



Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

MA in Teaching English as a Foreign Language (TEFL)

The Effects of Using Role-Play on EFL Learners' Speaking Skills: Yeki Woreda
Shayi Secondary School Grade 9 in Focus

By

Terefe W/michael

A Thesis Submitted to English Language and Literature Department in Partial
Fulfillment of the Requirements for Master of Arts in TEFL

October, 2021
JIMMA, ETHIOPIA

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Research Title: The Effects of Using Role-Play on EFL Learners' Speaking Skill: Yeki Woreda Shayi Secondary School grade nine in focus

Declaration

I, undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all sources used for it are duly acknowledged

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Confirmation and Approval

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

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October, 2021
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ABSTRACT

The main purpose of this study was to investigate the effects of using role-play on EFL learners' speaking skill in Yeki Woreda Shayi Secondary School. Quasi-experimental research design was employed and the sample population of the study was two classes grade nine students at Shayi Secondary School. 50 students involved in this study by using convenience sampling technique, and assigned as controlled group and experimental group. Data were from pre-test and post-tests. In addition to this, questionnaires were given to the students, and both questionnaires and interviews were prepared for EFL teachers. All data was analyzed in order to compare the difference between experimental group and controlled groups. The results of the study showed using role-play on EFL learners' speaking has significant effect on learners' speaking skills in teaching speaking as experimental group outperformed the controlled group significantly in measurement of their speaking skill. The major finding of this study has shown that using role-play on EFL learners' speaking class helped grade nine students of Shayi Secondary School to enhance their speaking skills. Based upon the conclusions drawn from the study, using role-play on EFL learners' speaking skill is effective on the EFL learners' speaking skill.

Key words: Role-play; EFL learners; Speaking Skill

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

According to Diribsa et.al, (1999), Ethiopian educational setting is the teaching of English as a foreign language can be connected with the introduction of modern education in the country. In Ethiopia, modern education was introduced at the turn of the 20th century, and it officially commenced in 1908 with the opening of Menilike II School in Addis Abba, after a long history of church education in the country. The history of foreign language teaching is traced back to early 20th century (Klensasser, 1991).

Furthermore, Kim (1999) as footed by Beyene (2008), French was thought as a foreign language by native teachers. During the Italian occupation, the Italian government has attempted to introduce its own education system, and Italian was taught for a short period of time. Later on, after the Italians left the country in 1942, the British teachers started the school and English had come to the floor.

According to Kim (1999), English is at the present is a language that students learn in all levels of Ethiopian schools from elementary to university levels. This indicates that English is delivered as a distinctive discipline in all levels of the schools, and it is a medium of other subjects in all secondary and tertiary levels and in some more regions of the country at elementary level. Nowadays, it is also the language for international trade, commerce and communication, and some national organization.

According to Endale(2017),the students' speaking skill of English language in discussion, questions, giving responses is very low in speaking class room. As Sisay, (1999), states if we take a thorough look at the practice in teaching of speaking skill in English that are going on in Ethiopia high schools today; we may observe multi-faceted and deep-rooted problems such as focusing on grammatical aspects of language and inability to communicate orally. Performance in the language taught become unsatisfactory (Richards, 1990), for this reason, EFL learners are still reluctant to speak in learning speaking. Speaking is one of the four language basic skills that occur in every situation. Learners of a language should develop effective communication skill in daily situations as well as in conflict situations. Duffy (2003) provides a good suggestion for the English language learner to develop the communicative competence, it is important to develop effective communication skills in order to carry out positive interaction in everyday social situations as well as conflict

situation. The goal of teaching speaking ability today is communicative efficiency. In the communicative language teaching, teachers help their students to develop the knowledge by providing the authentic practices that prepares students for real life communication. According to Killen (1998) role-play can give students practice in thinking real-life roles and, dealing with real-world problem. In this case, the students can come to the real situation although they are not in that situation. Viewing the pervading of poor speaking of the students in the class room, the researcher aims at finding the major effects of using role –play on students' speaking skill in Yeki Woreda Secondary Schools in grade Nine.

1.2 Statement of the Problem

The CLT approach concurrently emphasized and teaches the four language skills and linguistic structures with in authentic contexts with the goal of developing communicative competence. Moreover, CLT has become a viable alternative for teachers who want to meet their learners. Teachers who have adopted this approach definitely understood that learners need to know what propel do with the language.

The goal of language teaching is to encourage learners to communicate effectively, it is crucial to language class room. Such reluctance will make learners lose their interest in learning. The problem is worse in EFL setting where learners have little, if any exposure to the target language outside the class room. There are not ample opportunities for the students to practice the language and their practice is limited to class room environment, and it is rare even in class room. Liu (2005) finds that students who participate actively tend to have better academic achievement compared to students who do not participate.

The 'New English for Ethiopia' books now seem to be in contrast to the traditional, structural, grammar based materials which had been used in the country. The new text books, thus, seem to have been designed in such a way that enables the students to use English for social interaction where necessary. Thus “the teaching and learning of English in our high schools would be expected to follow the communicative approach to language teaching” (Surafel, 2002: 71).

At this level, students are expected to understand how to prepare different types of lectures, discussions, presentations, and other academic spoken discourses. In addition, the academic tasks at the tertiary level demand that students should be able to take important notes to produce reports, speeches and other academic writing, and for their further studies. However,

when most Ethiopian students come to colleges and universities, their ability to speak is needed to in adequate. In principle, students should develop these vital academic speaking skills while they are at school. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, (2001)).

Regarding this issue, different researchers did on the effects of role play in teaching speaking skill from different countries. For example; Esmail, Amin.2017) States that, role playing tasks had a significant impact on developing speaking ability to evaluate the students'speaking performance. By many researchers, it is proved that learning how to speak is very difficult or challenging task for none-native speakers (Brown and Yule, 1983, Richards 2002 and Rogers).

In addition to foreign researches, some local researches were carried out in different times on related topics. For example, Zenebe (2004), investigated some factors that affect students' speaking skill like that of interest, fear to make errors, the method of instruction used by teachers and shortage of teaching aids. Another one, Sisay (1983) states that that teachers focused more on accuracy work and thus, did not balance accuracy and fluency work in class room interactions. In addition to the above researchers, Tamene (200), states that teachers do not encourage students to use creatively the target language. Also a local research done by Shewalem (2018) on "Effect of role play teaching strategy on students' vocabulary achievement" took the researcher's attention. So the researcher thought that, the effect of role play teaching strategy to enhance and enrich vocabulary teaching, and enable learners to use English language effectively in their real life situation for different purposes. This strategy could use also in vocabulary teaching better, but didn't find directly related with the effect of using role play in teaching speaking. But, no local research is carried out on the effects of using role play on EFL learners' speaking Skill. Therefore, this research is an attempt to fill this research gap and tries to answer the following research questions.

1.3 Research Questions

1. What is the effect of using role-play on EFL speaking learners' speaking class?
2. To what extent do EFL teachers utilize role-play in their speaking class?
3. To what extent does the role-play improve students' speaking skills?

1.4. Hypothesis

Based on the above research questions the researcher formed the following hypothesis. There are two hypothesis in this study, they are Null hypothesis (Ho) says there is no significant effect of using role-play and Alternative hypothesis (Ha) says there is significant effect of using role-play. To give an answer for the problem, the researcher proposed Null hypothesis (Ho) and Alternative hypothesis as follows:

1. Null hypothesis (Ho): "there is no significant effect of using role-play on EFL learners' speaking skill at Yeki Woreda Shayi Secondary School. "
2. Alternative hypothesis (Ha): " there is significant effect of using role-play on EFL learners' speaking skill at Yeki Woreda Shayi Secondary School."

1.5. Objectives of the Study

This study has both general and specific objectives.

1.5.1 General Objective

The main objective of this study was to investigate the effect of using role play on EFL Learners' speaking skill.

1.5.2 Specific Objectives

The specific objectives of this study to:

- Analyzing the effects of using role-play in improving learners' speaking ability.
- Identifying how role play helps the students to improve their speaking skill.
- Identifying to what extent do the teachers utilize Role-play

1.6. Delimitation of the Study

Geographically, to make the study manageable it was delimited to south Nation Nationalities and people region /SNNPR/, sheka zone south of Jimma. This covers Shayi secondary school operating currently (2013 E.C.) because of COVID 19 in the area under study. Conceptually, the study investigated the effect of using role-play on EFL learners' speaking skill, i.e., it tried to describe the improvement learners' speaking skill after role play practices, identify the strategies that EFL teachers use to optimize students willingness to speak in the class room. In addition to this, the study delimited only to English language teachers and students of Shayi secondary school found in SNNPR, Sheka Zone Yeki Woreda. Methodologically the study design delimited to quasi-experimental design. The sampling technique delimited to

available sampling technique. The sample size will be delimited to ``9`` English teachers and 50 students because of COVID 19 to make this study manageable, The data gathering tool was delimited to questionnaire, interview , pre-test and post-test.

