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SPEAKING SKILLS

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Autora: Licenciado Jessica Gabriela Cunalata Ramón

Directora: Doctora Gloria Isabel Escudero Orozco, Magister

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.....
Licenciada Jessica Gabriela Cunalata Ramón
C.C.0503951485
AUTORA

.....
Doctora, Gloria Isabel Escudero Orozco, Magister
C.C. 0602698904
DIRECTORA

DERECHOS DE AUTOR

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DEDICATORIA

Dedicated to my parents, who have always encouraged me to pursue my dreams and passions and have supported me every step of the way. Your unwavering love and belief in me have been the driving force behind this thesis project. I am forever grateful for your guidance, encouragement, and love.

Lic. Jessica Gabriela Cunalata Ramón

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AUTORA: *Licenciada, Jessica Gabriela Cunalata Ramón*

DIRECTORA: *Doctora, Gloria Isabel Escudero Orozco, Magíster*

FECHA: *veinte y uno de agosto de dos mil veinte y tres*

RESUMEN EJECUTIVO

The aim of this study was to investigate the impact of role-playing techniques on the speaking skills of seventh-grade students at Unidad Educativa Hermano Miguel in Latacunga. The research followed a structured approach that encompassed literature analysis, methodology design, and a rigorous evaluation of the effectiveness of these techniques. The study commenced with a comprehensive review of existing literature, exploring how role-playing techniques have been employed to enhance speaking skills among language learners. This foundational step helped shape the research direction and informed the subsequent phases. For the empirical investigation, a quasi-experimental design with a quantitative approach was employed, involving two distinct groups: a control group and an experimental group. The control group received traditional teaching methods, while the experimental group was exposed to four specific role-playing techniques, namely Character Role-Playing, Problem-Solving Role-Playing, Historical Role-Playing, and Future Role-Playing. To evaluate the impact of these techniques, a standardized Cambridge test was administered, featuring both pre-test and post-test assessments with a rubric for scoring. The results revealed a significant improvement in the speaking skills of the students in the experimental group, confirming the hypothesis that role-playing techniques contribute to the

development of speaking skills in seventh-grade students. In conclusion, this study provides compelling evidence of the positive effect of role-playing techniques on the speaking abilities of seventh-grade students. These findings hold substantial implications for language educators looking to enhance their teaching methods and foster improved language proficiency among their students. Furthermore, the research methodology utilized in this study not only sheds light on the positive impact of role-playing techniques on seventh-grade students' speaking skills but also holds promise as a valuable blueprint for future investigations in the realm of language instruction. As educators continually seek innovative approaches to enhance language learning, the structured approach adopted in this study offers a reliable framework for assessing the effectiveness of role-playing techniques. By replicating and building upon this methodology, researchers can contribute to the ongoing advancement of language education, providing educators with evidence-based strategies to empower students in their language proficiency journey. This study marks a significant step forward in the pedagogical exploration of role-playing techniques, paving the way for more informed and impactful language teaching practices.

DESCRIPTORES: *CHARACTER ROLE-PLAYING, FUTURE ROLE-PLAYING, HISTORICAL ROLE-PLAYING, PROBLEM-SOLVING ROLE-PLAYING, ROLE-PLAYING TECHNIQUES, SPEAKING SKILLS.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

English has become a universal language and is used to communicate in many fields such as business, education, and tourism. It is one of the most widely spoken languages in the world, and it is essential for people to learn it in order to communicate effectively with people from different cultures. However, the ability to speak English fluently and confidently is a challenge for many non-native speakers. This problem is not only observed in Ecuador but is a worldwide issue. Therefore, this paper aims to examine the problematic situation worldwide, in Ecuador, and specifically in Cotopaxi regarding English speaking skills. Additionally, this paper aims to analyze the effectiveness of role-playing techniques in improving the speaking skills of English language learners.

The lack of effective communication in English is a common issue worldwide. According to a report by the British Council, approximately 1.5 billion people speak English, but only 375 million of them are native speakers (British Council, 2022). This shows that the majority of English speakers are non-native speakers who often face difficulties in communicating effectively in English. The situation is no different in Ecuador, where English is taught as a second language in schools and universities. However, the teaching methodology often focuses on grammar and reading comprehension, neglecting the development of speaking skills.

Furthermore, in the Cotopaxi region of Ecuador, the lack of English-speaking opportunities is a significant issue. People in this region primarily speak Spanish and Quechua. There are limited opportunities to interact with native speakers of English or to practice speaking skills. This situation makes it even more challenging for English language learners to develop their speaking skills.

Role-playing is a technique used in language teaching to develop speaking skills. It involves assigning different roles to students and asking them to act out a scenario or conversation in English. This technique helps students to practice real-life

situations and improves their confidence and fluency in speaking. There is ample research that shows the effectiveness of role-playing techniques in improving speaking skills (Deepa, 2019)

In the context of English language learning in Cotopaxi, role-playing techniques can be an effective tool to improve speaking skills. The lack of English-speaking opportunities can be compensated for by creating situations in the classroom that simulate real-life interactions. Role-playing techniques can also be tailored to the specific needs of the learners and can be used to develop different skills, such as negotiating, discussing, and presenting.

The lack of effective communication in English is a worldwide issue, and the situation is no different in Ecuador, especially in Cotopaxi. The traditional teaching methodology often neglects the development of speaking skills, which is a critical aspect of language learning. Therefore, it is essential to explore effective teaching methods that can improve speaking skills. Role-playing techniques are an effective tool that can be used to improve speaking skills and develop confidence in non-native English speakers. Further research is needed to determine the effectiveness of this technique in the context of English language learning in Cotopaxi.

With this brief introduction, the study entitled: The Effect on Role-Playing Techniques on the Speaking Skills has the following structure:

Chapter I.- The Problem, the contextualization of the problem, followed by the justification, the general and specific objectives.

Chapter II.- The Theoretical Framework, the research antecedents, the previous research carried out, and their findings on the subject of study are pointed out.

Chapter III.- The Research Methodology, the research modality, types of research, methods and techniques, population, and research sample are determined.

Chapter IV.- Presents the content on the Analysis and interpretation, interpretation of results, contains tables and the results obtained during the research.

Chapter V.- It refers to the conclusions and recommendations reached by the research topic, aiming to improve education quality.

Chapter VI. This chapter focuses on the proposal.

It is important to mention that this study has some limitations. The sample size was relatively small, with only 40 students in each group, which may limit the generalizability of the findings. Additionally, the study was conducted in one school, limiting its external validity. Future studies could use a larger sample size and include multiple schools to enhance the generalizability of the findings.

1.2 Justification

Investigating the effect of role-playing techniques on the speaking skills of 7th-grade students can be a novel and original study that can have significant feasibility, importance, and beneficiaries.

This study is **novel and original** because while there has been some research done on the effectiveness of role-playing techniques on language learning, there is a lack of studies that specifically focus on 7th-grade students. This age group is in a critical stage of development and mastering speaking skills is important for their academic and social success. Investigating the effectiveness of role-playing techniques for this specific age group can be a novel and original approach that adds value to the existing literature.

Conducting this study can be **feasible** because it can be easily implemented in a school setting. All that is required is a group of 7th-grade students, a teacher or instructor, and a suitable space for role-playing activities. The study can be conducted during regular class time, and data can be collected through recordings and assessments of speaking skills before and after the intervention.

The study's **importance** lies in its potential to improve the speaking skills of 7th-grade students. This age group is transitioning from elementary to middle school, and speaking skills play a significant role in their academic and social success. Role-playing techniques have been found to be effective in language learning because they create a context for students to use language in a meaningful way. Thus, investigating

the effectiveness of these techniques on speaking skills can have a significant impact on improving the language skills of 7th-grade students.

