

## Exploring the Impact of Using Role Play Strategy on Developing Students' Speaking Skill (a Case study of second year Students in Umbeddah Secondary School)

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### Abstract.

This study aimed at investigating the impact of using ‘Role play strategy’ on developing students speaking skill. The researcher adopted experimental method. A pre-post tests has been used as primary tool for data collection, Mp3 recorded was implemented for measuring students’ pronunciation. The researcher applied (SPSS) program for analyzing and testing the hypothesis. The results of the study have shown that, role play strategy has improved students speaking skills, and a lot of problems have been solved such as students’ classroom time pressure, the use of mother tongue, classroom overcrowded, anxiety and lack of confidence. Finally, the researcher recommended that: Teachers should give students a chance to practice communication inside and out of classroom.

Key words : Impact , Role Play, strategies, developing, speaking Skill.

### المستخلص :

هدفت هذه الدراسة الي تقصي اثر استخدام استراتيجية لعب الدور في تطوير مهارة التحدث لدي الطلاب. استخدم الباحثون المنهج التجريبي منها الاختبار القبلي والبعدي كأداة أولية لجمع البيانات تتمثل في التسجيل الصوتي لقياس مهارة النطق. تم تحليل البيانات باستخدام نظام الحاسب الآلي لاختبار فرضيات البحث. وقد اكدت نتائج الدراسة ان استراتيجية لعب الدور ادت لتطوير مهارة النطق للطلاب. وقد عالجت مجموعة من المشكلات منها ضيق زمن مشاركة الطلاب في الفصل، عدم استخدام الطلاب اللغة الام داخل حجرة الدراسة، قللت من ازدحام الطلاب في الفصل بتوزيعهم لمجموعات. قامت بمعالجة حالة التوتر النفسي وتوفير ثقة الطلاب في انفسهم. اخيرا قدم الباحث مجموع من الحلول منها اعطاء الطلاب زمن كافي لممارسة اللغة الانجليزية داخل وخارج حجرة الدراسة.

### Introduction .

Speaking skill is very important in language and communication. It is a way of expressing meaning and it is consider as a medium of communication between the speaker and listener, so with out speaking skill the communication does not occur. Therefore, it is a must for any individual speaker to maintain communicative skills. That is to say, language is primarily speech. A very large number of languages in the world are spoken with no writing script. Majority of languages even writing scripts use their spoken forms more than the

sounds, words, phrases and sentences from the surroundings( Anuradha, Raman and Hemamalini 2014).

In the present global world, communication plays a vital role in getting success in all fields of English language. It used as a tool for learners to express about them selves. Perfect communication is not possible for people without using a language. Moreover, people can't achieve objectives and goals of speaking without using proper language to communicate. Therefore, there is a need for language to communicate with people around the globe.

English is considered the international language and it is spoken all over the world, and serves the purpose of communication with people who live in different regions, states, countries, and continents of the world.

It is very important to say that, speaking is an interactive process, which constructs meaning for individuals to produce and receive information. Speaking as a language skill is very complicated and more difficult to grasp. It is not only a matter of Chomskyan's sentences construction set of rules and lexical items as it was written on his book 'the aspect of syntax'(1965).It covers a wide area of knowledge and speaking functions like interactional and transactional norms.

The interactional function as a term, means the way of exchanging personal experiences, and mutual views for learner's purposes of obtaining highly respectful understanding of meaning, while transactional function is preferred as the way of exchanging information .For example, the interactional area services relationship of building knowledge between people, and how a person can be valued as a good speaker by mastering English language properly and produce meaningful sentences in language. It also, presents mechanics system of pronunciation, grammar, and vocabulary using the right words in the right order of correct pronunciation. Moreover, learning to speak a foreign language presents how learning improves student's competence in order to develop speaking skills, and promoting their ability in communications because. Speaking is more difficult to obtain, and it is not a matter of building sentences and

articulating pronunciation sounds, it is beyond individual imagination.