1.7. Significance of the study

The finding of this study was believed to investigate the effect of using role play on EFL learners' speaking skill in order to help teachers be aware of how to use role –play to teach speaking. Furthermore, the finding would be enable teachers and students to develop the strategy and practices how to apply role play to teach speaking. Finally, finding of this study initiates future researchers to do further study in this area.

1.8. Limitation of the study

Limitations are factors, usually beyond the researcher`s control, that may affect the results of the study. The comprehensiveness of this study is limited by different challenges. For example, the study is focused only on grade nine students at Yeki Woreda Shayi Secondary School in academic Year 2013 E.C. However, the time and other necessary resource limitation didn`t allow the researcher to conduct the study in-depth, and COVID 19 also affected very much. The sampling technique is convenience sampling and participants were not selected by random sampling. In addition, as it was the time when students were preparing for exam, samples' shortage of time to participate in the study was also another problem faced during data collection. Thus, this study was confined only on the effects of using role-play on EFL learners' Speaking Skill in Yeki Woreda Shayi Secondary School.

1.8. Definition of operational key terms, Acronyms and Abbreviations

Effect: is a change that somebody or something causes in some body or something; a result

Communicative efficiency: is the ability to deliver a clear message in the shortest amount of time

Communicative competence: refers to a language user`s grammatical knowledge of syntax, morphology, phonology & aswell as social knowledge about how and when to use utterances approximately.

Role: the function or position that somebody has or is expected to have in an organization in society

Role-play: is a learning activity in which you behave in the way somebody else would be, have in a particular situation

Language acquisition: The process by which humans acquire the capacity to perceive and comprehend language.

Accuracy: the state of being exact or correct the ability to do something skillfully without making mistakes.

Fluency: The quality being able to speak or write a language, especially a foreign language, easily and well.

EFL: English as foreign language

L1: First language

L2: Second language

SNNPR: South nation nationalities people region

CLT: Communicate language teaching

Es: Effect size

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Foundations of Role- play

Structuralism views on language teaching focus on teaching linguistic knowledge. The role of language learners is basically a student role similar to the role they take while learning content subjects, such as history, economics, and geography. In this teaching model; language learners mainly repeat and recite to acquire linguistic knowledge and form. In recently years, when language teaching started focusing on sociolinguistic competence and communicative use of language, Hymes (1966). From the very important strategies of teaching speaking role-play is the one from various kinds of strategy. The various uses of role –playing have evolved from substantial theory and research on social relations and social interaction, the universal experience of all people, beginning with the young child's a wakening to the social world around him and continuing throughout his life (Mark.c and Robert.T.1966).Alkin and Christie (2002) describe role-play as a pedagogical method providing the opportunity for student-to-student and students-to-other partner ships in the class room. They call the students the participants, and the teachers the facilitators of learning, emphasizing that role-playing is learning by doing in safe environment, i.e. a class room characterized by community sharing. Howell(1991,p.75) expresses this as follows:" the preparation of role-play may in tail some extra thinking beyond the actual content of the topic, it is nevertheless well worth while in terms of student response and ongoing interest. "However, the teacher must have a strategy and clear purpose when choosing the type of role-play in order to get the most out of the role-playing at hand(Rao and Stupas,2012).

Role-play can be defined and implemented in several ways (Rao and Stupans,(2012). The common denominator is that participants assume different roles in which behavior and events become starting points for making visible, and learning from, what happens in various situations. An example of a common definition of role-play is that of Sogunros (2004, p. 356): as a learning activity in which participants act out a set of defined role behaviors or position with a view to acquiring desired experiences” Sogunro (2004, p. 358) also underlines that the deeper understanding achieved by role-play is mainly due to that the number of perspectives increase: role-playing encourages participants to view situations or problems from various perspectives other than their own.” According to Yardley-Matwiejczuk (1997), role-play describes activities where participants are involved in “as-if” situation, by way of

simulated actions and circumstances. The participants are expected to act “as-if” specific conditions and situations exist, with different roles implying various types of behaviors, goals and arguing. The distinct role descriptions and prerequisites for those who take part are set up in the preparatory work of the role-play (Grysell and Winka, (2010). Role-play underscores the element of interpretation, in addition to highlighting dilemmas and values, which may otherwise be difficult to elucidate and understand .Usually, role-playing is mentioned as a pedagogical method that raises the awareness of the effects and consequences of how we act and communicate during social interaction feelings are in focus, which, as Grysell and Winka (2010.p. 19) argue: “Values and attitudes are visible to a greater degree through body language than through verbal language. In activities, feelings, values, and attitudes are visible and can be interpreted in words, and you can thus understand the context.” Moreover, role-play could also be used to develop skills in conflict resolution (Alkin and Christie, 2002).Alkin and Christie (2002) describes role-play as a pedagogical method providing the opportunity for student-to-student and student-to-faculty partnerships in the classroom. They call the students the participants and the instructors the facilitators of learning, emphasizing that roleplaying are learning by doing in a safe environment, i.e. a classroom characterized by community sharing. Role-play makes certain demands of the teacher; though the learning effects are usually described as larger than the effort. Howell (1991, p. 75) expresses this as follows: “the Preparation of a role-play may entail some extra thinking beyond the actual content of the topic; it is nevertheless well worthwhile in terms of student response and ongoing interest.” However, the teacher must have a strategy and a clear purpose when choosing the type of role-play in order to get the most out of the role-playing at hand (Rao and Stupans, 2012).

2.2. Definition of Role play

Role –play is defined as any speaking activity when you either out yours self into some bogy else s shoes, or when you stay in your own shoes yourself in into an imaginary situation, the student imagine that they become any one for a short time such as a witness of a robbery the chairman of accompany .etc. (in [http://www. teaching English ory.uk/article /role –play](http://www.teachingEnglish.org.uk/article/role-play)).

Role play is an art from that explores human conflict and tension. It generally takes the form of the story presented to avidness. It is through dialogue and action. In addition to this idea (Chicago science research associates 1966) defines ,role–pay is a technique of teaching children to look at themselves, to look at the action and behavior of other and to look at social life in general .in short ,it is a means of making the class room areal –life laboratory for social

and academic learning. Role-play is the act of imitating the character and behavior of someone who is different from yourself, for example as training , if people role –play they do role play, role play the interview with friend be for hand, (<https://www.collinsdictionary.com>).All the world .and all the men and women merely players: they have there exist and entranced, and one man in his time plays many parts, his acts bing seven ages. Shakespeare spin (online Cheyenne o.california. unitedstates) accessed in 01/06/2018).we all play role in our lives and those roles may change over time in different company or under various circumstances .this Shakespearean idea describes interpersonal interaction as a series of role–playing exercises, conscious or not based on the expectation placed on us by our selves, other, or society. In this kind of activity students pretend as if they are in the real condition f society in various social contexts and have a variety of roles. In role-play, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David; you go to the doctor and tell him what happened last night, (Harmer, 2007)

2.3. Types of Roles in Role play

In academy publication of journal language teaching and research stated there are three types of role –play they are full created role play ,semi scripted role play and non –scripted role –pay . in fully scripted roll –play ,each work is given , and each student should understand or memorize his/her role (harpel-whalen and morries2005).Such type includes explaining the model conservation in the prescribed text book and the main aim of the language meaning full and easy to remember. Byrne (1986) indicates that low level students who do not know the situation in the semi-scripted role play. The second one of role play includes model conservation with some missing words and students should know how to fill in the blanks in suitable words of these contexts (Livingstone, 1983) so, students can change the main conservation to some certain way and establish their own conservation. Such type of role play might be called as semi controlled or as the teacher or purchased text book includes language input, but student should also specify the materials depend on a frame which supplies the station to establish a real life context.

This type can be used for students with upper – beginning to intermediate levels proficiency; these students should be familiar with main procedures and seeks to go to higher level of tasks as semi-scripted role play is less controlled than fully scripted role play. In the third type of role play where students may be given with key words of dialogue’s

(Dickson.1989),.Key words and intimation. Error contexts and aims in less controlled and strutted- tasks. In this type, Students established mini conversation based on key words maintained above, materials or contexts are simply as filling in gaps (pi-chong.1990).Identifying such types of role- play. As non- scripted role–play .and they argue that non-scripted role –play provided age rate chances to employ the in formation of techniques in accretion situations Davies (1990) states the students can build on their level acting out in some situation based on other option and thought, and establish language on their level, acting out in some situation based on their understanding non-scripted role–pay in free and structured way which sometimes demands special skills like problem solving.

2.4. Role-play as a Teaching Technique

According to Ladousse (1995), role play uses different communicative techniques and develops fluency in the language promotes interaction in the classroom and increases motivation. Here peer learning is encouraged and sharing of responsibility between teacher and the learner in the learning process takes place. Role play can improve learners’ speaking skills in any situation, and helps learners to interact. As for the shy learners, role play helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning. Several reasons for using role play in teaching speaking quoted from Ladousse as follows:

Role play puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.

Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.

Role play helps many shy students by providing them with a mask.

Perhaps the most important reason for using role play is that it is fun.