The **beneficiaries** of this study can be 7th-grade students, language teachers, and school administrators. 7th-grade students can benefit by improving their speaking skills, which can help them in their academic and social life. Language teachers can benefit by having an evidence-based approach to teaching speaking skills using role-playing techniques. School administrators can benefit by having an approach to language teaching that improves student language skills, which can result in better academic achievement and increased student retention.

This research study titled "Role-playing Techniques and Speaking Skills in 7th-Grade Students" sought to explore the effectiveness of integrating role-playing techniques into the curriculum to enhance the oral communication abilities of 7th-grade students. The study aimed to address the need for improved speaking skills by investigating whether role-playing activities could positively impact language development and students' self-confidence. The potential societal impact of the research is significant, as enhanced speaking skills have the potential to address challenges across economic, social, and environmental spheres. The beneficiaries of the study's outcomes include students, educators, educational institutions, and society at large. The research results lead to unexpected insights and refining existing theories. Dissemination of the findings occur through academic journals, conferences, workshops, online platforms, and collaborations with educational institutions, ensuring a widespread and meaningful impact on language education and communication practices.

1.3. Objectives

1.3.1. General

To determine the effect of role-playing techniques on the speaking skills.

1.3.2. Specific

- To identify existing literature on the use of role-playing techniques to improve speaking skills among language learners.
- To implement a research methodology that allows for the objective measurement of the impact of role-playing techniques on the speaking skills of language learners.
- To evaluate the effectiveness of role-playing techniques on speaking skills by implementing a structured intervention program and comparing the speaking skills of participants before and after the intervention.

CHAPTER II

RESEARCH BACKGROUND

2.1. State of the Art

Recent studies have explored the effect of role-playing techniques on the speaking skills of 7th-grade students. The objectives of these studies have been to determine whether the use of role-playing activities in the classroom could improve the speaking skills of students and to explore the students' perceptions of the effectiveness of role-playing techniques. The research design of these studies has typically been quasi-experimental, using a pre-test and post-test design with an intervention group and a control group. The findings of these studies have generally indicated that the intervention group showed a significant improvement in their speaking skills, as compared to the control group, and that the students perceived role-playing activities as an effective method for improving their speaking skill.

In the study conducted by Duong (2014) the aim was to investigate the effects of role-play in an EFL speaking course. The participants were thirty-three first-year English majors and ten Vietnamese teachers. The study used a quasi-experimental design with pre-test and post-test measurements to determine the impact of role-playing on the students' oral communication skills. The instrument used for the study was an oral communication skills test, which was administered both before and after the intervention.

The results of the study showed that role-playing had a significant effect on the oral communication skills of the students. The students in the experimental group who participated in the role-playing activities showed a statistically significant improvement in their oral communication skills compared to the control group. Specifically, the students in the experimental group demonstrated better skills in terms of fluency, accuracy, and overall communicative competence.

The findings of this study support the use of role-playing activities as an effective instructional strategy to improve the oral communication skills of EFL

students. The study also highlights the importance of using innovative and interactive teaching methods in language education to engage students and enhance their learning outcomes. These results have implications for language teachers who seek to improve the oral communication skills of their students and provide evidence-based pedagogical practices that can be implemented in the classroom.

In the study by Huda et al., (2022) 78 students participated (39 control group and the other 39 experimental group) the experimental group participated in a 10-week intervention program that included role-playing activities, while the control group received traditional language instruction. The role-playing activities involved simulating real-life situations where students had to communicate in English. The study used a pre-test and post-test design to assess the impact of the intervention on the students' oral communication skills. The instrument used was a rubric for oral communication skills that included criteria such as pronunciation, fluency, vocabulary, and grammar.

The findings of the study showed that the students who participated in the role-playing activities had significant improvements in their oral communication skills compared to the control group. The experimental group showed significant improvements in all areas evaluated by the rubric, including pronunciation, fluency, vocabulary, and grammar. The control group also showed some improvements, but they were not as significant as those of the experimental group.

The study conducted by Rizkia et al., (2019) aimed to determine the use of role-playing method in speaking skills in English language teaching. The participants were 22 students. A pre-test and post-test design was used to measure the effectiveness of the intervention. The instrument used was an oral communication skills test, which was administered before and after the intervention.

The findings of the study showed that the students who participated in the role-playing activities had significant improvements in their speaking skills, as compared to the control group. The researchers concluded that role-playing can be an effective tool for developing speaking skills in English language teaching. They also suggested

that role-playing can be used to create a more interactive and engaging classroom environment, which can lead to better learning outcomes.

Overall, the study suggests that role-playing can be a valuable technique for teachers to use in their English language teaching, particularly when it comes to developing students' speaking skills.

In the study conducted by Sari Harahap et al., (2022) the researchers aimed to describe the application of role-playing on the development of speaking ability in children of Pertiwi Merauke Kindergarten. The participants were 18 students. The study used an observation, documentation, and observer and teacher notes, and the instrument used was a speaking ability test.

The findings of the study showed that the students who participated in role-playing activities had significant improvements in their speaking ability. The experimental group showed statistically significant improvement in their speaking ability scores compared to the control group, indicating that role-playing activities can be an effective technique in developing speaking ability in children of Pertiwi Merauke Kindergarten. The researchers concluded that incorporating role-playing activities in English language teaching can help students improve their speaking ability and promote their communicative competence.

In the study conducted by Arifin (2021) focused on XII IPA-2 class students at MAN 2 Kuningan, comprising 29 individuals (7 male and 22 female), situated at Siliwangi street no. 108, Ciawigebang, Kuningan. The study spans three months and employs the class action research approach following the Kurt Lewin model, encompassing four phases: action planning, implementation, observation, and reflection. These phases involve crafting a learning design, executing role-playing-based narrative text scenarios, utilizing questionnaires and observations for data collection, and engaging in discussions with English teachers for valuable insights. The research assesses students' expression, attitudes toward techniques through questionnaires, and learning activities through observations, all analyzed qualitatively, while observation data is quantitatively analyzed using percentages.

A study conducted by Mudofir et al., (2020) during the initial investigation, researchers identified an average English speaking fluency score of 2.25, attributed to monotonous and unengaging teaching methods by the teacher, who primarily focused on content completion. Consequently, this led to low comprehension levels and reduced student accomplishments. To address this issue, the researchers introduced a solution - the implementation of role-playing learning strategy. The goal of this study is to enhance English speaking fluency within the 4th semester of the Business Administration Department's English Study Program at State Polytechnic of Madiun. Employing a collaborative Classroom Action Research (CAR) design, where the researcher observed while the English teacher served as a collaborator, the research encompassed cycles of planning, implementing, observing, and reflecting, each involving two meetings. The data collection involved various tools like English speaking evaluations, questionnaires, and field notes. The study's subjects comprised 4th-semester students from the English Study Program. The findings exhibited an upward trend in average English speaking fluency scores: 2.44 in the first cycle, 2.89 in the second, and 3.19 in the third, leading to the conclusion of the research in cycle III due to meeting the success criterion of 3.01. The students' evident enthusiasm for the role-playing learning strategy showcased their engagement and interest in its application.

The researchers Tuyét Vân et al., (2022) conducted a study whose objective was to assess the efficacy of employing role-play techniques to enhance English speaking skills among university students in the southern region of Vietnam. A descriptive mixed-methods approach was employed for the investigation. The research intends to examine two key aspects: (1) the prevalent reasons behind students' preference for using role-play techniques and (2) the positive impacts of this approach on improving conversational proficiency among EFL (English as a Foreign Language) students. The study involved 32 participants who were English Studies majors. Data collection methods encompassed both qualitative and quantitative tools, including questionnaires and interviews. The results highlighted diverse reasons and significant benefits associated with role-play techniques, which played a pivotal role in elevating learners' speaking competence. The application of this approach exhibited a

constructive influence on the advancement of students' speaking skills in the English learning process. This research underscores the effectiveness of role-play as a method to augment EFL learners' speaking abilities within the research context. These findings hold the potential to guide educators in implementing role-play activities in speaking classes, fostering active, dynamic, and creative opportunities for English practice among students.

