JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES

ASSESSMENT OF THE PROCESS AND OUTCOMES OF USING ROLE PLAY IN TEACHING SPEAKING SKILL: THE CASE OF GRADE NINE STUDENTS AT ALGIE SECONDARY SCHOOL

BY
HABTAMU GEBRESILASIE

ADVISOR: YOHANIS TEFERA (PhD)

CO-ADVISOR:YIMAM WERKINEH (PhD)

A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ART IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

OCT,2018

JIMMA, ETHIOPIA

Assessment of the Process and Outcomes of using Role play in Teaching Speaking Skill: The case of Algie Secondary School.

By

Habtamu G/silasie

A Thesis Submitted to the Department of English Language and Literature

In Partial Fulfillment of the Requirement for the Degree of Master of

Art in Teaching English as a Foreign Language (TEFL)

OCT, 2018

Jimma, Ethiopia.

Declaration, confirmation, approval and evaluation

Assessment of the Process and Outcomes of using Role play in Teaching Speaking

The case of Algie Secondary School

Declaration

The under signed declare that this thesis is my original work not presented from any degree in any university, and that all the sources used for it are duly acknowledged

Habtamu G/silasie   …………………   …………..

                                                    Signature   date

Confirmation and approval

This thesis has been submitted for examination with my approval as a thesis advisor,

Principal advisor   Dr. Yohanes Tefera   …………………   ………..

                                                    Signature   date

Co advisor   Dr Yimam Workineh   …………….   ……………

                                                    Signature   date

External examiner   Dr. …………………   ……………
……………

                                                    Signature   date

Internal examiner   Dr. …………………   ....   ………………

                                                    Signature   date

Chair person   ……………………….   …..…………   ……………..

                                                    Signature   date

Table of content

Contents   Page

List of Tables

Acronyms

EFL: English as a Foreign Language

CLT : Communicative Language Teaching

ESL: English as Second Language

SPSS: Scientific package of social science

Ac : Accuracy

Fl : Fluency

Gr : Grammar

 F : Frequency

ABSTRACT

This study was designed to assess the process and outcomes of using role play in teaching speaking skill of grade nine students at Alge Secondary School. Thus, it has been tried to discuss the findings under two main headings. Thus, the first one, an assessment of the process of using role play was done with the aims of examining the extent to which role play is implemented and examining what the provision of the activities and what the teachers and students roles looked like. Accordingly, descriptive research design was used to achieve the objective of the study. The data has been analyzed using the software SPSS 16.0 and the results indicated that role play was moderately implemented in teaching of speaking skill with the mean of 3.3 and it was also found that although the teachers tried to play their roles, the students do not play their roles and it was also found that the activities provided were not appropriate. As far as the second objective of the study, an assessment of the outcomes of using role play was concerned, experimental research design was used. and pre and post oral tests were used to gather the data and the results of the analysis showed that role play was found to be very helpful for the development of students speaking skill. Moreover, the results of the t- test analysis of the data obtained from the pre test showed that there is no significant difference in the speaking skills between the experimental and control groups. However, the results of the t- test analysis of the data obtained from the post test showed that there is a significant difference in speaking skills between the experimental and control groups. There is also a significant difference in the development of speaking skills between male and female students of the experimental group. Therefore, this study was concluded by recommending that although the teachers are well aware of the importance of role play, as there are things that need to be improved, teachers should give due emphasis to find ways of providing and practicing varieties role playing activities in English language classes for the development of students speaking skill.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Research into language learning began in the 1970s and 1980s. Within the field of education, over the last few decades gradual but significant shift has taken place resulting in less emphasis on teachers and teaching and greater stress on learners and learning (Nun an, 1991). This general shift has paved a way to researchers and language teachers to the study of various teaching methods, techniques, and strategies appropriate to the teaching of second or foreign language so as to achieve the desired goal behind communicative language teaching to meet the need of communication. Thus, despite the little attention given to the spoken language, the dynamic shift and development in methods of language teaching throughout history reflect recognition of changes in the kind of proficiency learners' need, such as a move towards oral proficiency rather than reading comprehension as the only goal of language study (Richards and Rodgers, 1986). Thus, a general shift towards an integrated skills approach to the teaching learning of language at all levels has emerged with speaking as one of the most components in the integration (Brown et al., 1984).

Chaney (1998) stated that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. He also added that it is a crucial part of second language learning and teaching. Despite its importance for many years teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorizations of dialogues. However, today's world requires that the goals of teaching speaking should improve student's communicative skills because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstances. English speaking ability is very important for people interaction where people almost speak everywhere and every day through English. In this global era, many people use English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication. Moreover, regarding the role that spoken language plays, Hallyday (1990) underlines that spoken language is quicker and more effective to check whether a student knows the answer by asking orally in class than by setting a written test every time. At the same time, from the teachers' practical activities and the

research studies conducted concerning its importance and place in language teaching and learning, it has come to be understood as a vehicle of language learning through which much language is learnt (By gate, 1993). On top of this, as stated in Hedge (2000), the main aim of teaching English as a foreign language is to enable students to communicate in English and to offer them a window to the world and the goal of teaching a language in general and speaking in particular is to get students become communicatively competent. In other words, learners in a language do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes (Harmer, 1991; Nun an, 1988; By gate, 1987).

Thus, in context of Education and Training Policy of our country, Ethiopian, English is taught to be given as a subject starting from grade one up to the university and it is used as a medium of instruction starting from grade nine up to higher institutions and the purpose of English language instruction is to prepare the learners for effective and efficient communication in English in their professional and social situations. This shows that one of the national focuses of our Education and Training Policy regarding English language is on the development of learners' English language communicative competence. Thus, it is obvious that spoken proficiency is vital for academic and social success. Developing learners speaking skills is not an easy task for many English teachers, particularly, for those who teach English as a foreign language (EFL). Some of the problems in developing oral skills are; lack of motivation and encouragement, lack of support, lack of facilities, use of inappropriate methodology, and lack of sufficient time for learning and difficulties in finding authentic situations to motivate the students to communicate in the foreign language.

Therefore, teachers need to use a variety of teaching methodologies, activities and strategies appropriate to teach speaking skills so as to achieve the desired goal behind the teaching of speaking in classrooms (Deport, 1997; Hedge, 2000).In relation to this, it is stated that determining what kind of speaking skills the class will focus on and identifying teaching methodologies, activities and teaching strategies to be used to teach are some of the important points that need to be addressed in planning speaking lesson for English classes Richards (2008). Therefore, using a role play in teaching speaking is one of the ways to build the student's interest, motivation and fluency in speaking English by creating interaction in the class and

ordering students to imagine themselves in a situation like in the real world. Regarding this, Little Wood (2002) stated that in role playing techniques learners are asked to imagine themselves in situation which occurs outside the classroom, they are asked to adopt a specific role in this situation; they asked to behave as if the situation really existed. Role play is very important in the teaching speaking because it gives students an opportunity to practice communication in different social roles. It also allows students to be creative and to put themselves in another person's place for a while. As Brown stated role play allows some rehearsal time so that student can map out what they are going to say, and it has the effect of lowering anxieties as students can, even for a few moments, take on the personal of someone other than themselves (2003).

The researcher hopes that teaching speaking through a role play can help the learning process for the students so that students can become proficient in speaking English. It is also required to support teaching and learning of speaking skill in role play activities because the classroom will be fun and the students will be more active and the problems of teaching speaking English will be improved by applying role play technique in teaching speaking. In this regard, the role of language instructors in developing their learners' language skills in general and speaking skill in particular is crucial and thus, language teachers have to teach speaking skill through the provision of a wide variety of role play activities so that learners can use the language (Deport, 1997; Hedge, 2000). Otherwise, we are forced to have a vicious circle: children may not have a teacher who to teach speaking skill through the provision of a wide variety of activities which give learners the opportunity to practice the language and as a result, learners may find it difficult to use the language both inside and outside the language classrooms.

In general, it seems that a role play is useful teaching technique that develops students speaking skills. The assumption is that role play can be used as an effective technique to help the students regain confidence in speaking class, it gives the students more practicing opportunities, it helps the students to comprehend the situation to communicate effectively outside of the classroom and also it enables the students to get an idea about different situations through various activities taken from the scenario of real life. Thus, based on such backgrounds, this study was designed to assess the process and outcomes of using role play in teaching speaking skill in case of grade nine students at Alge Secondary School.

1.2 Statement of the Problem

Communicative language Teaching develops students' ability to use a foreign language in different communicative activities. It also stresses more on meaning than on structure of English language. As to Richards (2006), the basic goal of the communicative approach is to help learners develop their communicative competence in general and oral communicative competence in particular. And to achieve this goal, the approach uses a communicative syllabus and methodology. In the current situation of teaching English as a second or foreign language, the learners' oral communicative competence is given due attention in all levels of education where activities are designed to be accomplished through interaction in pairs or small groups. Thus, from this we can understand that speaking skill is the bedrock of teaching and learning as it is one of the skills most commonly used in teaching or training to transfer information, explain ideas and theories and to discuss and explore concepts. Thus, teachers have to teach the speaking skill through the provision of a wide variety of activities so that learners can use the language in their daily lives outside the classroom.

However, even though language teachers and curriculum designers invested a lot to develop students' speaking skill, its result are not rewarding / encouraging as many of the students in Ethiopian high schools in general and the students in the study area in particular are not in a position to speak English inside and outside language classrooms and the majority of students are not able to express themselves in English even after completing high schools. Similarly, from his personal experience, the researcher recognizes not only the students who are not in a position to use the language for real communication even after completing high school, but also language teachers who are not in a position to use the target language for classrooms instruction and both the students and the teachers who prefer to use Afan Oromo than English as a medium of instruction in English language classrooms. In relation to this, Richards (2006) stated that although there might be several causes for the decline of proficiency of the English language among students and language teachers, some of the possible causes for students inadequate oral communicative competence or deficiency to express their views orally in English language might be due to inability to employ effective or appropriate teaching methodologies, activities, and strategies which are believed to be effective or appropriate to the teaching and learning of

speaking skill. Moreover, it might be due to the environment which does not encourage the students to speak English in their daily lives outside the classroom.

Thus, as to the researcher of this study, the existing problem might be not only due to ineffective teaching methodology used at the school, but also it might be due to the teaching of speaking skill using role play may not be given enough importance. That is to say the language teaching methodology applied in the school on one hand is teacher centered and does not give students the opportunity to practice the language and on the other hand the students do not have the chance to use the language both in classroom and outside the classroom. Hence, the standard of English expected from the students is not satisfactory. From this point of view, it is difficult to contest the fact that the proficiency of English language among students and even teachers is going from bad to worse. Therefore, the role of language teachers in developing their learners' language skills in general and speaking skill in particular is crucial and thus, language teachers have to teach speaking skill through the provision of a wide variety of activities so that learners can use the language and, if not learners may find it difficult to use English both inside and outside the language classrooms (Deport, 1997; Hedge, 2000). Thus, to overcome this problem, it seems that a role play is useful teaching technique that develops students speaking skills. The assumption is one of the communicative languages teaching methods, role play, can be used as an effective technique to develop students speaking skill as it helps the students to regain confidence in speaking class; helps the students to comprehend the situation to communicate effectively inside and outside the classroom.

In this regard, from the local studies done in relation to role play, for example, Haile Getachew (1985) conducted an experiment to compare the effectiveness of the situational and the structural approaches in developing the communicative ability of grade 9 Ethiopian high school students. The findings of his experiment revealed that in situational approach students showed better results than in structural approach. On top of this, Demise (1992) conducted a research on the use of language teaching games and activities in Ethiopian government elementary schools, and he showed that language games could develop communicative skill. Additionally, Haregeweyin Abate (1994) conducted a research on the feasibility of using role play in improving students' communicative skill and she showed that using role play to improving students' communicative skill is not feasible in large classes.

Hailom (1982) conducted an experiment to compare the effectiveness of using role play in developing the communicative ability of grade nine governmental and private high school students at Addis Ababa and the findings of his experiment revealed that using role play in grade nine private high school students showed better results in developing the communicative ability than in grade 9 governmental high school students at Addis Ababa.

Nevertheless, to the knowledge of the researcher, none of them tried to assess the process and outcomes of using role play in the teaching speaking skills. Thus, this research is different from the previously conducted local researches in its content, time, and study area so as to fill the gap.

This study, therefore, was designed to assess the process and outcomes of using role play in teaching speaking skill in case of grade nine students at Alge Secondary School.

1.3 Research Questions

1. To what extent is role play implemented in teaching speaking skill?
2. To what extent does role play develop students' speaking skill?
3. Is there a statically significant difference in the development of speaking skills between the experimental and control groups?
4. Who does role play benefit more: male or female students?

1.4 Objective of the Study

1.4.1 Main Objective

The main objective of this study was to assess the process and the outcomes of using role plays in teaching speaking.

1.4.2 Specific Objectives of the Study

The specific objectives of this study is

➢ To examine the extent to which role play is implemented in teaching speaking skill.
➢ To identify the extent to which role play develop students' speaking skill.
➢ To examine whether or not there is a statically significant difference in the development of speaking skills between the experimental and control groups.
➢ To identify who role play benefits more: male or female students.

1.5 Significance of the Study

It is true that language teaching and learning can be improved if we have better understanding of the language learner and of the learning process. Thus, it is hoped that the results of this study will have the following significances.

➢ The findings of this study will provide teachers with good understanding of the process and the implementation of using role plays in teaching speaking skill in English language classes

➢ Besides, the results of the study will hopefully contribute a lot to familiarize teachers to use a variety of role play activities that they may fail to use in English language classes.

➢ Moreover, the results of the study will hopefully contribute a lot to familiarize learners with different communicative activities that help to maximize learning so that students could benefit not only in becoming more efficient in their speaking but also more autonomous in their learning by participating actively in using the target language in different communicative activities like role play.

➢ On top of this, even though it is limited, the review of literature and the role play materials used for this study may help as reference materials for other researchers interested in future studies on communicative language teaching with reference to role play or other related communicative techniques.

➢ Finally, the study may also shed light on other related communicative techniques that needs further investigation. For example, studies on the process and implementation of using other related communicative techniques in teaching reading, listening or writing skill in English language classes.

1.6 Delimitation of the Study

The study is delimited to Ilu Abba Boor zone of Alge Sachi district, particularly on assessment of the process and the outcomes of using role plays in teaching of speaking in case of grade nine students at Algie secondary school. Furthermore, the study is delimited to be conducted within the given time 22/12/2009-30/10/2010 E.C

1.7 Limitation of the Study

Although a research needs persistence and a lot of efforts to conduct it effectively and so will be expected from this study, it may not be free from limitations as there were some constraints that

would be difficult to overcome, however, which will prevent the study from being carried out. Therefore, the followings are some of the major limitations of this study.

➢ Since this study was designed to assess the process and the outcomes of using role plays in teaching of speaking in case of grade nine students at Algie secondary school, sample size couldn't represent the whole population.

➢ Although it would be better if this study includes other schools, it is impossible to include them due to certain constraints. A single school couldn't represent the schools in the woreda in particular and the whole schools in the country generally.

CHAPTER TWO
REVIEW OF LITRETURE

2.1. What is speaking?

Many scholars agree with the idea of speaking as a complicated act. According to Hornby,

Cowie & Gymson (1974),speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; and making a speech. Moreover, Chaney and Burk (1998) propose that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a different of contexts. Other definition says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). When discussing speaking, Thorn bury (2005) sensibly notices that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them. Harmer (2007), in some way extends this statement suggesting that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the Spot and, Fulcher(2003) also defines speaking as the verbal use of language to communicate with others.

On top of these, Harmer (2007) divides speaking components into two groups: language features and mental or social processing. The former includes connected speech (assimilation, elision, added or linking sounds), expressive devices (variation of pitch, stress, volume, speed of utterances, as well as other physical and non-physical means in order to convey meanings), lexis and grammar (particular common lexical phrases which vary according to the functions and contexts) and negotiation language. The latter includes language processing (ability to retrieve words and phrases from memory into syntactically and propositionally appropriate sequences), interacting with others (ability to listen and understand the feelings of the other participants, knowledge of turn-taking) and on-the-spot information processing.

Moreover, Brown (2001) presented eight characteristics of oral speech: clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm and intonation; interaction. All these are the combination of linguistic and extra-linguistic features of speaking. Besides, Rubiati (2010) reveals five components that are generally recognized in the analysis of the speech process: pronunciation (including the segmental features - vowels and

consonants - and the stress and intonation patterns), grammar, vocabulary, fluency (the ease and speed of the flow of speech), and comprehension (for oral communication certainly requires a subject to respond to speech as well as to initiate it) and he emphasized that people can produce good speech by mastering all the factors.