It represents pragmatic and discourse rules of society. That is to say, the students should be skillful in dealing with the context of coherence and cohesion and understanding learning behind the utterances in each sentence. For example, the way speaker/ listener us to understand each other very well during interaction process of exchanging their to experiences in a highly pragmatic consideration of social, and cultural knowledge rules. So, the teacher who teaches speaking skill should be very competent.

Harmer (2001) describes that, speaking is very important, and it enables learners to communicate fluently and clearly. Because, it creates interaction with one or more participants to exchange and negotiate meaning of sentences. Every where, learners speak and practice conversations. Any person who can creates speaking situation, express about his thought thus, he/she can open the door for other speaker to share communication abilities with each other. Teaching and learning of English as a foreign language has grown enormously, more specifically, the focus has recently been on how to speak and use the language effectively, 'the concern is not only about knowing English, and using it for communication. It has shown great importance among English second language learners,(ESL) in developing proficiency standard and promoting their communicative competence to communicate properly. So, there were two areas which require highly teachers' concentration what knowledge a teacher need to maintain, and how to make students feel comfort of using language perfectly.' (Thornbury,2007).

Yahya (2013), mentions that teaching and learning English as a foreign language, gives priority to speaking skills. For this purpose, several methods, approaches, and techniques were innovated. The most popular and recognized approach is the communicative approach (CA) which stress the development of communicative skills. It is revealed that communicative activities force learners to activate their linguistic repertoire and increase the possibility of interacting the new forms of target language. To teach English speaking skills, the teacher needs continuous intensive training courses to develop teaching techniques in classroom. Because, highly skilled teachers help to implement teaching methods in class room accurately. because, learners in reality have low performance, and at the same time most of them find difficult to express about themselves in spoken language. The researcher, consider speaking is not just a matter of sentence or building series of set rules. It has wide range of functions and knowledge as intersectional and transactional norms. It is an believable to value a person, with little knowledge to some one who obtained highly qualified knowledge and experience. (Brown and Yule, 1983).

Richard (2006) explains that, quality for language teaching materials and resources considered as one of world educational requirement. Most learners are looking for obtaining the demanding goals of learning, and dreaming of mastering English fluently and accurately even employers dreamt that, their employee should have better level of English performance. For this reason, Sudan and other countries have to present a appropriate system for developing teaching materials in classrooms.

According to, Littlewoods(2007), a foreign language classroom can create inhabitations and anxiety, because the learners often complain that, they have no ability to think of anything that deserve mentioning in speaking language. Rivers (1968), continues on the same idea, and believes that the chosen of wrong topics, or knowing little information about a topic, may prevent learners to express about themselves confidently. On the other hand, learners find difficult to respond to the teacher, when asks them to provide connect speech in a foreign language, because they have little ideas about what to say, or which grammar and vocabulary to use

Bygate (1987) compares learning English speaking as an individual with little experience in driving a car; indicating that, profound amount of knowledge the leaner knows about controlling a car, the better chance he could drive earlier. It is the reality, this relate to that, learning speaking skills has great importance over other four skills. Because the person who, speaks the language consider to be some one knows that language very well. For this purpose a highly consideration, should be taken on learning speaking skill, and good methods and approaches require to carry-out teaching and learning process, for developing learners' competent.

Haozhang (1979) states that, the focus of teaching speaking of course is to improve the oral production of students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. In the past, oral communication instruction was neglected, because of mis-conception that oral automatically transfer to analogous oral communication skills.

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#### **Statement of the Problem**

The study will investigate the problems that faced teachers in implementing the role play strategy for developing students' speaking skills in secondary schools. From his experience as a teacher of English language the researcher has noticed that, a lot of problems faced both students and teachers, the students have speaking learning problems and teachers find difficulty in implementing role play as a strategy to teach speaking skills in classroom.

#### **The objective of the study**

To study the effectiveness of teaching speaking skill with help of role play strategy on improving students' learning speaking skills achievement.