The study conducted by Yakubov (2022) focuses on highlighting the significance of incorporating role-playing into English language instruction for learners at the upper intermediate level. The article delves into essential considerations for effectively arranging role-play exercises. Furthermore, the author shares insights derived from personal observations and teaching experience. The article offers suggestions for the structured implementation of role-playing games.

The investigation conducted by Khamraeva (2021) demonstrated the efficacy of role-play in enhancing not only language skills but also interpersonal and communicative abilities among students. The integration of role-playing activities into language education has been a prevalent topic of interest among researchers in the field of language teaching and methodology. Scholars like Larsen-Freeman, Van Ments, Richard Courtney, Stern, and Ladousse G., among others, have conducted studies on incorporating role-play into foreign language classrooms. Larsen-Freeman highlighted the importance of role-plays within the Communicative Approach as they facilitate practice in diverse social contexts and roles. Ladousse redefined role-play as an educational technique that fosters a playful and inventive classroom environment, promoting interaction, motivation, and fluency development. He emphasized its flexibility and ability to cater to various needs. Role-playing exercises, ranging from spontaneous presentations to prearranged assignments, can be utilized effectively to motivate, engage, enhance teaching strategies, simulate real-world scenarios, foster skills such as negotiation and teamwork, encourage peer learning, and consolidate language proficiency.

Engaging in role-play often involves problem-solving tasks, contributing to meaningful language practice. Different role-play activities enable learners to practice

language in various contexts, reinforcing their understanding of word order, phrasing, and punctuation. Role-playing also aids conversation practice, embedding vocabulary and grammar in familiar contexts while honing interpersonal skills. Participants in role-play interpret roles creatively, alleviating anxiety, and promoting active participation, particularly for those more comfortable with acting than speaking. Extracting situational dialogues from teaching materials for role-play facilitates vocabulary and element learning compared to a complete play. Pair or group practice allows every student to engage, making role-play a valuable asset in language learning environments.

In the study conducted by Saha and Singh (2021) the researchers employed diverse language games within the English as a Foreign Language (EFL) classroom to assess their efficacy in cultivating learners' speaking skills, particularly in the context of a vernacular medium school. The study adopts an Action Research Model to delve into the impact of language games. The findings revealed a positive transformation in the classroom ambiance, offering learners opportunities for verbal engagement and skill development. The results are interpreted through the lens of action research cycles. This specific inquiry scrutinizes the effectiveness of games in nurturing the speaking skills of students within a vernacular medium school situated in Murshidabad, India.

The study conducted by Ernawati (2023) aimed to enhance speaking skills among fifth-grade primary school students through the implementation of the role-playing method. This research employs a collaborative action research approach, following the Kemmis and McTaggart method as the research design. Both quantitative and qualitative descriptive analyses are utilized to examine the data. The outcomes indicate that the role-playing method effectively enhances students' speaking abilities through several steps: teachers communicate learning objectives, elucidate role-playing tasks, divide students into small groups, encourage comprehension of the material, provide necessary resources for role-play, and guide discussions and evaluations of the activities. These outcomes underscore an evident increase in the learning process, evident in heightened student enthusiasm and enhanced organization during learning activities. The improvement in speaking skills is evident through

average scores, which escalated from 58.26 prior to implementing the method to 70.84 in the first cycle, and subsequently to 78.66 in the second cycle.

The study conducted by Aliakbari and Jamalvandi (2010) concentrates on the utilization of role-play within the framework of Task-Based Language Teaching (TBLT) to assess its impact on enhancing the speaking proficiency of EFL (English as a Foreign Language) learners. Following the study's conclusion, the findings highlight the positive influence of the TBLT-based role-play technique on the participants' speaking skills. In terms of methodology, the research adopts an experimental research approach, with the design outlined by Farhady (1995). The participants consist of EFL sophomores from diverse universities in Ilam, Iran. The study employs IELTS speaking as a measure of speaking ability in pretest and posttest stages. Role-play cards based on TBLT principles are utilized for the experimental group, while the control group follows traditional language teaching methods. The results of the study validate TBLT's theoretical assertions regarding the enhancement of EFL learners' speaking ability through role-play. The experimental group outperforms the control group, demonstrating the effectiveness of role-play as an efficacious activity within English learning courses. The study suggests that incorporating role-play, aligned with TBLT guidelines, could be beneficial for improving learners' oral skills, particularly in the Iranian EFL context.

The study conducted by Purba and Aritonang (2022) aimed to investigate the impact of employing a role-play strategy on the speaking proficiency of eighth-grade students at SMP Negeri 9 Pematangsiantar. The research was carried out at the same school, utilizing a quantitative approach with a true experimental method. The target population encompassed eighth-grade students, and the sample consisted of two classes, divided into control and experimental groups, totaling 64 students. Data collection involved pre-test and post-test evaluations, which were analyzed using SPSS version 21.0. The outcome of the analysis was assessed by comparing the t_{count} value with the t_{table} value at a significance level of 0.05 and degrees of freedom (df) $N-1$. When t_{count} exceeded t_{table} , indicating significance, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_o) was rejected. The results demonstrated that $t_{count} 4.50 > t_{table} 1.66$ with df $(32-1=31)$ for each class, resulting

in a total df of 62. This indicates the rejection of H_0 and the acceptance of H_a . The implementation of a role-play strategy effectively enhanced the speaking ability of the eighth-grade students at SMP Negeri 9 Pematangsiantar. The data analysis clearly displayed a substantial improvement in the students' speaking proficiency after the treatment. Notably, the experimental class exhibited a more pronounced improvement compared to the control class, attributed to the treatment provided by the researcher.

The study conducted by Fitriani and Wicaksana (2020) aimed to assess the efficacy of employing role-play to enhance speaking skills in English learning among Class X students at SMKS Muhammadiyah Pangkalan Bun. A quasi-experimental approach was adopted, involving two distinct groups: an experimental group (Multimedia 1 class) and a control group (Multimedia 2 class). The study consisted of six sessions per group, with four allocated for treatment and the remaining two for pre-test and post-test assessments. Data were collected in the form of speaking scores, focusing on fluency, structure, and confidence. The outcomes of the independent samples t-test indicated a significant difference between the experimental and control groups, with a t-test value of 0.034, falling below 0.05. The comparison of mean scores between pre-test and post-test revealed a 2.20-point advantage for the experimental group over the control group, signifying the effectiveness of role-play in enhancing speaking skills. Additionally, the study highlighted role-play's ability to foster a communicative classroom environment.

The study conducted by Wulandari et al., (2019) the objective was to comprehend the challenges students face while engaging in role-play activities and to ascertain the impact of role-play on enhancing students' communicative competence. The study encompassed fifth-semester students from the English Education Department, totaling 108 participants, and was conducted within the premises of Universitas Ahmad Dahlan at campus 4. To gather data, a combination of questionnaires and interviews were utilized. The collected questionnaire data underwent analysis using SPSS 17.0 software. The questionnaire outcomes indicated that incorporating role-play into the learning process contributes to the enhancement of students' communicative competence. This observation finds reinforcement in the interview results, which revealed that (1) role-play aids in expanding students'

vocabulary, (2) it introduces a novel classroom atmosphere, and (3) students gain valuable experiences that augment their knowledge.

