Effect Of Role Play Method On Teaching English Speaking Skill At Secondary Level In Public Schools Of District Mianwali

Farhat Yasmin*[1] , Abdul Qahar[2] , Dr Muhammad Tanveer Afzal[3]

[1]*Headmistress, Punjab School Education Department* *farimushtaq809@gmail.com*
[2]*Allama Iqbal Open University, Islamabad Abdulqahar045@gmail.com*
[3]*Assistant Professor, Department of Science Education, AIOU Islamabad* *tanveer.afzal@aiou.edu.pk*

ABSTRACT
The study was designed to check the effect of role play method on English speaking skill of the students. Basic objectives of the research were to find the effect of role play on vocabulary and grammar of the students as these were important sub skills of English speaking. The study used single group experimental design of research. Population of the study was female students of public secondary schools of district Mianwali. The sample consisted of 25 students of class IX of Government Girls High School Chack No 1 M.L. A scale for the assessment of English speaking was developed by the researcher to grade grammar and vocabulary from 1 to 5 levels. Experiment was conducted for three months in which students were taught speaking English using role play method. Before and after experiment, speaking ability was assessed by the same tool. Data were analyzed using SPSS by paired sample t-test. The results of the experiment rejected null hypotheses that there was no difference between the performance of students in pretest and posttest regarding grammar and vocabulary. The results showed that grammar and vocabulary were affected by experiment. Further, the study recommended comparison of role play method with other methods of teaching speaking skill.

Keywords: role play, vocabulary, grammar, speaking, English language.

INTRODUCTION

People spend more time while speaking rather than writing but the situation of classroom is different. In a classroom, teachers' emphasis is most of the time on reading and writing instead of speaking. If the goal of a language class is to make student able to communicate in target language, then the skill of speaking should also be emphasized in classroom (Barhani&Sultani, 2012).For the purpose of teaching speaking skill, it is divided into some sub skills as vocabulary, grammar, pronunciation and fluency.

If a student is silent in class, then one of the reasons may be the boredom of classroom activities. However, another reason can be incompatibility of the activities with the level of the students. Sometimes teachers think that their communicative activities in class are very interesting and promote interaction among students but in fact these aren't. What the students do in such activities is not more than saying "yes" or "no" and afterwards they sit silently or start to talk in their mother tongue that becomes useless for them. So, there is a need to assess speaking activities used by the language teachers in class to find the elements of interest and

interactive patterns in them (Barhani&Sultani, 2012).Gudu (2015) recommends that there should be chances for the students in their context to practice English language and different activities should be designed by teachers to fulfill the needs of learners.

Role play is an important technique in teaching speaking because while role playing students practice language in different type of social contexts and they perform roles of different people. Students become creative and they become confident enough to play the role of any other person (Arham, Yassi&Arafah, 2016).

Different researches suggested different types of role play method but most of them, suggested three types of role playas Krebt (2017) pointed out the following three types of role play method: fully scripted role-play, semi-scripted role-play and non-scripted role-play.

Phases of Role Play. Role play method demands preparation from the side of teacher related to the activities to be performed in the classroom and it requires a comprehensive lesson plan as well because there is not only one activity that is going to be performed but there is a sequence of phases for that purpose. According to Wang (2014), for the fruitful results of that method of teaching speaking skill of English as a second language in different countries of the world, following phases of pedagogical method of role play should be followed: Before speaking, while speaking, after speaking, extension practice

LITERATURE REVIEW

Ur (1996) explained "Role play is used to refer all sorts of activities where learners imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context"(p.131).