2.2. Why is teaching speaking important?

Nowadays individuals usually put an equal sign between knowing a language and speaking a language. Despite the fact that in order to be a successful foreign language speaker, all four skills (e.g. reading, listening, writing, speaking) have to be well-developed, the view that being able to express oneself is the most important element of mastering the foreign language is predominant in the society. For example, many language schools attract clients while promising real communication and no learning the rules from the textbooks by heart, many different communicative classes or speaking clubs are offered, schools organize meetings with native speakers in order to give learners an opportunity to communicate naturally. Moreover, Nun an (1991) stated that success is measured in terms of the ability to carry out a conversation in the target language and thus, as speaking is a fundamental aspect of communication, it is important to possess this skill.

Hence, while speaking, students are able to express themselves, to transfer information and to learn special patterns of communication appropriate in different social and cultural circumstances. In other words, many functions of speaking are available for students, but only with the educator's help, they can use them properly, especially in the foreign language. While teaching speaking, teacher might help students not only to create utterances to exchange information in the target language properly, but also explain socio-cultural and pragmatic features of speaking a foreign language, which is, undoubtedly, necessary to be able to speak the language on a high level. This makes speaking, as well as teaching speaking, highly important. However, speaking is considered to be the most difficult skill to be taught – both by students and teachers. Students are usually frustrated by the fact of spending plenty of time learning a language, but not being able to speak it; teachers, on the other hand, notice very common problems when teaching speaking – students simply do not say anything or they continue chatting in their native language. Regarding the importance of speaking, Bailey and Savage (1994) commented that speaking in a second or foreign language has often been viewed as the

most demanding of the four skills. Yet there is no doubt that some particular features make speaking the language difficult. Brown (2001) claims speaking to be the most challenging skill for the students to acquire because of the set of features common to oral discourse: contractions, vowel reductions and elision; the use of slang and idioms; stress, rhythm and intonation; the need to interact with at least one speaker. The last feature seems to be the most important.

Moreover, many people become quite disappointed when exposed to the foreign language communication for the first time. This is happening because it is difficult to cope with all the features of speaking foreign language at once. Nevertheless, this is the key factor of importance of teaching speaking communication (and thus speaking) is very common to be unprepared, spontaneous. That is why serious attention should be paid to teaching it in order to help students overcome fear, frustration and to obtain confidence, to help to perceive speaking foreign language as being as natural as speaking the mother tongue. Realizing the importance of teaching speaking skills, the teacher has to find out what exactly is necessary for students to possess in order to be successful communicators. As was found out previously, speaking itself is not only limited to correct pronunciation or creating meaningful sentences from words using grammar. Nunan (2003) summarized what teaching speaking to ESL learners means. According to his classification, teaching speaking is to teach learners to:

✓ Produce the English speech sounds and sound patterns
✓ Use word and sentence stress, intonation patterns and the rhythm of the second language
✓ Select appropriate words and sentences according to the proper social setting, audience, Situation and subject matter
✓ Organize their thoughts in a meaningful and logical sequence
✓ Use language as a means of expressing values and judgments
✓ Use the language quickly and confidently with few unnatural pauses, which is called as fluency .

2. 3.The Objectives of Teaching Speaking

Speaking is one of some language skills which are essential. The reason of people want to speak because he or she has some purposes or functions that he or she has to be communicated with others to get his or her goals or what he or she needs. Richard and Renandya (2002) stated that

when we engage in discussion with someone, on the other hand, the purpose is to seek or express opinions, to persuade someone about something to clarify information. In some situations, we use speaking to give instructions or get things done. Thus, the objectives of teaching speaking are to persuade someone about something, to give instructions or transaction which serves to get things done as performance which serves some talks which are needed relate to social relationship.

Besides, McDonough and Shaw (2003) also stated when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinion; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and relationships. It means that when someone speaks, he or she has an intended for expressing his or her ideas to his or her interlocutor.

Furthermore, there are some objectives that have to be reached by English teacher in teaching speaking process. Regarding this, Jeremy Harmer (1998) stated that there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all any language at their command. These are:

1) Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussion outside the classroom.
2) Engagement: good speaking activities should be highly motivating.
3) Feedback: Speaking tasks where students are trying to use all and any language they know provides feedback for both teachers and students.

As a result, the students will get the benefit from the practice speaking task; like: he or she will get use to speak English whether inside or outside the classroom by practicing it, the students will get a feedback about his or her ability in speaking English and the students will be motivated in increasing his or her speaking ability by following kinds of speaking activity in the classroom. Besides, the objectives of teaching speaking should also focus on intonation, pronunciation, stressing, etc. Teacher should be aware of those parts because it could develop the students' production skill in linguistic aspect. Hughes (2002) stated that teacher should aim at helping student to gain awareness of or to practice some aspect of linguistic knowledge, or to develop

production skills, or to raise awareness of some socio-linguistic or pragmatic point. As a result, the objective of teaching speaking above is primarily to give a chance for the students to express their ideas about everything that promote their speaking ability, to train the students pronunciation, intonation, stressing, etc. in speaking English, and to build the students motivation in speaking English; even though, there will be some mistakes that the students did while he or she is trying to speak English.

2.4. The Elements of Speaking

Speaking is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by learners" language. According Jeremy Harmer(1998), there are two elements of speaking. First, language features, consist of:

a. Connected speech is the modifying in sound production or utterances such as assimilation, omission, addition, and weakened (through contraction and stress pattering)

b. Expressive devices are the alteration of speed, volume, and stress of utterances to show the feeling. The use of device contributes the ability to convey meaning.

c. Lexis and grammar related to the ability to use number common lexical phrases, especially in the performance of certain language functions.

d. . Negotiation language is the ability to gets benefits from negotiators language we use to seek clarification and to show of structure of what we are saying.

The second element of speaking is mental or social processing, consist of:

a. language processing: the ability to process language in their own heads and put it into coherent order so that it comes out it forms that are not only comprehensible, but also convey the meanings that are intended.

b. Interacting with others. It means that speaking also involves a good deal of listening, and understanding of how the other participants are feeling.

c. Information processing: the ability to process the information the moment we get it.

In a conclusion, the elements of speaking are language features; which includes pronunciation, grammar, vocabulary, fluency, and comprehension, and mental or social processing.

2.5. Classroom speaking Activities

Most English teachers face the problem of having passive students who difficult to speak in the class and no willingness to speak in class. In traditional classroom activity, speaking practice

often takes the form or drills which one person asks question and another gives an answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. However, it can make the students get bored and get a low motivation in trying to speak English.

Therefore, to create classroom speaking activities that will develop communicative competence, the teacher should provide students with communicative activities in which the student can engage actively in teaching and learning process. Gottlieb (2006) gives some example of typical speaking activities that occur in the classrooms:

- Book talks in which story grammar (characters, setting, events) is revealed
- Debates on school related topics or current issues
- Dialogues between students on social or culturally related topics
- Interviews between students or between students and adults
- Presentations/reports on content related assignments
- Role plays/ dramatizations of historical or social events
- Speeches or reports based on research or topic of interest
- Task analyses or demonstrations on how to do activities, processes, or procedures
- Story retelling from illustrations or personal experiences
- Student led conferences on original works of portfolios
- Think-aloud (personal reactions to reading) on articles, stories, or literature.

Besides, in classroom activity teacher need preparation in order to during teaching learning activity do not feel boring. To anticipate this case Ur and Wright (2007), give the step that teacher may need:

- A quick warm up for the beginning to get your students into the right mood for learning;
- An idea for a brief vocabulary review before starting a new text;
- A light filler to provide relief after a period of intense effort and concentration;
- A brief orientation activity to prepare a change of mood or topic;
- A game or amusing item to round off the lesson with a smile.

The writer emphasize that the classroom activities in teaching speaking should be interest and interactive because it will motivate the students in achieving the goals of teaching speaking. These are some classroom activities that can be conducted by the teacher in teaching speaking, such as: role plays, storytelling, presentation, debates, etc.

2.6. Speaking Assessment

Speaking Assessment is a complex skill that using different ability to assess it. Speaking skill is generally recognized in analysis of speech process that is pronunciation, grammar, vocabulary, fluency, and comprehension. As stated by Gottlieb (2006) the principal components of speech include grammar, vocabulary, intonation and stress, pronunciation, fluency and accuracy." However, before the teacher assesses the students, Nation and Newton stated there are two main aspects of direct procedure for testing speaking. These include the way in which the person being tested is encouraged to speak and the way in which the speaker's performance is assessed and for assessing speaking performance, it includes rating scale and communicative result.

Moreover, the criteria of assessing speaking should be to young learner curriculum. Regarding this, McKay (2006) stated that they can be written to reflect the construct being assessed and to reflect the young learner curriculum and for scoring speaking they identified five criteria that will be used for speaking assessment. These are Comprehension, Fluency, Vocabulary, Pronunciation, and Grammar to describe performance and to see progress of the students and these scale describes performance in lower levels in negative terms, as incorrect and week. For positive impact, criteria and descriptors for young learners are more suitable when they describe strengths and progress rather than errors. Thus, based on McKay (2006) Proficiency description, below is the rating scale that will be used in assessing the students speaking. These are

2.6.1. Comprehension

1 . Cannot understand even simple conversation.

2. Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.

3. Understand most of what is said at slower-than-normal speed with repetition.

4. Understands nearly everything at normal speed. Although occasional repetition may be necessary.

5.Understand everyday conversation and normal classroom discussions without difficulty.

2.6.2. Fluency

1. Speech is so halting and fragmentary as to make conversation virtually impossible.

2. Usually hesitant; often forced into silence by language limitations.

3. Speech in everyday communication and classroom discussion is frequently disrupted by

the student's search for the correct manner of expression.

4. Speech in everyday communication and classroom discussion in generally fluent, with occasional lapses while the students search for the correct manner of expression.

5. Speech in everyday conversation and in classroom discussion is fluent and effortless approximating that of a native speaker.

2.6.3. Vocabulary

1. Vocabulary limitations so extreme as to make conversation virtually impossible.

2. Misuse of words and very limited vocabulary make comprehension quite difficult.

3. Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.

4. Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary

5. Use of Vocabulary and idioms approximates that of a native speaker.

2.6.4. Pronunciation

1. Pronunciation problem so severe as to make speech virtually unintelligible.

2. Very hard to understand because pronunciation problem must frequently be asked to repeat in order to be understood.

3. Pronunciation problems necessitate concentration on the part of listener and occasionally lead to misunderstanding.

4. Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.

5. Pronunciation and intonation approximates that a native speaker.

2.6.5. Grammar

1. Errors in grammar and word order so severe as to make speech virtually unintelligible.

2. Grammar and word order error make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.

3. Make frequent errors of grammar and word order which occasionally obscure meaning

4. Occasionally make grammatical or word order errors which do not obscure meaning.

5. Grammatical usage and word order approximate a native speaker's.

2.7. Role Play

2.7.1 Definition of Role Play

Regarding the definition given to Role Play, Ur (1996) stated that role play is used to refer to all sorts of activities where learners imagine themselves in a situation outside classroom, sometimes playing the role of someone other than themselves, and using language appropriately to the new context. Based on the definition given above, role play is a method to play the role of others character in any kinds of situations.

Role-play is to create the presence of a real life situation in the classroom. It is important in the classroom communication because it gives students an opportunity to practice communicatively in different social contexts and in different social roles. The language applied in this activity is varied according to the student's status, attitudes, mood, and different situations. (Blachowicz, et al., 2006) state that teachers can introduce some of the words, which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words. Moreover, according to Snow (2007), role plays are form of pair practice that allows students freedom to play, improvise, and create. In this case, students can come to real situation although they are not in that situation. For example, students pretend to be travel agents and customers in a conversation about how to book an airplanes ticket.

Besides, according to Diane (2000), "role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles, and role plays can be set up so that they are very structured or in less a less structured way"(p,134). It means the teacher tells the students who they are and what they should do. The teacher also tells the students what the situation is, and what they are talking about, but the students determine what they will say. Students also receive feedback on whether or not they have effectively communicated.

In Role play there are many subject topics available for role play purposes, such as compiling and presenting a news magazine program for radio or television. According to McDonough and Shaw (2003), role play materials are often written specifically to get learners to express opinions, to present and defend points of view and to evaluate arguments. On the other hand in Role play

learners also require learners to use language to get the meaning, and learners also require paying more attention to maintenance of social relationships. From the explanations above, it is possible to conclude that the role play is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world scenario. It aims at the students to encourage their thinking and creativity, to develop and train the students of a new language and behavioral skills in relatively nonthreatening setting, and to create the motivation of the students in speaking.

2.7.2 Role Playing as a Teaching Technique

"Role play is a way of bringing situation from real life into the class room" (Doff ,1990, p.232). It may also include plays, dramas, socio-drama and simulation. Here, we use the general term role play for all of these types of activities; we will also discuss the specific definitions. In role play, students need to imagine a role, a context or both and improvise a conversation. Role play is used in a variety of ways; a small group in enacts a role play about a situation while other learners observe. A discussion follows that enactment in this use it is similar to a demonstration were learning occurs through observation .Such can be enacted by the trainers themselves, a few outsiders or a handful of learners, with or without trainers. A role play is a re-enactment of past experiences .In this sense, all learners are involved to enact and issue or a situation about which they are familiar in their past. Role playing is the best way to develop the skills of initiation, communication, problem solving, self-awareness and working co-operatively. Role playing is acting improvisation, dramatic play, pretend play, live presentation etc. Role play enables the learners to communicate in real English, both spoken and written. So, to use role playing technique in the language classroom, English should be used for real communication as much as possible (Doff 1990).

Moreover, Harmer (1991) stated that role play is particularly useful where learner shared of somewhat similar experience or issue is difficult to recall because of its emotional valence. It can also be used were the possibility of recall of past experience is likely to be on even among learners. The use of re-enactment as role play is particularly apt for issues dealing with complex emotional and attitudinal aspect of learning. Obviously the choice of a particular use of role play depends on the learning agenda group of learner and trainers capacity. In role play, discussion must follow to process the experience of either observation or re-enactment. It must be

remembered that real consolidation of learning through role play occurs through the steps of preparation, re-enactment, discussion, processing and analysis with generalization to real-life situation. One important result is that learning students get an opportunity to see the field situation from perspectives other than those they might be taking in reality. That opportunity results in a greater sensitivity to the experiences of other persons in the field situation. The role playing approach can be used in a variety of settings, including the classroom. The principle behind the role playing is that the student assumes a particular personality of a different person , such as a historical character.

Thus, according to Jones (1982), students must accept the duties and responsibilities of their roles and functions, and do the best they can in the situation in which they find themselves. One possible use of role playing might be to introduce a topic, using the students, background knowledge (scheme) to introduce them in a new unit of study. But probably more often, role playing is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. According to Harmer (1991), to succeed with role plays:

- ✓ Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- ✓ Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- ✓ Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- ✓ Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

✓ Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

✓ Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

✓ Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

✓ Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

✓ Do topical follow-up: Have students report to the class on the outcome of their role plays. Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

2.7.3 Essence of Role Play as a Teaching Technique

"Role play is as a teaching technique where students take the roles of different participants in a situation, and act out what might typically happen in that situation'(Richards et.al,1985, p.19). Role play is a form of simulation in which students adopt certain role or parts .In simulation, sometime students can be asked to play a role which could be then role plays. Role play should be improvised; students decided exactly what to say as they go along. Situation, roles and useful expressions are the three basic parts in a role play. It is very important in communicative approach because it gives students ample practice. Role play is a vehicle to use in a communicative approach to language teaching in the class activities. In role play students learn through active involvement and therefore acquire personal experience. They also have the opportunity to reflect on this experience. Role play also introduces concepts that are important in professional practice such as understanding how language is developed and produced. In particular, the use of language constructs knowledge, logic and prominence of voice. Students learn to communicate knowledge in a meaningful and persuasive manner.

Role play can be very structured and less structured. In very structured, the teacher tells the students who they are and what they should say. In the less structure, the teacher tells the students what the situation is and what they are talking about but not what they should say. Role play technique is used to put students into a realistic communication situation. The purpose is to sharpen their listening comprehension skills .It bring students in contact with the new language and discover areas where the need additional practice.