#### **The hypothesis of the study**

The research hypothesized that:

At secondary schools second level, teachers don't teach role play strategy to develop students' learning speaking skills.

#### **Significance of the study**

The study, presents role play as a useful strategy, on developing students' speaking skill, as well as encouraging teachers to take responsibility for implementing role play in classrooms. Moreover, role play provides students a strong base of communicative abilities. This study will

be useful for teachers in implementing role play as an effective strategy in classrooms, also it will be, useful in helping students engage into face to face interactions and build self-confidence.

#### **1.6 Limits of the study**

This study has limited time. It started from 15 of July until 20 of February 2019. It took place in Umbbedah Secondary School for Boys. It was also limited to second year students at secondary schools as well as teachers, who teach English as a foreign language, the materials and school Environment School.

#### **Definition of Speaking Skill**

Speaking production happens as well as participating in real situations to carry out classroom activities. An ideal teaching strategy such as role play which provides pedagogical activities is needed for developing student's communicative competence. (Hall & Austin). Brown and Yule explain that. Unless language learners own the aspects of the language, they find it difficult to express themselves in the spoken language. Brown and Yule, (1983).

Brown et al (2001), mention that, the functions of speaking including talk as transaction talk as it means exchange of information or goods. Moreover, interaction talk aims to maintain a social relationship. Aderson and Bachman cited into Anne Lazaraton, say that speaking make life

complete because its an integration of people daily life. For instance great demand of English for communication was seen everywhere, a lot of educational institutions and universities have opened it's doors to welcome the new speaking trainers who enrolled in these institutes to help master English language and speaking it fluently.

Moreover, Brown and Yule (1983), states that speaking is one of language skills which seems very significant and needs a special interest in instructions as it is considered the natural way of communication. It is the process of expressing meaning in the active use of language.

For this reason, improving speaking skill should be taken seriously in order to develop student's communication. Sometime students struggle a lot to speak English language accurately and very fast. Because they have no ability to perform communicative strategies which will develop by the communicative approach. Brown and Yule, (1983 ).

It is well known that the students at secondary schools do not communicate properly because , they have poor standard in speaking English language, this happens due to some conditions or factors such as lack of motivation, fear of criticism, anxiety, use of mother tongue and lack of self-confidence Therefore, a lot of attention has been directed towards tendency to teach students speaking skill. The role of teachers will be great to choose the best strategy which can suits teaching speaking abilities. The same idea has encouraged the researcher to select role play as the appropriate teaching techniques because, it is one of the effective strategies that develops student's communicative competence .

### **The Importance of Role Play**

Due to, the importance of role play in developing student's competence, experts and educationalists of syllabus design had presented an ideal tool to approach activity tasks as quick as possible to help students in classrooms to develop their speaking skill and offered them an opportunity to practice the language so

that they can improve their communicative abilities.

But unfortunately, some teachers neglect using role- play strategy and forget that , it is one of the effective technique which suits teaching speaking abilities that has to be implemented in classroom for several reasons , is use to develop student' speaking skills also , provide students self confidence .Moreover, Munby (1978), states that the competence is strongly advocates and encourages preparation of teaching materials according to him, the communicative competence has to focus attention on curriculum design and thinking of how they construct communicative competence, so he has extended his frame work depending on contributions of linguists , and theoreticians to the model of communicative competence .

Role play as one of speaking strategies born to achieve teaching and learning objectives Because, it encourages students to immerse in social context and have ability to do various social rules of pragmatic and discourse norm. At the same time cooperative activities encourage students to cultivate and negotiate meaning between speaker , as drilling that gives students a chance of improving pronunciation by imitating words, phrase and utterance.

Newton and Nation (2009), state that role plays are activities where students are asked to pretend to be in various social contexts and various social roles. It provides students a wide range of opportunities to practice speaking naturally . Therefore , most students has broken the psychological barriers and have to develop the pedagogical one . They present good sample of the students who communicate very widely with peers in learning environment .