Liu and Ding (2009) utilized the technique of role play and the purpose to use that technique was to observe performance of the students in groups while having a situation that was familiar to them. Not only the language potency of the student was observed but it was also seen by the researcher that in which way the errors would be corrected and the students would be given feedback to improve their performance. The result of their study was that if students would be given familiar situation to them then the results would be positive and beneficial. There are some other researches done by different researchers which show that the communicative competency of the learners in second language was increased through the method of role play as Qing (2011) conducted experimental study on intermediate level which indicated that the intercultural awareness of students was increased and communicative competence of the students was also enhanced. The author explained that by adopting different roles of different cultures, the students became confident and felt free to have such experiences of performance. That activity not only increased learning of the participants but improved the learning of the audience as well. He further stated that the role plays which were designed on the basis of specific content provided an opportunity to the students to see other cultures from a different perspective. Another study was conducted on university students in Bagladesh to find out the effectiveness of role play method in large

classes. This research was qualitative in nature and the researcher used different tools like questionnaire, observation and group interviews for evaluation of the students. The results of the study were in favor of the use of role play method because researcher concluded that role play method was enthusiastically welcomed by the students of the university to enhance their speaking skill in English language (Islam & Islam, 2012). Krebt (2017) presented his research done in Iraq on college level students. That experimental research identified significant difference in pretest and posttest results of the students' speaking ability. He used some questions as a test of speaking in which students were expected to respond orally to those questions. On the basis of that assessment pretest and posttest grading was done. The researcher suggested role playmethod as an effective method to improve speaking proficiency in Iraqi context for college level students. Another similar kind of experimental research was done by Keezhatta (2020) in Riyadh region of Saudi Arabia which recommended the efficacy of role play method for assessment of a language class, not only on the basis of results of pretest and posttest but a structured questionnaire was also used to know the perspectives of EFL teachers as well. To highlight the effectiveness of role play method in junior classes, research was done on grade-1 students by Samsibar and Naro (2018). That research was conducted to find out the efficacy of role play method related to motivation of the learners in conversation of English language. Pre experimental design of research was used by the researcher and results of the study showed that there was prominent difference between the results of pretest and posttest of the students. Results of the research

favored the use of role play method for small children as well.

Statement of the Problem

In Pakistan, English is taught as a compulsory subject in all types of educational institutions at not only elementary and secondary level but at intermediate and graduation level also. This is observed that the students of public schools are not able to speak English fluently and the basic reason behind this is highlighted by different researches as deficiency in practice of speaking in a language class of schools. Different methods and techniques have been developed for the practice of second language and role play is one of them. The researcher wanted to assess the proficiency level of the students in English speaking and to measure the effect of role play on English speaking skills (Vocabulary and Grammar) of the students in her own context District Mianwali through an experiment by using role play method.

Objectives of the Study

The objectives of the study were to:

1) explore competency level of the students in English speaking
2) measure the effect of role play method on the skill of grammar of English language learners
3) measure the effect of role play method on the skill of using vocabulary of English language learners

Research Hypotheses

On the basis of objectives of the study, following research hypotheses were tested:

1. H_{01}: There is no significant difference between the scores of

pretest and posttest of experimental group regarding the use of grammar by the students.

H_1: There is significant difference between the scores of pretest and posttest of experimental group regarding the use of grammar by the students.

2. H_{02}: There is no significant difference between the scores of pretest and posttest of experimental group regarding the use of vocabulary by the students. H_2: There is significant difference between the scores of pretest and posttest of experimental group regarding the use of vocabulary by the students.

Research Significance

The study will be beneficial for the teachers and students of English language in the teaching learning process of English where English is being taught or learnt as a second language. It will add practical knowledge to the field of teaching speaking skill by assessing the competency of the students in English speaking. The study recorded the effect of role play method on different English-speaking skills so results of the study will help the teachers to choose role play method for improvement of specific English-speaking skill like grammar and vocabulary.It will also provide them information to which extent a specific skill could be improved through role play method. However, the study will provide knowledge related to the efficacy or inefficacy of role play as a method of teaching speaking skill in public schools.

Methodology

The study was quantitative in nature and used single group experimental design for achievement of the objectives of study related to measurement of the effect of role play method on different speaking skills of English. Single group design was selected because there were eight threats to an experiment that were controlled by forming control group: History, maturation, instrumentation, testing, mortality, statistical regression, selection and interaction of threats (Slack &Draugalis, 2001). As for as that study was concerned, those threats were easily controlled without forming a control group as the threat of history couldn't affect because the study was conducted in a village where nothing was supportive for learning speaking, maturation could affect if experiment would last for long period but the experiment in that study was conducted only for three months so maturation was not challenging, instrumentation was also not an issue because instrument and method was not changed in pretest or posttest, testing affect was vanished by changing the picture in posttest that was almost equal in ease or difficulty level but the events on that picture were changed, mortality didn't affect because all the participants were present in pretest and posttest ,selection and statistical regression were also not threatening for that study because the whole class was selected.

