

**INVESTIGATING THE IMPACT OF ROLE PLAY ON EFL LEARNERS' SPEAKING
PERFORMANCE: A CASE STUDY OF 11TH GRADE STUDENTS AT ELEY
SECONDARY SCHOOL**

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Declaration

I, Okello Okony here by declared that this paper is my own work, submitted to Jimma University, for the master of art degree in teaching English as a foreign language (TEFL), and it has not been previously submitted to any other University. I should state that I remain responsible for any typographical or interpretational errors in this research paper.

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This research would be approved and recommend by Jimma University to recognize the certification of Okello Okony Kwot in partial fulfillments of the requirements for Degree of Master of Art in teaching English as a foreign language (TEFL). Here are Approval Boards' signatures below.

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Abstract

The purpose of this study was to investigate the effects of role-playing activities on the speaking performance of EFL learners at Eley Secondary School.

The subjects of the study were 50 EFL students of grade 11 in Eley secondary school. Out of this, 25 were in experimental and 25 were in controlled groups. True experimental pre-test and post-test research design was employed. Data were collected through role-play activities, such as conversations, for the experimental group, while the control group received instruction using traditional teaching methods. The pre-test and post-test comparison of each group was conducted using paired sample t-tests, while independent t-tests were used to compare the experimental and control groups. The results of the study showed that before the intervention, which involved role-play activities, there was no significant difference between the experimental and control groups. Additionally, the pre-test and post-test results for each group did not reveal any significant changes in students' speaking performance. However, the experimental group, which participated in the role-play intervention, demonstrated a significant improvement in speaking performance compared to the control group. It is concluded that the use of interactive role-play activities effectively improved students' speaking performance. Based on the findings, the following recommendations are made: other English teachers in the sampled school should adopt and promote the practice of using role-play activities to enhance students' speaking skills; teachers should create an environment conducive to substantial improvements in students' speaking abilities; and curriculum designers should consider incorporating such activities into the curriculum. Overall, the findings indicate a significant difference in speaking performance between the experimental and control groups of Grade 11 EFL students in the secondary school.

Key Words: Role- Play, Speaking Skills, EFL Learners, Speaking Performance

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ABBREVIATIONS AND ACRONYMS

EFL: English as a foreign language

TEFL: Teaching English as a foreign language

ESL: English as a second language

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CHAPTER ONE

INTRODUCTION

This chapter outlines background information on subject of research and covers statement of the problem, objectives of the research, hypothetical research questions, and significance of the study, delimitation of the study, organization of the study and operational definition of terms.

1. BACKGROUND OF THE STUDY

Since the introduction of the new educational and training policy in Ethiopia, English has been taught as one of the subjects beginning from grade one and a medium of instruction for secondary and higher education. Because of that, a number of courses and teaching materials have been prepared in the course (Berhanu, 2018). Additionally, it is explained that English is used as a medium of instruction at high schools, colleges and universities across the country (Tefera, 2012; as cited in Berhanu, 2018). It is necessary in Ethiopian secondary and tertiary education that English is a tool to enhance one's educational development, to facilitate communication and to help for further cognitive abilities of students in other academic subjects as well. However, English teachers face difficulties on less participation of students' oral skill while teaching English and students face different problems in communication when using it (Owen & Razali, 2018). Thus, practicing and using oral skill has an important role in and out of the institutions.

Speaking seems to be the most important skill of all the four skills (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 2006). The major goal of teaching English should be to give learners the ability to use it effectively, accurately in communication (Davies & Pearse, 2000). However, not all language learners after many years studying English can communicate fluently and accurately because they lack necessary knowledge (Kedir, 2017).

There is debate that most of high school graduate students cannot communicate in English properly, even they cannot speak well (Alonzo, 2014; Sarwar, 2014; Alharbi, 2015 as cited in Gudu, 2015). According to them, even the bright students who get high

scores in written examinations are unable to express themselves orally in English. For instance, in Kenya, students lack communicative and linguistic competence and often code switch to use Sheng, Kiswahili and English during conversation or in group discussions in class (Abenga, 2005; Gudu, 2010 as cited in Gudu, 2015). A research done by Mwamba (2005) found out that many students in Kenyan secondary schools were shy and preferred remaining quiet in class because they were unable to express themselves properly in spoken English.

In Ethiopian schools, regarding language learning, the emphasis was on the mastery of the grammar rules and structures of the language rather than helping students to practice the language itself (Tizita, 2011). Language teaching experts believe that such an approach might lead to the decline of learners' motivation to learn the language and promote easily forgetting the language after the lesson is over (Sara, 1989; as cited in Tizita, 2011). As Dickinson (1981) stated, a major problem for language teachers is to find techniques which will enable and encourage learners to interact in the target language in the limiting context of the classroom. The researcher believes that the best solution to the above problems is for the teachers to introduce interactive activities like role play, problem solving, discussion, etc., to help students interact in the target language and to improve their speaking performance.

Therefore, EFL learners are supposed to achieve the speaking skill through interaction with each other. Many researchers have also proven that students are much more ready to interact with each other than with their teacher. In addition, students feel comfortable working, interacting and making mistakes with their parents rather than with their teachers. Furthermore, corrective feedback from peers is found to be less discouraging than the correction by teachers (Achmad & Yusuf, 2014 as cited in Gudu, 2015). Thus, this study was conducted to investigate the effects of role play activities on EFL learners' speaking performance in Eley secondary school with reference to grade 11.

1.1 STATEMENT OF THE PROBLEM

The aim of present study was to investigate the effectiveness of role play on students speaking performance in the EFL classroom. Nowadays, Language learning techniques and activities have evolved significantly in recent years, and the primary goal of teaching speaking should be to enhance students' speaking skills. Only through this improvement can students effectively express themselves and learn to navigate the social and cultural norms appropriate to each communicative context.

According to Al-Ghussain (2001), many teachers have raised concerns about students' low proficiency in English. As a result, students require more opportunities to practice English and use it communicatively both inside and outside the classroom. This highlights the need for EFL teachers to adopt interactive teaching methods and incorporate a variety of learner-centered activities to improve students' speaking performance. EFL teachers need to select interactive way of teaching and varieties of learner based activities.

Similarly, Alharbi (2015) found that learners in Saudi Arabia struggle with low speaking skills due to the lack of authentic language learning opportunities both inside and outside the classroom. Alharbi identified several factors that impact the development of speaking skills, including the frequent use of the mother tongue in both classroom and non-classroom settings, the low status of English in the country, learners' negative attitudes toward the language, teachers' use of the mother tongue to explain difficult concepts, teacher-centered teaching methods, and students' passive participation in class. These issues pose significant barriers to effective speaking skills instruction.

Nevertheless, the researcher of this study noticed from his experience, the EFL learners' speaking performance seems very poor at Eley secondary school grade 11 in Gambella regional state. Most learners performed very little oral efficacy. They were used the same like Alharbi stated, there are several factors that influence learning of speaking skills; for instance, use of mother tongue outside and inside classroom environment, low status of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain difficult concepts, use of teacher-centered methodology and passiveness of learners in classroom. These problems hinder effective speaking skills lessons. Furthermore, they were ashamed and not free to interact with each other and present in front of the classroom. This was because most

of the times they had been doing the activities individually with the teacher from their textbook in and out of the classroom. These challenges and less trend of interaction using interactive activities might create difficulties on improving their oral performance.