Based on ladousse’s theory above, we can conclude that role play can increase students’ fluency. Not only fluency role play also can increase students’ motivation because role play is an enjoyable technique to be applied. Role play also increases students’ pronunciation, comprehensibility (unscripted role play), vocabulary, or maybe grammar

A very wide variety of experience can be brought into the classroom and we can train our students in speaking skill in any situations through role play

Role play: an approach for teaching and learning .role play is a technique that allows students by explore realistic situations by interacting with other people in amended way in order to develop experience and trial different strategies in supported environment ([https://blogs .shu.ac.uk](https://blogs.shu.ac.uk). 2014 07104 .depending on the intention of the activity .participant might be playing role similar to their own or their likely one in future)or could play the opposite part of the conversation or interaction .both options provide the possibility of significant learning ,with the former allowing experience to be gained and the latter encourage the student to develop an understanding of the situation from the <opposite >point of view

Participant are given particular roles to play in conversation or other interaction, or other there typical discipline they may be given specific interactions how to act or what to say, as an aggressive client or patient in denial for example ,or requirements of the exercise .the participants will then act out the scenario and after words there will be reflection and discussion about the interaction ,such as alternative ways of dealing with the situation .The scenario can then be acted out again with changes based eth outcome of the reflect and discussion.

2.5. The importance of role-play

Role play is very important technique in teaching speaking skill because it gives student an opportunity to practice communicating in different social contents and in deferent social roles .in addition to this, it also allows students to be creative and to put themselves in another person's place for a while activities that develop and build on children s self –esteem important helping children learn who they are. Role –Play, including acting out sceneries to problem solving, story making through dramatic play and practice in coping with real life situations will support children's social–emotional and development. When children engage in role- play it helps to develop their way of thinking and help them to develop feeling of empathy. One other way getting students to speak is role –playing students pretend they are in various social contexts and have a variety of social role. In role –play activates, the teacher gives information to the learners such as who they are and what they think or feel. Thus the teacher can tell a student that <<you are David, you go to the doctor and tell him what happened last night (Harmer, 1984)

In role- play, students are assigned roles and put in to situations that they may eventually encounter outside the class room .Because role play imitate life, the rang of language functions that may be used expands considerably. Also the role relationships among the student as they play their parts call them to practice and develop their social –linguistic competence. They have to use language that is appropriate to the situation and to the

characters. Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common type of communicative output activity is role play.

- A very wide variety of experience can be brought into the classroom and we can train our students in speaking skills in any situations through role play.
- Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
- Some people are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
- Role play helps many shy students by providing them with a mask.
- Perhaps the most important reason for using role play is that it is fun.
- Based on the theory above, we can conclude that role play can increase students' fluency. Not only fluency, role play also can increase students' motivation because role play is an enjoyable technique to be applied. Role play also increases students' pronunciation, comprehensibility (unscripted role play), vocabulary, or maybe grammar.

2.6. The Advantage of Role-Play

A good learning occurs when students are the center of learning, not the teacher. The old paradigm shows that teachers are always dominating in classroom learning. In order to change this paradigm, teachers should provide and design the learning and avoid the teacher's dominance in the class. Here role play becomes a solution for making the student the center and subject of learning, not an object any more (Tompkins, 1998). Learning through role-play involves all senses of human beings. Cognitive, affective and motoric aspects are developed simultaneously and comprehensively (Doff, 1993). As stated that, learning to speak means having time to speak directly about phenomena around us. Surtimillarisa, (2018) suggests that many reasons as to why we should use role plays in the classroom. Doing role plays can help communication, motivation, speaking skills, teamwork, and building up confidence among others. Let us have a look at each of these factors:-

- communication is improved because they have to use the language communicate the idea of the play or dialogue they are reading
- The children are motivated because it is something different from what they do every day.
- as for as team work is concerned ,it is important to work together for the relaxation of one gold ,the performance as group ,at the same time this helps build up their confidence as learners as learners and they are motivated so. We have complete feedback.
- Role-play strategy has proven its effectiveness in teaching English to learners, as it is discussed previously Role-play can increase students' enthusiasm, self-confidence, and empathy, and encourage critical thinking. Role-play is a teaching strategy that models vocabulary learning in a cost-effective, controlled, and fun way for both students and teachers Huang (2015), indicated that by using role play scenarios, L2 learners can experience many kinds of real situations in which they will use the language and words; and as they develop a sense of mastery in them, they should be able to apply the language more easily to new situations. And also acting out a situation encourages the students to use the natural expressions and intonations of native speakers as well as gestures. Teaching of social skills increases motivation, develops creativity, promotes interaction, encourages peer learning and helps learners to communicate more freely. According to Sasaki (1998), role plays are regarded as simulating more authentic situations. Incorporating role-play into the classroom adds variety, and opportunities for a lot of language production and also a lot of fun.

2.7. Learning for Social Interactions

The process of human socialization of learning and playing a role begins as the infant grows out of total immersion in the world of physical feeling, of biological needs and satisfactions. He slowly becomes aware of others and learns to differentiate people and groups of people, as mother from father, parents from more others (Mark.C and Robert.F, 1966). According to Mark Chesler and Robert Fox (1966), as the child grows in to adult this process of gathering information and interacting becomes increasingly meaning full.So, the individual is involved in cyclic actions: his role is developed and continuously re-evaluated by his interactions with others; his interactions with others are partly determined by this role. Also Mark and Robert (1966)states, if skill in understanding the feelings, thoughts, and role of the other is essential for successful interpretation of events and relations, then an instructional tool that provides

such experience should be very help full. Role-playing is a method of instruction that meets these needs; individuals take on the roles of other people and act out the others 'feelings, thoughts, and behavior. Maier (1952) described the effects of role-playing techniques in the following way: "In experiencing the role-playing process one learns to pay attention to what is done and it is through increased attention to detail that one improves with practice. It is a general principle in the acquisition of skill that improvement takes place only through conscious effort during performance." In the same report Maier describes several role-playing situations that would be effective components of a successful human relations training program in industry.

Communicative language teaching has served the language teaching profession for many years since 1970(Richards and Rodgers 1986: Bax, 2003).However, despite the wide use of communicative language teaching in schools for the last three decades, claims are still being made that CLT method is not finding its full expression in the school (Richards, Bax, 2003, Thompson 1996).In that practitioners perceive CLT in different ways. Neglecting the teaching of grammar or paying much attention on open-ended discussion activities as the features of a course? This question is raised because many language teachers consider CLT as if it was a method that focuses speaking, role-play or drama and that neglects grammar. Thus, they are unsure about how to implement it in language class rooms (Thompson, 1996).

2.8. Language Theory

The increase of interest in the individual and in relationships among individuals, which characterized the sixties, marked the emergence of socio-linguistics, that branch of science where sociology and linguistics meet. A new light was shed on a language, not simply as a system of structurally related elements, which form a rule, but as a vehicle for the expression of meaning and social interaction. In other words, the structural view was supplemented with a functional, a semantic and interactional view. It was this idea of language as communication that started of the whole communicative movement (widdowson, 1979). And it was Chomsky's view on linguistic competence, and replacing it by the notion of communicative competence cited in (Richards and Rodgers 1986). According to sociolinguistic theory, the act of communication is seen not as basically an exchange of linguistic message, but rather as a social phenomenon in which the use of language plays a part. In the field of the ethnography of communication, Nation, (2010) defines as "the study of the individual's communicative activity in its social setting" Halliday (1978) argues the

existence of a semantic network is the linguistic realization of patterns of behavior. He postulates that “the more we are able to relate the options in grammatical system to meaning potential in social contexts and behavioral setting, the more insight we shall gain in to the nature of the language of the language system” (1978: 44) . Halliday has criticized Chomsky’s linguistic, theory of competence. He says “Linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of a language, and therefore all the components of meaning, brought in to focus” (1978: 145).

2.9. Learning Theory

According to Richards and Rodgers (1986) little has been written about learning theory unlike theory of language. However, two of the general leaning theories, which emphasize common features among learners, are cognitive and skill theory.

2.9.1. Cognitive Theory

According to cognitive theory, learning involves the ability to understand, to anticipate, and to relate new information to pre-existing mental structures. This focus on a meaning full learning is derived from an attempt to make sense of the world. Hence, at the level of learning theory this view supports Halliday’s claim about the semantic network as a bridge between linguistic form and behavior pattern, a link between words and the world.

As the Stern (1983: 216) posits “The learner must become a participant in areal-life context of language use as a condition of effective learning” Macdonough (1981:27) describes the cognitive process as “hypothesis testing” and adds, significantly that “rules can only be found if the risk of error is run” (1981: 29) this view is reflected in the great tolerance of CLT towards error.

2.9.2 Skill Theory

Skill theory emphasized the importance of cognitive learning and practice. This theory links mental and behavioral aspects of performance through a hierarchically organized set of plans, in which low level of automation is necessary to free attention for high level of planning. In this regard, little wood states the following:

The cognitive aspects involve the internalization of plans for creating appropriate behavior for language use, these plans derive mainly from the language system they include

grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. The behavioral aspect involves the automation of these plans so that they can be converted in to fluent performance in real life, This occurs mainly through practice in converting in to performance (1984: 74 Skill practice is considered as legitimate leaning principle (Richards and Rodgers, 1986).