2. 7.4. Reason for Using Role Play

There are many reasons why teacher using role play technique in teaching speaking. By using role play, students feel free to play, improvise and create their idea. Besides, many students will be more creative and active to play their role because the teacher gives opportunities to students to explore their actions. Regarding reasons using role play, Duffy (2009) stated that "role play is an imaginative play that gives children opportunities to explore and represent actions, roles, relationships, situation, and characters from a variety of sources, narratives and stories"(p,6). Furthermore, using role play in teaching speaking the students also can train their intellectual, social and imaginative because by using role play students have a chance to train choice and make decisions about the nature and direction of their play. Rogers (2008) stated that the use of highly structured role play environment raises some important questions about the extent to which children in early childhood settings have the opportunity to exercise choice and to make decisions about the nature and direction of their play.

In addition, according to Ladousse (2004), the most important reason for using Role Play is that it is fun. In role play technique the students expected enjoy when they play their roles in front of the class. While students understand what is expected of them, they thoroughly enjoy letting their imagination. In addition to this , the using of role play in teaching speaking for the students are attracting the students" interest in speaking, decreasing the students anxiety of speaking, increasing the students imaginative and creativity, and achieving the goals of speaking.

2.7.5 Types of Roles in Role Play

There are some types of role play used in language teaching class.

- ✓ Functional play involves repetition and imitation, and offers the child the opportunity for exploration of the environment

- ✓ Constructive play appears in early childhood but may characterize play throughout childhood and even adulthood. It involves manipulation and exploration of the material. It also involves the addition of a preconceived plan

- ✓ Games with rules are divided into two distinct forms of games. First, there are table games such as dominoes, cards, etc. Second, there are physical games such as hide and seek and ball games. Both require children to accept the existence of rules and to modify their behaviors accordingly.

- ✓ . Dramatic play is a distinct form of play with an important distinction between dramatic play and its more mature form, socio dramatic play, which must also involve cooperation between at least two children

Thus, the overall aim of those types of role is to offer a way of understanding role play since it considers the play environment or context as significant in shaping children's perceptions and to train students to deal with unpredictable nature of language (Duffy, 2009).

2.7.6 The Purpose of Role Play

The main purpose of role play, according to Tolan and Lendrum(1995) is that "a Role play can develop skills by inviting participants to engage with each other more directly and immediately through the use of roles" (p, 26). It means the students need to communicate the play theme to one another, and they need to interpret from the play environment and from the gestures or facial expressions. The realistic communication situation gives the students new experience is good for remembering what they have learned. Moreover, the purpose of Role play is that it helps the students to become active in the class. In role play activities, students pretend as they are in various social contexts and have a variety of social roles. Role play is used to all of activities where learners imagine themselves in a situation outside classroom.

2.7.7 The Advantages of Role Play

In teaching speaking using Role Play, the students are given a situation in performing their role play and this technique will be effective if the students confident and cooperative. As stated by Ur (2008), Role Play is virtually the only way we can give our learners the opportunity to practice improvising a range of real life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative; but more inhabited or anxious people find role play difficult and sometimes even embarrassing. Besides, role play also trains

students intellectual, social and imagination because role the students involves in problem solving; to encourage negotiation, to develop in communication to one another, etc. As stated in Rogers and Evans stated (2008), we can summaries the uses of role play as follows:

a. Role play encourages representational thinking

b. Role play helps children to develop perspective taking skills

c. Role play displays children's language competence

d. Role play involves problem solving

e. Role play encourages turn taking and negotiation

f. In role play, children have a strong desire to affiliate with one another and to maintain peer interactions g. In role play, children have a strong to self-generate themes

g. Role play helps to establish and sustain children's peer culture.

Another advantage of teaching speaking through role play technique is that it enables students to practice their skills in a protected environment before they transfer them to their own work." It means in role play the students usually try to   complement the work which course members undertake on their practice placement. Role play provides the practice in communicating.

Generally, based on the statement above, it possible to conclude that role play gives many advantages such as improving speaking ability, motivating them to practice their English, and the most important one is the students feel fun in learning English because role play is also a kind of games.

CHAPTER THREE
METHODOLOGY OF THE STUDY

This chapter describes the methodological steps and procedures which were used to carry out this study. Thus, in this chapter, the research design, study population, sampling techniques, data collection instruments and procedures and, methods of data analysis were discussed in detail on the basis the research questions identified earlier.

3.1. Research Design

Based on the objectives of this study, the research design which is found suitable for this study was descriptive that as Krathwohl (1998) stated, the strongest chances of reasoning were carried out through this designs. Accordingly, the descriptive research design was used to identify the process of using role play in the teaching of speaking skill. To do this, the necessary data were collected from the subjects by using various instruments such as questionnaire, observation and interview. The analyses were done quantitatively and qualitatively. Then, the findings of the study were presented.

Moreover, as far as the experiment was concerned, it was used to identify the outcomes of using role play in teaching speaking skill and to see the significant difference of using role play in teaching speaking. It was done by using ''pre and post-test. To do this, the necessary data were collected from the subjects by using tests. The analyses were done quantitatively and qualitatively. Then, the findings of this study were presented.

3.2. Study population

The study population of this research was grade nine students who were learning at Algie secondary school in 2017/18 academic year. Accordingly, there were 4 government senior secondary schools in Algie Sachi district. These are Algie senior secondary school, Sachi senior secondary school, Dipa senior secondary school and Supie senior secondary school. Thus, from the 4 government senior secondary schools, Algie senior secondary school was purposively selected because of the fact that it is the only senior secondary school which has more than one section in each grade level in 2017/18 academic year. Thus, for this study, all the four sections of grade 9 students were the study population for this research. Hence, the study populations of this research were 215 grade 9 students who are learning at Algie secondary school in 2017/18

academic year. Moreover, for the experimental research, two sections from grade 9 were selected as sample not only because of the fact that it was the only grade level which has more than two sections but also for the fact that it was the only grade level where the students attend their education in the afternoon shift which was found to be suitable for me to conduct this study since it was to the opposite of my shift. Thus, grades 9, section 'A' students were experimental class and, grade 9; section 'D' students were controlled class. Each of the classes has about 55 students. Thus, the study population for the experimental research were about 110 grade 9 students who are learning in grade 9 section 'A' and 'D' at Algie secondary school in 2017/18 academic year.

3.3. Sample Size and Sampling Techniques

3.3.1. Sample Size

The total numbers of grade 9 students who was learning at Algie secondary school in 2017/18 academic year are 215 (of whom 105 male and 110 female). Therefore, all grade 9 students who are learning at Algie secondary school in 2017/18 academic year were taken as a target group of this study.

3.3.2. Sampling Techniques

The sampling techniques the researcher used to conduct this study were simple random sampling technique. Therefore, from 4 section of grade 9, about 30% of the study populations were taken as a sample which is about 80 students from 4 section of grade 9. Moreover, for the experimental research grade 9, section 'A' and section 'D' students were taken as a sample randomly. Thus, from grade 9 students of section 'A' and section 'D' 40 students were taken as a sample.

3.4. Data Collection Instruments

For the successful completion of this study four data collection instruments: questionnaire, semi-structured interview, classroom observation and experimentation were used.

3.4.1. Questionnaire

As mentioned earlier, the target groups of this study were grade 9 students who were learning at Algie secondary school in 2017/18 academic year. Thus, as far as students' questionnaire is concerned, the researcher used two different questionnaires. The first one of the students' questionnaire consisted of nineteen items which were designed to assess the process of using role

play in speaking classes. Thus, the first nine items are statements which the participants responded using a 5-point scale ranging from 1 (Never) to 5 (Always) and the other ten items are statements which the participants responded using a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). These questionnaires were administered for 80 students from the four sections (20 students from each) that were taken as a sample.

The second students' questionnaire consisted of seven items which was designed to assess whether or not role play is helpful in developing students' speaking skill. These items are statements which the participants responded using a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) and it was administered only for the students of section 'A' after the treatment is completed.

3.4.2. Interview

Another instrument that was used to collect data for this study was interview. Thus, the interview was used with the students and the teachers.

3.4.2.1. Students' interview

As far as students' interview was concerned, semi-structured interview was used. This is a kind of interview for which questions are partially designed and the interviewer can ask additional questions while the interview is taking place. This data collecting instrument is preferred to get adequate information, to make free discussion, and it enable the researcher to collect responses with flexibility in a face to face way and it is very helpful to collect data that cannot be obtained through other data collection instruments.

Thus, the researcher used the interview to gather information from learners about the process of using role play in English language speaking lesson. In addition to this, it is administered as a follow up (for triangulation) to the students' questionnaire and to collect additional information. In this regard, eight items of interview questions were designed for the students' interview. The interview was made with 20 students which were selected as sample.

3.4.2.2. Teachers' interview

Regarding teachers' interview it was prepared to gather the necessary data from three teachers who have taught in relation to the objective of the study, the researcher designed seven items of interview questions. The data obtained through the interview was recorded by a video recorder.

3.4.3 Classroom observation

As far as classroom observation is concerned, it was prepared to gather the necessary data from the actual classroom practices. More specifically, it was prepared to gather the necessary data about what the provision of speaking activities and what the teachers and students' role looked like. To get the important data about the provision of teachers and attitude of students on role play activities during speaking class, the researcher observed grade nine section D those the controlled group taught by other teacher and conducted the class four times.

3.4.4 Experimentation to test the out comes

To identify the outcomes of using role play in speaking skill, the researcher prepared/developed four lessons which includes topics such as dialogue in a bank, asking for clarification, agreeing, disagreeing and giving opinion and asking for and giving advice based on existing curriculum from grade 9 English students' text book. Moreover, manuals of teaching speaking skill were prepared with lesson plans for each of the four lessons used to teach speaking skill by using role play and it was prepared only for the experimental group students. Then, based on the manual prepared from the existing curriculum of grade 9 English students' text book, grade nine students of section 'A' were taught speaking lesson using role play for about six weeks by the researcher and, oral test (pre and post test), were given for the students and was scored based on three criteria, i.e., grammar, fluency and accuracy. Each criteria, then, is rated into five point of rating scores. The pre-test was given before the treatment was given for both the control and the experimental group and the post-test was given for both the control and the experimental group after the researcher had given the treatment only for the experimental group.

3.5. Data Collection

Above all, the data collection instruments need to be appropriate to the objective of the study so that they can have a potential to gather adequate and reliable information to meet/achieve the purpose of the study. Thus, all the data collection instruments were checked and approved by advisors. Then, regarding the questionnaire, the participants were told that the purpose of the research is to gather information about the process and the outcomes of using role play in speaking classes. They were informed that their responses are very crucial for the truthfulness and completion of this research. Moreover, they were told how to respond to the items, that is,

not to respond the items in terms of what they think, rather in terms of the actually practice when they learn speaking skills and also they were ordered that they should respond to the questionnaire without discussing with their classmates.

Finally, the questionnaires were distributed at the same time to the students when they are attending the class and were collected immediately after they completed the questionnaire. Regarding students interview, they were asked individually to avoid basis and influence of one another so that every interviewee can speak of his/her own response. In this regard twenty students were selected to be interviewed. Regarding experimentation, tests (both pre and post) were given to identify students' fluency, accuracy and grammar before and after the experiment.

3.6. Data Analysis

As already mentioned, both qualitative and quantitative techniques of data analysis were employed in this study. With this regard, data obtained from the questionnaire was made ready for analysis and interpretation after they were tallied and tabulated based on the responses of the subjects. Then, it was analyzed quantitatively in terms of percentage and frequency distribution in tables. In case of the qualitative data analysis (teachers and the student's interview, classroom observation), it was carried out manually and the data obtained from the teachers interview, student's interview and classroom observation was transcribed into a written form or in the way that is comfortable for the final analysis. Moreover, the data obtained from classroom observation through video recording was documented and some of its parts were transcribed into written form and was used for final analysis so that it can be analyzed and interpreted in its relation to the analysis and interpretation of the quantitative data. Finally, regarding the experimental study, first the pre and the post tests were given and then it was scored based on the scoring rubrics prepared. Then, the data obtained from the pre and the post tests were analyzed by using the t-test to examine the significant degree of differences of the impact of role play between the experimental and control groups.

3.7. Ethical issues

As various scholars expressed the major ethical dilemma in a research work is the requirement for researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects'' rights and values potentially threatened by the research (Cohen, Morrison, 2007). Hence, participation in this particular project was on a voluntary and

informed consent basis, with the right to withdraw at any time maintained. Prior to their involvement in the data collection practice, each participant were given an explanation as to the purpose of the research in clear and simple language with an emphasis on how relevant their genuine responses would be to the study. Then research participants were assured that it is against professional ethics to disclose their identity in public without their consent, and are also reminded of their rights to quit participating at anytime during the training of their involvement.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter attempted to answer the questions of the study based on the data obtained from questionnaires, Interview and observation. Accordingly, the data obtained from the questionnaires were analyzed quantitatively whereas, the data obtained from the interview and observation were analyzed qualitatively. Thus, in this chapter, the results of both quantitative and qualitative data analysis were presented.

4.1. Results

As stated in chapter one, the main objective of this study was to assess the process and the outcomes of using role plays in teaching of speaking skill. To achieve the objective of this study, the researcher discussed the findings under two main headings: the first one, an assessment of the process of using role play in teaching of speaking skill was done with the aims of examining the extent to which role play is implemented in teaching speaking skill and on assessing what the teachers' role and the provision of activities looked like. The second one, an assessment of the outcomes of using role play in teaching of speaking skill which was done with the aim of examining whether or not role play is helpful in developing students' speaking skill, examining whether or not there is a significant difference in the development of speaking skills between the experimental and control groups and to identify whether the role play benefit male or female students more.

Therefore, to achieve the first objective of this study, an assessment of the process of using role play in teaching of speaking skill, the extent to which role play is implemented in teaching speaking skill and an assessment of what the teachers' role and the provision of the activities looked like during the implementation of role play, questionnaires were distributed, interviews and observation were conducted and accordingly, the following result has been found.

4.1.1. Results of Questionnaire, Interview and observation

The students' questionnaire consisted of 19 items which were designed to assess whether or not role play is implemented in teaching speaking skill and to assess what the teachers' role and the provision of the activities during the implementation of role play looked like. Thus, from the 20 items designed, 9 of the items were designed to assess whether or not role play was implemented

in teaching speaking skill and the other 10 items were designed to assess what the teachers' role and the provision of the activities during the implementation of role play looked like. Accordingly, to achieve the objective of the study, the questionnaires were distributed for 80 of the students who were selected as a sample from the four sections grade nine (9A-9D), and then the questionnaires were gathered, tallied and tabulated. The distributions of scores for all subjects' response to the nineteen items in the questionnaire were calculated quantitatively and expressed in terms of frequency and percentages where the scores were categorized and interpreted based on the mean scores using the three levels: high", "medium' and "low' mean scores. These are: (1) (mean scores ≥ 3.5) are "high", (2) (mean scores between 2.5 and 3.4), are "medium' and (3) (mean scores of ≤ 2.4) are 'low' (Oxford, 1990). In addition, interviews were conducted with 20 students and the three classes of grade nine of observations were carried and tape recorded and analyzed qualitatively.

Here the results of the quantitative data obtained from the students' response to the items in the questionnaire and the results of qualitative data obtained from students and teachers interviews and classroom observations are summarized and presented as follows.

Table 1: whether or not role play was implemented in teaching speaking skill

No	Statements	Never (1)		Rarely (2)		sometimes (3)		usually (4)		Always (5)		mean
		F	%	F	%	F	%	F	%	F	%	
1	Role play is implemented in the teaching of speaking skill in English language classroom.	15	18.7	10	12.5	10	12.5	25	31.5	20	25.0	3.31

As can be seen from the Table 1, the students were asked whether or not role play was implemented in teaching speaking skill and the result of the data obtained from the students indicated that role play seemed to be moderately implemented in teaching speaking skill by the majority, 45 (56.25%) of the students. Here, of the 56.25% of the respondents, 25 (31.5%)

replied to 'usually' and 20 (25.0%) to 'Always'. Similarly, 10 (12.5%) of the students responded that role play is 'sometimes' implemented in teaching speaking skill.

However, the least percentage 25 (31.25%) a little more than one third of the students claimed that role play is not implemented in teaching speaking of whom 10 (12.50%) responded to 'Rarely' and 15 (18.75%) to 'Never'.