Some of the researchers have conducted the study on game at lower class to improve the students' speaking skills performance and the others are on information gap activities in the classroom. Locally no more study was conducted directly in the area of this study however; Habtamu (2017) has conducted descriptive survey in grade 8 in classroom teacher-student interactions. This study tried to describe existing teacher-student relation in terms of classroom interaction but not used particular intervention activities to evaluate students speaking skill however, this study applied intervention actively. Furthermore, the method of data analysis Habtamu (2017) used was weak in comparing students speaking performance but this study was done by using an experimental design. Thus, the finding of the study relatively differed in this study. In this regard, this study was done to investigate the effects of role play activities on EFL students speaking performance in grade 11 at Eley secondary school.

The researcher has observed students have poor speaking performance at Eley secondary school during teaching and learning process. They do not practice speaking skills either in EFL class or outside the school, even though they have been learning it for many years. To deal with such difficulties, the researcher has decided to investigate the effectiveness of role-play on EFL learners speaking performance at Eley secondary school grade 11th students both social and natural science stream.

Furthermore, the teaching learning process was more of individual and competitive when the students were practicing speaking performance in the classroom. For this reason, students could not get the opportunity to discuss together so as to understand how they communicate properly in English classroom.

Generally, at Eley secondary school the English lesson (class) is their only opportunity to practice English speaking skills. Once they leave the class, they have no opportunity to speak or communicate in English with each other's. Not only at Eley has a secondary schooled but also all secondary school in Gambella regional state. Even the teachers themselves didn't communicate in English with each other's. All they communicate in Amharic and their own language in school

compound as well as out of school compound. That is one of the problems of improving speaking skills.

1.2 OBJECTIVES OF THE STUDY

1.2.1 General objective

The main objective of the study was to investigate the effects of role play on EFL learners speaking performance.

1.2.2 Specific objectives

- To find out if there is a significant difference between students who learn speaking skills using role plays and those who learn without the role plays.
- To identify the significant effect of role-play on EFL learners speaking performance.
- To identify if teachers use role-plays to teach speaking skills in their EFL classes.
- To identify factors that influence the use of role plays to teach speaking skills

1.3 RESEARCH QUESTIONS

1. What are the effects of using role play on EFL learners speaking performances?
2. What are the differences between the performances of students who learn speaking through role play and those who learn without role plays?
3. What are the factors that influence the use of role plays to teach speaking skills in EFL classes?

1.4 Research Hypothesis

The following are the research hypothesis of this study.

Ha: Using role play makes statistically significant difference on EFL learners' speaking performances? Or there is statistically significant speaking performance difference between students who use role plays and who do not use it during learning.

Ho: There is no any statistically difference in speaking performances between students who use role play and who do not use it?

Ha: There is statistically significant difference between the performance of students who learn speaking through role play and those who learn without role play of grade 11th students at Eley Senior Secondary School?

Ho: There is no any statistically significant difference between the performance of students who learn speaking through role play and those who learn without role play of grade 11th students at Eley Senior Secondary School?

1.5 SIGNIFICANCE OF THE STUDY

This study helps is important for different works and experts. For example, it can be used as a guide by a teacher or an instructor for teaching or spoken English. The study is also helpful to provide some input for curriculum and syllabus designers. In addition, the study helps a person who conducts a research on a related title. Finally, this study can be used has a references by authors and researchers.

1.6 SCOPE OF THE STUDY

This study was fixed on investigating the effect of role play activities on EFL students speaking performance in Gambella regional state. Gambella town Eley secondary school a case of grade 11 students. Furthermore, this study was delimited to the speaking performance which was the extent of the students' initial (pre-test) or before intervention and final (post-test) or after intervention speaking progress or performance. Moreover, it used true experimental pre-test and post-test research design and sampling technique was used to get a representative of the population of the study. It would be realistic to expect and achieve significant improvement on student effectiveness of speaking performance within time of 8 weeks (i.e. 32 periods). Hence the researcher strongly believes that the time and financial constraints use for the study would be the biggest limitation for the study.

1.7 LIMITATION OF THE STUDY

The study faced several limitations, including conflicts among ethnic groups in the region and the subsequent closure of schools due to the unrest. This disruption impacted the study's timeline, preventing it from proceeding as originally scheduled in the proposal. As a result, the researcher was forced to delay the study for several months until the conflict subsided and schools were reopened. Once the schools resumed normal operations, the researcher was able to continue the study without further delay.

This research focuses on the effects of role-play activities on the speaking performance of Grade 11 EFL learners at Eley Secondary School in Gambella Town, the capital city. Eley Secondary School is located in the 05 Kebele of the town. It is important to note that there may be uncontrolled factors that could influence the outcomes of this study.

1.8 ORGANIZATION OF THE STUDY

This thesis was organized in to five chapters. Chapter one introduces the research idea and establishes the reason for conducting the study. Chapter two is literature review and it discusses both theoretical and empirical literature and exposes the gap in previous research. Chapter three presents' the research design and methodology, chapter four would be about data analysis and interpretation and the fifth Chapter would be about conclusion and recommendation.

1.9 OPERATIONAL DEFINITION OF TERMS

- ❖ **Languages;-** Language is the specifically human capacity for acquiring and using complex systems of acoustic as well as kinesics signals to express thoughts and feelings, and language is used for the exchange of knowledge and experiences
- ❖ **Teachers;-** A *teacher* (also called a school teacher or formally, an educator) is a person who helps students to acquire knowledge,
- ❖ **Practices:** - the actual application or use of an idea, belief, or method, as opposed to theories relating to it.
- ❖ **Teaching;** - The action, practice, occupation, or profession of a teacher.
- ❖ **Skills;** - are your natural talents and the expertise you develop to perform a task or a job.
- ❖ **Role play:** - is any speaking activity when you either put yourself in to somebody else's.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

INTRODUCTION

2.1. The concept of speaking as a skill

In this section the concept of speaking skill and the related issues are discussed. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meaning that can be understood by the listener. For Bygate, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation (Bygate, 1987, p.5).

In addition to the above definitions, Hedge (2000) reflects speaking as, “a skill by which people is judged while first impressions are being formed.” This means that speaking is an important skill because it has given more attention in both first and second language and because it reflects people’s thoughts and opinions.

As Thornbury (2001) defines that speaking is interactive and require the ability to cooperate in the management of speaking turns. It also typically takes place in actual time, with little time for detailed planning. Moreover, he adds the nature of speaking process means that the grammar of the spoken language differs in the member of significant ways from the grammar of the written language. Therefore, the study of written grammar could not be the most efficient preparation for speaking. Cameron (2001) indicates that speaking is the active use of language to express meaning so that other people can make sense of them. To speak in the foreign language so as to share understandings with other people requires attention to precise details of the language. A

speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand.

As Harmer (2007) and Pourhosein Gilakjani (2016) explained that human communication is a complex process. Persons need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So speakers should be both listeners and speakers at the same time for the effective communication.

Beside of this, when we talk about speaking, we do not mean just maxim the words through mouth. It means conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' exams. Learners need a lot of practice to learn to speak. Learners can improve their speaking skill through listening and repeating. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short dialogues in the classroom to develop their students' speaking skill (Bashir, Azeem, & Dogar, 2011).

The past four decades has witnessed the rapid development of speaking skill in second language learning (Derakhshan et al., 2015). Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in group (Celce-Murica, 2001).

Speaking is the second skill and has an important role in communication. Speaking is a part of daily life that everyone should develop in subtle and detailed language.

Speaking is a fundamental language skill. It is the primary way in which we communicate information. When we ask how well we can function in a second language, we ask the question "how well do you speak...?". So it is the ability to speak well which best represents our proficiency in another language.