2.10. Speaking

Oxford for advanced learners Dictionary 6th edition defines: speaking is a process of using our voice to say something. As cited in Juhana (2012) mentioned speaking skill in the literature that, naturally, to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and nonverbal symbols, in variety of contexts. In line with this issue, there have been some relevant researches conducted. Nunan (1999) and Thorn bury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence are some of the common factors that hinder the learners from speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (BrownH 2001). Its form and meanings are participants themselves, their collective experiences, their physical environment, and the purposes for speaking. It is spontaneous, open-ended and evolving. According to Harmer (2001) stated that speaking divided in to two categories. The first is accuracy, it is an aspect covering the Language feature, such as the correct to use vocabulary, grammar and pronunciation and the second one is, fluency: fluency is related to the mental processing which may be defined as the ability to maintain speaking in real life context and process information.

2.10.1 Objectives of Teaching Speaking

The Objectives of teaching speaking skill is the to develop students communicative skill in order to express them selves and learn how to use language many teachers and lectures believe that speaking is the heart of the second language learning this is because speaking is one of the productive skills that the student need to develop in order to communicate in formation effectively in English to the tare gate audience the other objective of teaching speaking is to help student learn how to use the language learning to speak in second or foreign language well be facilitated when learners are actively engaged in attempting to communicate. In developing their speaking skill students need to interact manage interaction

and participate in oral activities. But in foreign language context student may face difficulties in getting opportunities to participate in oral activities due to their limited exposure to real use of language their limited exposure to real use of language and interaction in the target language outside the class room and as well as outside of the school by using different strategies (source from Jimma university module for summer program language assessment and evaluation (page -144).

2.10.2 The Nature of Speaking

Azlinakurninati (2015), stated different scholars' perspectives in his study regarding to the nature of the speaking brown (2004) states that speaking is productive skill that can be directly and empirically observed. These observation are invariably colored but the accuracy and effectiveness of a test tickers listening skill necessarily compromises the reliability and the validity of an oral production test speaking in class room involves the interaction between teachers and student or among the student which depends on how class room activity are organized. compared with writing and reading skill (commonly assumed as written language, receptive skill) speaking has some distinctive characteristics .in speaking speaker don't typically speak .complete sentence use less specific vocabulary them in written language also azlinakurniati stated brown's point of view in his study brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1. Imitative: at one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possible sentence while these purely phonemic level of oral production .number of prosodic lexical and grammatical properties of language may be included in the criterion performance.

2. Intensive: the production of the short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship.

3. Responsive: responsive include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replace to teacher or student-

imitated question or comments, giving instruction and direction. Those replies are usually sufficient and meaning full.

4. Interactive: the difference between responsive and interactive speaking is in the length and complexity of the interaction ,which sometimes include multiple exchange and or multiple participants ,interaction can take the forms of transactional language ,which has the purpose of exchanging specific information or interpersonal exchange which have the purpose of maintaining social relationship.

5. Extensive (monologue): extensive oral production tasks include speech, oral representation and story telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to non- verbal responses) or ruled out together.

The speaking type in this research will be responsive, because they will make a small talk and discussion that need short replace and comments.

2.10.3. Components of Speaking

Azlinakurniati (2015) shows two different points of view regarding to the components of speaking by different intellectuals. According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciations and fluency.

2.8.3.1 Comprehension

For oral communication, it is certainly requires as abject to respond, to speech as wells initiate it.

2.8.3.2 Grammar

It is needed for students to arrange correct sentences in conversation. the student .ability to manipulate structure and to distinguish appropriate grammatical from inappropriateness. The utility of grammar is alas to learn the correct way to gain expertise in language in oral and written from.

2.8.3.3 Vocabulary

Vocabulary means the appropriate diction which is in the communication without having sufficient vocabulary one can not communicate effectively or express their ideas both in written and oral form having this limited vocabulary also barrier that precludes learners from learning language without grammars very little can be conveyed, without vocabulary nothing can be conveyed.

2.8.3.4. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of Grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciations .these are: phonemes and supra segmental feature features .from the above explanations we can conclude also that pronunciation is the knowledge of studying about how the words in the particular language are produced clearly when people speaking .in speaking pronunciation plays vital role in order to make the process of communication easy to understand.

2.8.3.5. Fluency

Fluency is the ability to read speaks or write easily smoothly and expressively. in other words, the speaker can read, understand and respond in language clearly and concisely while relating meaning and context fluency can be defined as the ability to speak fluently and accurately .fluency in speaking is the aim of many language learner .signs of fluency include a reasonably fast speed of speaking any only a small numbers of passes and use these signs include that the speaker does not have spent a lot of time searching for the language items needed to express the message.

There is other components of speaking which was stated from the other side .under Kevin put his point of view to words components of speaking .according to under Kevin (1990)there are three components in speaking .these are the speaker ,the listener and the utterances .he explained as the follow:

1. The speakers are people who produce the sound .they are useful as the tool to express opinion or felling to the hearers. So, that these are no speakers the opinion or the felon stated.
2. The listeners: listeners are people who receive or get the speakers opinion felling .it there no listeners, speakers will express their opinion by writing.
3. The utterances: the utterances are words or sentences which are produce by the speaker to stat the opinion .if there is no utterance, both the speakers and the listeners will use sign

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

This study intended to find out the effect of using role play on EFL learners' speaking skill. For this purpose, therefore, quasi-experimental research design was chosen. Because a quasi-experimental design uses alternative ways of assessing subjects to the treatment and control groups. It involves the creation of comparison groups are most often used when it is not possible to randomize individuals or groups to treatment and control groups. According to (Cress well, 2008), experimental research is characterized by greater control over the research environment and some variables are manipulated to observe their effect on the other variables. In this study, the pre/post-test method is design to measure students' growth in their knowledge or their speaking skill. The pre/post-test method can be help full to teachers in determining growth towards the achievement of their speaking ability. Experimental group is only one group and their measures recorded before and after treatment. There was also one control group that the researcher used. Thus, the researcher employed quasi-experimental design in order to have clear concept on the effects of using role-play on EFL learners' speaking skill and observe the difference and relation between experimental and control groups based on their outcomes.

3.2 The Existed Variables in the Study

Two main variables in this study were mainly independent and dependent variables. Independent variable was role-play speaking teaching method while dependent variable was speaking skill. Thus, the researcher of this study intended to investigate what are the effects of using role-play on grade nine students' speaking tests in learning English at Shayi Secondary school.

3.3 The Study Site and Participants

This study took place in Yeki Woreda Shayi Secondary School. For the study, data were gathered via primary data gathering sources. The target population of this study was grade nine students and they were distributed in five sections. From these sections, two sections were assigned as experimental and control group.

3.4 Sample Size and Sampling Techniques

In conducting this study, the researcher used non-probability sampling for the selection of participants. The researcher used 50 students from the total population of 250 students from those five classes of grade nine students by using convenient sampling techniques. The researcher made different classes and named them Section A and Section B, then assigned section-A for experimental group and section –B for the control group. Due to COVID 19, each group contained 25 students. So, the total population from whole represented in this study were 50 EFL learners of grade nine students. Their mother tongue was sheki nonoo,kaffinonoo, Afan Oromo, and Amharic. Students from poor, rich family and diversified participants were participated. According to Cress well (2008), convenience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact. The researcher used this technique when it is a must to use naturally existed groups. Based on this idea, convenience sampling technique was appropriate for this study because the class rooms were arranged by the school administration, and the researcher assigned to teach the classes in the academic year 2012 E.C but, due to COVID19, it was postponed to 2013 E.C.

3.5 Data Sources

The sources of data were expected to come from primary sources since they are directly related to the problem and expected to provide sufficient information on the problem under students and English language teachers.

3.6 Procedures Used in the Treatment

In teaching speaking skill through role-play, the materials applied for the experimental or treatment group were role-play scenarios lesson that aimed to teach speaking skill in the class. The participants in the control group didn't experience working with role-play scenario scripts, and especial lesson plan was prepared for treatment group. Instead, Control group Learners were given materials based on the traditional method of teaching and grade nine English text books. The researcher designed lessons and teaching procedures in class room to use the following procedures in teaching speaking skill through role-play for experimental group:- Day-1, Introduction of teaching-April 10th 2021

1. Introduce the research objectives, what is expected from them, assigning their groups, short lesson on role-play and speaking skill.

2. Dividing the students in to groups and give them their role-play scenario in groups.
3. Asking and checking whether it is clear or not about the role-play scenario in their groups for several days before performing the activity.

Day-2-6- The teaching session for the experimental group administered for 5 times in April 12,14,16,18,20 and 2021 by using role-play teaching method. The control group also taught speaking skill lesson for 5 times by using traditional method or old mood in April 22, 24,26,28,30.