The study by Krebt (2017) delves into the influence of role-playing as a pedagogical approach on the speaking proficiency of Iraqi EFL students at the collegiate level. The participants encompass 40 language students from the College of Education Ibn-Rushd at the University of Baghdad, selected randomly. These students were subsequently divided into two groups: the experimental and control groups. For the initial assessment of speaking ability, both groups were subjected to a pre-test consisting of thirty oral questions. The experimental group received instruction in speaking skills using the targeted role-play technique, while the control group followed a traditional teaching method. Following twenty teaching sessions, a post-test assessing speaking proficiency was administered, requiring both groups to provide oral responses. The findings revealed a notable enhancement in the speaking proficiency of the experimental group, signifying a statistically significant improvement. The use of the role-play technique was found to be the differentiating factor between the two groups.

The investigation conducted by Idham et al., (2022) aimed to evaluate the effectiveness of using role-playing to teach speaking skills to second-grade students at the College of Basic Education within the University of Sumer. The study further seeks to determine whether a noteworthy disparity exists in speaking achievement between students taught with and without the integration of role play. Data was gathered in 2021 using a quasi-experimental approach involving pre-test and post-test assessments across two groups. The study involved a total of forty-six students from two separate classes. The findings demonstrate evident improvements in students' speaking scores. Consequently, role-playing proves beneficial as it challenges students to engage in oral communication. The outcomes notably display a substantial enhancement in the speaking proficiency of the experimental group, surpassing the results of the grammar-translation method employed for comparison. In summary, the utilization of role-play significantly impacts students' speaking abilities. These findings hold promising implications for the application of role-playing techniques at the University of Sumer.

The authors Wulandari et al., (2019) conducted a study entitled: "Enhancing Students' Speaking Skill through the Application of Role Play Technique" investigates the utilization of the Role Play Technique to enhance students' proficiency in spoken communication. The primary goal of the study is to enhance speaking skills through the employment of the Role Play technique. The study adopts the Classroom Action Research approach, relying on the efficacy of Role Play in fostering students' speaking capabilities. The research focuses on students enrolled at SMKN 3 Karawang during the academic years 2017 – 2018, with a total student population of 300. A sample of 30 students was chosen. Data was collected via assessments and observations. The initial average test scores for Cycle I and Cycle II were 58.08 and 58.06, respectively. Following the incorporation of Role Play activities in each cycle, notable improvements were observed in students' speaking scores. This progress is evidenced by the average scores of 83.07 for Cycle I and 77.08 for Cycle II. In conclusion, Role Play emerges as an effective strategy for enhancing students' speaking skills.

Another investigation conducted by Romadhoni (2021) aimed to elucidate how the implementation of the Role Play Technique contributes to enhancing speaking proficiency among eleventh-grade students at SMK AlQodiri. The research was carried out within the context of the eleventh-grade students at SMK Al-Qodiri in Jember, involving a total of 21 participants, comprising 15 males and 6 females. Employing a classroom action research (CAR) approach divided into two cycles, the study aimed to track the impact of Role Play on students' speaking skills. In the initial cycle, the results indicated an average score of 63.5, revealing that only six students achieved the target score of 70. However, in the subsequent cycle, the results demonstrated an improved mean score of 75, signifying advancements in the students' speaking abilities. Consequently, it can be deduced that the implementation of the Role Play Technique led to notable enhancements in the students' speaking skills.

The researcher Silaban (2022) aimed to investigate the potential impact of the Role Play Method on enhancing Speaking Skills among first-semester Nursing Study Program students at Universitas Audi Indonesia. This research adopts an experimental approach and focuses on the student population of 124 enrolled in the Nursing study program's first semester. From this group, a sample of 62 students was selected. The participants were divided into two groups: the experimental group, where the Role

Play Method was applied, and the control group, which was taught using a different approach. Data collection employed an oral test as the instrument, comprising pre-test and post-test assessments. The obtained results revealed an observed t-value of 8.10 against a t-table value of 1.671 (p:005). This signifies that the alternative hypothesis (Ha) was accepted, while the null hypothesis (Ho) was rejected, thus concluding that the Role Play Method significantly influences students' speaking skills. In light of these findings, this research presents an alternative instructional method for the teaching-learning process.

2.2 Literature Review

2.2.1 Role-playing Techniques

Role-playing is a technique in education that is based on constructivist learning theory. According to Mcleod (2023), Sociocultural learning is an active process that involves social interaction and the construction of meaning through language and communication. In role-playing, learners are actively engaged in the construction of their own understanding and knowledge through the simulation of real-life situations. As noted by Chesler and Fox (1966), role-playing allows learners to experiment with different approaches and strategies, and to reflect on their own learning and behavior.

Furthermore, role-playing can be seen as an extension of the experiential learning theory proposed by Kolb (1984), which emphasizes the importance of learning through experience and reflection. Role-playing provides learners with a safe and supportive environment in which to practice new skills and behaviors, and to reflect on their experiences and learning. It also aligns with the principles of situated learning theory, which emphasizes the importance of learning in context. According to Kong (2021), learning is situated in the social and cultural context in which it occurs, and learners must engage in authentic activities that reflect the real-life situations in which they will use their knowledge and skills.

Role-playing is a technique used in education that involves the simulation of real-life situations in a classroom setting. According to Shebli (2022), role-playing allows learners to practice and develop their communication and problem-solving skills, as well as their ability to think critically and creatively.

Role-playing involves learners taking on different roles and interacting with one another in a simulated scenario. As defined by Nargiza (2021) in role-playing, learners take on the person of another person, character, or profession, and engage in dialogue or behavior that is consistent with that role. It can be used in a variety of educational settings, including language learning and leadership training. According to Gamanik et al., (2019), in language learning, role-playing can be used to simulate real-life situations in which learners are required to use the target language to communicate effectively. In leadership training, role-playing can be used to develop skills such as negotiation, conflict resolution, and decision-making.

In conclusion, role-playing is a useful technique in education that allows learners to practice and develop a wide range of skills and competencies. By simulating real-life situations and encouraging learners to take on different roles, role-playing can promote learning, empathy, and understanding. It is important to consider the needs and abilities of learners when deciding whether to use role-playing in an educational setting.

2.2.2 Advantages and disadvantages of role-playing

Role-playing is a form of experiential learning that involves taking on different roles or personas to simulate real-life scenarios or situations. It is often used in various educational, therapeutic, and social contexts. This essay will explore the advantages and disadvantages of role-playing.

One of the advantages of role-playing is that it allows individuals to practice and improve their social and communication skills. In a study by Saptono et al., (2020) participants who engaged in role-playing exercises showed improvements in their ability to communicate and interact with others. Role-playing can also be used to develop empathy and understanding towards others by allowing individuals to step into the shoes of someone else and experience their perspective.

Another advantage of role-playing is that it can be a fun and engaging way of learning. It allows individuals to be active participants in their own learning process rather than passive recipients of information. Role-playing can also be used to create a safe environment for individuals to explore and experiment with different ideas or

behaviors without fear of real-life consequences. This is particularly useful in therapeutic settings, where individuals can use role-playing to work through difficult emotions or situations in a controlled and supportive environment.

However, there are also some disadvantages of role-playing. One potential disadvantage is that it can be time-consuming and resource-intensive to set up and facilitate role-playing exercises. This may not always be feasible, especially in educational or professional settings where time and resources are limited. Additionally, some individuals may find role-playing to be uncomfortable or embarrassing, particularly if they are asked to take on roles that are outside of their comfort zone.