Speaking is a productive language skill. It is about how the students produce the language orally. Furthermore, according to Harmer (2001), speaking refers to the students produce pieces of language and sees how its turns out that information are feedback into the acquisition process.

Therefore, speaking focused on output where the learner's attention is on conveying ideas and messages to another person.

2.2 TYPES OF SPEAKING PERFORMANCE

Speaking is regarded as one of the language productive skills. It is classified by five types of speaking according to the speakers' intentions; imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking (Brown, 2004), as cited in Taous, 2012/13).

2.2.1. Imitative Speaking

Imitative speaking is the ability to parrot back or repeat the others speech as a words, phrase or a sentence. This kind of repetition may include different properties of language as grammar and lexis in order to convey a meaning or even to interact in a conversation, by paying attention to pronunciation as an attempt to help learners to be more comprehensible (Brown, 2004). As above mentioned, imitative type of speaking performance is about the students imitate a word, phrase, or sentence. In imitative speaking, pronunciation and repetition of words, phrases or sentence is things that are very interested. We have been paying more courtesy for it to help the students be more comprehensible. The main aim of imitative type of speaking is to focus on some particular element of language form without the effort to understand the meaning.

2.2.2. Intensive Speaking

Intensive speaking is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships such as intonation, stress and rhythm; here the speaker must be aware of the semantic properties in order to be able to respond. This type of speaking also includes 6 some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, p-141). It is any speaking performance that is intended to exercise some phonological or grammatical aspect of language

2.2.3. Responsive Speaking

This type of speaking involves brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, p.142) shown in the following short conversations:

A. Marry: Excuse me, do you have the time?

B. Doug: yes. Nine-fifteen.

As it is seen in the above simple requests, greeting which involves limited utterance and short conversations are examples of responsive speaking.

2.2.4. Interactive Speaking

Interactive speaking differs from responsive speaking in terms of length and complexity of interaction, this type involves two forms of languages: transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social relationships. In this form of language (interpersonal), oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as role play and discussion activities (Brown, 2004-p.142).

2.2.5. Extensive Speaking

The final type of speaking that was stated by Brown (2004, p.142) is the extensive one. For him, extensive speaking or monologue includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and formal for extensive tasks, because we cannot rule out some informal monologues like a casually delivered speech and so on.

2.3. ASPECTS OF THE SPEAKING SKILL

There are two key aspects of speaking skill such as: accuracy and fluency. Accuracy refers that the speakers are required to use the connect vocabulary, grammar and pronunciation. Whereas, fluency means that the speakers are required to be able to keep going when speaking spontaneously Nunan (1999).

Based on the above idea, speaking by itself is not simply expressing something orally. As (Brown, 2001; 268) stated that there are some aspects that need to be acquired by students to have good speaking skills. Those are pronunciation, fluency, accuracy and vocabulary. Pronunciation as (Longman Dictionary, 2002-429) explained that it is the way a certain sound or sounds are produced. It covers the way for those the speakers to produce clear language when they speak. To be able to have an effective communication, the speakers of a language need to be able to understand one other with relative ease (Nunan, 2003). This means, the speakers have to be able to give clear message to the listeners. Teaching pronunciation including stress, rhythm, and intonation is very essential in speaking.

2.4. ACTIVITIES TO PROMOTE SPEAKING

There are different kinds of activities which promote speaking skill. According to Richards (2005), in the base of CLT approach, there can be various numbers of communicative-based activities that help achieve the goal of the communicative approach. Littlewood (1981), he classified communicative activities into “functional and social activities.” Functional activities are used when teachers require learners to use the language to get the meaning across as effectively as possible and it requires the use of language resources to overcome an information

gap or solve a problem, such as information gap activities, while social interaction activities are associating language to specific social contexts, e.g. Role-play, information-transfer, puzzles and game activities, etc. Interactive activities in the current study were focused on both functional and social activities and examined their effects on students' speaking performance.

2.5ROLE-PLAY

According to Tatayama (1998), Role play is a part of activity derived by various approaches to languages. He also mentioned that it is vital to improve learners' comprehension and production system and their ability would be cooperate socio-pragmatic and pragma-linguistic knowledge in interaction. Role-play is one of the methods that enable learners to improve a range of real life spoken language in the classroom (Cook, 2001). For example, a teacher chooses a conversation from a book and after repeating aloud with students, teacher asked some students to be volunteers in role-play. This activity can help students to overcome their shyness, fears and anxiety. Learners can listen and practice phrase that are used in speech acts (Celce-Murica, 2001).

Based on explanation above, the teaching process are different in each function. The teachers have to analyze first what the focus of the speaking class. Then, the teachers identify the appropriate strategy to teach each kind of the function of speaking. EFL learners influence of language and to improve skills of learners need to confidence in their ability speaking for more attention speaking skill receive less consideration in classroom and to improve pronunciation to promote listening skill.

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In this context Ladousse (2004) examined that "Role-playing is one of the whole games of communicative techniques which improves fluency in language pupils, which promotes interaction in the classroom, and which raises motivation".

In addition to this, it also allows the learners to be creative and to put themselves in the artificial in another person's place for a while. Learners take role playing classroom environment which instructors have to arrange to facilitate the environment in the appropriate social context for foreign language use.

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary Situations- Functional Language for a multitude of scenarios can be activated and practiced through role-play. "At the restaurant", "checking in at the airport", "Looking for lost property" are all possible role-plays.

2.6 TYPES OF ROLE PLAY

Harper-Whalen & Morris (2005) there are three types of role play, they are: fully scripted role-play, semi-scripted role-play and non-scripted role-play.

1. Fully scripted role-play: in fully scripted role-play, each word is given, and student should understand or memorize his/her role (Harper-Whalen & Morris 2005). Such type includes explaining the model conversation in the prescribed textbook and the main aim of the conversation after all is to make each item of the language meaningful and easy to remember. Byrne (1986) indicates that role play in this type can be appropriate for low level students who do not know the situation in the semi-scripted role play.
2. Semi-scripted role-play: is one of role play includes a model conversation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone 1983). So, students can change the main conversation to some certain way and establish their own conversation. Such type of role play might be called as semi-controlled or as the teacher or prescribed textbook includes language input, but students should also specify the materials depend on a former which supplies the situation to establish a real life context. This type can be used for students with supper-beginner to intermediate levels of proficiency; those students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role play is less structured and less controlled than fully scripted role play.
3. Non-scripted role-play: is the third type of role play where students may be given with key words of dialogues.
4. keywords mentioned above, materials or contexts are simply as filing in gaps (Pi-Chong 1990). Identifying such type of role play as non-scripted role play, and they argue that non-scripted role play provides a great chances to employ the information of techniques in a

certain situations. Davies (1990) states that students can build on their opinions and thoughts, and establish language on their level, acting out in some situations based on their understanding. Non-scripted role play can be practical to for middle to advanced level students as non-scripted role play in a free and structured way which sometimes demands special skills like problem-solving.

2.7ROLE-PLAY AS A TECHNIQUES OF TEACHING SPEAKING SKILLS

Tompkins (2001) defines Role play as “one of the classrooms teaching techniques that encourages students to participate actively in the process of learning English. Therefore, foreign language students practice the target language in context similar to real-life situations where stress and shyness are removed” (p.1).

When we talk about role playing as a method of teaching can be considered as a problem can solved consciously which is briefly acted out so that the student can identify with the characters (Blanter, 2009).

Keneth (2008) states that role play can be defined as the type of student’s behave in a certain context.