4. Introduce the starting of speaking skill lesson through role-play.
5. Use warm up activities to motivate us in order tospeak.
6. Introduce a topic based on the first selected role-play scenario lesson.
7. Give them chance to perform the scenario (designed and arranged by the researcher earlier) about the topic discussed before in the class. Ask them to respond what they asked, Practice conversation to interact with their surroundings, express their opinion regarding to the current situations about COVID 19, practice talking in telephone.....
8. Observe, guide and monitor the role-play scenario being performed.
9. Letting the students to ask questions based on the lesson they were taught by the group at the end of the lesson through role-play.
10. Discuss and evaluate each group's performance.

Based on the above steps the experimental group was taught speaking by adapting and using the following: steps from Thuraya, 2016 research and shewalem W, 2018 research.

Role-play-preparation content (functions, instructions...)

-Activity participation (interaction, discussion)

-Evaluation content :(fills in the gap, describe pictures, performing role-play)

Moreover, the study used supplementary materials such as; dialogue like telephone talking, expressing their opinion regarding to COVID 19 and so on.

3.7 Data Collection Instrument

Data were collected on the effects of using role-play on EFL learners' speaking skill. Thus, the instruments that the researcher used to employ were pre-test and post-test. In addition to this, the researcher wanted to support his study with strong evidence, he decided to use questionnaires and interview. The researcher developed an achievement test based on the material of the guide which focuses on our daily speaking activity (learning how to speak without teacher, from the school situation:-letting the learners to guess what is found in the library, asking and answering the questions based on the picture they saw from grade nine English text book and letting them to perform role-play.) The aim of preparing the test was to achieve the following objectives:--To measure the effectiveness of using role-play in enhancing the learners' speaking skill compared to traditional teaching method, identifying the learners' speaking improvement before and after the study. Both groups the control group and the experimental group learners were taught by the same teacher. The total numbers of questions were 25 and divided in to three main parts which tested speaking skill. Students were asked to choose correct words to fill in the blanks in the conversation, asking and answering the question based on the given pictures and performing role-play by being on some one's position.

3.7.1. The Pre-test

The pre-test was conducted on April 8th 2021 E.C. This test was given on the sample of the study for two groups. The researcher gave the test and recorded the answers for scoring. It took 2 and half hours for answering the questions. The aim of giving this test is to compare the learners' achievement scores in the pre-test with that of the same learners in the post-test.

3.7.2. The Post-test

At the end of the teaching period, the learners were post-tested on the 2nd of May 2021. The same procedures followed in conducting the pre-test. The researcher also conducted the pilot test, pre-test and post-test under the same conditions

3.7.3. Interview

Selinger and Shohamy (1989) point out that the use of interview as a data collection instrument permits a level in-depth information, free response, and flexibility that cannot be obtained by other procedures. In this study, researcher made an interview with five English

teachers who were participated in the questionnaire. This helped the researcher to explore additional information on the prevalent problem. Six basic interview questions was prepared. The main content of each question was focused on the effects of using role-play on EFL learners' speaking skill. The interviews were took place in face-to-face situation with subjects.

3.8. The pilot Administration of the test

The pilot administration of the test is conducted to support the researcher to check the clarity of the items of the test; and calculate the time needed for answering the question, which appeared to take 2and half hour for the whole test. In addition to this, it is used to check the reliability of the test and practicality of the test in general.

3.9. Validity and Reliability of the Tools

According to Patton (2002), the validity and reliably issues of the instrument of data collection was utmost concern of the present research process. Therefore, the devolvement of the instrument part, i.e. the questionnaire was done with great caution in order to avoid significant defects and pilot testing was conducted to increase the reliability and validity before its full scale administration takes place.

In order to get face and content validity as well as authenticity validity of both tests, pre-test and post-test were evaluated by experienced EFL master holder teachers. Their recommendations and comments were carefully considered and very valuable. The test questions were designed according to their suggestions. Moreover, prior to the main study, a pilot study was conducted, with a group of 25 students who were excluded from the sample, to check the reliability of the pre-test and post-tests.

3.10. Data Collection Procedures

This study employed multiple procedures to collect data from sample subjects. The data collection session was arranged means sometimes suggested by high schools' permission. To gather data regarding the causes of effects of using role-play on EFL learners' speaking skill, the researcher followed some data collection procedures. Theresearcher first designedhow to give pre-test, post-test the important points must be done for experimental group. Then, the questionnaire was distributed it to the sample participants chosen through non-randomized. Then theresearcher proceeded to gather data regarding the problem by carrying out the

students' practical English speaking skill. Lastly, the researcher gathered data through interview from the EFL teachers of the schools. In doing so, the researcher kept on checking every data gathered through all tools have consistency with the point of the issue.

3.11. Data Analysis

In order to analyze the data collected using the implementation of pre-test, post-test and questionnaire and interview. The researcher used both quantitative and qualitative method of data analysis. The data that was optional through questionnaire was analyzed statistically such as frequency, and percentages. The data that was gathered through interview was analyzed through qualitative approach particularly to triangulate and to substantiate quantitative data.

3.12. Ethical consideration

After receiving official letter of cooperation from Jimma University, the researcher communicated school directors and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished on a voluntary basis without harming and threatening the personal and institutional wellbeing. In addition, all information obtained from individual Respondents was kept confidential.

CHAPTER FOUR: FINDING S AND DISCUSSIONS

This chapter deals with the analysis and interpretation of the finding of the study. To do this the pre-test and post-test result of the students were arranged in the table 2-6 and their results were changed to mean in order to compare and contrast experimental group students and control group students' results. From the collected data, and pre-test and post-test, results were analyzed in this chapter to answer the problem of this study. The data were collected from the learners' speaking ability through role-play as a technique and other tools. In this study the data were scored and analyzed by using the following criteria.

Table4.1. The Criteria of the Marks

Mean Score	Class Performance
80__100	Good to Excellent
60__79	Average to Excellent
50__59	Poor to Average
0__49	Poor

So, in this study, the researcher used the following criteria;

1. Tabulating the students 'score.
2. Assessing the Tabulating students' speaking score both in pre-test and post-test.

To calculate the average value of students in control and experimental groups, the following formula was used. The Average= Total score /Student number

4.1 Learners' Speaking Skill Result

The researcher took the learners' score data from the pre-test and post-test of control group and code both groups. These codes were capital letters "A-Y" for controlled group and small letter "a-y" for experimental group. Capital letter "A" stands for the first student, letter "B" for the second student and..."Y" for the last student. For experimental group small letter "a" "is used for the first student, "b" for the second student "c" for the third student and ..."y" for

the last student. The table below shows the learners' result in pre-test and post-test of control group.

Table 4.2. Control Group Learners' Result of Pre-test and Post-test

No-	Code of the students	Score in pre-test	Score in post-test
1	A	60	70
2	B	55	60
3	C	50	70
4	D	50	75
5	E	53	65
6	F	70	60
7	G	50	60
8	H	65	75
9	I	55	80
10	J	60	80
11	K	60	65
12	L	60	70
13	M	55	75
14	N	60	75
15	O	50	70
16	P	50	65
17	Q	70	70
18	R	60	70
19	S	55	65
20	T	65	75
21	U	65	70
22	V	58	60
23	W	60	70
24	X	60	70
25	Y	60	65
	Total score	1456	1730

From the above table, the average result of the control group learners in pre-test is the total score divided by the number of students. This means; $1456/25 = 58.24$. Therefore, the average value of the control group during pre-test was 58.24. Whereas the average result of control group learners in post-test = Total score / Total number of the students. This means; $1730/ 25 = 69.2$. So the average value of the control class of the post-test is 69.2.

Table. 4.3.Experimental Group Learners' Result of the Pre-test and Post-test.

No	Code of the students	score in pre-test	score in post-test
1	a	60	90
2	b	70	80
3	C	50	70
4	d	70	90
5	e	60	70
6	F	60	90
7	g	60	90
8	h	50	80
9	i	80	80
10	J	80	90
11	k	70	80
12	l	50	90
13	m	70	90
14	n	80	80
15	o	60	80
16	p	80	70
17	q	80	90
18	r	70	80
19	s	60	60
20	t	60	90
21	u	60	80
22	v	50	80
23	w	70	80
24	x	60	65
25	y	50	60
	Total score	1610	2005

The Average value of the Experimental group students pre-test = Total score / Total number of students. This means; $1610 / 25 = 64.4$. Whereas the average value of the Experimental group learners' result of post-test = Total score / Total number of students.

This means, $2005 / 25 = 80.2$

4.2. Hypothesis Testing

In this study, the hypothesis testing was calculated but the comparison of pre-test and post-test with t-table. Therefore, if the value of t-test is higher than the t-table, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) will be accepted. And, if the value of t-test was lower than t-table the null hypothesis is (Ho)was accepted and the alternative hypothesis (Ha) was rejected.