Similarly, during the interview, the students were asked whether or not their teacher implement role play in teaching speaking skill and the result of the data obtained from the majority of students interview indicated that their teacher moderately implement role play in teaching speaking skill. On top of this during the classroom observation, it was observed when the teachers tried to implement role playing in teaching speaking skill.

Table 2: whether or not the teacher provides plenty of role playing activities

No	Statements	Never (1)		Rarely (2)		sometimes (3)		usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
2	The teacher provides plenty of role play activities during the implementation of role play in the classroom	22	27.5	28	35	8	10	12	15	10	12.5	2.5

As can be seen from Table 2, the students were asked whether or not the teacher provides plenty of role playing activities and the majority of the students 50 (62.5%) replied that their teacher did not provide a lot of role playing activities during the implementation of role play in the classroom. However, a considerable number of students 22 (27.5%) reported that their teacher provides a lot of role playing activities during the implementation of role play in the classroom.

Similarly, during the interview made with the students, the majority of the students reported that that their teacher did not provide plenty of role playing activities during the implementation of role play in the classroom. On top of this, during the classroom observation, it was also observed

that the teachers did not provide plenty of role playing activities during the implementation of role play in the classroom.

Table 3: whether or not the students participate in role play by acting out the role given

No	Statements	Never (1)		Rarely (2)		sometimes (3)		usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
3	The students participate actively in role play by acting out the role given to them	25	31.5	30	37.5	-	-	10	12.5	15	18.5	2.5

As can be seen from the above table, the students were asked if they really participate actively in role play by acting out the role given to them. The data indicated that a significant number of students 55 (68.75%) replied that they did not really participate actively in role play by acting out the role given to them.

However, a considerable number of students 25 (31.25%) reported that they participated actively in role play by acting out the role given to them. Moreover, during the interview, the students were asked if they really acted out the part given to them and the majority of the students reported that they did not really participate actively in role play by acting out the role given to them.

In relation to this, for a further question that asked the students who said 'No' to explain why they did not act the part given to them, the majority of them said that the given role play activities was difficult for them and the activities are not appropriate for them adding that the problem might be attributed to the knowledge of the language they have explaining that they have very poor background knowledge and poor experience of speaking the target language and as a result of this, the students were afraid to act out the given role as their language was so weak and as they could not even express themselves in English.

In a similar manner, during the observation, it was seen that only a few active students participated actively in role play by acting out the role given to them where the vast majority of the students did not really participate actively by acting out the role given to them.

Table 4: whether or not the teacher encourages the students to participate actively

No	Statements	Never (1)		Rarely (2)		Sometimes (3)		Usually (4)		Always (5)		Mean score
		F	%	F	%	F	%	F	%	F	%	
4	The teacher encourages the students to participate in role play activities	15	18.75	10	12.5	35	43.75	10	12.5	10	12.5	2.87

As can be seen from Table 4, regarding the teacher's role, when the students were asked whether or not their teacher encourages them to participate actively during the implementation of role play in the classroom, the majority, 35 (43.75%) of the students responded that their teacher 'sometimes' encourages them to participate actively during the implementation of role play in the classroom.

Moreover, 20 (25.6%) of the students responded that their teacher frequently encourages them to participate actively during the implementation of role play in the classroom. Here, of 20 (25.0%) of them 10 (12.5%) replied to 'Usually' and 10 (12.5%) to 'Always'.

However, a considerable number of students 25 (31.25%) reported that their teachers do not encourages them to participate actively during the implementation of role play in the classroom.

Furthermore, during the observation, it was observed that although their teachers tried to encourage only few students who participate actively during the implementation of role play in the classroom and it was observed that the teachers do not encourage the majority of the students during the implementation of role play.

Table 5: whether or not the teacher gives equal opportunities for all the students

No	Statements	Never (1)		Rarely (2)		Sometimes (3)		Usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
5	The teacher gives equal opportunities for all the students in the classroom	15	18.75	25	31.25	23	28.75	10	12.5	7	8.75	2.6

As shown in Table 5 above, regarding the teacher's role, the students were asked whether or not their teacher gives equal opportunities of practicing the role play for all the students to participate actively during implementation of role play in the classroom and the majority, 40 (50.0%) of the students responded that their teacher rarely or never encourages them to participate actively during the implementation of role play in the classroom.

However, 23 (28.75%) of the students responded that their teacher 'sometimes' encourages them to participate actively during the implementation of role play in the classroom. Moreover, the least percentage 17 (21.25%) of the students responded that their teacher frequently encourages them to participate actively during the implementation of role play in the classroom Here, of 17 (21.25%) of them 10 (12.5%) replied to 'Usually' and 7 (8.75%) to 'Always'.

Table 6: whether or not the teacher creates conducive learning Environment

No	Statements	Never (1)		Rarely (2)		sometimes (3)		Usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
6	The teacher creates conducive learning environment for the students to work together in pair or groups.	10	12.5	12	15	45	56.25	5	6.25	8	10	2.86

As can be seen from Table 6 above, the students were asked whether or not their teacher creates conducive speaking environment for the students to work together in pair or groups, the majority, 45 (56.25%) of the students responded that their teacher sometimes creates conducive learning environment for the students to work together in pair or groups.

Moreover, 13 (16.25%) of the respondents responded that their teacher frequently creates conducive learning environment for the students to work together in pair or groups. Here, of 13(16.25%) of them 5 (6.25%) replied to 'Usually' and 8 (10.0%) to 'Always'.

Table 7: whether or not the teacher uses target language to promotes the students EFL use

No	Statements	Never (1)		Rarely (2)		sometimes (3)		usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
7	The teacher uses the target language to promotes the students EFL use during the implementation of role play in the classroom	33	41.25	32	40	5	6.25	7	8.75	3	3.75	1.93

As indicated in Table 7, in item 8 of the questionnaire, the students were asked whether the teacher uses the target language to promote the students EFL use and 65 (81.25%) of the students responded that the teacher infrequently or very seldom uses the target language to promote the students EFL use. Here, of the 65 (81.25%) of the respondents, 33 (41.25%) replied to 'Never' and 32 (40.0%) to 'Rarely'. On the other hand, 10 (12.5%) of the respondents indicated that they the teacher most frequently uses the target language to promote the students EFL use of whom (7, 8.75% responded to 'usually and, 3, (3.75%) to 'Always'. Similarly, 5 (12.1%) of the students responded that the teacher 'sometimes' uses the target language to promote the students EFL use.

Moreover, during the interview made with the students, for the question that asked the students whether the teacher uses the target language to promote the students EFL use, the majority of the

students reported that their teacher infrequently or very seldom uses the target language to promote the students EFL use and the result of the interview made with teachers also revealed that the teachers sometimes use the target language as the majority of the students have poor experience of the target language adding that it might be because of not only for the fact that in elementary and junior schools the students were taught in their first language but also even in high schools, where the medium of instruction is believed to be English, all the lessons are taught in students first language due to the students poor experience of the target language. In a similar manner, during the observation, it was also seen that the teacher sometimes uses the target language and also only few students were seen when they had tried to use the target language where the majority of the students were detected using their first language due to their poor knowledge and poor experience of speaking the target language.

Table 8: whether or not the students are given adequate preparation and practicing time

No	Statements	Never (1)		Rarely (2)		sometimes (3)		usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
8	The students are given adequate preparation and practicing time before role play	30	37.5	25	31.25	5	6.25	15	18.75	5	6.25	2.25

As indicated in Table 8, when the students were asked whether or not the they are given adequate preparation and practicing time, 55 (68.75%) of the students responded that they are not given adequate preparation and practicing time before role playing. Here, of 55 (68.75%) of the respondents, 30 (37.5%) replied to 'Never' and 25 (31.25%) to 'Rarely'.

On the other hand, 20 (25.0%) of the total population indicated that they are given adequate preparation and practicing time (15, 18.75% to 'usually and, 5, 6.25% to 'Always'). Similarly, 5 (26.9%) of the students responded that they are 'sometimes' given adequate preparation and practicing time.

Moreover, during the interview made with the students, for the question that asked the students whether the students are given adequate preparation and practicing time before role playing, the majority of the students reported that they were not given adequate preparation and practicing time before role playing. Moreover, the result of the interview made with the teacher also revealed that the students are not given adequate preparation and practicing time before role playing which is also similar with the result obtained from the classroom observation.

Table 9: whether or not the students feel comfortable and use the target language

No	Statements	Never (1)		Rarely (2)		Sometimes (3)		usually (4)		Always (5)		Mean
		F	%	F	%	F	%	F	%	F	%	
9	The students feel comfortable and use the target language during role pay	24	30	30	37.5	6	7.5	10	12.5	10	12.5	2.4

As can be seen from the above Table, the students were asked whether or not they feel comfortable and use the target language and the result of the data obtained from the majority 54 (67.5%) of the students indicated that they do not feel comfortable and use the target language of whom 30 (37.5%) replied to 'Rarely' and 24 (30.0%) to 'Never'. However, a little more than one third of the students, 20 (25.0%) claimed that they feel comfortable and use the target language of whom 10 (12.5%) replied to 'usually' and 10 (12.5%) to 'Always'. Similarly, the least percentage, 6 (7.5%) of the students claimed that the students 'sometimes' feel comfortable and use the target language.

Moreover, during the interview made with the students, for the question that asked the students whether they feel comfortable and use the target language during role paying, the majority of the students reported that they do not feel comfortable and use the target language during role paying On top of this, during the interview made with the teachers, for the question that asked the teachers whether the students feel comfortable and use the target language during role paying, the teachers revealed that the students do not feel comfortable and use the target language during

role paying. In a similar manner, during the observation, it was seen when only few students feel comfortable and had tried to use the target language during role paying where the majority of the students were left passive listeners.

Table 10: whether or not role playing helps students to learn grammar

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
10	Role play helps students to learn grammar in English language classroom.	23	28.75	32	40	10	12.5	7	8.75	8	10	2.06

As can be seen from Table 10, regarding the role playing, when the students were asked whether or not role playing helps students to learn grammar in English language classroom, the majority, 55 (68.75%) of the students responded that role playing do not help students to learn a lot of grammar. Here, out of 55, 32 (40%) of them replied to 'disagree' and 23 (28.75%) to 'strongly disagree'. However, 15 (18.75%) of the students responded that role playing help them to learn grammar. Here, out of 15, 7 (8.75%) of them replied to 'agree' and 8 (10%) responded to 'strongly agree'.

Table 11: whether or not role playing helps students to learn vocabulary

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
11	Role play helps students to learn vocabularyin English language classroom.	12	15	33	41.25	-	-	23	28.75	12	15	2.87

As can be seen from Table 11, for the question that asked the students whether or not role playing helps them to learn vocabulary in English language classroom, the majority, 45 (56.25%) of the students responded that role playing do not help students to learn vocabulary. Here, out of

45, 33 (41.25%) of them replied to 'disagree' and 12 (15%) responded to 'strongly disagree'. However, 35 (43.75%) of the students responded that role playing help them to learn vocabulary. Here, out of 35, 23 (28.75%) of them replied to 'agree' and 12 (15%) responded to 'strongly agree'.

Table 12: whether or not role playing helps to improve their pronunciations

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
12	Role play helps students to improve their pronunciations in English language classroom.	33	41.25	32	40	-	-	10	12.75	5	6.25	2.02

As can be seen from Table 12, for the question that asked the students whether or not role playing helps students to improve their pronunciations in English language classroom, the majority, 65 (81.25%) of the students responded that role playing do not help them to improve their pronunciations in English language classroom. Here, out of 65, 32 (40%) of them replied to 'disagree' and 33 (41.25%) replied to 'strongly disagree'. However, 15 (18.75%) of the students responded that role playing help them to learn grammar. Here, out of 15, 10 (12.5%) of them replied to 'agree' and 5 (6.25%) responded to 'strongly agree'.

Table 13: whether or not role playing helps students to promote their speaking skill.

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
13	Role play helps students to promote their speaking skills.	27	33.75	25	31.75	-	-	19	23.75	9	11.25	2.2

As can be seen from Table 13 above, when the students were asked whether or not role playing helps students to promote their speaking skills, the majority, 52 (65%) of the students responded that role playing do not help students to promote their speaking skills. Here, out of 52, 25 (31.75%) of them replied to 'disagree' and 27 (33.75%) replied to 'strongly disagree'.

However, 28 (35. %) of the students responded that role playing help them to promote their speaking skills. Here, out of 28, 19 (23.75%) of them replied to 'agree' and 9 (11.25%) responded to 'strongly agree'.

Table 14: whether role playing helps students feel comfortable and participate actively

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
14	Role play helps students feel comfortable and participate actively by acting the role given to them in English language classroom	23	28.75	25	31.25	-	-	20	25	12	15	2.66

As shown in Table 14, for the question that asked the students whether or not role playing helps students feel comfortable and participate actively by acting the role given to them in English language classroom, the majority, 48 (60%) of the students responded that role playing do not

help them feel comfortable and participate actively by acting the role given to them in English language classroom. Here, out of 48, 25 (31.25%) of them replied to 'disagree' and 23 (28.75%) responded to 'strongly disagree'. However, 32 (40%) of the students responded that role playing help them feel comfortable and participate actively by acting the role given to them. Here, out of 32, 20 (25%) of them replied to 'agree' and 12 (15%) responded to 'strongly agree'.

Table 15: whether role playing provides opportunity for students to work together

No	Statements	Strong1y Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strong1y Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
15	Role play provides an opportunity for students to to work together and learn the language.	25	31.25	30	37.5	-	-	10	12.	15	18.75	2.5

As can be seen from Table 15, when the students were asked whether or not role playing provides an opportunity for students to work together and learn the language, the majority of the students, 55 (68.75%) responded that role playing do not provide an opportunity for them to work together and learn the language. Here, out of 55, 30 (37.5%) of them replied to 'disagree' and 25 (31.25%) responded to 'strongly disagree'. However, 25 (31.25%) of the students responded that role playing provides an opportunity for students to work together and learn the language. Here, out of 25, 10 (12.5%) of them replied to 'agree' and 15 (18.75%) responded to 'strongly agree.'

Table 16: whether role playing provides plenty of practicing opportunity

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
16	Role play provides students with plenty of English language practicing opportunity	25	31.25	30	37.5	-	-	12	15	13	16.25	2.47

As can be seen from Table 17, for the question that asked the students whether or not role playing provides students with plenty of English language practicing opportunity, the majority of the students, 55 (68.75%) responded that role playing do not provides students with plenty of English language practicing opportunity. Here, out of 50, 30 (37.5%) of them replied to 'disagree' and 25 (31.25%) responded to 'strongly disagree'. However, 25 (31.25%) of the students responded that role playing provide them with plenty of English language practicing opportunity.

Table 17: whether role playing helps to remember and use words or expressions learnt

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
17	Role play help students to remember and use language items learnt	30	37.5	20	25	-	-	20	25	10	12.5	2.5

As can be seen from Table 17, when the students were asked whether or not role playing help the students to remember and use words or expressions they learnt some time ago, the majority of the students, 50 (62.5%) responded that role playing do not help the students to remember and use words or expressions they learnt some time ago. Here, out of 50, 20 (25%) responded to 'disagree' and 30 (37.5%) of them replied to 'strongly disagree'.

However, 30 (37.5%) of the students responded that role playing help them to remember and use words or expressions they learnt some time ago. Here, out of 30, 20 (25.%) of them replied to 'agree' and 10 (12.5%) responded to 'strongly agree.'

Table 18: whether role playing helps the students to promote EFL use.

No	Statements	Strongly Disagree(1)		disagree (2)		Undecided (3)		Agree (4)		Strongly Agree(5)		Mean
		F	%	F	%	F	%	F	%	F	%	
18	Role play help the students to promote EFL use.	33	41.25	27	33.75	-	-	15	18.75	5	6.25	2.15

As shown in Table 18, the students were asked whether or not role playing help them to promote EFL use, the majority of the students, 60 (75%) responded that role playing activities do not help them to promote their EFL use. Here, out of 60, 27 (33.75) of them replied to 'disagree' and 33 (41.25%) responded to 'strongly disagree'. However, 20 (25%) of the students responded that role playing activities help them to promote their EFL use. Here, out of 20, 15 (18.75%) of them replied to 'agree' and 5 (6.25%) replied to 'strongly agree'.