Furthermore, Julius and Osman (2015, p.120 ) mention that role play is away in teaching and learning that offers holistic learning process in multi-level experiential dimension of discovery, expression and mastery where all learners and teachers learn and grow together.” It is an attempt to learn by doing illustrating and dramatizing ; the learners pass through the varied practical situations which urge them to use their imagination and acquired speech acts and registers to fulfill orally language function to develop positive emotions and attitudes towards EFL. So, Ladousse (1987, p, 9 ) و says that role-play belongs to that category of language

learning techniques sometimes referred to as low in put-high output .This means that the teacher - centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill . After a brief introduction the students plunge into an activity in which accomplishing the task is more important than using the exact word in which fluency predominates over accuracy .

### **Role Playing and Communicative Competence**

Role Playing is useful strategies for developing student competence as well as encouraging teachers to take responsibility of employing it in their classroom .So, it enhancing students competent to engage into real communicative interaction and provide students with strong base of speaking ability. Speaking strategies creates good situation for teacher to encourage students practice speaking in classroom and develop their communicative competence and make activities easy grasp for EFL learners.

According to Chaney (1998) the students for many years repeated sentences and

lexical items after the teachers in case of storing knowledge and information. But now, the students should study and express about themselves and follow social and cultural rules in any context. Chaney(1998). Anne Lazaraton, explains that teaching of speaking skill requires appropriate strategies to develop student’s competence. These speaking strategies encourage student to do activities in classroom for example role playing, discussion, conversations. Classroom implementation accuracy base audio-tape recorder, and oral dialogue journals.

In addition, Newton and Nation (2009), explain that most teaching strategies which have been implemented in classroom and maintain certain purpose towards improving student’s speaking skill, the most selective and capable one is cooperative activities that teases students to negotiate meaning while, other strategies like creative task, and drilling do not provide sufficient amount of assistance for students as well as role playing, it is playing role of storing knowledge in students’ mind for working memory and forces them to be retrieving back in long term memory ,as much as it gives students a chance for getting articulatory over language.

Moreover, Rivers assumes that..... in performing ‘skill using’ activity the student should not depend or directed by the teacher, they work on small groups. In this type of practice the students use all sort of knowledge they know of language supporting visual ides (gesture, drawings, pantomime, ect).These aids using for expressing meaning, when some words have been lost .Consequently, it provides a chance for language acquisition to happen as in Krashen(1982) norm (i.e. uncurious absorption of language in real life).

Therefore, pair and group form for the students to exchange information, negotiate meanings and offer each students amount of time to practice speaking skills. (Celce-Murcia,1991), states that Pair and group work consider to be an oiled machine for problem solving it gives more time for learning as much as practicing role play. Savignon (2002,p.45) claims that group work and pair work are flexible and useful techniques, and they are active modes of learning which can help the learners to negotiate meaning and engage in problem solving activities.

Stern (1981), mentions that some times activities provides learners an opportunities to promote coping techniques, whereas students immersing in a new language environment. Rivers (1973) added, there were some activities which learner's should put them in consideration, 'skill getting and skill using,' each activity has it's own purpose. For example skill getting activity is practices skill getting activity is practices separately by the students , the teacher compose communicative abilities , using elements of knowledge for the students to practice. It will encourage learners ,to train themselves in communication skill separately, rather than practicing total acquired skills. it provides students ability for creating comprehensible language sequences by association of learned elements.

On the other hand, Richard (1987), states that learners- centered classroom provides study which , opens students' attitude to focus on individual learning where, students do the talking activities in groups and have to take responsibilities for using communication to complete a task that are revealed to be more conductive to language learning, than

teacher- centered classes an organization dedicated to the development of teacher.

In addition, the teachers will be active to prepare student's class room and encourage and help them to practice activities process in side class as Doff (1997), express that speaking activities may be taught to students in different instinctual approach which the researchers used in this study works through the progression of three sequential stages.