Based on the given table, the data were analyzed to show if there was effect of using role-play on the learners' speaking skill. To test the hypothesis of the learners at significant level of 0.05, the researcher used the following formula. In Sunardi, 2013 :(Arikunto, 2006:307)

1.The analysis on the students' different score of pre-test and post-test, $MD=M2-M1$ (Arikunto, 2006:307) Note: MD=the different students' mean score of pre-test and post-test

$M2$ = the students' mean score of post-test

$M1$ == the students' mean score of pre-test

2. The Significant of the students' score = $\Sigma / ()$ $\Sigma = \Sigma$ $(\Sigma / ())$

Note: t= the obtained for correlated sample

MD=the mean of difference.

Σd =the sum of difference students' scores between pre-test and post-test.

Σd^2 =the sum of difference students' scores between pre-test and post-test.

N =the number of students.

3. The effect size analysis

$Es=t$ Note: Es= effect size

T =result of test

N =number of students. The result is categorized as follows:

$ES < 0.02$ is categorized as low.

0.02 <Es<_0.08 is categorized as moderate.

Es> 0.08 is categorized as high.

To sum up, based on the t-table (t t) standard of significant 0.05, the researcher gave interpretations that t-table is smaller than t- value 1610 <_2005. Therefore; the result of this study indicates that the alternative hypothesis (Ha) that "The effect of using role-play on EFL learners' speaking skill" was accepted and the null hypothesis was rejected. The result shows that there was significant score of EFL learners 'speaking skill through using role-play. The t-score was 0.6. Therefore; the result is categorized as moderate.

Pre-test < compare > post-test or 1610 <395 >2005

Table 4.4 The Value of the Pre-test, Post-test and X-value of both Control and Experimental learners' group.

No	Students' Code	Control Group			Experimental group		
		Score			Score		
		Pre-test(T1)	Post-test(T2)	(X)T2-T1	Pre-test(T1)	Post-test(T2)	(X)T2-T1
1		60	70	10	60	90	30
2		55	60	5	70	80	10
3		50	70	20	50	70	20
4		50	75	25	70	90	20
5		53	65	12	60	70	10
6		70	60	-10	60	90	30
7		50	60	10	60	90	30
8		65	75	10	50	80	30
9		55	80	25	80	80	0
10		60	80	20	80	90	10
11		60	65	5	70	80	10
12		60	70	10	50	90	40
13		55	75	20	70	90	20
14		60	75	15	80	80	0
15		50	70	20	60	80	20
16		50	65	15	80	70	-10

17		70	70	0	80	90	10
18		60	70	10	70	80	10
19		55	65	10	60	60	0
20		65	75	10	60	90	30
21		65	70	5	60	80	20
22		58	60	2	50	80	30
23		60	70	10	70	80	10
24		60	70	10	60	65	5
25		60	65	5	50	60	10
	Total score	1456	1730	284	1610	2005	395

Note: T1=the score of pre-test. The Experimental group, $M = X / n$

T2=the score of post-test.

$$395 / 25 = 15.8$$

X=the number of the score of T2-T1

$$M = X / n$$

Control group, $284 / 25 = 11.36$

The researcher tried to show the results in the tables given above. For instance ; from the Table 4.2 it can be seen the average students in control group pre-test is 58.24 and the average value of the experimental group of pre-test is 64.4 in the table 4.3. This suggests that there is difference in outcome scores of students in the Control and Experimental groups. The averages of two groups were taken from pre-test of control and experimental group. The lowest score of control group is 50 and also 50 for experimental group. The highest score of control group is 70 and 80 for the experimental group. The highest scores of control group is 80 and the lowest is 60 in the post-test. From this description we can understand is that, the control group has little improvement in their result and the average result of control group is 69.2 in post-test. But the researcher didn't give any treatment.

From the table 4.3, it can be seen that the highest score in the Experimental group of post-test is 90 and the lowest is 60. The data have been taken after the role-play and the expected treatment was given. Also, it can be seen the learners' out comes were dramatically improved. Based on the given table, there is a difference in the learners' result that they scored. The students who learned by the help of role-play or took treatment scored better score compared

with control group or who learned without taking any treatment. The following is the formulations to know about the students' mean score of pre-test and post-test.

$\Sigma / () = 1610 / 25 = 64.4$ -test. This is students' Experimental group pre-test.

$\Sigma / () = 2005 / 25 = 80.2$. This is students' Experimental group post-test.

Then the next step is to analyze the students' different score of pre-test and post-test.

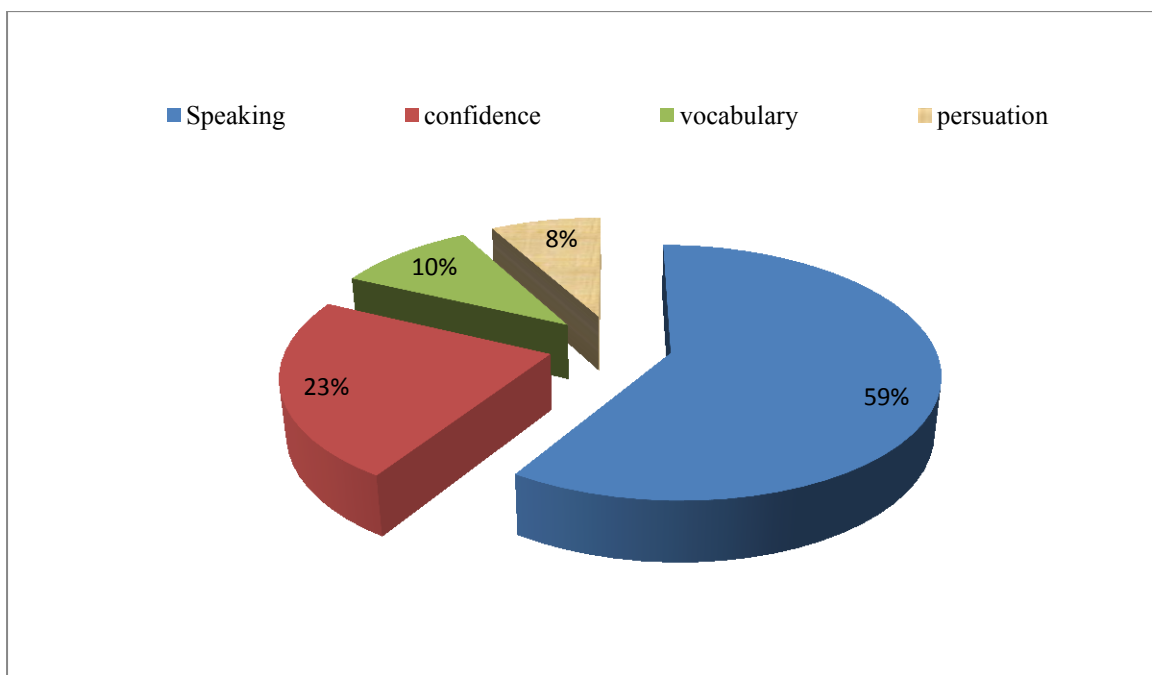
$MD = M2 - M1$. Therefore; $80.2 - 64.4 = 15.8$.

Secondly, the researcher tried to formulate the significant of the students' score.

$= \Sigma / ()$ so, $15.8 / 25 = 0.63$

From the calculation of the given formula, the result shows that there was a significant score of the students' speaking skill through using role-play. It can be concluded from the score was 0.63. It means the students were moderate. The researcher also tried to describe the pre-test and post-test of treatment groups score by using the following diagram.

Teaching speaking skill through role-play helps the learners to improve the following points as this study's finding indicated below.



Diagram, The result of teaching speaking skill through role-play

From the above diagram, the researcher wanted to describe about the results of teaching speaking through role-play. From the diagram we can understand is that, when the students learn speaking through role-play, they improve their speaking skill as we see from the diagram (59%), the students develop their self-confidence by (23%), the students also develop their vocabulary knowledge (10%) and finally the learners also become persuasive citizen for the future when they learn speaking through role-play. After taking continuous treatment, they took post-test. Consequently; their post-test score became high that is 80.2. It means that there was a significance increase after the role-play used to teach speaking.

In addition to pre-test and post-test, the researcher used questionnaire for the students and EFL teachers. And also the researcher used interview for EFL teacher. The purpose of using these tools was to strengthen and to support with strong evidence.