Table 19: whether role playing provides a lot of fun and increases motivation

No	Statements	Strongly Disagree		disagree		Undecided		Agree		Strongly Agree		Mean
		F	%	F	%	F	%	F	%	F	%	
19	Role play provides a lot of fun and increases motivation	25	31.25	35	43.75	-	-	12	15	8	10	2.28

As can be seen from Table 20, when the students were asked whether or not role playing activities provides a lot of fun and increases motivation, the majority, 60 (75%) of the students responded that role playing activities do not provide a lot of fun and increases motivation. Here, out of 60, 35 (43.75%) of them replied to 'disagree' and 25 (31.25%) responded to 'strongly disagree'. However, 20 (25%) of the students responded that role playing activities provide a lot

of fun and increases motivation. Here, of 20, 12 (15%) of them replied to 'agree' and 8 (10%) responded to 'strongly agree'.

4.1.2. The outcomes of using role play in teaching of speaking skill

As stated earlier, based on the objective of this study, the findings of the study were discussed under two main headings. Thus, the second objective of the study, an assessment of the outcomes of using role play in teaching of speaking skill was done with the aim of examining whether or not role play is helpful in developing students' language skill, examining whether or not there is a significant difference in the development of speaking skills between the experimental and control groups and identifying whether the role play benefit male or female students more.

Accordingly, to identify whether or not role play is helpful in developing students' language skill, questionnaires consisting of seven items were distributed and interview consisting of five items were conducted only with the experimental group. Moreover, to examine whether or not there is a significant difference in the development of speaking skills between the experimental and controlled groups and to examine whether the role play benefit male or female students more, oral tests (pre-test and post-test) were given both for the experimental and the controlled groups. The pre-test were given before the treatment and the post-test were given after the researcher had given/completed the treatment for the experimental group. Accordingly, attempt has been made to present and discuss the results of this study as follows.

4.1.2.1. Whether or not role play is helpful in developing students' language skill

As stated earlier, to examine whether or not role play is helpful in developing students' language skill , questionnaires were distributed and interview were made with the experimental group. The students' questionnaire consisted of seven items which were designed to assess whether or not role play is helpful in developing students' language skill.

The items in the students' questionnaire are statements which the participants were asked to respond using a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree) and it was administered only for the students of section 'A' after the treatment is completed. The questionnaires were distributed for all the students of the experimental group (for all the 58 students of section 'A') and the interview was conducted with 15 students who are randomly selected as a sample from the experimental group. Thus, the results of the data obtained from the

students' questionnaires, interview and the post tests scores are presented and discussed as follows.

Table 20: Whether or not role play is helpful in developing students' language skill

N o	Statements	Strongly Disagree		Disagree		undecided		Agree		Strongly Agree	
		F	%	F	%	F	%	F	%	F	%
1	I learnt a lot of grammar during the role play	4	6.9	7	12.1	-	-	10	17.2	37	63.8
2	I learnt a lot of vocabulary during role play	3	5.2	5	8.6	-	-	20	34.5	30	51.7
3	I improved my speaking skill during the role play	9	15.5	5	8.6	-	-	28	48.3	16	27.6
4	I improved my pronunciation through the role play	8	13.8	10	17.2	-	-	20	34.5	20	34.5
5	I improved my reading skill during the role play	12	20.7	6	10.3	-	-	25	43.1	15	25.9
6	I improved my writing skill during the role play	11	18.9	12	20.7	-	-	15	25,9	20	34.5
7	I improved my listening skill during the role play	7	12.1	10	17.2	-	-	23	39.7	18	31.1

As can be seen from the above table, in item 1, the students were asked whether or not they learnt a lot of grammar during the role play and the majority, 47 (81.1%) of the students responded that they learnt a lot of grammar during the role play. Here, out of 47, 37 (63.8%) of

them replied to 'strongly agree' and 10 (17.2%) responded to 'agree'. However, 11 (18. 9%) of the students responded that they do not learn a lot of grammar during the role play. Here, out of 11, 7 (12.1%) of them replied to 'disagree' and 4 (6.9%) of them to 'strongly disagree'.

Similarly, for a further question that asked the students whether or not they have learnt a lot of vocabulary during the role play, the majority, 50 (86.2%) of the students responded that they have learnt a lot of vocabulary during the role play. Here, out of 50, 30 (51.7%) of them replied to 'strongly agree' and 20 (34.5%) to 'agree'. However, 8 (13.8%) of the students responded that they do not have learnt a lot of grammar during the role play. On top of this, when the students were asked whether or not the students improved their speaking skill through the role play, the majority, 44 (75.9%) of the students responded that they have improved their speaking skill. However, 14 (24.1%) of the students responded that they do not have improved their speaking skill.

Besides, for the fourth question that asked students whether or not they improved their pronunciation through the role play, the majority, 40 (68.9%) of the students responded that they have improved their pronunciation through the role play. However, 18 (31.1%) of the students responded that they do not have improved their pronunciation through the role play. Furthermore, for the fifth question that asked students whether or not they improved their reading skill during the role play, 40 (68.9%) of the students responded that they have improved their reading skill during the role play. Here, out of 40 (68.9%), 25 (43.1%) of them replied to 'agree' and 15 (25.9%) of them to 'strongly agree'. However, 18 (31.1%) of the students responded that they do not have improved their reading skill during the role play. Here, out of 18 (31.1%), 12 (20.7%) of them replied to 'strongly disagree' and 6 (10.3%) of them replied to 'disagree'

Moreover, for the sixth question that asked students whether or not they improved their writing skill during the role play, 35 (60.3%) of the students responded that they have improved their writing skill during the role play. Here, out of 35, 15 (25.9%) of them replied to 'agree' and 20 (34.5%) of them replied to 'strongly disagree'. However, a little more than one third of the respondents, 23 (39.6%) of the students responded that they do not have improved their writing

skill during the role play. Here, out of 23, 12 (20.7%) of them replied to 'disagree' and 11 (18.9%) of them replied to 'strongly disagree.'

And for the last question that asked students whether or not they improved their listening skill during the role play, 41 (70.6%) of the students responded that they have improved their listening skill during the role play. Here, out of 41 (70.6%), 23 (39.7%) of them replied to 'agree' and 18 (31.1%) of them replied to 'strongly agree'. However, 17 (29.3%) of the students responded that they do not have improved their listening skill during the role play. Here, out of 17 (29.3%), 10 (17.2%) of them replied to 'disagree' and 7 (12.1%) of them replied to 'strongly disagree.'

4.1.2.2. Whether or not there is a statistically significant difference in development of speaking skills between controlled and experimental group

As stated earlier, the other objective of this study was to examine whether or not there is a significant difference in the development of speaking skills between the experimental and controlled groups and whether the role play benefit male or female students more. Therefore, to achieve these objective, oral tests (in a form of pre-test and post-test) were given both for the experimental and the controlled groups to compare the development of speaking skills which was judged by comparing the level of fluency, accuracy and grammar by measuring the language used by the students at each of the role playing based on the scoring rubrics prepared for the oral test given in a form of pre and post-test (See the Appendix). Accordingly, among 112 total students of section 'A' and section 'D', 40 students with equal number of Male and Female from section 'A' and section 'D', (20 students, 10 Male and 10 Female students from each section) were randomly selected for testing their fluency, accuracy and grammar. Thus, the result of data obtained from the oral tests (pre-test and post-test) was present as follows.

Table21: Whether or not there is a statistically significant difference in development of speaking skills between controlled and experimental group.

Activity	group	Oral Test	Mean	Variance	Standard deviation	df	Standard error mean	Statistical difference
Role play	control	Pre	1.8	54.9	1.63	19	0. 37	0.78
		Post	2.0	83.79	2.0		0.46	
	experimental	Pre	2.1	65	1.8	19	0.41	
		Post	3.4	68	3.3		0.76	

Regarding whether or not there is a significant difference in the development of speaking skills between the experimental and controlled groups, when we see the scores of the oral test which was given in a form of a pre test for the experimental and the controlled group, the analysis of the data revealed that there is no significance difference in speaking skill of students of the experimental and the controlled group.

However, when we see the scores of the oral test which was given in a form of a post test for the experimental and the controlled group, the analysis of the data revealed that there is a significance difference in speaking skill of students of the experimental group and the controlled group Then, after the pre-test was given, based on the manual prepared from the existing curriculum of grade 9 English students' text book, grade nine students of section 'A' were taught speaking lesson using role play for about six weeks by the researcher.

4.1.2.3. Whether the role play benefit male or female students more

Similarly, based on the given oral tests in a form of pre and post-test for the experimental and the controlled groups to compare the development of speaking skills which was judged by comparing the level of fluency, accuracy and grammar by measuring the language used by the students at each of the role playing, it was also tried to identify whether the role play benefit male or female students more. Thus, the result of the data obtained from the oral tests (pre-test and post-test) was present and discuss as follows.

Activity	Sex	Oral test	Mean	Standard deviation	Df	Significance error mean
Role play	Male	pre	1.8	1.6	9	0.196
		post	3.2	2.8		0.245
	Female	pre	2.2	1.9	9	0.357
		post	3.6	3.2		0.402

Table 22: Whether the role play benefit male or female students more

Accordingly, the result of the oral test which was given in a form of a pre test for the experimental and the controlled group revealed that there is no significance difference in speaking skill of male and female students of the experimental and the controlled group in role playing. However, the result of the oral test given as a post test revealed that role playing benefitted female students speaking skills more than the male students in the experimental group.

4.2. Discussion

As noted in chapter one, the main purpose of this study was to find out the process and the outcomes of using role play in speaking skill in case of grade 9 students at Algie secondary school. Accordingly, I have tried to discuss the findings under two main headings: an assessment of the process and the outcomes of using role play in teaching of speaking skill.

4.2.1. The process of using role play in teaching of speaking skill

Regarding an assessment the process of using role play in teaching of speaking skill which was done with the aims of examining the extent to which role play is implemented in teaching speaking skill and examining what the speaking activities and the teacher's role looked like, based on the results obtained from the questionnaires, interviews, observation and oral tests, attempt has been made to discuss the finding of this study as follows.

4.2.1.1. The implementation of role play in teaching of speaking skill

Regarding an assessment the extent to which role play is implemented in teaching speaking skill, the students were asked whether or not role play is implemented in teaching speaking skill and by the majority, 45 (56.25%) of the students confirmed that role play was implemented in teaching speaking skill. Here, of the 56.25% of the respondents, 25 (31.5%) replied to 'usually' and 20 (25.0%) to 'Always'. The result of the data obtained from the students questionnaires indicated that role play seemed to be moderately implemented by the teacher in teaching speaking skill in English language classroom with the moderate mean of 3.3.

Similarly, during the interview, the students were asked whether or not their teacher implement role play in teaching speaking skill and the result of the data obtained from the majority of students interview indicated that their teacher tried to implement role playing in teaching speaking skill. On top of this, the result of the data obtained from teachers' interview indicated that the teachers try to implement role playing and the classroom observation also strengthen this as it was observed when the teachers tried to implement role playing in teaching speaking skill in their actual classroom practices. Thus, from the above data it is possible to deduce that role playing is moderately implemented by the teacher in teaching speaking skill in English language classroom with the mean of 3.3.

Furthermore, the issues which the study tried to answer were what the speaking activities and the teacher's role looked like. Thus, regarding the teacher's role, when the students were asked whether or not their teacher encourages them by giving equal opportunities for all the students to participate actively, the majority of the students responded that their teacher 'sometimes' encourages them to participate actively. Similarly, during the interview made with the students, the majority of the students reported that their teacher encourages few active students to participate actively and did not give equal practicing opportunities for all the students. On top of this, during the interview made with the teacher, the teachers responded that although they tried to encourage the students to participate actively, the majority of the students were reluctant to participate actively in a given role and as a result, they are forced to give the chance only for the students who wants to act the given role adding that this was done not only to cover the course in a given time but also not to waste the time with reluctant students. This again is similar with the data obtained during the classroom observation that strengthen this as it was observed when the

teachers tried to motivate only few active students who are volunteer to participate without giving opportunities for the majority of students to participate actively in a given role playing activities during the implementation of role playing in actual classroom.

Thus, from the above data we can understand that even if the teacher sometimes tried to encourage the students to participate actively in role playing activities, the majority of the students did not participate actively during the implementation of role playing in actual classroom since they were not given more practicing opportunities.

Moreover, with relation to teachers role, when the students were asked whether or not their teacher creates conducive speaking environment for the students to work together in pair or groups by providing plenty of role playing activities, the data obtained from the majority, 50 (62.5%) of the students indicated that their teacher did not create conducive speaking environment and did not provide plenty of role playing activities during the implementation of role play in the classroom. Similarly, during the interview made with the students, the majority of the students reported that their teacher did not creates conducive speaking environment and did not provide plenty of role playing activities during the implementation of role play in the classroom. On top of this, during the classroom observation, it was also observed that the teachers did not create conducive speaking environment although they tried to provide role playing activities during the implementation of role play in the classroom.

Thus, from the above data one can understand that although the teachers tried to play some of their roles such as providing some role playing activities, the teachers did not create conducive speaking environment for the students during the implementation of role play in the classroom. Therefore, regarding the teachers role, Brown, (2001) stated that teachers have to encourage all the students to take part by providing equal practicing opportunities.

Moreover, the issue which the study tried to answer was what the speaking activities looked like. Thus, regarding whether or not role play activities provided are appropriate and meaningful to use the language in real-world context, the result of the data obtained from the majority 60 (75.0%) of the students indicated that the role play activities provided are not appropriate and meaningful to use the language in real-world context. Similarly, during the interview made with

the students, the majority of the students reported that the role play activities provided were not appropriate and meaningful to use the language in real-world context not only for some of the role play activities were difficult for them but also for the students have very poor experience of speaking the language which is the same as the result obtained from teachers interview that revealed the activities are not designed considering the level, needs and interests of the students in mind which again is witnessed by the result obtained from classroom observation as the majority of the students were seen passive listeners of the language than the users of the language which might be attributed to the activities provided, i.e., in appropriate activities that may not encourage the students to engage themselves as the activities are not to the level, needs and interests of the students and also activities that are not meaningful to use the language in real-world context. Therefore teachers have a responsibility for determining and responding to learner language needs (Sa vignon, S. 1983).

Therefore, in order to have effective role play activities, teachers have to choose the role play activities according to the "level", "need" and "interest" of the students (Livingstone, 1983). This means that a role play cannot be successful unless it is chosen considering the level, needs and interests of the students in mind. Moreover, in preparing role play, language teachers are required to take both weak and clever students into consideration. In some cases clever students may dominate weak student who might prefer to take a back seat or they may easily get fed up with the activity. Therefore, teachers have to encourage all the students to take part by providing equal practicing opportunities (Brown, 2001).

The other interesting issues which this study tried to answer were what the students' role looked like. Thus, when the students were asked if they really participate actively in role play by acting out the role given to them, significant number of students 55 (68.75%) replied that they did not really participate actively in role play by acting out the role given to them which is similar with the result obtained from students and teachers interview that revealed the students did not really participate actively in role play by acting out the role given to them. In relation to this, for a further question that asked the students who said 'No' to explain why they did not act the part given to them, the majority of them said that the given role play activities was difficult for them and are not appropriate for them adding that the problem might be attributed to the knowledge of the language they have ,i.e., they have very poor background knowledge and poor experience in

speaking the language and as a result, the students were afraid to act out the given role as their language was so weak and they could not even express themselves in English. In a similar manner, during the observation, it was seen that only few active students participated actively in role play by acting out the role given to them where the vast majority of the students did not really participate actively by acting out the role given to them. Speaking is the most challenging skill for the students to acquire because of the set of features common to oral discourse (Brown 2001).

Similarly, when the students were asked whether the teacher uses the target language to promote the students EFL use and 65 (81.25%) of the students responded that the teacher infrequently or very seldom uses the target language to promote the students EFL use. Moreover, during the interview made with the students, for the question that asked the students whether the teacher uses the target language to promote the students EFL use, the majority of the students reported that their teacher infrequently or very seldom uses the target language to promote the students EFL use. On top of this, the result of the interview made with teachers also revealed that the teachers sometimes use the target language as the majority of the students have poor experience of the target language adding that it might be because of the students' poor experience of understanding and using the target language which is resulted from not only for the students were taught in their first language in elementary and junior schools, but also for the students were taught in their first language even in high schools, where the medium of instruction is supposed to be English, all lessons are taught in first language. In a similar manner, during the observation, it was seen that the teacher sometimes uses the target language and also only few students were seen when they had tried to use the target language. Students use their first language to speak is one of the difficulties to talk in the classroom. Therefore, the abuse of the first language diminishes the development of student's speaking skill (Ur (2012).