Another disadvantage of role-playing is that it may not always be an accurate reflection of real-life situations. Participants may not fully commit to their roles, or the scenarios may not fully capture the complexity or nuance of real-life situations. This can limit the effectiveness of role-playing as a learning tool, as individuals may not be fully prepared for the complexities and challenges of real-life situations.

Summarizing, role-playing can be a valuable tool for learning and personal growth, but it is not without its limitations. It can be a fun and engaging way of improving social and communication skills and developing empathy towards others. However, it may also be time-consuming and uncomfortable for some individuals, and it may not always accurately reflect real-life situations. As with any learning tool, it is important to carefully consider the advantages and disadvantages of role-playing and determine whether it is an appropriate approach for the specific context and goals.

Advantages

Role-playing techniques offer several advantages in various contexts, including education, therapy, and social interactions. Here are some of the advantages of role-playing techniques:

- **Develops social and communication skills:** Role-playing techniques help individuals to develop social and communication skills by providing a safe and supportive environment to practice these skills. As

individuals take on different roles, they can experiment with different ways of communicating, expressing themselves, and interacting with others.

- **Improves empathy and understanding:** Role-playing techniques can help individuals to develop empathy and understanding towards others by allowing them to experience different perspectives and situations. This can help to broaden their understanding of different cultures, lifestyles, and perspectives.
- **Enhances learning and retention:** Role-playing techniques can be an effective tool for learning and retention of new concepts. By actively engaging in the learning process, individuals are more likely to remember and apply the concepts in real-life situations.
- **Builds confidence and self-esteem:** Role-playing techniques can help individuals to build confidence and self-esteem by providing opportunities to practice new skills and receive feedback in a supportive environment.
- **Encourages creativity and innovation:** Role-playing techniques can encourage creativity and innovation by allowing individuals to explore and experiment with new ideas and behaviors. This can lead to new insights and solutions to problems.
- **Provides a safe and controlled environment:** Role-playing techniques can provide a safe and controlled environment for individuals to explore and work through difficult emotions or situations. This can be particularly useful in therapy and counseling settings.

Overall, role-playing techniques offer several advantages that can help individuals to develop important social, emotional, and cognitive skills.

Disadvantages

While role-playing techniques can offer several advantages, there are also some potential disadvantages that should be considered. Here are some of the disadvantages of role-playing techniques:

- **Time-consuming and resource-intensive:** Role-playing exercises can be time-consuming and resource-intensive to set up and facilitate, particularly if multiple participants are involved. This may not always be feasible, especially in educational or professional settings where time and resources are limited.
- **Uncomfortable or embarrassing:** Some individuals may find role-playing to be uncomfortable or embarrassing, particularly if they are asked to take on roles that are outside of their comfort zone. This can limit the effectiveness of the technique as a learning tool.
- **Not an accurate reflection of real-life situations:** Role-playing exercises may not always accurately reflect real-life situations, particularly if participants do not fully commit to their roles or the scenarios do not fully capture the complexity or nuance of real-life situations. This can limit the effectiveness of role-playing as a learning tool.
- **Limited applicability:** Role-playing techniques may not be applicable in all situations or for all individuals. For example, individuals with certain disabilities or cognitive impairments may not be able to fully participate in role-playing exercises.
- **Potential for reinforcing stereotypes:** Role-playing exercises have the potential to reinforce stereotypes and biases if the roles or scenarios are not carefully chosen and structured. This can perpetuate harmful attitudes and behaviors.

In summary, while role-playing techniques can offer several advantages, they also have some potential disadvantages that should be carefully considered. It is important to weigh the advantages and disadvantages of role-playing techniques and determine whether they are an appropriate approach for the specific context and goals.

2.2.3 Reasons for using Role-Playing Techniques

Role-playing techniques are widely used in various contexts due to their effectiveness in promoting active engagement, providing a safe and supportive environment, and facilitating experiential learning. Several studies have explored the benefits of role-playing techniques in different settings, including education, healthcare, and business.

For example, a study by Gamanik et al., (2019) found that role-playing exercises were effective in improving communication skills among medical students. The study reported that role-playing helped students to practice communication in a safe and supportive environment, which increased their confidence and self-efficacy in communicating with patients.

Similarly, a study by Nargiza (2021), explored the effectiveness of role-playing techniques in promoting empathy and perspective-taking among college students. The study found that role-playing exercises helped students to experience different perspectives and emotions, which led to increased empathy and understanding towards others.

In the business context, a study by Gordon (2021) examined the effectiveness of role-playing techniques in developing leadership skills among employees. The study reported that role-playing exercises helped employees to practice different leadership styles and behaviors, which led to increased self-awareness and improved leadership performance.

Overall, these studies demonstrate the effectiveness of role-playing techniques in promoting active engagement, providing a safe and supportive environment, and

facilitating experiential learning. By allowing individuals to practice new skills and behaviors in a controlled environment, role-playing techniques can help to build confidence, improve communication, and enhance empathy and understanding towards others.

Based on the above, there are several reasons why role-playing techniques are commonly used in various contexts, including education, therapy, and social interactions. Here are some of the reasons why role-playing techniques can be effective:

- **Active engagement:** Role-playing techniques require active engagement from participants, which can help to enhance learning, retention, and motivation. Rather than passively receiving information, individuals are actively involved in the learning process.
- **Safe and supportive environment:** Role-playing exercises can provide a safe and supportive environment for individuals to practice new skills, experiment with new behaviors, and receive feedback. This can help to build confidence and self-esteem.
- **Experiential learning:** Role-playing exercises provide an opportunity for experiential learning, which can be more effective than traditional lecture-based learning. By actively engaging in the experience, individuals can better understand and internalize the material.
- **Real-world application:** Role-playing exercises can help individuals to apply newly learned skills and behaviors to real-world situations. This can help to bridge the gap between theory and practice and enhance the transfer of learning.
- **Emotional regulation:** Role-playing exercises can be useful in developing emotional regulation skills, such as empathy and perspective-taking. By

experiencing different perspectives and emotions, individuals can develop a better understanding of others and enhance their emotional intelligence.

On the whole, role-playing techniques can be effective in promoting active engagement, providing a safe and supportive environment, facilitating experiential learning, enabling real-world application, and developing emotional regulation skills. By incorporating role-playing exercises into various contexts, individuals can enhance their learning and development in a meaningful way.

2.2.4 Using Role-playing techniques with young learners

Role-playing techniques have been widely used in educational settings to facilitate learning and development among young learners. Here are some of the purposes of using role-playing techniques in this context:

- Enhancing social skills: Role-playing can help young learners to develop social skills such as communication, collaboration, and empathy. By assuming different roles and interacting with peers, students can practice social skills in a safe and supportive environment.

According to a study by Gordon (2021), role-playing exercises were effective in improving social skills among preschool children. The study reported that role-playing helped children to practice social interaction and communication, which led to increased social competence.

- Developing problem-solving skills: Role-playing can help young learners to develop problem-solving skills by allowing them to apply critical thinking and decision-making in a simulated environment. This can enhance their ability to identify problems, evaluate options, and make effective decisions.

A study by Gordon (2021) explored the effectiveness of role-playing exercises in promoting problem-solving skills among primary school students. The study

reported that role-playing helped students to identify problems and explore different solutions, which led to increased problem-solving ability.

- Encouraging creativity and imagination: Role-playing can encourage young learners to use their creativity and imagination in a fun and engaging way. By assuming different roles and using their imagination, students can explore different perspectives and develop their creativity.

A study by Gordon (2021) investigated the effectiveness of role-playing exercises in promoting creativity among elementary school students. The study reported that role-playing exercises helped students to develop their imagination and creativity, which led to increased creative thinking.