Table 4.5 Students' interest towards speaking

SA=Strongly Agree=5, A= Agree =4, U= Undecided=3

DA= Disagree=2 SD= strongly disagree=1

		Scale value	SA	A	U	DA	SD	Total
			5	4	3	2	1	
No	Statements	Frequency & percent	1*	2*	3*	4*	5*	
1	I feel afraid to participate in the class because I am afraid of my teacher very much.	F	12	8	3	2	0	25
		%	48	32	12	8	0	100
2	I am worried about my pronunciation when I speak in front of the class.	F	10	9	4	2	0	25
		%	40	36	16	8	0	100
3	I try to use English language in any aspects when I get opportunity to speak.	F	14	7	2	1	1	25
		%	56	28	8	4	4	100
4	I like speaking English very much.	F	13	8	2	2	0	25
		%	52	32	8	8	0	100
5	I practice to speak in English by using new words when I come across with new words. So, I can remember them easily.	F	10	8	2	2	3	25
		%	40	32	8	8	12	100
6	I find it easier when speaking exercises involve interaction between teachers and students.	F	13	7	0	2	3	25
		%	52	28	0	8	12	100
7	Have you ever learned speaking through role-play	F				20	5	25
		%				80	20	100
8	I improved my speaking skill because my teacher teaches me speaking through role-play	F	14	5	4	2	0	25
		%	56	20	16	8	0	100
9	I watch different English movies or different English TV programs to help me to participate better in speaking class.	F	0	0	0	12	13	25
		%	0	0	0	48	52	100
10	I have my own wish or plan to improve my speaking skill in English.	F	5	10	5	2	3	25
		%	20	40	20	8	12	100

In the table above 4.5, item 1 and 2; 12(48 %) and 10(40 %) of respondents responded that they strongly agree respectively in feeling afraid to participate in the speaking class, worried about their pronunciations when they speak English in the class room. This makes the class room environment more stress full for the learners. While 3(12%) and 4(16%)respondents

reserved undecided, another 2(8%) and 2(8%) respondents disagreed and strongly disagreed regarding to the issue. This finding was exact in the line with what the researcher found out most students during the participation in English speaking and worried about pronunciation being laughed at by audiences in speaking class. In the same table, item 3, 4, 5, and 6 shows that the majority of the respondents 14(56%),13(52%),10(40%),and13(52%) respondents strongly agreed respectively that using English in any aspects, like speaking English, practice speaking English with new words and find it easier when they involve in speaking exercise. Strengthening this finding the researcher made quite sure in his observation during their presentation, that most students had interest to practice in speaking in speaking class and when they got an opportunity to involve in speaking exercise they would be success full in their speaking task. According to item 7 almost all respondents responded that their teachers rarely teach speaking through role-play. This means they didn't teach their students through role-play.

With regard to item 8 majority of the respondents or 14(56%) for each item responded that strongly agreed regarding the issue. They responded that, if the teacher teaches speaking through role-play, their speaking skills become improved and they can speak easily. During the class observation, the researcher observed the students were interested in working with others. Regarding to item 10; 5 respondents (20%) responded that they strongly agreed and many participants 10(40%) agreed respectively in planning to improve their speaking skill by preparing their own plan. This finding was quite exact in with what the researcher found out most students during individual presentation, dialogue and in role-play activities.

4.3. INTERVIEW RESULTS

The researcher administered four interview questions with five EFL teachers regarding to role-play on speaking skill. The questions on the interview examined the significant effect of using role-play on the learners' speaking skill. The majority of the EFL teachers believed that when the students practice role-play regularly in the speaking class they could speak fluently and improves their speaking skill. Five participants (100%) EFL teachers answered that when the students learn speaking through role-play continuously, they can develop their confidence, make them creative citizen for the future and persuasive students. From 5 EFL teachers three of them or 60% strongly agreed in "role-play is the best way to improve students' speaking skill and improve social interaction " and two of them or 40% agreed with this idea.

To sum up, we can conclude that the majority of EFL teachers believed and agreed that, using role-play in speaking class helps the learners to express their idea well and communicate easily, improve their speaking skill and makes them creative students in any aspects. It plays a great role on students' speaking skill.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The main objective of this study was to investigate the effects of using role-play on EFL learners' speaking skill in case of grade nine students at Shayi high School. Speaking is one of the most important modes of communication through use of verbal and non-verbal symbols in variety of contexts. The main purpose of learning language is to use for communication purposes. These are numerous daily activities where people need speaking. In order to achieve this purpose different researchers and scholars developed various languages teaching methodology. One of the effective languages teaching ways that developed to improve meaningful communication is role-play method in language teaching.

To achieve this objective the study was focused to answer the following research questions.

1. What is the effect of using role-play on EFL learners' speaking class?
2. To what extent do EFL teachers utilize role-play in their speaking class?
3. To what extent does the role-play strengthen the weak students' speaking skill?

In order to answer these research questions and conduct the study, quasi-experimental research design was employed. It is method that involves the creation of a comparison of groups. The participants of the study were grade nine students. Fifty (50) students were involved in the study from total population of grade nine students in shayi high school. Two sections of grade nine students were selected by using convenience-sampling techniques and assigned as experimental group and controlled group. To measure the outcomes, researcher used pre-test and post-test. Pre-test was given prior to the implementation of role-play language teaching to make sure that both groups were on the same level of speaking skills before intervention. Experimental group was manipulated for five weeks by using role-play language teaching in speaking class. After treatment group was manipulated for five weeks post-test was administered to both groups to investigate the effectiveness of role-play to improve the learners' speaking skills. The result of post- test indicated a significance difference between both groups. Experimental group improved their speaking skill after role-play learning. Almost all EFL teachers were applying traditional teaching method. This implied they didn't utilize role-play in the speaking class. Role-play played a great role on

EFL learners' speaking skill. Especially for weak students on speaking skill, they can improve their speaking ability; develop their self-confidence and their vocabulary knowledge.

5.2. CONCLUSIONS

The mean score of the Experimental group is (80.2) so it was greater than the mean score of control group (69.2). From this we can understand is the experimental group showed a significant advantage over the control group with regard to the scores gained in the post-test. In addition to pre-test and post-test, the researcher used interview and questionnaire to support pre-test and post-test in order to get further information. Generally, the same result was found from the teachers' interview regarding role-play. In other words, the finding is in favor of using role-play in teaching speaking skill. This means that, using role-play in teaching speaking skill is more effective than using the traditional teaching ways.

The other important result was, role-play strengthen the learners who were poor in speaking by adopting this techniques and running the procedures for three periods of five weeks yielded remarkable. Not only on speaking but also they developed their self-confidence and their vocabulary knowledge. Also this finding implied that almost all EFL teachers rarely used role-play in speaking class. This means that, they didn't use role-play in the speaking class in general. According to the results, the participants in the experimental group achieved better than those in the controlled group. In other words, through the results derived from the study, role-play, recommended by many experts in the field, was practically shown to be an effective and successful activity to be used in English lesson among secondary school students.

Furthermore this finding is consistent with the results of the previous studies showing that role-play is an effective strategy for improving students' speaking skill, building up their confidence and develop their skill of team work. In short, role-play becomes a solution for making the student is the center and subject of learning not object of any more (Tompkins.1998, Doff.1993, Harmer.1984,Harpel,Whalen and Morries.2005).And also the reason for the great improvement for speaking skill of the experimental group is that, the role-play strategy is more interesting and engaging than the traditional method, which is conducive to highly motivated students and more creative learning environment (piaget.1972, Vincent and sheperd).And also it is consistent with the most recent studies, such as (Surti.M.2018, Esmail.Z, Aminsaid,and Parivash.Z .2017).

The main question for this study asked whether there would be a significant difference between the pre-test and post-test for the experimental group. The finding showed that there was significant difference between them. From this result we can understand, in experimental group, the learners gained treatment and support .Therefore; their results were improved. As result; the use of role-play in teaching speaking is effective strategy. But traditional method was not effective as treatment group.

5.3. RECOMENDATIONS

The results of this study have important practical pedagogical implications in promoting students' speaking in general and in particular. This study pointed out how EFL teachers teach and learners learn speaking in using role play. Taking in to account the findings and conclusions, the following recommendations are made:

- As far as the purpose of using different strategies to teach speaking is to improve students' speaking skill, the study implies that considering how teachers use motivational techniques like using speaking activities and authentic materials, providing encouragement and psychological support to students on practicing role-play in speaking lesson. Without these essential elements, realizing the expected objectives is impractical.
- Moreover, the result of this study implies that since speaking activities are carefully designed and implemented, EFL teachers use simple language for the learners in order to understand easily and to respond what the teachers said. Teachers also should organize and monitor properly and motivate the learners to participate in an English club in the school to increase students' interest in speaking English.
- EFL teachers should apply role-play strategy in teaching speaking class.
- Regular training course should be provided to give them experience with the department members on the use of role-play strategy in speaking class in every level whether by ministry of education or well-experienced teachers in their department members in the school or cluster centers.

5.4. FUTURE STUDY

The following recommendations are recommended for someone who wants to conduct study on similar study to investigate the following points.

- ❖ The EFL teachers' and learners' attitudes towards using role-play strategy in teaching speaking class should be investigated.
- ❖ Researchers should apply further studies to investigate the effect of role-play strategy on the other English language skills.
- ❖ In addition to the textbook, schools should be provided with the relevant ELT resources or supplementary materials such as reference books on speaking skill, audio-visual materials, etc. to facilitate. The testing or method of assessment both at the national and classroom level should also focus on the use rather than the structure of the language so that the attention of both teachers and students will be geared towards the communicative aspect of the language.

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Appendix-1

Sample of lesson plan

School Shayi high school. Lesson topic: Buying and selling in the shop

Subject: English. Total credit: 5. Grade section 9th A. Duration: 40 minutes

Specific objectives: By the end of this lesson the students should be able to: practice different polite words which can be used in the shopping, do role-play activity as a shop keeper and customer.

