

Using Role Play Activities to Develop English Speaking Skill for Vocational Certificate One Students at Vocational College

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Abstract

The objective of this classroom research is to examine the use of role-play activities for teaching English in order to improve students' speaking skill in Vocational Certificate One classes at Hatyai Amnuaywit Technological College. The sample consists of 100 students who enrolled in "English for Salesperson (20212-2104)" during the second semester of the academic year 2019. They are selected by Krejcie and Morgan's formula of sampling size table, from the total of 139 to 100. The research contains these designs: the pre-test and post-test conducted by Warunada, N. (2019), the instruments of this research are Rubric Scale for Testing Student Speaking Skills (Arikunto 2007), 10 lesson plans for teaching speaking skill, and 10 role play activities. The statistics used to analyze the data are mean and standard deviation through the SPSS software. The research concludes that students' speaking skill is significantly improved, getting higher after using the role-play activities, from the mean at 78.32 to 91.59 respectively.

Keywords: Role Play, Activities, Speaking Skill

Introduction

English is the main international language that is used by people for their daily communication. The people use English for their international communication to solve many things, such as, economic, political, and educational problems. English is used in a



global sense for international communication between countries and in a local sense a language, a wider communication within multi-lingual societies (Mackey, 2002, p.56). Without using the English language, we could not communicate and understand others, especially in academic activities. According to Kaur, Young, & Kirkpatrick (2016) English is taught as a compulsory subject across the nation including international conferences, tourism, and global advertising use English as a main language. Many Thai students have been learning the English language for many years from their primary schools until universities, but they still cannot speak English fluently. Because they lack confidence to speak English with their teachers and classmates, it is because of the affects from their mother tongue. Punthumasen (2007) found that most of students do not want to learn English because they find the subject is boring and teaching methodology in the classroom is also not interesting. There are not enough interesting textbooks and materials in English which can encourage them to learn. Kaur, Young, & Kirkpatrick (2016) state that the problematic factor of Thai people of their ability to use English are the emphasis on Thainess, this is negative effect and unclear language policy in Thailand.

Based on the problems in speaking skill above; the researchers are interested to use a role play activity method to develop students speaking ability. Based on the researchers' observation during the teaching practicum program and teaching experiences in Vocational Certificate One Students at Hatyai Amnuaywit Technological College, there are some problems in teaching-learning English speaking skill. The problems were that the students were shy or lack confidence and ability to speak in English. When teachers ask them to answer the questions and present their works in front of the class, they are still shy and afraid to do so. As the result, when the researcher asks the students why they keep quiet, most of them say that they do not know how to speak and are afraid to make mistakes. They lack self-esteem to try to speak English as they are afraid of making mistakes. That makes them unable to express their ideas in English. The classroom activities do not give many opportunities to students to show their capacity in speaking skills also. Therefore, using role play activities could be one of the most effective teaching methodologies to cope such problem.



Literature Review

Role play Activities

Kumar (2012) stated that a role play was the activity through which children learns. It is a behavior format which can facilitate between children and adults for reporting and communication and through information and learning. It is a way in which children explore their environment and come to terms with its realities. Actually, a role play is a learning technique in which we like others to behave in certain situations. Thus, Sofia (as cited in Harmer, 1998, p. 94) stated that role plays were excellent ways to get students interacting with another and practicing vocabularies in their real lives. Role play lessons allow students to see and experience, and how English can be used outside the classroom and build students to be more confident. In addition, it could be defined that a role play is a good technique which enable learners an opportunity to practice English skills in the classroom as to motivate students to be confident in talking or using English.

According to Jone (1994, p.1), there are six advantages of using a role play in teaching speaking skill.

1. Role play activities make the learners expresses feeling and attitudes and encourages creativity.
2. This method provides the learners with the opportunity to feel the situation.
3. The learners are motivated.
4. Learners are being prepared for actual situations to be faced.
5. Role play activities could be used to develop social skills.
6. It is a system of communication based on action rather than words.

However, there are also five disadvantages of using a role play in teaching speaking skill, according to Kolo (2017).

