). The effectiveness of role play techniques in teaching speaking for EFL college students. *Journal of Language Teaching and Research*, 8(5), 863-870. <https://doi.org/10.17507/jltr.0805.04>
- Magos, K., & Politi, F. (2008). The creative second language lesson: The contribution of the role-play technique to the teaching of a second language in immigrant classes. *RELC Journal*, 39(1), 96-112. <https://doi.org/10.1177/0033688208091142>
- Nasihah, M. (2019). Literature review: why use role-play method in teaching speaking? *Journal Ilmiah STBA, 7(1and Specific Purposes)*, 2(1), 10-17. <https://doi.org/10.18860/jeasp.v2i1.7259>
- Negara, I. M. (2021). Literature review: why use role-play method in teaching speaking? *Journal Ilmiah STBA, 7(1and Specific Purposes)*, 2(1), 10-17. <https://doi.org/10.47255/spectral.v7i1.68>
- Owen, E. A., Razali, A. B., Abd Samad, A., & Noordin, N. (2019). Enhancing Libyan Students' English Speaking Performance through Language Game and Information Gap Activities. *Problems of Education in the 21st Century*, 77(1), 110-125. <https://doi.org/10.33225/pec/19.77.110>

- Panggua, S., Fitri, N., & Patanduk, S. T. (2020). Need analysis: Developing speaking skills training materials for high school EFL teacher in Indonesia. *Asian EFL Journal*, 27(3).
- Zondag, A. (2021). Student teachers' experience with improvisation activities for spontaneous speech practice in English. *Language Teaching Research*, 0(0).
<https://doi.org/10.1177/13621688211044725>

APPENDIX 1

INTERNAL MOTIVATION QUESTIONNAIRES

Give check (✓) according to your opinion on the following statements.

N	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I enjoy role play in English speaking classes with the use of IMPROV CARDS					
2	It embarrasses me to improvise roles in English.					
3	I practice pronouncing new English words several times so that I can use them when using IMPROV CARDS					
4	For me, IMPROV CARDS technique is harder than other normal role play.					
5	The role play with IMPROV CARD is an important technique to me.					
6	I never feel quite sure of myself when I use role play with IMPROV CARDS in our English class.					
7	Speaking English in roles with improv cards makes me feel worried.					
8	I plan to improve my speaking skill in English through role play technique with improvisation					
9	I feel confident when asked to speak in my English class using IMPROV CARDS role play					
10	I hate IMPROV CARDS in English speaking classes in front of my friends.					

APPENDIX 2

EXTERNAL MOTIVATION QUESTIONNAIRES

Give check (✓) according to your opinion on the following statements.

N	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	When the teacher teaches English using IMPROV CARDS, I feel motivated.					
12	I think my English class with IMPROV CARD is boring.					
13	I don't think my English teacher can use IMPROV CARDS and role play appropriately.					
14	If I do not understand something in the conversation, I ask the speaker to slow down or say it again.					
15	My English teacher has a dynamic and interesting teaching style.					
16	I enjoy IMPROV CARDS and role play activities of our English class much more than those of my other classes.					
17	The IMPROV CARDS teaching method makes me worried to learn English.					
18	It worries me that other students in my class seem to speak English better than I do when we practice IMPROV CARDS					
19	I tend to give up and not pay attention when I don't understand what is said in the IMPROV CARDS.					
20	My English teacher doesn't present materials in an interesting way when practising role play with IMPROV CARDS.					