The first phase is presentation in which the teacher present new words or structures, gives examples and writes them on board. While at practice stage students practice using words or sentences in controlled way such as making sentences from prompts asking, answering questions and giving sentences based on picture .

Practice can be oral or written .However, at Production stage students use language they have learnt to express themselves more freely such as talking and writing about their own lives and interests to express opinions or imagine themselves in different situations like practice oral or written text. Moreover, Stern (1981), mentions that some time activities provide learners

opportunity to promote coping techniques, whereas students immersing in a new language environment. Brown (2011) adds, providing meaningful context for each activity is important to relate new material with what has been learned and experienced by students so that, it can stored in the long term memory of the student.

While, Rivers (1973) mentions there were some activities which learner's should put them in consideration ' skill getting and skill using,' each activity has it's own purpose. For example,

skill getting activity is practices separately by the students, the teacher compose communicative using elements of knowledge for the students to practice. It will encourage learners to train themselves in communication skill separately, rather than practicing total acquired skills. it provides students ability for creating comprehensible language sequences by association of learned elements. Therefore, role play strategy seems to be an important technique in teaching speaking as it provide learners with productive opportunities to practice communicatively varied speech acts in different occupations and situations by asking students to use simplified imagination as a sort of game put themselves in others 'place and play their roles in reality for a while.

So, Grill (2013) explains that role play may be an ideal one in raising students motivations and attitudes towards the target language as they can stimulate a situation and pretending how they are other people can practice the target language to achieve linguistic and pragmatic functions in appropriate contexts, so it seems as apart of drama which is a broader strategy and includes three components: miming, role play and simulation. According to

Harmer.(1998:1) he states that the teacher who teaches speaking skill should know the situation in which the speaker creates conversation, what indented message to whom it will be present and for what purposes that the student shows interests. Al-gabali (1996) studies the effect of role play and pictures in developing the speaking skill of tenth -grade students in English in Irbil district. The sample consisted of (50) male students from two public schools. Two experimental groups

were randomly assigned for the treatment : one group for the role play and the other group for the pictures .The control group were randomly selected from other school. This group subjected to a pre-test and post-test .This treatment strategy lasted six weeks. One-way ANOVA was applied to analyze the results of the present

and a T-test was applied on the post test .The results showed that there was some progress achieved by the subject taught by both techniques (role-plat and pictures )in the post test but this progress was not statistically significant as compared to their results in the pretest.

Naqeeb, (1999) investigates the effect of using role play strategy on improving the speaking skill of eight grade students at UNRWA schools in Nablus are. The sample consisted of (60) male students. The sample was divided into two groups, one of them was experimental group which applied role play model by using role-play cards in eight grade curriculum and it was prepared by the researcher himself. The other group was the control group which used the ordinary traditional methods in teaching English. Are-test and post-test were applied to the two groups .The experiment lasted for eight weeks. T-test was used as statistical tool. The statistical analysis of the results showed the experimental group was significantly improved after applying role play on it. i.e. there was a progress at various levels of conversation skills. There was no any progress in conversation in the control group.

### **Methodology**

#### **Introduction**

The study adopted the experimental method for data collection. The data were gathered quantitatively.



The pre-post test was used to measure student's aspects of language. Consequently, speaking skills has great importance over other four skills . Because , the person who speaks the language consider to be some one, who knows that language very well. For this reason speaking skill requires good methods and approaches to carry- out teaching and learning process to develop learners' understanding competent.

#### **Population and Sample Size .**

The population of the study are setting in Umbeddah locality and it comprises the school environment, students and teachers of English language. The subjects of the study consist of 114 second year students studying English as a second language (ESL). Those students registered in Umbeddah Secondary School for Boys.