Another reason behind the selection of single group design was to eliminate the effect of interaction between experimental and control group because it was not easy to control. For example, if there would be a control group as well and experimental group was taught speaking through role play method whereas control group would be taught speaking through

traditional method then there might be chances of intermingling the students during their break or after the school. As the students of experimental group were provided some supporting material in the form of dialogues so it was impossible to hide the resources of role play from control group. As a result, there was a possibility that during their preparation time experimental group was observed by the students of control group and the results of the control group might be affected by role play method. Interaction among both groups might create a challenge so single group design was chosen by the researcher. In that study, pre-test (before experiment) of single group was taken, after that, experiment of the use of role play method to teach English speaking skill was conducted for three months and post-test (after experiment) of that group was also taken. There was one group that was treated and no control group was designed in that study. Pretest results supported to achieve first objective which was to explore the competency of English speaking of the students and other objectives related to measure the effect of role play method on English speaking skills were achieved by comparing the results of pretest and posttest of the group.

Sample for Experiment

The sample consisted of 25 students of class IX of Govt. Girls High School Chack No. 1 M.L. That class was selected through purposive sampling, on the basis of results of English subject in previous exam because the average percentage of marks of that class in English was 71%, higher than grade X. The result of class X in English subject was lower than class IX so they were excluded.

Data Collection Tools

Assessment Scale

A scale for the assessment of English speaking was developed by the researcher that was scored on the basis of language assessment of the students. It was scored by the researcher and English subject's expert teacher. Speaking assessment before experiment was considered as pretest and after experiment it was considered posttest. In that assessment, a picture with different characters and happenings was shown to the students and the questions related to that picture were asked from the students one by one. One student was called at a time and the questions were asked by the researcher for the purpose of assessment. The scale assessed following speaking sub skills of the learners of English language:

- Grammar
- Vocabulary

Every student was asked the following questions:

- Can you explain the picture
  (What is going on in the picture)?
- Which thing did you like the most in the picture?
- Which things didn't you like in the picture?

Both sub skills of speaking were assessed on the basis of 5 levels for grading the speaking proficiency of the students of English language for example vocabulary was graded between level 1 to level 5 and same was the case with other skill as well. The detail of those 5 levels is discussed below:

- Level 5 as excellent
- Level 4 as very good
- Level 3 as good
- Level 2 as fair and

- Level 1 as poor
  Moreover, level 1 referred as lowest level and level 5 referred as the highest level.

The final shape of instrument was formed after pilot testing on 5 students of another public school's class IX, in which the students were asked to explain the picture

Table 1 Reliability of tools

Variable	No of Items	Chronbach alpha
Speaking Ability in Pretest	2	.896
Speaking Ability in Posttest	2	.895

The above table indicated the Alpha reliability of the instrument by pointing out that Chronbach alpha of pretest was .896 and that of posttest was .895. The results of the above table recommended the instrument as reliable tool for the collection of data from students.

As for as validity of the instrument was concerned, before and after development of the scale, suggestions of related academician were taken and according to the suggestions scale was shaped. The expert recommended the final shape of the instrument as valid instrument to check speaking skill of the students.

Data Collection Procedure for Experiment

Data were collected by using the scale as assessment tool for speaking of group before and after the experiment and students were graded. Researcher and English teacher assigned the grades and mean score of both scores was assigned to the students. Experiment was conducted for three months having role play activity in

but some of them were not comfortable in doing that. So, to make them comfortable the researcher asked some questions to explain the picture after that all of them were able to answer the questions. After pilot testing the related questions were also added.Reliability of the scale was checked by using SPSS. The statistics of the reliability were as under:

which students acted according to pre decided planning. The time for that experiment was three months in which 40 minutes period in a week was utilized for the interaction of the researcher with the students and enactment of role play whereas the students were involved in preparation of role play throughout the week. Role play was planned on the central theme of following lessons of Punjab Textbook of English for Grade 9:

- HazratAsma
- The Quaid's Vision and Pakistan
- Sultan Ahmad Masjid
- All is not Lost

    The experiment was conducted in a way that it was planned on the basis of different stages and there were three stages of the experiment. The detail of those stages is given below:

Controlled Role Play. Dialogues, situations and roles of the characters were decided by the researcher. Students were told everything about situation, characters

and dialogues and they had to perform as directed by the researcher. The overall control of the activity was in the hands of the researcher.