Role play activities could be shown as the way student behaves in specific context and situation. The researcher defines it as the role playing technique as a methodology for teaching which is conscious representation and discussion of the role in a group. In the class a problem context is shortly acted out so that the students can cope with the character.

Holt and Kysilka (2006) explain that surrounding of the situation the student will face, can impact his/her way of acting. When we see yourself or other role players as members of congregation, an audience or students in a parade, then the way we behave changes in accordance with our surroundings. For instant, the way that we used to behave with our friend is different from the way that we behave in formal situations. They acknowledge that roles can also be affected by a person’s function or purpose. For examples, people in the hotel industry may be carrying out the tasks of a manager, front desk staff, bell person, or representative. People who work in an airport will be carrying out the tasks of travel agent, flight attention, captain or passenger. Since roles are dependent on situations, function, and purpose, the teacher needs to

carefully think through the enactment when he/she would like to employ role play technique in the classroom. The teacher should consider the students engagement, role assessing, and duration of the technique and concluding of the idea.

Comett (1999) shows that students improve fluency in language and oral interaction skills, beside the use of language of the body during face-to-face communication, when they are participated in role play techniques. Those techniques are especially fundamental for students learning a foreign language who may not often speak English at home because those students are eager to use the language and then improve their fluency and speaking with the chance to participate in the role play. Role play is simply to require playing the other roles in the same way they think about how other roles may behave. As a result, role play can be clearly understood of many aspects like reactions, values, feelings, and attitudes of the person in the same.

Holt and Kysilka (2006) state that role play technique can be fun and lead to develop learning, these techniques can be used a student-student communication, they help EFL students to comprehend the importance of cooperation and to have an interest in learning.

Mitchell (1977) confirms that process of group relies on four factors: observation, reflection, interaction, and plan. Interaction is the peer-relation; observation is the feedback given by peers; reflection is the thoughts provided by group members; and the plan is the procedure to achieve the share outcome. Once students in a suitable way employ those factors, their oral skills will be working together. Teachers try to establish an environment of a class where students have authentic activities and real-life communication that improve speaking skill. So, the students should collaborate and work in groups to achieve these objectives. Harmer (1984) explains that there are many techniques to develop speaking skill, one of them is role-play. In role-play technique, we have many social contexts and a lot of interactional roles, while teacher produces topics to the students such as felling and thinking of a given role. Thus, the teacher can explain to the student for instant- You are Steph: you go to the dentist and tell him what happened last week- (p.42).

Holt & Kysilka (2006) confirms that group work enlarge the availability of time available for oral interaction and permits many students to benefit from time allocated for speaking. Teaching in groups also reduces the inhibitions of the students who fell shy who cannot speak comfortably

with the whole class. Role-play can make all class be in engagement, and it can be interest and lead the whole group to be in a situation of effective learning.

Thombury (2006) finds that dialogue is an informal speech among students; most of students know the skill to participate in dialogues as a favorable aim of learning of language. Some language students fell that their most urgent need is to improve communicative competence, and they regularly choose “conversational” as their principle objective when answering needs analysis survey.

Language is basically speech, and speech is interaction by sounds. Speaking skill is used by a student in their interaction every day; this could be in or out school. Such skill needs many repetitions; it is mainly considered a neuromuscular not thinking process. It contains ability of sending and receiving messages. Thus, speaking can be seen as a way for showing opinions, believes or even feelings to others (Huebner, 1960).

Gardner (1999) stress that interaction is a jointly co-constructed technique that both liners and speakers build their utterances upon the influence of their recipients. Brown and Yule (1983:53) also differentiate between language functions. The first is the function of transaction, which is considered the producing of the information, while the second is the function of interaction, which can be considered as the main aim of interaction to improve social relationships. Thus, language has two functions of spoken (transactional and international). The main focus of the former is to develop social links, whereas that of the latter is to deliver opinions and information. So, most of everyday interaction contains international. Ability to communicate in a language is very important. Therefore, teachers have to supply students with chances for meaningful communication behavior about relevant subjects via applying student-student communication as the major to teaching interaction in a language (Rivers, 1987).

McInnis (1998) mention about doing communication in the language classroom which states that the using language to inspire, conciliation rather than conflict, and peace rather than war.

Hymes (1974) suggests the core of communicative competence as a replacement to linguistic competence of Chomsky. Communicative competence contains linguistic competence, but also includes a range of other sociolinguistic and conversational skills that make students to be able to speak and know how to say what to whom, when.

Savignon, (2003) conducts an important study on the improvement of interaction skills designed on a model of communicative competence including many basic characteristics. She defines communicative competence as “the ability to function in a truly communicative setting-that is, in a dynamic exchange in which linguistic competence must adjust itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors” (p. 223).

Savignon (1972) states the issue of being dynamic not static and involving the negotiation of meaning, which means communicative competence is not limited to oral language, it also involves reading and writing. Furthermore, it also depends on context which means that a fluent communicator knows the specific choices of the situation. It is distinct from performance. As a result competence is what student knows while performance is what one does.

Blatner (2009) shows that the role play technique can specify or assess how students act when they face a situation that need to be solve. Also it allows students to practice aspects and problems that have been produce during the lessons and behave like real life situation when students need to be active.

2.8 WHY USE ROLE-PLAY?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- ✓ It's fun and motivating
- ✓ Quieter students get the chance to express themselves in a more forthright way
- ✓ The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.

2.9 THE ROLE OF TEACHER IN INTERACTIVE CLASSROOM

Teaching theoretical concept only is not enough for English teacher but also he/she should know their role in the classroom during the lesson. The teacher's role is a great in developing students through different stages in their activities; he provides them knowledge and information. Harmer (2001, p.56) presents some of the teacher's role, such as teacher as an organizer, monitor, and facilitator.

2.10 THE ROLE OF STUDENTS IN INTERACTIVE CLASSROOM

The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn team work skill. Learners are also directors of their own learning. They are thought to plan monitor and evaluate their own learning, which is viewed as a compilation of lifelong skill. Thus, learning is something that requires students' direct and active involvement and participation. Pair grouping is the most typical cooperative language learning format, ensuring the maximum amount of time both learner spend and engaged on learning tasks. Pair tasks in which learners alternate roles involves partners in the role of tutors, checkers, recorders, and information shares (Richard M.Felder & Rebecca Brent, 2007).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

INTRODUCTION

This chapter outlines the research design and methodology, research design, description of the study area, data sources, and study period, primary data, study population, sample size, variables of the study, data collection instruments, data collection procedures, mapping of the study area, ethical consideration.

3.1 RESEARCH DESIGN

The present study focused on investigating the effectiveness of role-play on EFL learners' speaking performance at Eley Secondary School of Gambella town. Therefore, the true-experimental research design was employed in this research. To carry out the study, both quantitative and qualitative study approaches were used. However, the research followed a quantitative-based qualitative supported study model. This is to say that the qualitative approach was used to substantiate the data gathered via the quantitative part.

3.2 DESCRIPTION OF THE STUDY AREA

Gambella Regional State is one of the nine regional states of the Federal Democratic Republic of Ethiopia, located in the western part of the country, between 7°N latitude and 33°52' to 35°02'E longitude. The region borders South Sudan to the west, Oromia Regional State to the east, the Southern Nations, Nationalities, and Peoples' Region (SNNPR) to the south, and Benishangul-Gumuz Regional State to the north. Gambella covers a total area of 25,274.88 square kilometers. The capital city, Gambella Town, is situated 766 kilometers southwest of Addis Ababa. The region is divided into three administrative zones and twelve districts, with six of these districts identified as endemic for Guinea Worm Disease (GWD). The study population is located in Gambella Town, one of the district capitals (GRHB, 2003).