Stage	Strategy	Teacher's activity	Students' activity	interaction	Time
Pre role-play	Role-play	-Assigns the students in to groups -Teaches about polite expressions that can be used in shopping	-Being in an assigned groups -Identifying the polite expressions that can be used in shopping	pair	10'
During role-play		-Students participate in a role-play according to the their group -All students ask the questions each other	-Participating in role-play actively -Asking and answering as a shop keeper and buyer		25'
Post role-play		-The teacher provide feedback of role-plays related to their topics	-Taking constructive feedback on their role-play activity.		5'

Appendix-2

Jimma University

Collage of social science and humanities

Department of English and literature

Teaching lesson for grade" 9"students particularly for experimental group students who are participating in this researcher.This lesson contains 3 individual lessons in different role play scenarios to teach speaking.

Lesson one

Lesson objectives – teaching speaking by role play

Lesson topic - COVID 19

Teaching method –active learning role play by students

Lesson duration - 2 hours

COVID 19

Role play characters (Terefe,Yenenesh,Kochito)

Role play scenario -1

Kochito ,Terefe&Yenenesh are talking.Terefe wants to talk about the current issue called COVID 19.but Yenenesh&Kochitodo not want to listen

Terefe : did you watch TV news yesterday ?

Kochito: No, I didn't

Yenenesh: Nothing new: we always hear the same thing

Terefe: please guys: new thing is happened in our country. COVID19 various is spread in our country.

Kochito: COVID? What does COVID mean?

Terefe : COVID 19 is a virus , that can be transmitted through breathing ,shaking, toughing/contact/.

Yenenesh: if one of us caught by COVID 19, could we die?

Terefe: if you don't immediately go to the hospital or health center we will not be cured or we will die and we will kill many people by transmitting to others.

Kochito : so, how can we protect ourselves ?

Terefe: that is nice question. Yesterday, I asked one nurse the same question. We can protect ourselves by using masks and sanitizer properly and keeping our distance from other people.

Kochito: thank you very much for your information. You saved our life .we should do what you said and teach others in our home

Appendix- 3

Lesson Two

Lesson Objective - Teaching how to talk with people by phone.

Lesson Topic –Phoning the doctor

Teaching Method – Active learning Role-Play by students

Lesson duration – 2 hours

Role- Play Characters (Geremew and Receptionist)

Geremew is not feeling very well, so he phones the doctor.

Role-play Scenario-2

Receptionist: Good morning.

Geremew: Good morning. Can I make an appointment to see the doctor today?

Receptionist: We are busy this morning, I am afraid. May I ask what the problem is?

Geremew: I have got a bad cold. Do you think I call and see one of the doctors just for five minutes because I suspect it may be "COVID19?"

Receptionist: Hold on a moment.....yes, Dr. Solomon is free at ten.....will that do?

Geremew: Great. Thank you very much.

Receptionist: Not at all. By the way until you see the Doctor, keep yourself alone and don't contact with others.

Geremew: Bye Note; they may their own ideas according to the situation.

The end

Appendix -4

Lesson-three

Lesson objectives –teaching speaking by role play

Lesson topic- buying and selling in the shop

Teaching method –active learning role play by students

Lesson duration- 2 hours

Buying and selling in the shop

Role play characters (hiwot and assistant)

Role play scenario -3

Hiwot takes an item of collecting back to the shop where she bought.

Hiwot: can I change this top? It was too small for me. Here is the receipt.

Assistant: unfortunately the next size up is sold out. Would you like your money back or would you prefer to choose something else?

Hiwot: have you got any other tops in a bigger size?

Assistant: certainly .Try some of this.

Hiwot: this is all quite nice. Which one do you think looks best?

Assistant: that green one really suits you.

Hiwot: better than the blue one

Assistant: oh yes, very nice –green is definitely your color!

Hiwot: Are you quite sure?

Assistant: of course I am! Look in the mirror!

Also they may give additional information as the seller and buyer.

The end

Appendix -5

Lesson-four

Lesson objectives –teaching speaking by role play

Lesson topic- Introducing our friends to our other friends

Teaching method –active learning role play by students

Lesson duration- 2 hours

Introduction

Role play characters (Tadele,Dani,Hassen)

Role play scenario -4

Tadele: Good morning Dani?

Dani: Good morning Tadele

Tadele: How are you?

Dani: Iam fine and you?

Tadele: you are well come Dani. By the way, I would like to introduce

Mybest friend Hassen, withyou. He is grade nine student. He came

FromDepi Primary School.

Dani : Nice to meet you Hassen. How do you do

Hassen: How do you do Dani? It is pleasure to meet you too.

Dani: It is a pleasure to meet you too.

Hassen: Thanks Dani, I hope to see you again.

Dani: I hope to see you too.

The end

Appendix 6

Lesson-five

Lesson objectives –teaching speaking by role play

Lesson topic- Introducing the places

Teaching method –active learning role play by students

Lesson duration- 2 hours

Role play characters (Tedla,Konjit)

Role play scenario -5

Konjit: Good morning Tedla?

Tedla: Good morning Konjit?

Konjit: Where do come from?

Tedla: I come from Gonder.

Konjit: Oh! Pleased to hear this voice. Could you tell me about Gonder?

Tedla: sure, I can tell you what I know and for further you can visit this historical place.

Konjit: Thank you so much.

Tedla: you are well come.

Konjit: Could you tell me how long the flight from A.A to Gonder is?

Tedla: well, supposedly 10 minutes, but it may or may not.

Konjit: Thank you Tedla. I will take my diary to take some information about this historical place tomorrow.

Tedla: Don't worry, make ready yourself to listen and I will tell you as much as possible.

The end

Appendix-7

Name of the students _____

Group _____

Pre-test and post-test questions

Read the conversation below before you answer it

A, Introduction situation

Lencho: Hi, my name is lencho.

Lema: Hi I am lema

Lencho: by the way. -----?

Lema: I am from Teppi any you

Lencho: _____ Nice to meet you, lencho.

Lema: _____.

Lencho: may I know where you live?

Lema: I live _____ any you

Lencho: _____

B. The other situation

A. Please introduce yourself and your friends to other friends.

B. Please ask and answer about this pictures. Introduce for the tourists about the historical places in Ethiopia as tourist guide and ask some information as a foreign citizen.



(Semein Mountain and Lalibela)

C. Perform a role-play with your friends as a doctor and as COVID 19 infected person.(in this role-play the role-players should consider the situation about how he or she was before , the life in hospitals living with the people who infected by COVID19, after treatment and advising as a doctor andthe transmission ways and how can they protect themselves and others)

Appendix -8

A: Questionnaires to be filled by grade nine students.

Dear students, my name is Terefe W/Michael a graduate student in the department of English language and literature in Jimma University and I have been doing a research study for my MA thesis entitled “The Effect of Using Role-play on EFL Learner’s speaking,”

This questionnaire is designed to collect data on the effect of using role play on EFL learners speaking. It is an instrument which the researcher uses to gather the necessary data for this MA thesis in EFL. Thus I kindly request you to give the required information. Your contribution is highly for the successes of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the purpose of the study. As a further assurance, you don’t need to write your name.

Thank you very much in advance for your co-operation!

Questionnaire items

Direction I : please read the following statements and give your responses by putting tick mark (√) in the column under any one of your suitable answers for the given scales below to represent your responses.

1. Strongly agree =5, 2.Agree =4, 3.Disagree =3, 4.Strongly disagree =2, 5.Undecided =1

No	Statements (item)	5	4	3	2	1
1	I feel afraid to participate in the class because I am afraid of my teacher and match.					
2	I am worried about my pronunciation when I speak in front of the class.					
3	I try to use English language in any aspect when I get opportunity to speak.					
4	I like very much speaking in English.					

5	I practice speaking in English by using new words when I come across with new words, so I can remember them easily.					
6	I find it easier when speaking exercises involve interaction between teachers and students.					
7	Have you ever learned speaking through role-play?					
8	I improved my speaking skill because my teacher teaches me speaking through role-play					
9	I was poor in speaking. But my speaking was improved when I learned speaking through role-play.					
10	My speaking ability is improved because I learned speaking through role-play.					

Appendix 10

Interview questions for EFL teachers

Good morning/good afternoon: my name is Terefe W/Michael. I came from the department of English language and literature, at Jimma university and now I have been doing research study for my MA thesis entitled “the effect of using role-play on EFL learners speaking:yekiweredaShayi secondary school grade 9 in focus”

I would like to appreciate your genuine co-operation and willingness to my interview. Your genuine responses and idea have their own significant contribution to the study. Therefore, I kindly request you to provide me with your required information for the study. Thank you very much again. I would like to inform you that the information you provide me will only be used for academic and research purpose by the researcher and will be kept confidential.

1. Would like to reflect on the issue of using role-play in speaking class room?
2. Can role-play helps students to develop their speaking skill? If yes how?
3. Which components of speaking do the students develop when they participate in role-play practice? And how?
4. How role-play develops or improves the students speaking skill?