Semi-Controlled Role Play. Students were told about situations by the researcher and the roles were assigned. Students were told to write the dialogues according to the situation and the characters so they wrote dialogues themselves by consulting the researcher. The whole activity was not only controlled by the researcher but the students were also given a little bit freedom for the performance as well.

Uncontrolled Role Play. Students were told the situation of the role play without assigning them characters and they were expected to speak without writing the dialogues after discussing it with group members. Except situation, the students were given freedom to choose everything by themselves because the situation was told by the researcher but the rest of the selection was made by the students and researcher was there to just observe and facilitate them.

First two chapters had controlled role play, while performing the theme of third chapter semi controlled method was used whereas during performance of the fourth chapter students were free to speak in an uncontrolled way.

For the performance of role play, five groups were formed having five members. All chapter's role play activities were performed in three weeks. The detail of those activities is as under:

While performing first two chapters, three weeks were spent on one chapter's role play activity in a way that the first week was utilized for orientation and preparation and in the second week, two

groups presented the role play and in third week remaining groups performed their role play. The procedure of role play was as under:

Introduction was given in the beginning in such a way that researcher introduced role play method to the whole class by asking some questions related to their previous knowledge about role play. They were told by the researcher that they were going to practice role play for three months.

For formation of groups, first of all, students were assigned numbers from 1 to 5 then first group was formed of all the students having number 1 and other groups were formed in the same way. Secondly, they were informed about the situation of the role play. After that, they were provided their dialogues by the researcher. The situation of the role play demanded that all the members of the group had to take part in discussion because there were always five characters in every situation for example in role of first chapter, five class fellows were having group study after school. One of them was absent in the class when the chapter about Hazrat Asma was taught so she asked different questions about Hazrat Asma and the other members helped her by telling her about Hazrat Asma. They were telling her about different qualities of the character of Hazrat Asma and discussed different happenings of the story of Hazrat Asma.

The remaining time was utilized for practice and researcher spoke all the dialogues by herself in front of the whole class that they would be comfortable to prepare their dialogues for the next week. The students were listening to the dialogues which were spoken by the researcher. The remaining time was given to the students to

prepare their dialogues and practice. Researcher went to every group to know about their preparation and to help them if there was any difficulty.

Then the whole week was given to them for the preparation of role play and at least 10 minutes of English period were allocated for that activity on daily basis where the teacher of English helped them.

To perform the theme of third chapter, three weeks were utilized in such a way that in first week, the group members were given time to think, discuss and write their dialogues, their written text was discussed with the researcher and corrections were made while the second week was given for the preparation. On third week they presented their role play in front of the whole class. Like previous weeks, they were again given 10 minutes of English period for the preparation of role play and those 10 minutes were allocated for preparation throughout the experiment.

The theme of fourth chapter was presented in the form of role play in such a way that two groups presented their role play in first week. They were told about the situation but they had to decide their roles by themselves so they were given 15 minutes to discuss in group and then perform their task in the form of role play. The remaining groups were motivated to practice different situations of their own

choice under the title during not only preparation time of the group who was going to perform but the next week was also given for that purpose. The other two groups presented in second week and the remaining last group presented in last week. That group also presented in the same way as the groups before that presented like they were only told about the situation without telling the characters or dialogues. Remaining groups practiced the same activity of previous week. After the experiment which lasted for three months, the speaking ability was measured again by the same tool. The picture that was shown to students in posttest was changed from the picture shown in pretest of the students to measure speaking proficiency of the learners of English. Anyhow, the picture was almost equally easy or difficult like the first one which was shown to the students in pretest to check their level of speaking ability in English language. On the basis of the measurement in posttest of English-speaking skills, the students were assigned grades that showed their speaking proficiency in posttest.