The study areas are forest savanna grassland ranging from 300 to 500 meters above sea level and with a largely hot, humid and moist climate having mean annual average temperature of 280°c with mean annual rainfall varying from 900-1500 millimeters. The rainy season extends

from May to October, with July and August being the heaviest rainfall months. The study area called 05 kebele (Kentiba) is one of the main towns in Gambella found in Gambella People's Regional State. It is located to southwest of Addis Ababa 766 km southwest of Gambella town (the capital city of the region). The town is bordered with Dima woreda to the south, Abobo woreda to the northwest, Godere woreda to the east and Jor woreda to the west and Abol and Itang woredas to the western part. The town has four secondary schools.

Eley secondary school is located around the municipality in 05 kebele which is one of the five kebeles located in Gambella town. It's the fifth kebele among the five in Gambella town. Located in northern part of Gambella town and western, eastern site and it has 356 km away from Jimma zone and 766 away from Addis Ababa the main capital city of Ethiopia.

3.3 Settings of the study

In the study, the researcher was used only primary data to get the required information. The primary data were collected from primary sources directly from grade 11th students and teachers. The study was conducted in the 2022/23 academic year.

3.4 The participants of the study

The primary data were collected from grade 11 students and teachers in Eley secondary school. The researcher also used in-depth interview to collect additional data from EFL teachers. This is because; the researcher believes that their involvement is necessary for demonstrating the effect of role-play on learners speaking performance during EFL class and used in-depth interview for EFL teachers.

3.5 STUDY POPULATION

The target population of the study was grade 11 students of both social science and natural science sections from Eley secondary school. Both social science and natural science EFL teachers were taken as participants. The sample was taken from grade 11 students in Eley secondary school in this study. They were divided in to two equivalent groups (control and experimental). The researcher was take social science students as an experimental and natural science as a control groups of this study.

3.6 SAMPLING TECHNIQUE AND SAMPLE SIZE

In this study non-probability sampling technique was used to select the participants of the study. From both Natural and Social science sections of grade 11 at Eley secondary school students, were selected 25 in each section and 2 English teacher's total 50 by using sampling technique. This technique is a type of non-probability sampling method where the sample is taken from a group of people easy to contact. When researchers must use naturally existed groups, they apply this technique (Creswell, 2008). Based on this approach, the convenience sampling technique was deemed appropriate for this study because the classrooms and sections were organized by the school administration, and the researcher was assigned to teach these classes during the 2023 academic year. Consequently, the researcher used the lottery method to assign the classes to the experimental and control groups.

Since the study included both an experimental and a control group, the experimental group received the treatment, which involved learning speaking skills through various role-play activities designed by the researcher. On the other hand, the control group learned speaking skills using traditional methods; specifically the presentation, practice, and production (PPP) approach (Alemu, 2018). In this group, students were taught language expressions without engaging in speaking practice within authentic, interactive situations. Instead, they practiced the designed activities, such as conversations and dialogues, in a more structured, non-interactive manner.

The experiment was conducted in the classroom during English lessons over an 8-week period, using interactive role-play activities to teach EFL speaking skills. At the end of the intervention, the researcher assessed the differences in speaking performance to determine the effects of interactive role-play activities on EFL learners' speaking skills.

3.7 VARIABLES IN THE STUDY

There were two main variables in this study: the independent variable, which was role-play activities, and the dependent variable, which was EFL learners' speaking performance. The study aimed to investigate the effects of role-play activities on improving the speaking performance of Grade 11 EFL learners at Eley Secondary School in 2023.

3.8 Data Collection Instruments

In the study the appropriate data gathering instruments that help the researcher to collect information on the intended variables were used. Test which could answer the research oral presentation questions interactive through role play activities were applied. Pre-test and post-test assessments, along with in-depth interviews with EFL teachers, were used in the study. The pre-test was administered before the intervention to assess the students' speaking performance in a natural setting, while the post-test was given after the intervention to evaluate any changes in their speaking performance.

3.8.1 Pre-test and post-test

Pre-test and post-test were administered to check the effect of interactive through role play activities on EFL students' speaking performance. For this purpose the participants performed the designed activities which were in their material that prepared by the researcher to the purpose of intervention and the pre-test and post-test was done based on the activities designed for pre-test and post-test other than intervention activities. Accordingly, pre-test was provided for both participants at the beginning before intervention to check their speaking skill improving performance level and that was recorded. Then, the experimental group was exposed to the interactive through role play activities such as conversation, dialogue etc. and the control group had been taught the same activities traditionally teaching like pronunciation, practice and presentation. These were done for 8 weeks for the purpose of the study. Beside of this, evaluation rubrich which were designed by Ur (1996) were used to assess the students' speaking skill performance in accuracy and fluency. This criterion includes verities of questions which are related with interactive speaking situation. Finally, both groups took post-test in order to identify the effects of interactive through role play activities on students speaking performance.

3.9 Procedures of data collection

1. First of all, the instruments, the effectiveness of Role-play on speaking performance were developed based on the information gained from the related literature. Then, these materials were sent to the advisors to be approved for the use. The data collecting instruments were next piloted on grade 11th students from other school in Gambella town to check whether the instruction of the test and the items of the speaking test and interview for the EFL teachers were clearly stated or not.