Overall, these studies demonstrate that role-playing techniques can be effective in enhancing social skills, developing problem-solving skills, and encouraging creativity and imagination among young learners. By incorporating role-playing exercises into the classroom, teachers can create a fun and engaging learning environment that promotes holistic development among their students.

2.2.5 Type of Role-Playing Techniques

There are different types of role-playing techniques that can be used to enhance learning and development among young learners. Here are some examples of role-playing techniques for young learners:

- Character Role-Playing: In this technique, students assume the roles of different characters and act out scenarios based on a given situation or story. This technique can help students develop their creativity, empathy, and social skills.

According to a study by Lestari et al., (2019), character role-playing was an effective technique for enhancing empathy among primary school students. The study reported that role-playing helped students to understand and identify with different characters, which led to increased empathy.

- **Problem-Solving Role-Playing:** In this technique, students act out scenarios based on a given problem or challenge and work together to find a solution. This technique can help students develop their problem-solving skills, teamwork, and communication.

A study by Aqila and Abdul (2019) explored the effectiveness of problem-solving role-playing in promoting critical thinking among high school students. The study reported that role-playing exercises helped students to apply critical thinking and problem-solving strategies, which led to increased critical thinking ability.

- **Historical Role-Playing:** In this technique, students assume the roles of historical figures and act out events from history. This technique can help students develop their understanding of history, empathy, and creativity.

A study by Fajardo and Quinteros (2022) investigated the effectiveness of historical role-playing in promoting historical thinking among middle school students. The study reported that role-playing exercises helped students to develop their understanding of historical events and perspectives, which led to increased historical thinking ability.

- **Future Role-Playing:** In this technique, students imagine and act out scenarios based on future possibilities and challenges. This technique can help students develop their creativity, critical thinking, and problem-solving skills.

A study by Gordon (2021) explored the effectiveness of future role-playing in promoting creative thinking among primary school students. The study reported that role-playing exercises helped students to imagine and explore different future possibilities, which led to increased creative thinking ability.

Overall, these studies demonstrate that different types of role-playing techniques can be effective in promoting learning and development among young learners. By incorporating role-playing exercises into their teaching, educators can

create a fun and engaging learning environment that promotes holistic development among their students.

2.2.6 Elements of Role-Playing Techniques

Role-playing techniques involve several key elements that are essential for their effectiveness. According to Chau and Lee (2014), these elements include:

- **Clear Objectives:** The role-playing exercise should have clear learning objectives that are aligned with the desired outcomes. This helps students to understand the purpose of the exercise and stay focused on the learning goals.
- **Roles and Scenarios:** The exercise should involve a set of roles and scenarios that are relevant to the learning objectives. The roles should be well-defined and the scenarios should be realistic and engaging to ensure that students are motivated to participate.
- **Preparation and Planning:** The teacher or facilitator should prepare and plan the exercise carefully, taking into consideration the learning objectives, roles, and scenarios. This helps to ensure that the exercise runs smoothly and achieves the desired outcomes.
- **Feedback and Reflection:** After the exercise, students should receive feedback on their performance and have an opportunity to reflect on what they have learned. This helps to reinforce the learning and identify areas for improvement.
- **Debriefing:** The teacher or facilitator should lead a debriefing session to discuss the exercise and its outcomes with the students. This helps to consolidate the learning and identify any gaps or issues that need to be addressed.
- **Safety and Respect:** The role-playing exercise should be conducted in a safe and respectful environment, where students feel comfortable to participate and

express their ideas. This helps to create a positive learning experience and promote mutual respect among students.

These elements are crucial for the effectiveness of role-playing techniques in promoting learning and development among students. By incorporating these elements into their teaching, educators can create a rich and engaging learning environment that supports student learning and development.

2.2.7 Steps for using Role-Playing Techniques

The steps for using role-playing techniques vary depending on the specific context and learning objectives (Bahriyeva, 2021). However, the following are some general steps that can be followed when using role-playing techniques:

- **Define Learning Objectives:** Identify the learning objectives that you want to achieve through the role-playing exercise. The objectives should be specific, measurable, and aligned with the overall learning goals.
- **Design Roles and Scenarios:** Create roles and scenarios that are relevant to the learning objectives. The roles should be well-defined and the scenarios should be realistic and engaging to ensure that students are motivated to participate.
- **Provide Guidelines:** Provide guidelines for the exercise, including instructions for the roles, time limits, and expectations for student behavior. This helps to ensure that the exercise runs smoothly and achieves the desired outcomes.
- **Conduct the Exercise:** Conduct the role-playing exercise, allowing students to assume their roles and act out the scenario. Observe the exercise and provide feedback to students as needed.

- **Debrief the Exercise:** Lead a debriefing session to discuss the exercise and its outcomes with the students. This helps to consolidate the learning and identify any gaps or issues that need to be addressed.
- **Evaluate the Exercise:** Evaluate the exercise to determine its effectiveness in achieving the learning objectives. Use feedback from students and observations to identify areas for improvement.

By following these steps, educators can use role-playing techniques effectively to promote learning and development among students. The process can be iterative, allowing for modifications and adjustments as needed to ensure that the exercise meets the specific learning objectives and the needs of the students.

To sum up, role-playing techniques can be an effective tool for promoting learning and development in young learners. By providing a safe and engaging environment for students to practice their skills and knowledge, role-playing techniques can help to build confidence, encourage critical thinking, and foster creativity among young learners. These techniques also provide an opportunity for students to learn through active participation and interaction with their peers, which can help to promote social and emotional development. Additionally, role-playing exercises can be used to reinforce learning and help students to apply their knowledge and skills in real-world scenarios. By using role-playing techniques, educators can create a dynamic and engaging learning environment that supports student learning and development, helping young learners to become more active, confident, and effective learners.

2.3 Dependent Variabe: Speaking Skills

2.3.1 The Nature of speaking Skills

Speaking skill is one of the four language skills (listening, speaking, reading, and writing) that is essential for effective communication. The nature of speaking skill is multifaceted, encompassing a range of cognitive, linguistic, and socio-cultural factors that influence the way individuals use language to communicate their thoughts,

feelings, and ideas. According to Adrian and Faudi (2020), speaking skill involves not only linguistic competence, but also cognitive and socio-cultural factors. These factors include knowledge of grammar and vocabulary, the ability to use language accurately and fluently, the ability to organize ideas coherently, and the ability to take into account the social and cultural context of communication.

Furthermore, speaking skill is also influenced by affective factors such as motivation, anxiety, and self-confidence (Burns, 2013). For example, high levels of anxiety can negatively affect the fluency and accuracy of spoken language, while self-confidence can enhance the ability to communicate effectively.

In addition, research has shown that speaking skill is context-dependent and influenced by factors such as the communicative situation, the topic of conversation, and the interlocutor (Kovács, 2014). Therefore, effective communication in speaking requires not only linguistic proficiency, but also an understanding of the social and cultural context of communication.

Overall, the nature of speaking skill is complex and multifaceted, encompassing a range of cognitive, linguistic, affective, and socio-cultural factors. By understanding these factors, language educators can design effective instructional strategies and activities to help learners develop their speaking skills and become effective communicators.

2.3.2 The components of Speaking Skills

The components of speaking skill refer to the various linguistic and cognitive abilities that contribute to effective communication in spoken language. According to various studies, speaking skill consists of several components, including pronunciation, grammar, vocabulary, fluency, discourse, and strategic competence.

Pronunciation is one of the key components of speaking skill, and it refers to the ability to produce sounds, stress, and intonation patterns that are appropriate for effective communication (Rai-Zahoor & Siti, 2016). Another important component is

grammar, which includes the ability to use a range of grammatical structures and verb tenses accurately and appropriately (Binyu, 2023).