1. Learners sometimes focus on performance over the intended lessons.
2. Role-playing is time consuming.
3. Some learners are unable to identify with the character or situation.
4. Learners often get carried away in their roles, which could lead disruption of the class or distortion of the learning.
5. Hot topics and controversial issues often get out of hand in role-playing.



Related Research

Ketsuda (2007) conducted the study on “A Study of Using Role-Play Activities to Enhance Mattayomsuksa 5 Students’ English-speaking Ability.” The purpose of this study was to enhance communicative English-speaking ability of senior high school students by using role play activities. The result of the study indicated that there was a significant increase in the students’ communicative English-speaking ability at the .01 level after using role play activities. The students continually improved their speaking ability and had more confidence in speaking English. At the same time, Natthida, Woravuth, and Napathap (2016) conducted the study on “The Development of English-Speaking Ability Using Role Playing Activities of Prathomsuksa 3 Students.” The aims of their study were to study and compare the English-speaking ability, before and after the instruction of using role play activities of Prathomsuksa 3 students were used. The samples were 36 primary school students at Tessaban II Mookkhamontri School. The result showed that the students’ pre-test and post-test mean scores on English speaking ability were improved from 32.45 percent to 77.44 percent respectively. The students’ post-test mean score were not less than 70 percent. The students’ speaking ability after the experiment was significantly higher than the pretest. Sharina (2019) also conducted the study on “Does Role-play enhance ESL learners speaking skills? An investigation of tertiary level students” by focusing on the implementation of role play activities in speaking classes in Universiti Teknologi MARA Kedah, Malaysia. The results of the study showed that role play activities became an effective teaching approach and well accepted by the ESL students.

Objective

To use role play activities for teaching English in order to improve students speaking skill in Vocational Certificate One classes at Hatyai Amnuaywit Technological College

Research question

Do role-play activities teaching method can improve students speaking skill?

Methodologies

Population

The population are 139 of the first-year vocational students who were studying English for Salesperson (20212-2104) on the second semester of the 2019 academic year at Hatyai Amnuaywit Technological college, Thailand.

Research sample

The 100 of 139 the first-year vocational students are selected by Krejcie and Morgan (1970) sampling size table.

Research Criteria

The research contains these designs: the pre-test and post-test conducted by Warunada, N. (2019), the instruments of this research are Rubric Scale for Testing Student Speaking Skills (Arikunto 2007), the rubric scale consists of six items; Team Working, Fluency, Vocabulary, Grammar, Pronunciation, and Self-Esteem. The students spend an hour doing each test. Both pre-test and post-test are used in twice, before and after the experimental. 10 lesson plans for teaching speaking skill, and 10 role play activities.

Analyzing Data

The data obtained from the pre-test and post-test are analyzed by using the Statistical Package for Social Sciences (SPSS) to find the mean (X) and the standard deviation (S.D.). The results of the pre-test and post-test are used to determine whether role play activities are significant to develop English speaking skill of Vocational Certificate One students at Hatyai Amnuaywit Technological College or not.

Findings

The outcomes of this study are mainly presented in six terms: Team Working, Fluency, Vocabulary, Grammar, Pronunciation, and Self-Esteem through the information on each table.

Table 1 The results of pre-test

Descriptive Statistics			
	N	Mean	Std. Deviation
Team working	66	76.52	9.765
Fluency	66	79.55	5.387
Vocabulary	66	81.74	2.401
Grammar	66	79.47	3.522
Pronunciation	66	75.76	6.092
Self-esteem	66	76.89	5.998

From table 1, the results of pre-test show that the lowest score is team working (76.52). The students didn't not prepare their performance well such as the content of conversation they can't remember their conversation and some of them in the group didn't practice or go along with each other. The highest score is vocabulary (81.74). The students got the highest score of this part because most of students used and applied their conversation from the book then it's relevant with their topic and the rubric score of the teacher.

Table 2 The results of post-test

Descriptive Statistics			
	N	Mean	Std. Deviation
Team working	66	87.20	9.805
Fluency	66	90.06	4.634
Vocabulary	66	100	0
Grammar	66	89.44	4.096
Pronunciation	66	89.56	4.746
Self-esteem	66	93.27	5.929

According

to table 2, the results of post-test show that the lowest score of pre-test (team working) is increased from 76.52 to 87. 2 because after the students knew their scores, they knew the mistakes, and they improve themselves with more team working. Not



only this skill of students that is increased but every skill of students is also increased. The students' post-test scores are higher than pre-test scores. Students get 100 in term of vocabulary because they know how to apply their knowledge and the contents or examples in the book to relate with their performance.