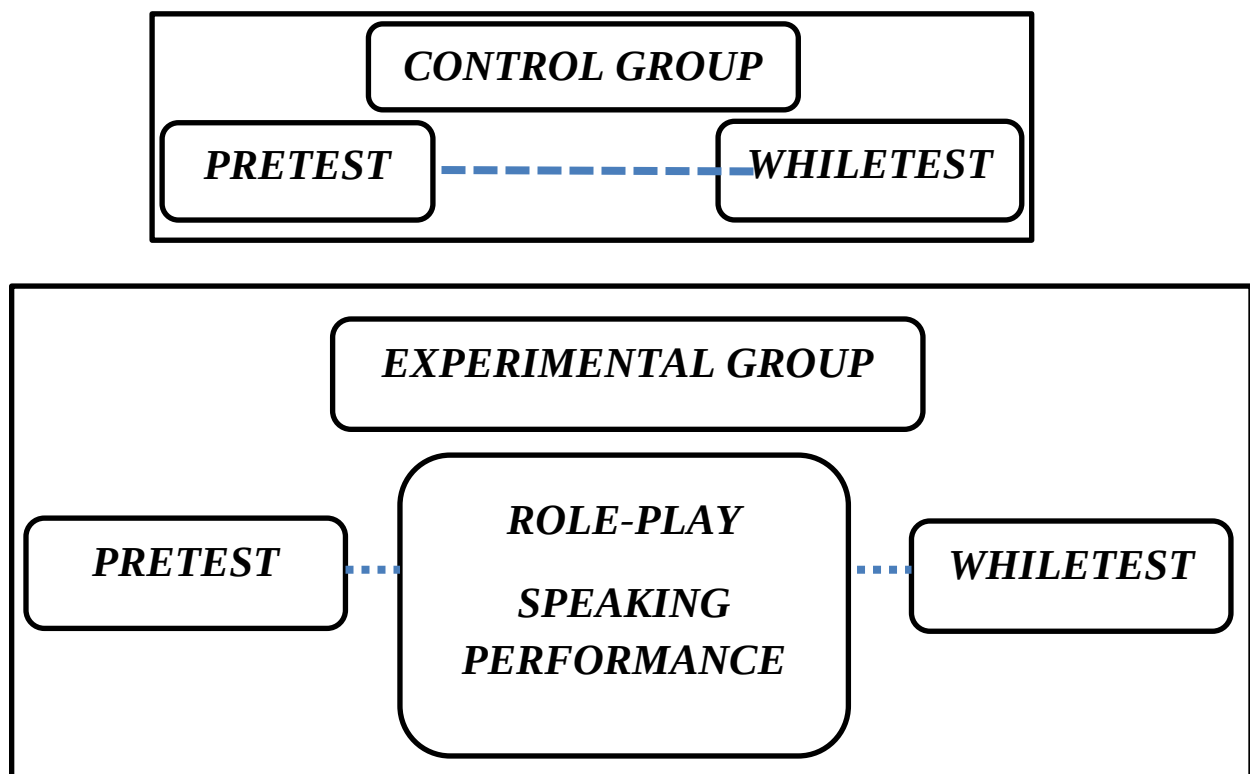


Figure 1 Procedures of data collection

3.10 MAPPING OF THE STUDY AREA

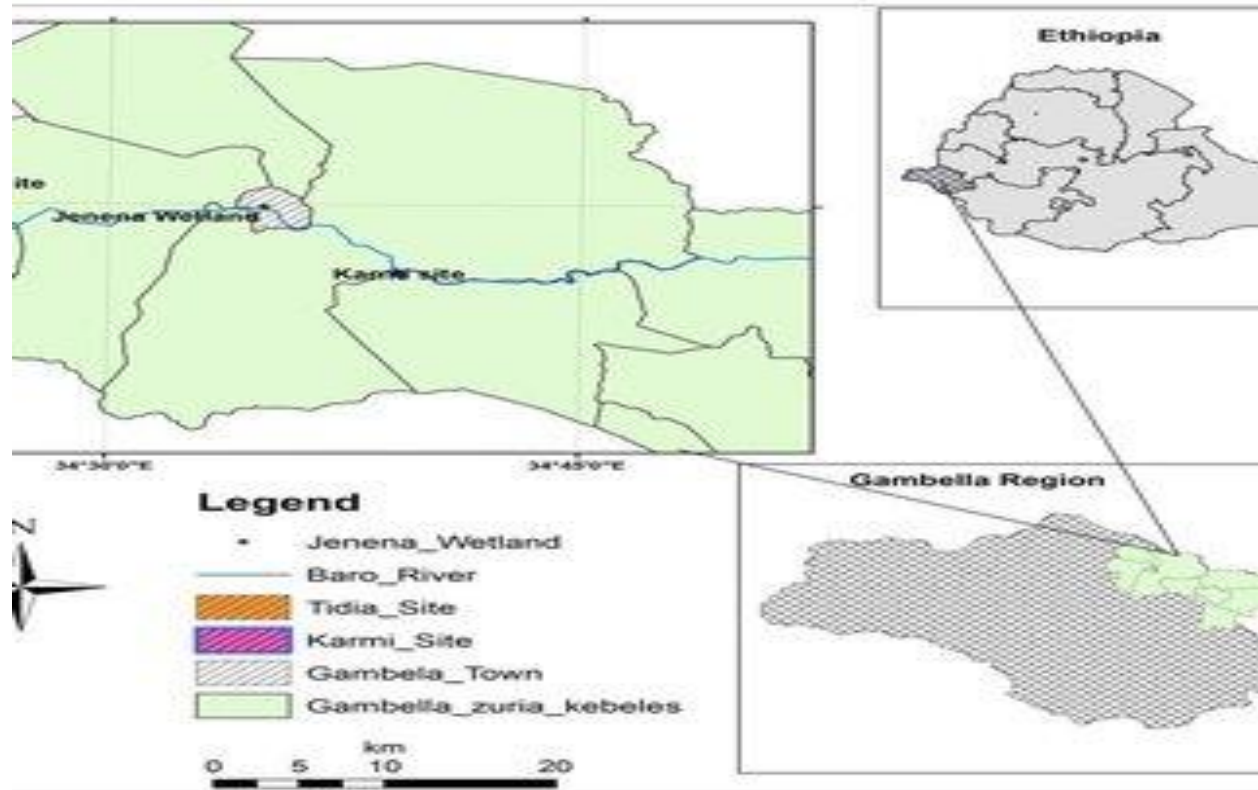


Figure 1.mapping of the study area

3.11 ETHICAL CONSIDERATION

A letter of Ethical clearance and permission was obtained from school of graduate study, and college of social science and humanities department of English language and literature Jimma University.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter outlines the participants, validity and reliability, pilot administration of the test, the pre-test, the while-test, materials, the procedures, results, and discussion of the study.

4.1 Methods

A. Participants

The subjects of the study were 50 grade 11th students in Eley secondary school and 2 EFL teachers. Selected students divided in two groups of 25 each from social and natural sciences students and were randomly distributed to an experimental and a control group. Students assume a role pertaining to a product or a situation and to act it out with other participants who assume different role play activities through “conversation”.

B. Validity and Reliability

In order to get face and content validity as well as authenticity validity of both tests, the tests have exposed to the Advisors. Some modifications and recommendations are suggested by the Advisors and they considered in the final version of the tests.

Since scoring of an oral test is considered highly subjective, the present study used some aspects to increase the reliability of the oral test: Firstly, the researcher has adopted the test items (dialogues) for students’ scores. Secondly, the researcher and another teacher’ scored the test. Reliability coefficient is obtained by comparing the score of two groups of grade 11th students (both the experimental and control groups score and the second rater when they act it out role play activities through conversation). The correlation is found to be (0.96) and this is considered a high and stable coefficient.

C. The Pilot Administration of the Test

A test cannot take its final form before it is tried out, so a pilot administration of the post-test is carried out on March 22nd 2023 (June 05th 2023. The whole population of the sample of the test

(50). In addition to this, it is used to check the reliability of the test and the practicality of the test in general.

D. The pre-test



During pre-test for Experimental groups



During pre-test for Control groups

The pre-test was conducted on the April 1st 2023. The pre-test was administration on the sample of the study for two groups. The researcher himself tested the sample of the study and he recorded the role-play activities and practice for scoring. The time needed for practice of role-play activities through conversation was between 20-25 minutes. The aim behind carrying out the pre-test is to compare the students' achievement scores in the pre-test with that of the same students in the post-test.

E. The post-test



During post-test for Experimental groups



During post-test for Control groups

At the end of the practice of role play activities through conversation period, the students of the experimental group were post-test on May 15th 2023. The same testing procedures were followed in conducting the pre-test. The students' oral performance in the while-test was scored under the same conditions as that of the pre-test. The time require for practice of the role-play activities through conversation was 20-25 minutes for each group. The researcher conducted the pilot test. Pre-test and the post-test under the same conditions.

F. Materials

The materials of the present study were:

1. Materials for the proficiency test
2. Materials for the pre-test
3. Materials for the treatment

4. Materials for the post-test.

Production of spoken language like knowing how to talk a foreign language is usually regarded as the most complicated aspect of language learning for both teachers and students. The present study was deal with spoken language and the emphasis in the language classroom began to move from the normal communication to role-play activities of communication and focus on communicative performance as the ultimate goal of learning. The oral test permits the researcher to measure the conversation (interaction) components and the linguistics components. Throughout the oral test students are encouraged to speak and then assessed on the basis of that speech. The materials for pre-test of speaking of the study to be practice by the students in both groups orally. The materials for the study's treatment consisted of learning speaking with the students' normal learning materials in speaking but with the role-play techniques such as "acting out", "group work", etc. for the experimental group and without the mentioned techniques (using the existing methods of learning speaking) for the control group. The role-play has three steps during the treatment of students pre role-play, while role-play and after role-play.