Furthermore, when the students were asked whether or not they are given adequate preparation and practicing time, 55 (68.75%) of the students responded that they are not given adequate preparation and practicing time before role playing. Moreover, during the interview made with the students, for the question that asked the students whether the students are given adequate preparation and practicing time before role playing, the majority of the students reported that they were not given adequate preparation and practicing time before role playing. On top of this,

the result of the interview made with the teacher also revealed that the students are not given adequate preparation and practicing time before role playing which is also similar with the result obtained from the classroom observation. Thus, from the above data it is possible to conclude that the students were not given adequate preparation and practicing time before role playing. Therefore, as stated in Nunan (2004), in addition to the right activities and approach, in role play activities students should be given adequate preparation and practicing time and also should be given more opportunities to interact with the target language so that the students can develop their speaking skill.

Besides, when the students were asked whether or not they feel comfortable and use the target language, 54 (67.5%), the majority of the students indicated that they do not feel comfortable and do not use the target language. Moreover, during the interview made with the students, for the question that asked the students whether they feel comfortable and use the target language during role paying, the majority of the students reported that they do not feel comfortable and use the target language during role paying.

On top of this, during the interview made with the teachers, for the question that asked the teachers whether the students feel comfortable and use the target language during role paying, the teachers responded that the students do not feel comfortable and do not use the target language during role paying and also it was seen during the observation that only few students feel comfortable and had tried to use the target language during role paying where the majority of the students were left passive listeners.

Thus, from the above finding of the study it is possible to say that the majority of the students didn't speak with confidence and didn't feel comfortable to use the target language. Therefore, since role play enables the learners to communicate in real English, both spoken and written, English should be used for real communication in classroom as much as possible not only by English language teachers but also by the students and, English language teachers should use the target language both inside and outside the class so that the students can learn the language and are motivated to use the language.

4.2.2. The outcomes of using role play in teaching of speaking skill

4.2.2.1. Whether or not role play is helpful in developing students' speaking skill

As stated earlier, the other objective of this study is to examine whether or not role play is helpful in developing students' speaking skill. Thus, to achieve the objective of the study, questionnaire, interview and oral tests were given for the experimental group students. Accordingly the data obtained from the above mentioned instruments are discussed as follows.

Thus, to examine whether or not role play is helpful in developing students' speaking skill, the students were asked whether or not role playing in English language classroom helps them to learn grammar, the majority, 47 (81%) of the students responded that role playing helps students to learn a lot of grammar. Moreover, when the students were asked whether or not role playing helps students to learn vocabulary in English language classroom, the majority, 50 (86.2%) of the students responded that role playing helps students to learn vocabulary. Similarly, for the question that asked the students whether or not role playing helps students to improve their pronunciations in English language classroom, the majority, 40 (69%) of the students responded that role playing helps students to improve their pronunciations in English language classroom. Besides, the students were asked whether or not role playing helps students to promote their speaking skills, the majority, 44 (76%) of the students responded that role playing helps students to promote their speaking skills.

Furthermore, for the question that asked the students whether or not role playing helps students feel comfortable and participate actively by acting the role given to them in English language classroom, the majority, 48 (82.7%) of the students responded that role playing helps students feel comfortable and participate actively by acting the role given to them in English language classroom. Moreover, when the students were asked whether or not role playing provides students with plenty of English language practicing opportunity, the majority of the students, 55 (94.8%) responded that role playing provides students with plenty of English language practicing opportunity and help them to work together and learn the language.

On top this, during the interview made with the experimental group students after the post test, for the question that asked the students whether they have learnt a lot of grammar and vocabulary

during the role play, the majority of the students explained that they have learnt a lot of grammar and vocabulary during the role play. Besides, during the post test most of the experimental group students were observed when they use varieties of language items that they learned and when they spoke with appreciable confidence despite making mistakes particularly in classroom presentation. Moreover, the experimental group students were observed when they use even varieties of prominent speaking strategies which are very helpful to develop speaking skill such as taking risk and speaking fluently without any anxiety despite committing mistakes /errors/ both in individual classroom presentation and group discussions. Therefore, it is stated that incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. Therefore, since using role playing is believed to increase motivation, develop creativity, promote interaction, encourage peer learning and help learners to communicate more freely, teachers should implement role playing in the teaching of speaking skill by choosing the appropriate activities depending on learners' level, need and interest (Sasaki, 2005). This shows that role play is believed as one of the techniques that helps students learn a lot of grammar, vocabulary and pronunciation that are very important for the development of students speaking skill as the majority of the students were able to make their own sentences by using the language items that they had learnt during the practice of role playing activities given for them for six weeks. Thus, based on the result obtained from the questionnaire, the interview made with the students and the teachers, and the result obtained from the post test, it is possible to say that the role play is very helpful in developing students' language skill in general and speaking skill in particular.

4.2.2.2. Whether or not there is a significant difference in development of speaking skills between controlled and experimental group

As stated earlier, the other objective of this study is to examine whether or not there is a significant difference in the development of speaking skills between the experimental and controlled groups and whether the role play benefit male or female students more. Therefore, to achieve these objective, oral tests (in a form of pre-test and post-test) were given both for the experimental and the controlled groups to compare the development of speaking skills which was judged by comparing the level of fluency, accuracy and grammar by measuring the language

used by the students at each of the role playing oral test given in a form of pre and post-test based on the scoring rubrics prepared to measure speaking skill (See the Appendix).

Accordingly, among 112 total students of section 'A' and section 'D', 40 students with equal number of Male and Female from section 'A' and section 'D', (20 students, 10 Male and 10 Female students from each section) were randomly selected for testing their fluency, accuracy and grammar. Thus, the result of data obtained from the oral tests (pre-test and post-test) was present and discuss as follows.

Accordingly, the findings of the oral test in a form of a pre test given for the experimental and the controlled group revealed that there is no significance difference in speaking skill of students of the experimental and the controlled group and it also revealed that there is no statically significance difference in speaking skill of male and female students of the experimental and the controlled group in role playing.

However, the findings of the oral test given in a form of a post test for both the experimental and the controlled group revealed that is a significance difference in speaking skill development of students of the experimental group as the data obtained from the result of the oral test given as a post test showed that the given role playing has enhanced significantly the speaking skill of the students of the experimental group than the controlled group. This means, during the post test, most of the experimental group students were seen (recorded) when they speak with appreciable confidence, despite making mistakes, particularly in classroom individual presentation. Moreover, the experimental group students were observed when they use even varieties of prominent speaking strategies such as taking risk despite committing mistakes while speaking and were also detected when speaking without any anxiety both in individual presentation and group discussions. Furthermore, during the post test, despite making mistakes as that of the male students, most of the experimental group female students were seen when they speak fluently with confidence without any anxiety and with excellent pronunciations particularly in classroom individual presentation /see the video recorded/.

4.2.2.3. Whether the role play benefit male or female students more Regarding whether the role play benefit male or female students more, the result of the oral test given as a post test also revealed that role playing benefitted female students as given role playing had improved the

Female students' speaking skills more than the Male students in the experimental group. This means, during the post test, despite making mistakes as that of the male students, most of the experimental group female students were seen when they speak fluently with confidence without any anxiety and with excellent pronunciations particularly in classroom individual presentation /see the video recorded/.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

Communicative Language Teaching develops students' ability to use the foreign language in different communicative activities. It also gives more emphasis on meaning than on structure of English language. In Ethiopian high schools, the majority of students are not able to express themselves in English even after completing high schools. Thus, the existing problem might be partly due to the teaching methodology used in schools. That is to say the language teaching methodology applied in schools may not give students the opportunity to use the language or the students may not have the chance to use the language in classrooms and as a result, the standard of English obtained at the end o f the high school is not satisfactory. However, it is obvious that the main aim of Language Learning is to enable students to use the language for communication.

Therefore, in order to engage students in communicative activities, there should be a technique which provides opportunities for the students to use the language freely. Thus, role play appears to be appropriate to develop students speaking skill since it encourages students to practice the Language in a meaningful and communicative way. Accordingly, as noted in chapter one, the main purpose of this study was to find out the process and the outcomes of using role play in speaking skill in case of grade 9 students at Algie secondary school. Thus, this chapter tried to provide the following conclusions followed by recommendations.

5.1. Conclusion

On the basis of the findings of this study, the following conclusions followed by recommendations have been made.

➢ This study was done with the aim of examining the process of using role play in teaching speaking skill in English language classroom and with the aim of assessing the extent to which role play is implemented in teaching speaking skill and what the provision of speaking activities and teacher's role looked like. Accordingly, the analysis of the data obtained from the students' questionnaire, interview and observations revealed that role play seemed to be moderately implemented in teaching speaking skill.

- However, regarding an assessment of what the provision of speaking activities, teachers and students role looked like, the analysis of the data revealed that although the teachers tried to provide oral activities for the students to work together in pair and groups, the students did not participate actively in role play by acting out the role given to them and the provided activities were not appropriate and meaningful for them and also the activities do not enable them to use the target in real-world context not only for the provided activities were not to level and interests of the students but also for the students have very poor background knowledge of English language.

- Besides, the analysis of the data revealed that the teachers do not encourage the students and do not frequently use the target language to promote the students EFL use and also the students do not use the target language and do not feel comfortable to use the target language not only for they were not given adequate preparation and practicing time to participate in a given role playing as some discussion time was seen over without letting the majority of students to express their ideas particularly due to very limited language practicing opportunities that leads the students to be passive listeners

- On top of this, this study was done with the aim of examining the outcomes of using role play in teaching speaking skill in English language classroom with the aim of assessing whether or not the role play is very helpful in developing students' speaking skill, whether or not there is a significance difference between the experimental and controlled group and whether or not the role play benefit the male or female students more. Accordingly, from the analysis of the data obtained from the students' questionnaire, interview and observations, it is conclude that role play is very helpful in developing students' language skill in general and speaking skill in particular as it was observed during the post test that when most of the experimental group students speak with appreciable confidence by using different language items they had learned

- Moreover, oral test in a form of a pre and post test were given for the experimental and the controlled group and the findings of the oral test given in a form of a pre test for both the experimental and the controlled group revealed that there is no significance difference in speaking skill of students of the experimental and the controlled group and it also revealed that there is no significance difference in speaking skill of male and female students of the experimental and the controlled group in role playing.

➢ However, the findings of the oral test given in a form of a post test for both the experimental and the controlled group revealed that there is a significance difference in speaking skill development of students of the experimental group as the data obtained from the result of the oral test given as a post test showed that the given role playing has enhanced significantly the speaking skill of the students of the experimental group than the controlled group as most of the experimental group students during the observation were detected when they try use the language items they had learned and also detected when they try use even varieties of prominent speaking strategies such as taking risk both in the individual presentation and group discussions.

➢ On top of this, as study was done with the aim of examining the outcomes of using role play in teaching speaking skill in English language classroom with the aim of assessing whether or not the role play benefit the male or female students more, the data obtained from the post test confirmed that role playing benefitted female students as given role playing had improved the Female students' speaking skills more than the Male students in the experimental group since the female students in the experimental group during the observation of the post test were seen when they speak fluently with confidence without any anxiety and with excellent pronunciations particularly in classroom individual presentation.

5.2. Recommendations

Based on the findings of the study and the conclusion made, the following recommendations have been forwarded as there are certain aspects which need due attention and should be taken into account for the improvement of learners' speaking skill and the teaching and learning process of spoken language using the role play in the study area. These are:-

➢ Although the overall result of the process of role play showed that the role play was implemented in a 'moderate' level, the actual classroom practices need quite a lot of attention as the overall result of the outcomes of using role play showed that role play contributes a lot in enhancing communicative competence in general and speaking skill of learners in particular. Thus, it is recommended that EFL teachers should implement role playing in their classroom practices to their level best so as to improve their students speaking skill.

- English language teachers in particular should be trained on how to apply role playing in teaching speaking skill of English Language classes by organizing seminars and workshops starting from the school level so that English Language teachers could improve their actual classroom practices by using varieties of teaching approaches, methodologies and techniques to help students develop their speaking skill

- Moreover, although the teachers tried to provide oral activities, the overall result of the majority of students' participation in the actual classroom practices was found very low. Thus, it is not only the teachers provision of an activity that creates lively interaction in the learning process but also students should play a great role in enhancing their participation in the activities provided for them. Unless the students participated in different activities, the learning will not have its life by the teacher only. However, from the results of the study, the researcher believes that majority of students' low participation could be attributed to individual characteristics, the type of activities and also to a large class where some students have very limited opportunities especially in spoken language classes to practice variety of activities. Therefore, in addition to the provision of activities, teachers also need to motivate students and create more practicing opportunities so that students can develop their speaking skill as some students may feel nervous, embarrassed or may not enjoy working together (Richards, 2006).

- On top of this, curriculum designers and Education experts should prepare text-books that include role play activities which are to the students' level, background and interests so that the students can interact and communicate freely by using the target language.

- Besides, high school teachers in general should be given a continuous training so that high school teachers in general could improve their English language speaking skill and at the same time English language teachers in particular can use the language in their actual classroom to develop their students speaking proficiency.

- According to Sasaki (2005), incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun. Therefore, since using role playing is believed to increase motivation, develop creativity, promote interaction, encourage peer learning and help learners to communicate more freely, teachers should implement role playing in the teaching of speaking skill by choosing the appropriate activities depending on learners' level, need and interest. In

addition, a list of different role plays activities should be prepared in a manual or booklet form and distributed to each school so that teachers could select and use different role play activities which are believed to be appropriate to the students' interest, background and context or high school teachers should be given a mandate to try to develop their own role playing teaching materials based on curriculum using the existing text books.

➢ Moreover, Brown, (2003) stated that as role play activities probably take longer time to be taught and practiced, it is very important to give additional credit for role play activities so that all the students can have adequate time to equally practice the language by acting out the role in the form of classroom oral presentation. Therefore, teachers should give additional credit for role play activities so that all the students can have adequate preparation time and to equally practice varieties of language items and, deliver it in the form of classroom oral presentation than focusing only on classroom pair and group discussions that may give a greater practicing opportunities only for few active students and which may also give room for the first language use for the majority of students as it was noticed during the classroom observation that the majority of students were left listeners due to very less practicing opportunities and the majority of students classroom pair and group discussions was highly dominated by first language use.

➢ As stated in Nunan (2004), in addition to the right activities and approach, in role play activities students should also be given more opportunities to interact with the target language so that the students can develop their speaking skill. Therefore, students should be encouraged not only in classroom but also outside the classroom to create opportunities to discuss and work in pairs and small groups. Thus, the teachers' role in helping learners maximize their speaking skill to their level best not only by using the target language but also through the provision of wide variety of role playing activities to be done both in classroom and outside the classroom is very essential.

References

Brown et al (1984). *Teaching Spoken Language* Cambridge: Cambridge University Press

Brown, H. (2001). *Teaching by Principle. An Interactive Approach to Language*

    *Pedagogy.*Englewood Cliffs: Prentice Hall Regents.

Brown, D. (2003). *Principles of Language Learning and Teaching Cambridge*: Newbury

    House.

Burns, A. & Joyce, H. (1997). *Focus on speaking.* Sydney: National Centre for English

    Language Teaching and Research.

By gate, M .(1987).*Speaking*. Oxford: Oxford University Press.

By gate, M. (1993).*Speaking Oxford: Oxford* University Press

Chaney,A.L.andBurk,T.L.(1998).*TeachingOralCommunicationinGradesK8*.Boston:Allyn&Bacn

Doff,A.(1990).*Teach English:a training course for teachers*:trainer'shandbook.Cambrdge:

    Cambridge University press.

Fassil Demise (2007). *The Use Language Teaching Games and Activities in Ethiopian*

    government elementary schools, (Unpublished thesis at Addis Ababa University)

Fulcher, G. (2003). *Testing Second Language Speaking*. Britain: Pearson Education Limited.

Gottlieb, Margo. (2006). *Assessing English Language Learners* .California: Corwin Press.

Haile Getachew (1985). *An investigation of the effectiveness of the situational and the structural*

    Approaches in developing the communicative ability of grade 9 Ethiopian high school

    students (Unpublished thesis at Addis Ababa University)

Haliday, M.A.K.(1990).*Spoken and Written Language.* Oxford: Oxford University Press.

Harmer, Jeremy. (1991). *How to Teach English an Introduction of Practice English Language*

    Teaching, England: Addison Wesley Longman.

Harmer, Jeremy. (1998.) *How to Teach English – An Introduction of Practice English Language*

Teaching. England: Addison Wesley Longman.