Table 3 The results of pre-test and post-test

	Descriptive Statistics				
	N	Mean	Mean	Std. Deviation	Std. Deviation
Team working	66	76.52	87.20	9.765	9.805
Fluency	66	79.55	90.06	5.387	4.634
Vocabulary	66	81.74	100	2.401	0
Grammar	66	79.47	89.44	3.522	4.096
Pronunciation	66	75.76	89.56	6.092	4.746
Self-esteem	66	76.89	93.27	5.998	5.929
Total	66	78.32167	91.58833	5.5275	4.868333

The mean score in the post test is 91.59. This shows that there are students' scores improvement from the previous test (pre-test), that is, 13.24% (91.56 to 78.32). According to the table 3, it compares between the pre-test and post-test scores, the pre-test scores show that the students still lack speaking English, but after learning they had many chances to practice their speaking skill through role-play activities, their post-test scores are higher than the pre-test; students learn more about teamwork they prepared and practiced before doing role-play (team working 76.52 to 87.2), students were able to speak English more fluently because they had the opportunity to practice speaking while studying in the classroom and practice well (fluency 79.55 to 90.06), students learnt to apply content from text books by using vocabularies and sentences from what they have learned to create dialogue (vocabulary 81.74 to 100), students applied the sentence structure which they learnt in classrooms as a guideline for creating dialogue (grammar 79.47 to 89.44, students can pronounce words and sentences more accurately (pronunciation 75.76 to 89.56), and students had more confident, eyes Contact, body language and loud voice than pre-test (self-esteem 76.89 to 93.27). This shows that the data accept the research question of this research. It

means that teaching speaking skill by role play activities can improve students' speaking skill, consists of Team Working, Fluency, Vocabulary, Grammar, Pronunciation, and Self-Esteem.

Discussion and Conclusion

The effectiveness of speaking skill of the students after learning through roleplay activities can be drawn that students' speaking skill of the post-test is significantly higher than the pre-test. The results of this study are also consistent with the research of Joko Priyono (2014), the using of Role Play to improve students' speaking ability at Student Grade X of MAN 19, Jakarta, in the academic year 2012/2013. While Ninning (2015) conducted the study on Using Role Play to improve students' speaking ability at 8 grade students of mts. nu 05 sunan katong kaliwungu, in the academic year of 2014/2015. The results suggested that using role play activities can develop and improve English speaking skill. In role-playing the learners may express feeling, attitudes, become motivated, creative, gave a good opportunity to provide students with activity that can make the lesson fun and be provided with opportunity develop their speaking skill.

The result of the study indicates that the level of speaking skill of the students, after learning through role play activities, on their post-test scores is higher than pre-test scores. According to the table 3, students' scores improvement from the previous test (pre-test), that is, 13.24% (91.56 to 78.32). The role playing learners get a chance to express their feelings and attitudes through creative activity provided by the teacher. The method provides opportunity for learners to practise their speaking skill learn how to use English in real-life situations and help students focus on communication; grammar, vocabukary and pronuciatob because role playing learners are being prepared for actual situation to be faced. The role-playing activities also help students to have fun in their studies. The role play activities help students to be enthusiastic to the development of speaking ability.

In conclusion, the statistical analysis from this classroom study reveales that the total mean scores of the post-test ($x = 91.59$) were higher than the total mean scores of the pre-test ($x = 78.32$). It is, therefore, insisted agian that teaching students' speaking skill in English classes by using role-play activities always protrays positive consequences.



Suggestions

1. The studying should be studied not only speaking skill but also writing skills and reading skills.
2. Schools should have activities or projects of teaching English speaking skills by using role-playing to help students to have a higher ability to speak English.
3. Teachers should give more opportunities to students for practise their skill and show their capaticy.
4. Teachers should use more English in the classroom to build familiarity with speaking conversations because students can answer fluently.
5. Teahcers can create the activities that supprt the students' ablitities and English skill.

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