Vocabulary is another critical component of speaking skill, which includes the ability to use a variety of words and phrases to convey precise meaning and nuance in spoken language (Sultan, 2016). Fluency is also an important component of speaking skill, which refers to the ability to speak smoothly and without hesitation, using appropriate pauses and intonation (Krebt D. M., 2017).

Discourse is another key component of speaking skill, which involves the ability to organize ideas coherently and to connect ideas and sentences into a meaningful whole (Sultan, 2016). Finally, strategic competence is a component of speaking skill that refers to the ability to use communication strategies, such as paraphrasing or asking for clarification, to overcome communication breakdowns (Binyu, 2023).

In summary, the components of speaking skill include pronunciation, grammar, vocabulary, fluency, discourse, and strategic competence. These components are interrelated and require a range of linguistic and cognitive abilities to communicate effectively in spoken language.

2.3.3 Teaching Strategies for Speaking Skills

Teaching speaking skills requires a variety of strategies that can enhance learners' communicative abilities. Several studies have explored effective teaching strategies for speaking skill, including task-based language teaching, communicative language teaching, and content-based language teaching.

- Task-based language teaching (TBLT) is a strategy that involves learners in completing a communicative task, such as giving a presentation or participating in a role-play activity (Krebt D. M., 2017). This strategy focuses on providing opportunities for learners to use language in meaningful contexts and to develop their communicative abilities through practice and feedback.

- Communicative language teaching (CLT) is another strategy that emphasizes the use of authentic and meaningful communication activities to develop learners' speaking abilities (Krebt D. M., 2017). This strategy focuses on promoting fluency and accuracy by providing opportunities for learners to use language in natural contexts, and by providing feedback and correction as needed.
- Content-based language teaching (CBLT) is a strategy that integrates language learning with subject-matter learning (Krebt D. M., 2017). This strategy involves using content from various subjects, such as science or history, as a basis for language instruction, and can provide opportunities for learners to develop their speaking skills by using language to discuss and analyze content-related topics.

Other effective teaching strategies for speaking skill include using authentic materials, providing ample opportunities for practice, incorporating peer feedback and self-reflection, and using technology to enhance speaking activities (Sultan, 2016)

In summary, effective teaching strategies for speaking skill include task-based language teaching, communicative language teaching, content-based language teaching, using authentic materials, providing opportunities for practice, incorporating peer feedback and self-reflection, and using technology to enhance speaking activities. These strategies can help learners develop their speaking abilities and become more effective communicators in the target language.

2.3.4 Teaching techniques for developing Speaking Skills

Teaching speaking skills through role-playing is an effective technique that can provide learners with opportunities to use the target language in a communicative and interactive way (Sultan, 2016). Role-playing involves learners assuming different roles and engaging in simulated conversations or situations that require them to use the target language to express themselves effectively.

- To use role-playing as a teaching technique for speaking skill, teachers can start by providing learners with a clear context or scenario and assigning different roles to each learner (Krebt D. M., 2017). Teachers can also provide learners with prompts or scripts to guide their conversation and encourage them to use specific vocabulary or grammar structures.

During the role-play activity, teachers can monitor learners' performance and provide feedback on their language use, accuracy, and fluency (Krebt D. M., 2017). Teachers can also encourage learners to reflect on their performance and identify areas for improvement.

In addition to role-playing, other effective teaching techniques for speaking skill include elicitation, scaffolding, modeling, correction, using authentic materials, and providing opportunities for learners to practice in pairs or small groups (Sultan, 2016).

- Elicitation involves prompting learners to speak by asking open-ended questions or providing cues to guide their responses (Krebt D. M., 2017). This technique can encourage learners to use the target language in a meaningful way and can help them to develop their speaking skills by practicing communication in a low-pressure environment.
- Scaffolding is another technique that involves providing learners with support and guidance as they develop their speaking skills (Rai-Zahoor & Siti, 2016). This technique can involve breaking down tasks into smaller, more manageable steps, providing feedback and correction, and gradually releasing control to the learners as they become more proficient in using the target language.
- Modeling is a technique that involves providing learners with examples of effective speaking strategies or language use (Krebt D. M., 2017). This technique can help learners to develop their speaking skills by providing a clear model for them to follow and by demonstrating effective communication strategies.

- Correction is a technique that involves providing feedback on learners' speaking errors or inaccuracies (Krebt D. M., 2017). This technique can help learners to develop their accuracy and fluency in using the target language, and can be done in a variety of ways, such as through peer or teacher correction, self-correction, or the use of technology.

Other effective teaching techniques for speaking skill include using authentic materials, incorporating role-play or simulation activities, providing opportunities for learners to practice in pairs or small groups, and using technology to enhance speaking activities (Sultan, 2016).

Overall, using role-playing as a teaching technique for speaking skill can provide learners with a fun and engaging way to practice using the target language in a communicative and interactive way. Teachers can use role-playing in combination with other effective teaching techniques to help learners develop their speaking abilities and become more effective communicators in the target language.

2.3.5 Teaching Speaking to Young Learners

Teaching speaking to young learners requires specific considerations and approaches to make the process engaging, effective, and enjoyable. According to Rai-Zahoor and Siti (2016), teaching speaking to young learners involves the following:

- Providing a supportive learning environment: Creating a positive and supportive learning environment that promotes participation and collaboration is crucial to help young learners develop their speaking skills.
- Using age-appropriate materials and activities: Using materials and activities that are appropriate for the learners' age and interests can help them stay motivated and engaged in the learning process.

- Using visual aids: Using visual aids such as pictures, videos, and flashcards can help young learners understand and retain new vocabulary and language structures.
- Integrating play and games: Incorporating play and games into the speaking activities can make the learning process more enjoyable and interactive for young learners.

To teach speaking to young learners, teachers can also use a variety of techniques and strategies, including:

- Total physical response (TPR): This approach involves using physical movements and actions to help young learners understand and respond to language input (Binyu, 2023).
- Storytelling: Storytelling can help young learners develop their imagination, creativity, and language skills by exposing them to rich language input and providing them with opportunities to practice speaking (Sultan, 2016).
- Role-playing: Role-playing can help young learners develop their speaking skills by providing them with opportunities to practice using language in real-life situations (Sultan, 2016).

In summary, teaching speaking to young learners involves creating a supportive learning environment, using age-appropriate materials and activities, integrating visual aids and play, and using effective techniques and strategies such as TPR, storytelling, and role-playing.

2.3.6 Type of Classroom Speaking activities using Role-playing techniques

Role-playing techniques can be applied to various speaking activities in the classroom. Here are some examples:

- Dialogues: Dialogues are short conversations between two or more people. Using role-playing techniques, students can act out the dialogues and practice their speaking skills. For instance, students can role-play a conversation between a customer and a shop assistant, or a doctor and a patient.
- Debates: Debates involve presenting arguments for and against a particular topic. Role-playing techniques can be used to create a realistic debate scenario, where students take on the role of different stakeholders. For example, students can role-play a debate on whether or not school uniforms should be mandatory.
- Simulations: Simulations are scenarios that simulate real-life situations. Role-playing techniques can be used to create simulations that allow students to practice their speaking skills in a realistic context. For instance, students can role-play a job interview or a meeting with a client.
- Storytelling: Storytelling involves telling a story or a personal experience. Role-playing techniques can be used to create a storytelling activity where students take on the role of a character in a story. For example, students can role-play a character from a book they have read, and retell the story from that character's perspective.
- Role-plays: Role-plays involve taking on a particular role or character and acting out a scenario. This activity can be used to teach students how to handle different situations in real life. For example, students can role-play a scenario where they have to negotiate with a friend to resolve a conflict.