Data Analysis

The following tables present the results of paired sample t-test. This test was applied on the pretest and posttest results of the assessment of speaking skills (grammar and vocabulary). The results are as under:

Table 2 Difference in pre and post tests scores on grammar component

Variable		Mean	Mean difference	t-value	df	p
Grammar	Pretest	1.440	.3600	2.823	24	0.009

	Posttest	1.800

The above table shows that the p-value was 0.009, as it was smaller than 0.05 so it indicated that the difference between the mean score of grammar before and after the test, was significant.

Table 3 Difference in pre and post tests scores on vocabulary component

Variable		Mean	Mean difference	t-value	df	p
Vocabulary	Pretest	1.620	.6000	3.286	24	0.003
	Posttest	2.220				

This table highlights that the p-value was 0.003 that was less than 0.05 so we can say that the difference between the mean score of vocabulary before and after the treatment, was significant.

In the light of the set objectives, the researcher's findings are as under:

1) The result of paired sample t-test applied differently on two skills of speaking showed that the difference between the pretest and posttest result of grammar was significant because p-value of the mean scores (0.009) was less than alpha level (0.05) so null hypothesis was rejected that there was no significant difference between the scores of pretest and posttest of experimental group regarding the use of grammar by the students and alternate hypothesis was accepted.

   Under the same objective, next hypothesis was that there was no significant difference between the scores of pretest and posttest of experimental group regarding the use of vocabulary by the learners of English language so the results of paired sample t-test applied on the results of that area rejected null hypothesis and accepted alternate hypothesis because p-value of the mean scores of vocabulary was 0.003 that was less than alpha level (0.05).

Discussion

This experimental study revealed that role play method was effective for enhancement of English-speaking skill of the students as Krebt (2017) conducted a similar experimental study to investigate the effect of role play method on the speaking skill of EFL learners in a college of Baghdad. That study concluded that role play method enhanced the capacity of English speaking of the students at college level.

   This study checked the effect of role play method on different areas of language like grammar and vocabulary so

the results of the study indicated that the role play method affected grammar and vocabulary. The reason behind development of vocabulary could be as according to Alabsi (2016) through role play, the students were encouraged to use vocabulary in an appropriate situation that was simulated for a specific purpose. He conducted a study to investigate the effect of role play method on vocabulary learning and concluded that the posttest results of experimental and control group showed significant difference. The results favored role play method to teach vocabulary to the students instead of traditional methods of teaching words for vocabulary.

Rojas &Villafuerte (2018) mentioned in their study that there were some teachers who were not willing to use role play method to teach speaking because of the negative results produced by it like noise, disturbance, laughter etc. These could be the consequences of role play activity but the noise produced during such activities could rightly be called productive noise that is a good sign for learning. On the other hand, the advantages of role play method are more than its disadvantages. Holt and Kysilka (2005) clarified that role play could be resulted in creation of fun and enhancement of learning as well. Role play could also help the students of second language to understand the significance of cooperation in team work because this method allowed the students to interact with one another. Another research that was conducted by Castro & Villafuerte (2019) to know the motivation of the language teachers to use role play method in a language class, concluded that male and female from urban and rural areas in Ecuador, were highly motivated for using role play method in secondary schools and

they were ready to give extra time and energy for the application of that method.

The researcher claimed that the students were happy while performing role play like Holt &Kysilka (2005) mentioned that role play could involve the whole class and the groups enjoyed in a situation for learning in an effective way. Perez (2016) also described role play as such a versatile teaching technique that could use different contexts and contents for the performance of the students, in which they actively participated.In the same context, Ahmada and Munawaroh (2022) were of the view that students would feel relaxed if they were able to focus on the material provided to them and role play was such method which demanded focus of the students and ultimately most of the problems of students were resolved through that method.

Conclusions

The study assessed speaking proficiency of the students and measured the effect of role play method on speaking skill of the students at secondary level. On the basis of analysis based on assessment of the speaking skill of the students before and after the experiment, it was concluded that grammar and vocabulary were enhanced through that method. Role play was highly affective to enhance English speaking proficiency on the whole.