#### **Instrument and Tool**

The tool, which used for the purpose of data collection . Pre- and post tests, which was use to test students' proficiency. The quantitative data was

Table No (4.1): Descriptive Statistics for Pre and Post tests( experimental and control ) group.

	Mean	Std-Deviation	N
Pre- control	17.3	4.2	57
Post- control	20.6	3.4	57
Pre- exp	25.2	5.5	57
Post- exp	39.5	7.3	57

The following figure No (4.1) illustrates the comparison of mean values for both groups on pre and post tests.

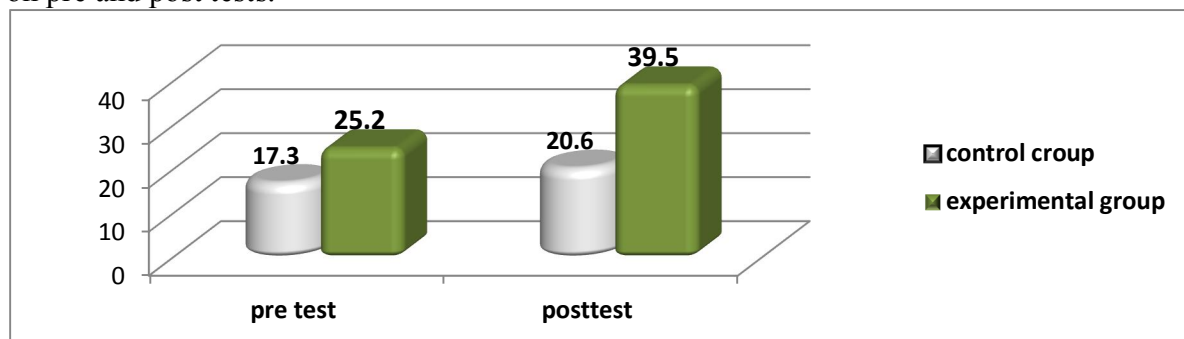


Figure No (4.1)

analyzed and computed by SPSS program to make the difference of mean values of experimental and control group.

#### **Pre-test and post test**

The test was designed to discover areas of speaking problems, in which students perform English language. So there have been two tests. Pre- and post tests each test have five questions. The questions focused on aspects of language speaking.

#### **4.3 Test hypothesis**

##### **Pre- test and post test**

To answer the research questions, descriptive analysis of Median, and standard deviation are presented to show the difference between pre-test and post scores for experimental and control groups. Then, aquasi T-test was used through pre-test and post test to illustrate the significant difference between the scores of the two groups, in order to see, if there are any difference between experimental and control groups according to students enhancement in speaking skills.

**Figure No ( 4.1) Comparison of Pre and Post tests of Mean Values.**

According to, table No (4.1) and figure No (4.1), show that the students' performance on experimental group was given better results than control group. So, the mean value difference between the two groups calculation presents the following results:

1-	The students have written the test properly because , role play had been implemented in their classroom
2-	Most of students get self- confident when they wrote the test
3	The students had known how to use vocabulary and sentence structure on their test paper
4-	The students' anxiety and fear of criticism and making mistakes were totally reduced
5-	A lot of students maintained good competence .So they perform writing the test very well

Therefore, teaching strategies was helpful and encourage students to participate accurately. Thus our students' knowledge on speaking skills had been improved .As figure (4.1)illustrated the comparison of the mean values for both groups on experienced on pre and post tests of students' score achievement test.

**Conclusion**

The study tried to find out whether, role play develops students' speaking skills or not. According to, the findings and results, teaching speaking strategy was helpful, it helped the students to develop their speaking skills, because implementing role play in classroom was very successful as it consider to be an ideal tool, which use to improve students' speaking skills and it encouraged students to practice the activity accurately for several reasons: The dividing students into small and groups work make it easy for the students to communicate this process raised students' motivation and overcome their fear criticism, reduced anxiety and gave them self- confidence. On the other hand, role play offered teachers opportunity to discover their ability on how they can implement this

stagey for developing students' speaking skills.

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