In the pre role-play steps, materials were (technical data, activities, background information and rules) and language (frequently used vocabularies, idioms and some grammatical rules). The students were given the relevant words or phrases employ in role-play activities in order to participate effectively in such activity and have time to practice the role-play without taking times to know the meaning of unknown words.

The second stage during role-play, in this step; students practice the given activities and acting out a role as clarified in the model conversation, firstly are familiar with the situation. Secondly be familiar with the given role- plays activities and practice them accordingly.

The third stage is after role-play which is the feedback stage. The students received feedback from each other and the researcher as well. During this stage the researcher may arrange the activities of the language which may help the students as a whole, depend on the noticing of the role-plays in an early stage. Students can express themselves freely and effectively about how they want to interact in certain contexts but they were unable to. After practicing on their own conversations, they learn to each other and knowing their speaking performance well as well as their gap to improve.

Finally, the students' performance in the pre and while-tests of speaking were scored depending on five aspects: pronunciations, grammar, vocabulary, fluency and comprehension, the criteria were adopted from Farhadi, Jafarpour and Birjandi's (2000).

G. The Procedures

The speaking class met three times a week. The researcher reads the conversation activities aloud and then pointing a couple of students to read it in front of the whole class. Then, the researcher pointed out to the students if they faced any difficulty words or expressions in order to acting out and practice them. Students were asked to be in their assigned groups from last class during the three hours. Only given some minutes to remember and practice their conversations. Then, they were called up randomly to acting out and practice. This step conducted to encourage students; meanwhile the researcher should grad their speaking performance on a scale of 1 to 25.

4.2 Result and Discussion

Introduction

The purpose of the study was to examine the effect of interactive through role play activities on EFL learners' speaking performance. The subjects of the study were students of grade 11 in Eley secondary school. The study was intended to point out the results of pre-test and post-test for both experimental and controlled group. The number of experimental group was 25 and also the number of control group was 25. The total numbers of students are 50 to conduct the study.

In this section two parts were in cooperated. The first part dealt with the results of data analysis and the second dealt with the discussion of results obtained from data analysis.

4.3 Results

Pre-test was given for both experimental and controlled group before treatment to experimental group or before teaching by using interactive through role play activates. The pre-test was done to record EFL students' speaking performance score of the students before dong treatment. The test comprised discussion on conversation, dialogue etc... The reason why the above issues selected as a measurement to test students speaking performance was the popularity of the method in testing students' speaking accuracy and fluency.

The data of the current study are analyzed by applying the following statistical methods: a t-value (t-test) was calculated between the while-test scores of speaking skill in the two groups of students to show the impact in the hypothesis of the study.

The mean scores of the two groups have been compared: where the mean score of the experimental group is 15.27, while the mean score of the control group is 6.36. This indicates that there is a significant difference in the total scores of while-test between the experimental and control groups in a favor of the experimental group. This confirms that the experimental group is better than the control grouping (see table 1).

TABLE (1)

THE TOTAL SCORES OF THE POST-TEST

Group	No.	X	SD	DF	Computed t-Value	Tabulated t-Value	Level of significance
Exp.	25	15.27	7.31	100	3.50	1.99	0.05
Cont.	25	6.36	5.54				

Table two shows the results of two ANOVA coefficients calculated separately between the pre-test and the while-test of the experimental and the control group of the study. This means that the pre-test and the while-test scores in the control group are close to each other when compared to those in the experimental group, which represents that treating the experimental group with role-play activities has resulted in expanding the range of their speaking scores in the while-test.

TABLE (2)

THE COVARIANCE MATRIX BETWEEN THE PRE-TEST AND POST-TEST
SCORES OF THE EXPERIMENTAL AND THE CONTROL GROUP

Group	Covariance
Experimental	1.15
Control	2.07

It is obvious that students' accents improved with experimental group more than control groups. It may be common fact to obtain this result because role-play activities ask students to practice speaking and listening more than reading and writing. Students also should practice the repetition of the same words or expressions many times to comprehend their conversation. They were asked to focus consciously on their accent and pronunciation in particular; also they focused on memorizing each line (this could be done mentally with speaking aloud). As a result, students might have paid more attention to accent or pronunciation while speaking.

4.4 Discussion

The main purpose of this study was to investigate the effects of interactive teaching through role play activities on EFL students speaking performance. The subjects of the study were 50 grade 11 students of Eley Secondary School. Out of this 25 were in experimental group and also 25 were in control group. The pre-test and post-test outcome measures like paired sample T-test and independent sample T-test were deployed. Paired sampled T-test was employed to check whether or not the change within the same group and independent T-test was used to check there were changes after intervention across experimental and controlled group.

In order to investigate changes within the group, paired T-test was employed. Accordingly, there was no significant variation between pre-test and post-test of control group while pre-test and post-test of experimental group showed difference but it was at low confidence interval. When control and experimental groups compared before intervention, there was no statistically

significance difference was founded; however the groups compared after intervention, statistically significant different results was obtained which was true as that of Abdullah (2015) said that using interactive teaching strategies had positive effects on improving speaking skills of the target sample. Additionally, Taous (2012) in his study that focused on the role of classroom interaction in improving the students' speaking skill and found that both learners and teachers consider classroom interaction as an important strategy in improving the speaking skill.

Discussion with regard to results of H_0 (null) hypothesis that there is no any significant difference between the mean values of the experimental group who will attend the interactive through role play activities and control group who won't before intervention. The results of the study pointed out that there was no significant difference between mean values of experimental and control group before intervention. This indicated that the null hypothesis was accepted because there was sufficient information to accept the hypothesis that mentioned in Table 1.

Beside this, with regard to results H_0 (null) hypothesis that there is no any significant difference between the mean values of the experimental group and control group after intervention. On the other hand, the findings showed that there was significant difference between the two groups but this hypothesis opposite to the finding of the study so that there was no sufficient information to accept the hypothesis that mentioned in Table 1.

The discussion on results of (alternative) hypothesis shows that there is a significant difference between the mean values of the experimental group and control group before intervention. This alternative hypothesis was rejected because of there was no sufficient information to accept the hypothesis that mentioned in Table 2.

On another way, regard to results of the (alternative) hypothesis that there is a significant difference between the mean values of the experimental group and control group after intervention. There was sufficient information to accept this hypothesis because there was sufficient information to accept the hypothesis that mentioned in Table 2.

CHAPTER FIVE:

5. Conclusions and Recommendation

Introduction

This chapter provides conclusions that were drawn from the data analysis, and conclusion recommendations. The main objective of this study was to investigate the effects of interactive through role play activities on EFL learners' speaking performance. The subjects of the study were 25 experimental groups and also 25 controlled groups from grade 11 of 2023 students at Eley secondary school. The study used quantitative true experimental pre-test and post-test research design.

The research questions are translated into the hypothesis below:

Ha: Using role play makes statistically significant difference on EFL learners' speaking performances? Or there is statistically significant speaking performance difference between students who use role plays and who do not use it during learning.

Ha: There is statistically significant difference between the performance of students who learn speaking through role play and those who learn without role play of grade 11th students at Eley Senior Secondary School?

Ho (null) hypothesis

1. There is no any statistically difference in speaking performances between students who use role play and who do not use it?
2. There is no any statistically significant difference between the performance of students who learn speaking through role play and those who learn without role play of grade 11 students at Eley Senior Secondary School?