On the basis of the findings, researcher suggests the following recommendations for curriculum developers, school administration and teachers:

- The assessment of speaking skill of the students must be included in teaching learning process of the public schools and criteria for the assessment must

also be predefined in the curriculum of English subject.

- Syllabus of English subject may have enough space to incorporate speaking activities in it side by side the reading and writing activities.
- The school administration may also provide opportunity to the teachers and students of English language by providing at least one period in a week for spoken activities.
- The teachers of English language must also be trained by Government to teach speaking skill to the students only then the methods of teaching speaking skill to the students would be effective.
- Role play method could be used in different forms by the teachers to enhance speaking skill of the students.

Following are a few recommendations for further researchers to conduct their research:

- To find out effectiveness of the role play method among other methods of teaching speaking skill, other researchers may compare role play method with other methods of teaching speaking skill to the students.
- Further researches could be conducted to find out the effectiveness of role play method in other subjects also.
- Qualitative research can investigate, in which form, role play method could be applied in public schools.

References

1. Ahmada, A., &Munaworah, L. (2022). The Use of Role Play Method to Improve Speaking Skills. Darussalam English Journal., 2(1). 55-82. https://doi.org/10.30739/deg.v2i1. 1506

2. Alabsi, T.A.(2016). The effectiveness of role play strategy in teaching vocabulary.Theory and Practice in Language Studies,6(2), 227-234. doi: http://dx.doi.org/10.17507/tpls.06 02.02

3. 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), 239-241.

4. Barhani, T. &Soltani, B. (2012). How to teach speaking skill?.Journal of Education and Practice,3(2), 25-29.

5. Castro, L., &Villafuerte, J. (2019). Strengthening English language teaching in rural schools through the role playing: Teachers' motivations. International Journal of Educational Methodology, 5(2), 289-303. doi: 10.12973/ijem.5.2.289

6. Gudu, B. O. (2015). Teaching speaking skills in English language using classroom activities in secondary school level in Eldoret Municipality, Kenya. Journal of Education and Practice, 6(35), 55-63.

7. Holt, L.C. &Kysilka, M. (2005).Instructional patterns: Strategies for maximizing student learning. Thousand Oaks, CA: Sage Publications.

8. Islam, P. & Islam, T. (2012).Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students. Stamford Journal of English, 7 218-233.doi: https://doi.org/10.3329/sje.v7i0.14475

9. Keezhatta, M. S. (2020). Efficacy of role-play in teaching and formative assessment for undergraduate English-major students in Saudi Arabia.Arab World English Journal, 11 (3). 549-566. doi: https://dx.doi.org/10.24093/awej/vol11no3.36

10. 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.doi: 10.17507/jltr.0805.

11. Liu, F. & Ding, Y. (2009). Role-play in English language teaching. Asian Social Science, 5(10), 140-143.

12. Perez, I. (2016). Mitologaí, cultura popular y juegos de rol.Revista El FuturodelPasado. 7(1), 219-237.

13. Qing, X. U. (2011).Role playan effective approach to developing overall communicative competence. Cross Cultural Communication, 7(4), 36-39.doi:10.3968/j.ccc.1923670020110704.317

14. Rojas, M. A., &Villafuerte, J. (2018).The influence of implementing role-play as an educational technique on EFL speaking development. Theory and Practice in Language Studies, 8(7), 726-732.doi: http://dx.doi.org/10.17507/tpls.0807.02

15. Samsibar, S &Naro, W. (2018). The effectiveness of role play method toward student's motivation in English conversation.ETERNAL (English Teaching Learning and Research Journal) 4(1),107-116.doi:10.24252/Eternal.V41.2018.A8

16. Slack, M. K., &Draugalis, J. R. (2001).Establishing internal and external validity of experimental studies.American Journal of Health-System Pharmacy: AJHP: official journal of the American Society of Health-System Pharmacists, 58(22), 2173-2183.

17. Ur,P.(1996).A course in language teaching. Cambridge: Cambridge University Press.

18. Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. English Language Teaching, 7(2), 110-118. doi:10.5539/elt.v7n2p110