Hedge, T. (2000). *Teaching and Learninge in the Language Classroom.* Oxford:Oxford

    University Press

Hormby, A.S. (2005). *Oxford advanced learner's dictionary*. (seventh edition)New York:

    Oxford University Press.

Hughes, Rebecca. (2002). *Teaching and Researching Speaking*. London: Pearson Education.

Ladousse, Gillian Porter. (2004). *Role Play*. New York: Oxford University Press. language (pp.

    162-171). New York: Regents.

Larsen-Freeman (2000). *Techniques and Principles in Language Teaching*. Oxford:

    Oxford University Press.

Little wood, William. 2002. *Communicative Language Teaching-An Introduction*. Cambridge:

    Cambridge University Press.

Littlewoods, William. (2003). *Communicative Language Teaching, an Introduction,* Cambridge:

    Cambridge University Press

McDonough, Jo and Shaw, Christopher.(2003). *Materials and Method in ELT*. Oxford: Balck

    well Publishing Ltd.

McKay, Penny. (2006). *Assessing Young Language Learners*. Cambridge: Cambridge University

    Press.

Million Gizaw,(2004).*Key to basic concepts of spoken English.* Addis Ababa, Ethiopia.

Nation, I.S.P and Newton, J.(2009). *Teaching ESL/EFL Listening and Speaking*. New York:

   Routledge.

Nunan, D. (1991). *Language teaching methodology:* A Textbook for Teachers. New York.
       Prentice Hall.

Nunan, D. (1999). *Second language teaching and learning.* Boston: Heinle & Heinle.

Nunan, D. (2003). *Practical English Language Teaching*. NY: McGraw-Hill.

Oxford,R.L.(1990).*Language Learning Strategies*:What Every Teacher ShoudKnow.Bosten,MA:

   Heinek &Heinel.

Richards, J. C & Rodgers, T. S. (1986). *Approach and Methods in Language Teaching:*

   Cambridge : Cambridge University Press

Richard, Jack C & Renandya, Willy A.(2002). *Methodology in Language Teaching*.

   Cambridge: University Press.

Richards, J. C. (2006). *Communicative Language Teaching Today,* Cambridge : Cambridge

   University Press

Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice.* New York:

   Cambridge University Press.

Rogers,Sue and Evans, Julie. (2008).*Inside Role-Play in Early Childhood Education*. London

   and New York: Routledge Taylor and Francis Group

Sasaki (2005).*The effect of role play in teaching speaking*: Long man: Long Man   University

   press.

Savignon, S. 1983. *Communicative Competence: Theory and Classroom Practice*. Reading,

Mass.: Addison-Wesley.

Snow, Don. (2007). *From Language Learner to Language Teacher. Virginia*: Teachers of

English to Speakers of Other Languages, Inc.

Thornbury, S. (2005). *How to teach speaking*. Harlow: Pearson Education Limited.

Ur.P. (1996). *A Course in Language Teaching*, Cambridge: Cambridge University Press.

Ur, penny and Wright, Andrew.(2007). *Five-Minutes Activities-A Resource Book of Short*

Activity. Cambridge: Cambridge University Pres

Ur .P. (2012). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge

University Press.(Online)

APPENDIX A

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

MANUAL FOR TEACHING ENGLISH SPEAKING SKILL OF GRADE
NINE THROUGH ROLE PLAY

FUB, 2018

Introduction

This manual is designed to train students how to learn one particular technique can be adopted to implement different situation using role play by connecting with their real life situation. Since the emphasis of the manual is on the practice or using of role play in speaking skill, the introductory sections of each situation are deliberately brief. However, theory and practice are closely linked or interrelated. To put something in to practice well and to generate one's own ideas, a sound understanding and appreciation of underlying principles is necessary. Therefore, brief background information on using role plays in speaking skill will be provided with sample situations of role play on different social situations such as , dialogue in a bank, asking for clarification, agreeing and disagreeing and asking and giving advice on communicative approaches.

1. Implementation procedure

Role-play procedure that will be used for the purposes of practical situation be briefly summarized in the following steps:

1. Enabling teacher's own enthusiasm and positive attitude towards role-play

2. Preparing teaching materials for role-play

3. Presenting to learners new language necessary for conducting role-play

4. Setting the goal of role-play

5. Distributing role-cards

6. Checking if learners understand role-cards and role-play situation

7. Learner's preparation for the performance and teacher's monitoring of that process

8. Voluntary improvisation in front of the class

9. Providing feedback and assessment

10. Giving follow-up tasks (if possible)

2. Incorporating Small Group and Pair Work in Lessons

During lessons students were often given opportunities to work in small groups and with a partner which according to Hill and Flynn (2006) may be … a powerful tool for fostering language acquisition". "Research has shown that learners use considerably more language, and exploit a greater range of language functions when working in small groups" (Nunan 2000,p.51). Small groups also enable participants to hear language from each other therefore a different source of input from the teacher. This might help to make students feel more comfortable and relaxed and possibly reduce the anxiety related to attempting the target language (Hill and Flynn 2006).

3. Stages of a Standard Role Play

According to Bartle there are three stages of a standard role play session; (Retrieved from http://www.scn.org/cmp/)

The three stages are

1. The setup

2. The play

3. The follow up

3.1. Setting up the Play

In the set up stage, facilitator sets the stage. This means describing the scenario and assigning roles to participants. If a participant plays a particular role in reality, in the field situation, it would be more effective to give a different role to that participant during the role play session. An optional part of the set up stage is to give some time for the key role players to get together to map out the general plot of their play. Another option is to put together a single page description of the scenario to be worked out by the players. Another option is to write one paragraph descriptions of the key role players. A description can include the main objectives and concerns of the person in that role, perhaps can include some key dialogues or a statement to be read by the person playing the role. Alternatively, it may be useful for the persons playing all the roles to be spontaneous and think up their separate acts in the heat of the moment. In this case there will be no time for the actors to plan their plot and no written descriptions or guidelines.

3.2.The Play Stage

The play stage, which is the second stage of role play, is the stage where the learners act out their roles and the play is carried out. If the play becomes too long, then the facilitator can give the actors a time warning of one or two minutes and then end the play after that. Alternatively, the play may be too short and the facilitator must encourage the actors to embellish their acting and to add speeches, a soliloquy and actions that make their play less skimpy.

3.3.The Follow Up

The third stage is the follow up. This is important and cannot be omitted. It is important for all the learners to discuss what happened. They may question individual role players to ask why they took a particular position, made a certain statement or undertook an action. The explanation and the resulting discussion are important for the participants to obtain a greater understanding of the social dynamics related to a particular situation.

Role play is used in a school setting; students extend their knowledge of a subject by searching a character within a given course of study. Student interest is raised in subject matter, thus generating interest within the subject. Students become active participants in their education setting rather than passive observers. It allows students to feel empathy for others when

portraying a character involved in turbulent time in history. Role playing is a mainstay of education that needs to be incorporated into our lesson plans on a regular basis. Role playing uses dramatic devices such as having the players make asides, comment to the audience that the other characters have to pretend they have not heard, this allows us to reveal what we think but are not able to say. Another dramatic device, role reversal involve the player changing part so they can begin to emphasize with the others point of view. Speaking from different parts of each role helps people become more conscious of their ambivalence. These socio-dramatic techniques facilitate the degrees of self-expression and with reflection. Thereby, deepen the insight obtained for both players and audience.

4. Selected topic for role play

Unit- Eight

Lesson Topic: Money and Finance

Speaking: Dialogue in a bank

Objectives: By the end of this lesson, the students will be able to:

- Learn words for money and finance in real life situation
- Know how and when to use words or phrases they must use in the bank in their real life situation.

BRAIN STORMING

Be in group of four and list out words relate with the word **bank**

Learn the words:

Account-An arrangement to keep money in a bank or post office

Balance-cash in a bank

Cashier-A person who takes or gives money in a bank, shop or post office

Cheque book-A book with tear-out printed pages (cheques)that you give someone as payment instead of money. Each cheque tells your bank to pay that person a   sum of money.

Credit-the money in your bank account

Deposit-to pay money into a bank or post office

Interest-Small percentage of money added to the amount in a bank account.

Withdraw-To take money out of an account.

Some phrases which we use when we talk to the cashier in a bank:

- ✓ Please can you cash this cheque ?
- ✓ I'd like to withdraw…
- ✓ Can you tell me my account balance, please?

Model dialogue

Bank teller: Good morning. How can I help you?

Customer: Good morning. I'd like to change some dollars in to birr, please.

Bank teller: How much would you like to change?

Customer: What is the exchange rate?

Bank teller: 27.75 birr to the dollar.

Customer: ok. I'd like to change $220, please

Bank teller: That will be 6,105 birr and 278 birr commission.

Customer: That's fine.

Bank teller: Here you are.

Customer: Thanks.

<div align="center">

Unit: Nine

People and traditional culture

</div>

Speaking: Asking for clarification

Objectives: By the end of this lesson, the students will be able to:

- Ask for clarification of the meaning of something
- Know how and when they use kinds of words or phrases they must use to the clarification of something in their real life situation.

It's known that asking to repeat us what a person has said for we don't understand and for we haven't not heard them distinctly. And then for asking people to repeat what they have said or the person repeats or explains what we haven't been able to understand or hear, it appears to acknowledge the improvement. So the following expressions are commonly used for the purpose of asking repetitions and clarifications.

The formal Ways of asking people for clarification

I am sorry, but I don't quite understand what you…

Could you explain what you mean by this, please?

I'm sorry I'm not a clear about…

I'm afraid I'm not clear about…

I'm not quite sure I understand that.

I'm not quite sure I know what you mean.

The formal ways of giving clarification

Well, what I'm trying to say that….

Well, all I'm saying is that….

Well, what I mean is….

Well, the point is…

The formal ways of responses after clarification/repetition

0h, I see	Oh, yes
Thank you	It's all very clear now
Thank you. It's all clear now	

The informal ways of asking for repetition

Sorry	Again
What	Come Again?
Pardon me	Who
Say that again	Huh?

The informal ways of asking people for clarification

Could you repeat that?	I'm sorry what did you say?
Sorry I didn't catch that	Sorry, I didn't get that.
Sorry, I didn't hear that	Sorry, I didn't hear what you said.

The informal ways of responses after repetition

I see	Oh,
Oh, yeah.	Humph.

Model Conversations

A: Did you like the party?	John: we scored seven goals.
B: Sorry, I didn't hear that.	Kennedy: What?
A: Did you like the party?	John: We scored seven goals.
B: Oh, yes, it was very nice.	Humph: Well done.
Abebe: Bona	Abebe: Let me take you at Cinema Empire.

75

Bona: Yes	Bona: Where, did you say?
Abebe: Are you busy tonight?	Abebe: Let me take you to a movie at Cinema Empire.
Bona: Excuse me.	Bona: Thanks, I'd love it.
Abebe: I said, are busy tonight?	
Bona: Not really, way?	

Unit- Ten

News papers and magazines

Speaking: Agreeing, disagreeing and giving opinions

Objectives: By the end of this lesson, the students will be able to:

- Agree, disagree and give their opinion on the given business.
- Know how and when they use kinds of words or phrases they must use to the agreeing, disagreeing and giving opinion in their real life situation.

Expressing opinions in meetings, discussions, problem solving and other situations are an important part of persons day. Learning to express an opinion , to agree or disagree , in a positive and inoffensive manner is an important social skill. Look at the following expressions:

Expressing a General opinion

In my opinion

I think….

I prefer….

Expressing an opinion about taking action

We could …   Maybe we could …

Could we …?   (More polite)

I think we should…

I don't think we should….

There is no clearly defined difference between formal and informal ways of agreeing or disagreeing but it's good to be careful about using expressions that sound too informal in certain situations.

Simple agreement

I'm with you on this.

I agree.   Great idea

76

I really agree with you	That is a good idea.
I think you are right.	I think so too.
You said it.	

Accepting/Declining

I accept your point.	Sorry, I can't accept this.
Please, accept this on our behalf	Sorry, I can't take it.
I'm 100% with you on this.	

Simple disagreement or refusal

I disagree with you	you've got to be kidding!
Everyone has their own opinion, right?	Where is your logic?
I think you're wrong on this.	I'm not sure about that (Negative, but slightly neutral)
I'm sorry but I have to refuse your request.	You are wrong.
No way!	I don't think I agree
I don't agree	I'm sorry, but I don't agree

Strong disagreement

I completely disagree with you.	I can't find myself to agree with you.
You are very strong to say that.	You are dead wrong.
I totally disagree with you.	You are way wrong.

Unit-Eleven

Asking for and Giving Advice

Objectives: By the end of this lesson, the students should be able to :

- *Learn and use the expressions for asking and giving advice in a real life situation.*

- *Know what language structures or phrases you must use in asking and giving advice.*

One as for a piece of advice is whenever he is in <u>trouble</u> and does not know what to do, or wherever he <u>is not sure that the solution that he has is</u>, the right one or not he asks another person whom he know or whom she doesn't <u>for a suggestion</u> opinion.

So the expressions that can be used for asking advice or suggestions are:

A. Asking for advice:

Here are some ways of asking for advice

I. These questions are when the speaker doesn't have and slight idea about the solution.

Excuse me. What shall I do? ---------------------   Where can I----------------

What do you advice me to do?   *Where should I------------*

What do you recommend me to ----?   *Do you think I should -----------?*

How shall do it?   *Is it Ok if I--------------------*

When shall I do it?   *Could you give me some advice about--------------+ ing'*

II. When the speaker has slight idea, but not sure of it to be the right measure, He says:

Shall/Should I report this to the police?   *Shall/Should I tell the truth?*

Shall/Should I use of force?   *Shall/Should I ignore her too and find another one?*

Shall/Should I ask for contribution?

B .Giving suggestions of opinion:

This ways of giving suggestions/opinion can be done directly or indirectly, for a friend we advice him directly but for not friend and not have close relationship we advice him indirectly.

I. Direct giving suggestions   *I would advise you to ---------------------*

                You had better do this.

                You had better not do that again.

                You had better work hard and forget what happened

I think you shouldn't ----------------------------

             You must -------------------------------

             You mustn't---------------------------

II. Indirect suggestions   *How about------------------------------*

             What about-------------------------

             Why not you--------------------------

             Don't you to think---------------------

             Why don't you-----------------------------

             I think you should----------------------------

             I don't think you should-------------------------

             If I were you, I'd----------------------------------

             If you take my advice, you will--------------------

             If I were you, I wouldn't----------------------------

MODEL SITUATION-1

Zinash: I can't stand the coughing, what shall I do?

Chaltu: You don't feel very well this afternoon.

Zinash: my fever is gone. But I still have a cough.

Chaltu: Why don't you see a doctor?

Zinash: Ok. I will go tomorrow.

MODEL SITUATION-2

Sara: What shall I do? Misa that boy is waiting me over there to bit me.

Misa: are you quarrel with him?

Sara: No, no, as a matter of fact we haven't any relation.

Misa: I advise you no to fright him.

Activity:-In group of three prepare short dialogue and act out based on the following role cards.

You are not feeling well and something is wrong in your stomach. Two of your partner should give you sensible advice.	*Two of you are going to ask your friend who is sick with his stomach and give your sensible advice to him.*

5. Lesson plan of activity in the treatment of experimental group

Unit -Eight

Lesson Topic: Money and Finance

Speaking: Dialogue in a bank

Objectives: By the end of this lesson, the students will be able to:

- Learn words for money and finance in real life situation
- Know how and when they use kinds of words or phrases they must use in the bank in their real life situation.

School: Algie Secondary School

Subject: English   Grade 9 Sections A (Focus Group)

Language Aspect: Speaking (**Dialogue in a bank**)   **Time allotment**: 2x40minutes

Date	Activity	Purpose/objectives	Description	Time
	Pre-Activity 1 elicitation	Speaking:(Dialogue in a bank) To identify the meaning of particular phrases in a context	This task is a kind of dialogue to the lesson (Dialogue in a bank).A context is created for learners to elicit the meaning of words. Then they are supposed to act out the given chance of situation.	*10 minutes*
	Activity 2	Practicing words or phrases that used in a bank in a meaningful way.	Students are given chance in their group turn by turn to practice the given model dialogue.Then order them to practice in front of their classmate.	*30 minutes*
	Activity 3	Dialogue in a bank. To enhance real life rehearsal on the topic and build fluency in using the target expressions.	Through eliciting the expressions in the previous lesson and using them , they prepare a similar activities in pairs.	*10 minutes*
	Activity 4 Real world Nunan Role play	Dialogue in a bank: To enable students to practice previously learned structure in context they prepare	Reminding students the target structures through a multiple choice of list of dialogue in a bank, students are given different situation cards by which they will prepare their own dialogue about bank in a more controlled way. Students are all given the same special situation.	*30 minutes*

Lesson topic: People and traditional culture

Speaking: Asking for clarification

Objectives: : By the end of this lesson, the students will be able to:

- Ask for clarification of the meaning of something
- Know how and when they use kinds of words or phrases they must use to the clarification of something in their real life situation.