Al (alternative) hypothesis

1. Using role play makes statistically significant difference on EFL learners' speaking performances? Or there is statistically significant speaking performance difference between students who use role plays and who do not use it during learning.
2. There is statistically significant difference between the performance of students who learn speaking through role play and those who learn without role play of grade 11 students at Eley Senior Secondary School?

5.1 Conclusions

In this particular section generalization were based on the finding of the study.

The result showed that there was little difference had been seen on EFL students' speaking performance when individual group was compared before and after treatment but it was not statistically different. Thus, it was concluded that the change from initial position of EFL students' speaking performance to the position after intervention was not that much significant.

The finding pointed that there was no significant difference between the mean values of experimental and controlled group before intervention. Therefore, it was generalized that EFL students speaking skill performance was not showed difference before interactive through role play activities had been used as an intervention.

On the other hand, the results indicated that there was significant difference between the mean values of experimental and controlled group after intervention. Therefore, it was concluded that EFL students speaking skill performance was showed difference after interactive through role play activities had been used as an intervention.

5.2 Recommendations

The finding pointed out that there was significant difference between experimental and controlled groups of grade 11 EFL students speaking performance in stated Eley secondary school. Therefore, sampled secondary school should disseminate the practice of teaching interactive through role play activities for other grades to improve the speaking performance of their students. Beside of this, other English teachers in sampled school should practice the interactive through role play activities to moderate the other class students.

It was founded that there was no significant difference within group when compared too before and after intervention but when it compared in paired there was significant difference. Therefore, teachers should pay attention during the activities are practicing by facilitating and helping students to bring radical change on students' speaking performance.

In addition to the above, the curriculum designers should take consideration on the area when the textbooks of the students are designed.

5.3 Suggestions for future study

This study was done in sampled secondary school of Eley in Gambella town 05 kebele. It is better if the study replicated itself in other secondary schools of Gambella town. The current study was done by intervening for 8 weeks and 32 contact periods. Thus, it is better if other researchers engaged in doing the same title by using more time of contact because the findings might be varied if more time consumed on interactive through role play activities.

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APPENDIXES A
JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE & LITERATURE
**“THE EFFECT OF ROLE PLAYS ON EFL LEARNERS’ SPEAKING PERFORMANCE:
THE CASE OF ELEY SECONDARY SCHOOL GRADE 11th STUDENTS IN FOCUS.”**

**APPENDIX A- ROLE-PLAYS ON EFL LEARNERS’ SPEAKING
PERFORMANCE ACTIVITIES IN EFL CLASS**

The main objective of this study was to investigate the effect of role play on EFL learners speaking performance. Therefore, this research role-plays prepared to investigated the effectiveness of role-play on EFL learners speaking performance. Thus, you’re speaking performance more powerful for success of the study. So that I would like you to provide an appropriate active participation that is needed.

The effectiveness of role-play on EEL learners’ speaking performance activities in the classroom;-

Activity time; 25 minutes

During pre-test and while-test are:-

- Family role-play
- Marketing role-play
- Hotel waiter role-play
- In-depth interview for EFL teachers

Activity 1: Family Role-Play activity in EFL class

Activity time; 25 minutes

Materials for activity

- Handout 1, Family Scenarios
- Family support services brochures
- Preparation for activity
- Photocopy Handout 1, Family Scenarios. Make enough copies for each small group and leaders to have one.
- Gather brochures about family support services, both within and outside the faith community.

Description of Activities

The researcher will tell participants that in this activity they will explore how families function together and explain that most families experience times when they function well together and times when they do not.

Relationships always change, as do the external factors that shape them. The term family dynamics refers to the way family members communicate and deal with each other. When challenges and problems arise, family dynamics can be strained.

Invite the group to participate in a role-play exercise. Tell them that the role-plays show families meeting challenges well and not so well. Have participants form different-size groups to represent different families. Assign each group one role-play from Handout 1. Offer these instructions:

“You will now meet in your small groups and plan role-plays that you will later present to the entire group. First read the scenario. You may want to spend a few minutes discussing how that scenario might play out in your own family. Then decide upon the family roles you will portray. Remember that families have all sorts of members, so vary your family structure. For example, you can choose to be a family that has two households because of divorced parents. You could choose to be a family living with a single parent, grandparent, or aunt. The family could have stepchildren or foster children. You could be a family of immigrants, live in the city or the

country, or be rich or poor. Someone in your family might be hearing impaired. Some might be sick. You can be any age you want, as long as the age fits the role you play in the family.

“Now Prepare two role-plays that demonstrate different ways the family you were assigned might cope with the problem. In the first one you could demonstrate the way you think the family would most likely react. Or you could demonstrate, with humor, a disastrous family response. In the second role-play, be sure to show how your assigned family might handle the same situation very well. If you feel you need more information than what is provided in the handout, add what you think is necessary to your sketches. When solving problems, a family sometimes draws on resources outside itself. At the end of each role-play, each of you will freeze in a pose that represents how the family member you are playing feels about what the family has done.” Give each group a scenario.

Give groups several minutes to plan and rehearse. Then invite groups to do their skits. Ask participants to share reflections about what they considered when planning their role-plays. Invite all participants to offer suggestions about what a family might do to improve things when it is not functioning well. Ask participants, “How did economic and cultural factors influence family function in these scenarios?”

Close the discussion by considering the resources that are available to support families. Ask participants, “When they are going through difficult times, where can families get assistance?”

Family living with a single parent, grandparent, or aunt role-play activity in EFL class:

Activity time; 25 minutes

Dialogue

Parent: How are you, my child?

Child: I am fine thank you and you dear?!

Parent: What did you do yesterday together with your friend?

Child: We were chopping fire wood.

Parent: What did you do with it?

Child: We brought it home in bundle.

Parent: Did your teachers give you homework?

Child: Yes, they gave us homework and we did it.

Parent: Thank you for doing your homework with your friends.

Activity 2: Marketing role play in EFL class

Participants are asked to assume a role pertaining to a product or a situation and to act it out with other participants who assume different roles. As they perform, they project their feelings and behaviours into the role.

Activity time; 25 minutes

Dialogue

Customer: Excuse me, do you have sugar?

Shopkeeper: Yes, I have.

Customer: How much is it per a kilo?

Shopkeeper: It is 100 birr, please.

Customer: Could I have 2 kilos, please?

Shopkeeper: Here it is.

Customer: Thank you.

Shopkeeper: Come back again.

Activity 3. Hotel waiter role-plays at lunch time in EFL class

Activity time; 25 minutes

Dialogue

Hotel waiter: Excuse me; what would you like to order, please?

Customer: could you show us the menu please?

Hotel waiter: Here it is.

Customer: Don't you have a fasting food, please? It is not on the menu.

Hotel waiter: We have rice instead.

Customer: You can prepare a plate of it.

Hotel waiter: It will be ready after a couple of minute.

Customer: waiting.

Appendix B

In-depth interview for EFL teachers

The main objective of this study is to investigate the effectiveness of role-play on EFL learners speaking performance. Thus, your appropriate and careful responses are vital for success of the study. So you are kindly requested to be honest in your response.

You don't need to write your name

Activity 4. In-depth interview for EFL teachers

1. Do you use role-play in teaching speaking in EFL class? If yes, how, If no, why
2. How effective is role-play in teaching speaking in EFL class?
3. As a teacher, what changes do you observe in your students speaking performance using role-play in EFL class?
4. How do you generalize the effectiveness of using role-play in teaching speaking skills in EFL classes?

Thank you for your positive responses!!!