School: Algie Secondary School   **Subject:** English   Grade 9 Section A (Focus Group)

Language Aspect: Speaking (Asking for clarification)   **Time allotment**: 2x40minutes

Date	*Activity*	*Purpose/objectives*	*Description*	*Time*
	Pre-Activity 1 elicitation	Speaking:(Asking for clarification) To identify the meaning of particular phrases in a context	This task is a kind of introduction to the lesson (asking for clarification) A context is created for learners to elicit the meaning of words. Then they are supposed to act out the given chance of situation.	*10 minutes*
	Activity-2	Asking for clarification:To enable students to use common expressions used by people in a meaningful way.	Students are be in group and discuss on the situation of asking for clarification. Then order them to practice in front of their classmate.	*40 minutes*
	Activity-3	Asking for clarification: To enhance real life rehearsal on the topic and build fluency in using the target expressions.	Through eliciting the expressions in the previous lesson and using them , they prepare a similar activities in pairs.	*30 minutes*
	Activity-4 Role playing	Asking for clarification: To enable students to practice previously and act out in front of the class.	Reminding students the target structures through a multiple choice of list on different idea , students are given different situation cards by which they will prepare their own real life in a more controlled way.	*40 minutes*

Unit- Ten

News papers and magazines

Speaking: Agreeing, disagreeing and giving opinions

Objectives: By the end of this lesson, the students will be able to:

- Agree, disagree and give their opinion on the given business.
- Know how and when they use kinds of words or phrases they must use to the agreeing , disagreeing and giving opinion in their real life situation.

School: Algie Secondary School **Subject** : English Grade 9   Section A (Focus Group)

Language Aspect :Speaking (*Agreeing, disagreeing and giving ad)*Time allotment: 2x40minutes

Date	Activity	Purpose/objectives	Description	Time
	Pre-Activity 1 elicitation	Speaking:(Agreeing, disagreeing and giving advice) To identify the meaning of particular phrases in a context	This task is a kind of introduction to the lesson (a*greeing, disagreeing and giving advice*) A context is created for learners to elicit the meaning of words. Then they are supposed to act out the given chance of situation.	*10minutes*
	Activity-2	*Agreeing, disagreeing and giving advice*:To enable students to use common expressions used by people in a meaningful way.	Students are be in group and discuss on the situation *giving advice* activity .Then order them to practice in front of their classmate.	*30 min.*
	Activity-3	To enhance real life rehearsal on the topic and build fluency in using the target expressions.	Through eliciting the expressions in the previous lesson and using them , they prepare a similar activities in pairs.	*10 min.*
	Activity-4 Real word (Nunan) Role playing	*Agreeing, disagreeing and giving advice*:To enable students to practice previously and act out in front of the class.	Reminding students the target structures through a multiple choice of listof *idea on different business to agree, disagree and giving advice* **,** they are given different situation cards by which they will prepare their own real life in a more controlled w	*30 min.*

Unit-eleven

Endangered Animals

Speaking: Asking for and Giving Advice

Objectives: By the end of this lesson, the students should be able to :

- *Learn and use the expressions for asking and giving advice in a real life situation.*
- *Know what language structures or phrases you must use in asking and giving advice.*

School: Algie Secondary School   Subject: English   Grade 9 Sections'A' (Focus Group)

Language Aspect: Speaking (***Asking for and Giving advice***) Time allotment: 2x40minutes

Date	*Activity*	*Purpose/objectives*	*Description*	*Time*
	Pre-Activity 1 elicitation	Speaking:(*Asking for and Giving Advice)* To identify the meaning of particular phrases in a context	Students' in pairs is given a situation Student A ask student B for an opinion and the other student given an opinion.	*10 Min utes*
	Activity-2	(*Asking for and Giving Advice*:To enable students to use common expressions used in a meaningful way.	Students are given different situation to analyze them according to a check list called 'request analysis' to see whether certain expressions are used in the conversations or what type of structures are used.	*30 Min utes*
	Activity-3	*Asking for and Giving Advice*: To enhance real life rehearsal on the topic and build fluency in using the target expressions.	Students are supposed to prepare conversations for the given situations in which they will use target functions elicited in the analysis task.	*10 Min utes*
	Activity-4 Real word (Nunan) Role playing	*Asking for and Giving Advice*:To enable students to practice previously and act out in front of the class.	Reminding students the target structures through a multiple choice of listof *Asking for and Giving Advice,* students are given different situation cards by which they will prepare their own real life in a more controlled way.	*30 Min utes*

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

Students' Interview Questions for the implementation of role play in the teaching of speaking skill in English language classroom

1. Does your teacher implement role play in the teaching of speaking skill in English language classroom? How often does your teacher implement role play?

2. Does your teacher provide plenty of English language practicing opportunity for all the students during the implementation of role play in the teaching of speaking skill in English language classroom? Why? How?

3. Do the students practice role playing by participating actively in role playing through acting the role given during the implementation of role play in the teaching of speaking skill in English language classroom? Why? How?

4. What do you practice in role play? Could you tell me some of the things you remember?

5. How do the students feel about the practice of role playing during the implementation of role play in the teaching of speaking skill in English language classroom? Why?

6. Does your teacher encourage EFL use by using the target language in English language classroom during the implementation of role play in the teaching of speaking skill in English language classroom? Why? How?

7. Does your teacher create a conducive and collaborative learning environment to promote students EFL use during the implementation of role play in the teaching of speaking skill? Why? How

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

Teachers' Interview Questions designed to assess the implementation of role play in the teaching of speaking skill in English language classroom

1. Do you really implement role play in the teaching of speaking skill in English language classroom?

2. Do the students really practice role playing by using the target language during the implementation of role play in the teaching of speaking skill in English language classroom? Why? How?

3. Do the students really participate in role playing by acting the role given to them during the implementation of role play in the teaching of speaking skill in English language classroom? Why? How?

4. How do the students feel about using role play in the learning of speaking skill in English language classroom?

5. How do you feel about using role play in the teaching of speaking skill in English language classroom?

6. Do you think that your students have really improved their English language speaking skill through using role play? Why? How?

7. What is your general comment on the implementation of using role play in the teaching of speaking skill in English language classroom?

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

Students' questionnaire designed to assess the implementation of role play in English language classroom and to assess the attitude of students towards role play.

Dear student: This questionnaire is designed to assess the implementation of role play in English language classroom and to assess **the attitude of** students towards **role play**. Therefore the response you give for each question is crucial for the completion of this research . Hence, you are kindly requested to respond by ticking (✓) in a grid that matches your position most according to the scale: strongly agree, agree undecided, disagree, and strongly disagree.

	Statements	Strong1y Agree(1)	Agree (2)	undecided (3)	Disagree (4)	Strong1y Disagree(5)
1	Role playing is implemented in the teaching of speaking skill in English language classroom.					
2	The teacher provides plenty of role playing activities during the implementation of role play in the classroom					
3	The teacher encourages the students to participate actively during the implementation of role play in the classroom					
4	The students participate actively in role play by acting out the role given to them during the implementation of role play in the classroom					
5	The teacher gives equal opportunities for all the students to practicipate during the implementation of role play in the classroom					
6	The teacher encourages the students to work together by creating conducive Learning environment for students					

7	The teacher uses the target language to promotes the students EFL use during the implementation of role play in the classroom					
8	The students are given adequate preparation and practicing time before role playing during the implementation of role play in the classroom					
9	The students feel comfortable and use the target language during the implementation of role play in the classroom					
10	Role playing helps students to learn a lot of grammar in English language classroom.					
11	Role playing helps students to learn a lot of vocabulary in English language classroom.					
12	Role playing helps students to improve their pronunciations in English language classroom.					
13	Role playing helps students to promote their speaking skills.					
14	Role playing helps students to feel comfortable and participate actively by acting the role given to them in English language classroom					
15	Role play provides an opportunity for students to to work together and learn the language by creating a collaborative learning environment					
16	Role play provides plenty of English language practicing opportunity for the students.					
17	Role play help the students to remember and use words or expressions learnt sometime ago					
18	Role play help the students to promotes the EFL use.					
19	Role playing activities creates noisy and are waste of time.					

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

Observation checklist designed to assess the implementation of role play in English language classroom.

Observation checklist

Criteria:

4. Excellent   3. Good   2. Average   1. Poor

No	Statement	Score			
		1	2	3	4
1	Students are actively involved in oral performance				
2	The Students speak without hesitating				
3	The students use correct grammar and word order				
4	The students participate in the preparation and presentation of the role playing				
5	The students are motivated				
6	The students present themselves in the role play with their real identity				
7	The students achieve and sustain the purpose of the role playing effectively				
8	Teachers approach to motivate learners				
9	Teachers approach with authentic role play activities				
10	The teachers ways of implementing role play				
11	The teachers use of target language				
12	The teachers use of appropriate strategies				

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

SCHOOL OF GRADUATE STUDIES (MA IN TEFL)

Students' questionnaire for pre-test and post-test

The purpose of the speaking test is to assess the students speaking skills before and after the implementation of the instructional program in order to detect the effect of the program on the students speaking skills. The students will be given oral test (pre-test and post-test) which will be tape- recorded and then evaluated according to the evaluation scheme prepared.

The oral questionnaires consisted of two parts.

The first part of the questionnaires consisted of ten questions that asks students biographical information such as

1. How are you?
2. Could you tell me your name please?
3. How old are you?
4. Where were you born?
5. When were you born?
6. Where do you live?
7. How large is your family?
8. Are you a good student?

The second part of the questionnaires consisted of four questions that asked the students to act out different roles based on manual prepared.

1 Imagine that one of you is a foreigner and you wanted to change some dollars in to birr in one of the CBE branch in your local area and the other of you is bank teller in this CBE branch. Thus, one of you as a bank teller is expected to greet you customer, ask him how you can help him, tell him the exchange rate, express thanks and say good bye to your customer. The other of you as a foreigner is expected to respond to greeting, tell him you want to change some dollars in to birr, ask for the exchange rate, agree to change the dollars in to birr and express

thanks and say good bye. So, be in group of two and prepare short dialogue and act out the role based on the situation given.

2   Imagine that one of you is a customer and you wanted to buy some potatoes tomatoes and a sugar in one of the shop or supermarket in your local area and the other of you is a shopkeeper in this shop or supermarket. Thus, one of you as a shopkeeper in this shop or supermarket is expected to greet you customer, ask him how you can help him, tell him the price of commodities your customer asks you, and finally express your thanks and say good bye to your customer. The other of you as a customer is expected to respond to greeting, tell him what you wanted to buy, ask for the price of each commodity you wanted to buy, agree to buy and finally express your thanks and say good bye. So, be in group of two and prepare short dialogue and act out the role based on the situation given.

3   Imagine in one of the News papers or magazines, you read one of the article in which the writers of the article argued that using face book has a negative impact on the society by providing his own opinions and finally asked the readers to give him their opinions on the extent to which they agree or disagree with each of his opinions. So, be in group of four and prepare a short dialogue on how to express the extent to which you agree or disagree with each of his opinions and act out the role to the rest of the class.

4   Imagine two of you heard that one of your best friend is very sick and he could not even come to school as there is something wrong in his stomach. Two of you knew that he was not feeling well the day before and you wanted to ask him after school. After school on your way to your friend's home, you are talking about his health condition and you decided to give him an advice and when you arrived at your friend's home, you greeted him and asked about his health condition. He told you that his health condition is going from bad to worse and he also asked you to give him a sensible advice. Thus, give him your advice and say good bye to him wishing him all the best. So, based on the situation given, be in group of three and prepare short dialogue and act out on how to ask and give an advice.

APPENDIX   G

Scale of oral testing criteria

Accuracy	
Very little or no language production	1
Little language production but poor vocabulary and poor grammatical usage in basic grammar,	2
Adequate language production, but limited vocabulary, and makes obvious grammatical mistakes	3
Good language production, good range of vocabulary, but occasional grammar slips,	4
Good language production, extensive vocabulary used appropriately, virtually no grammatical mistakes,	5

Fluency	
Little or no communication	1
Little communication but very hesitant and difficult to understand	2
Conveys ideas, but hesitantly	3
Good communication but uses short turn	4
Easy and effective communication, uses long turns	5

Grammar	
Very poor grammatical usage	1
Little grammatical mistakes but made repeatedly	2
Little grammatical mistakes but not made repeatedly	3
Adequate grammar but occasional slips	4
Virtually no grammatical mistakes	5

McKay, Penny. (2006:292).

APPENDIX   H

Students' individual oral test result of control and experimental group

	Respondents		Controlled group							Experimental group						
	Controlled group	Experimental group	Pre test				Post test			Pre test				Post test		
			Criteria				Criteria			Criteria				Criteria		
			Ac	Fl	Gr		Ac	Fl	Gr	Ac	Fl	Gr		Ac	Fl	Gr
1	M	M	2	1	1		2	2	2	1	2	2		3	4	4
2	M	F	1	1	2		2	2	3	2	2	2		3	4	3
3	F	F	2	1	2		1	3	2	2	1	2		3	2	4
4	M	M	1	2	2		3	2	2	1	1	2		3	2	4
5	F	F	1	2	2		2	2	2	3	2	2		4	3	4
6	F	F	1	2	2		2	2	2	4	2	3		5	4	5
7	M	M	2	1	2		1	2	2	1	1	1		3	2	4
8	F	M	2	1	1		2	2	1	2	1	2		3	2	3
9	F	F	1	1	1		2	1	2	1	2	1		3	4	3
10	M	F	2	1	1		1	2	2	2	2	3		3	4	5
11	F	M	1	1	1		1	2	1	2	1	2		3	3	4
12	M	F	1	2	2		2	2	2	3	2	3		5	3	4
13	M	M	3	3	2		4	3	3	1	2	1		3	2	3
14	M	M	1	1	1		2	1	2	3	2	3		4	3	4
15	M	F	3	3	3		3	4	3	1	1	2		2	2	2
16	F	M	2	3	3		3	3	2	2	1	1		3	2	4
17	F	F	3	2	2		2	3	2	3	2	2		5	4	4
18	M	M	2	2	2		3	2	2	3	3	3		4	5	5
19	F	M	2	1	1		1	2	1	1	2	2		3	2	3
20	F	F	2	2	2		3	2	2	3	2	2		4	3	4
		Total	35	33	35		42	44	40	41	34	41		69	60	76
		Mean	1.8	1.7	1.9		2.1	2.2	2.0	2.1	1.7	2.1		3.5	3.0	3.8
		STD	0.716 35	0.745 16	0.638 66 6		0.852 24 2	0.695 85 2	0.561 95 1	0.944 65 13	0.571 24 05 7	0.686 33 3		0.825 57 8	0.973 32 9	0.767 77 2

Table 22: Whether the role play benefit male or female students more

	Respondents		Experimental group											
			Pre-test						Post-test					
			Criteria						Criteria					
			Ac	Fl	Gr	Ac	Fl	Gr	Ac	Fl	Gr	Ac	Fl	Gr
1	M	F	1	2	2	2	2	2	3	4	4	3	4	3
2	M	F	1	1	2	2	1	2	3	2	4	3	2	4
3	M	F	1	1	1	3	2	3	3	2	4	4	3	4
4	M	F	2	1	2	4	2	3	3	2	3	5	4	5
5	M	F	2	1	2	1	2	1	3	3	4	3	4	3
6	M	F	1	2	1	2	2	3	3	2	3	3	4	5
7	M	F	3	2	3	3	2	3	4	3	4	5	3	4
8	M	F	2	1	2	1	1	2	3	2	4	2	2	2
9	M	F	3	3	3	3	2	2	4	5	5	5	4	4
10	M	F	1	2	2	3	2	2	3	2	3	4	3	4
		Total	17	16	20	24	18	23	32	27	38	37	33	38
		Mean	1.7	1.6	2.0	2.4	1.8	2.3	3.2	2.7	3.8	3.7	3.3	3.8