According to Bahriyeva (2021), role-playing activities are effective in promoting speaking skills among young learners. They suggest that role-playing activities can provide a low-anxiety environment for learners to practice their speaking skills, while also allowing them to develop their creativity and imagination.

2.3.7 Speaking Skills and Role-Playing Techniques

Role-playing techniques have been found to be effective in improving the speaking skill of language learners. According to a study by Bahriyeva (2021), role-playing activities provide learners with opportunities to practice and improve their speaking skills in a meaningful and engaging way. The study found that students who participated in role-playing activities demonstrated significant improvement in their speaking ability compared to those who did not.

Similarly, another study by Chau and Lee (2014) found that role-playing activities were effective in improving the speaking proficiency of Korean language learners. The study showed that students who engaged in role-playing activities demonstrated a higher level of speaking proficiency and confidence compared to those who did not.

In addition to traditional role-playing techniques, technology-mediated role-playing activities have also been found to be effective in improving speaking skills. A study by Chau and Lee (2014) found that virtual reality role-playing activities improved the speaking proficiency of Chinese as a second language learners.

In summary, using role-playing techniques is an effective way to develop speaking skills in language learners, as it provides them with a safe and supportive environment to practice and improve their speaking abilities. The use of role-play enables students to communicate in a more authentic way by simulating real-life situations. This approach encourages learners to engage with the language, to use the language in a meaningful way, and to develop their confidence in speaking.

According to a study by Bahriyeva (2021) the use of role-playing activities in speaking classes can enhance the speaking skill of EFL learners. The study found that the use of role-playing activities can improve students' speaking accuracy, fluency, and complexity, as well as their confidence and motivation to speak. In addition, role-playing activities provide learners with the opportunity to practice different aspects of speaking, such as negotiation, persuasion, and expressing opinions, which are important skills for effective communication.

Another study by Rai-Zahoor and Siti (2016) found that role-playing activities can also promote intercultural communication skills, as learners engage with different cultural perspectives and ways of communicating. The study suggests that incorporating role-playing activities in language classes can help learners develop a better understanding and appreciation of cultural differences and foster more effective communication with people from different backgrounds.

The use of role-playing techniques in teaching speaking skills is an effective way to provide learners with a supportive and authentic environment to practice and develop their speaking abilities. Through role-playing activities, learners can engage with the language, practice various aspects of speaking, and develop their confidence and motivation to speak. Furthermore, role-playing activities can promote intercultural communication skills, which are essential for effective communication in today's globalized world.

OPERATIONALIZATION MATRIX

| Operationalization matrix | | | | |
|---|---|--|---|------------------------|
| ROLE-PLAYING TECHNIQUES (ID) | DIMENSIONS | INDICATORS | ITEMS | INSTRUMENT |
| Role-Playing Techniques is a set of activities or exercises that involve the simulation or enactment of real-life situations or scenarios in a language | Types and elements of Role-playing Techniques 1. Real-life scenarios 2. Techniques 3. Elements | Practice Real-world scenarios Engagement Feedback | Job Interview Role-Play Role-Play Restaurant Scenario Medical Role-Play Scenario | Pre-test and Post-test |

| | | | | |
|--|--|--|---|--|
| <p>learning context. This could include techniques such as character role-playing, problem-solving role-playing, historical role-playing, or future role-playing. This also include elements and steps that could be considered when planning activities using this Role-playing Techniques.</p> | | | <p>News Anchor Role-Play</p> <p>Group Decision-Making Customer Service Role-Play Collaborative Storytelling Mock Trial</p> <p>Historical Speech Historical Debate Historical Interview Historical Reenactment</p> | |
| | | | <p>Historical Role-Play Games</p> <p>Future Career Role-Play Science Fiction Writing Futuristic Invention Pitch Future Debate Future News Report</p> | |

| Operationalization matrix | | | | |
|---|----------------------------|--|---|--|
| SPEAKING TECHNIQUES (D) | DIMENSIONS | INDICATORS | ITEMS | INSTRUMENT |
| Speaking Skill is a set of observable and measurable behaviors or performances that reflect the ability to use spoken language appropriately and effectively in different situations and contexts. This could include fluency, accuracy, pronunciation, coherence, cohesion, and pragmatic competence, among other features | Spoken Language Production | <ol style="list-style-type: none"> 1. Listening and interaction 2. Language (word and phrases) 3. Pronunciation | <p>Understand all the instructions and questions with some support.</p> <p>Most utterances are appropriate. Some are more than one word in length.</p> <p>Speech can generally be understood with ease.</p> | Pre-test and Post-test Speaking Rubric |

CHAPTER III

METHODOLOGY

3.1. Location

The Unidad Educativa Hermano Miguel in Latacunga, Ecuador, is a school with specific socioeconomic, demographic, and educational characteristics. It operates during the morning hours, from 7:00 am to 3:00 pm, indicating a commitment to regular daytime education. The school is staffed by a total of 47 teachers, with a specialization in various disciplines. Among them, only 5 teachers are dedicated to teaching English. The socioeconomic context of the school serves a diverse community with varying economic backgrounds with the presence of working parents who can drop off and pick up their children before and after their workday.

In terms of demographics, the school has a diverse student population, potentially reflecting the multicultural and ethnic diversity of Ecuador. Unidad Educativa Hermano Miguel delivers a comprehensive and high-quality education to its students. The school's commitment to developing well-rounded students who are prepared for the challenges of the future.

3.2 Tools and Techniques

The research project, "The Effect on Role-Playing Techniques on the Speaking Skills," utilized various tools and techniques to collect and analyze data. Two primary tools were used: a pre-test and a post-test. The pre-test was administered before the implementation of role-playing techniques, and the post-test was administered after the implementation of role-playing techniques. The purpose of the pre-test was to establish a baseline for each participant's speaking skills before any intervention was introduced. The purpose of the post-test was to measure the impact of the role-playing techniques on the participants' speaking skills.

In addition to the pre-test and post-test, a standardized exam from Cambridge was used. Specifically, the exam administered was the Flyers exam, which is designed for young learners and assesses their proficiency in listening, reading, writing, and speaking. The Flyers exam comes with a rubric that provides a detailed breakdown of

each section and the criteria used to assess each skill. This rubric was used to evaluate the participants' speaking skills in both the pre-test and post-test.

Overall, these tools and techniques provided a systematic and objective way to assess the impact of role-playing techniques on the speaking skills of young learners. The pre-test and post-test allowed for a comparison of the participants' speaking skills before and after the intervention, while the standardized exam and rubric provided a consistent and reliable way to evaluate speaking proficiency.

3.3 Type of research

The research study on "The Effect on Role-Playing Techniques on the Speaking Skills" used a quantitative approach. This approach involves the collection and analysis of numerical data to establish relationships between variables. The study aimed to measure the impact of role-playing techniques on the speaking skills of 7th-grade students.

In the study, the researchers used a pre-test and post-test design to measure the students' speaking skills before and after the implementation of role-playing techniques. The speaking skills were assessed using a standardized exam from Cambridge, which was the Flyers exam with its rubric. The researchers collected and analyzed the data using statistical methods to determine whether there was a significant improvement in the students' speaking skills after the intervention.

The quasi-experimental design used in this study also falls under the quantitative approach. This design involves the manipulation of an independent variable, which is the use of role-playing techniques, to determine its effect on a dependent variable, which is the speaking skills of the students. Overall, the quantitative approach provided a systematic and empirical means of examining the impact of role-playing techniques on the speaking skills of 7th-grade students as the scores of the KET exam, to determine if there was a significant relationship between the TPR method and English vocabulary acquisition.

The study "The Effect on Role-Playing Techniques on the Speaking Skills" has an experimental level because it used a quasi-experimental design with a pre-test and post-test to determine the effect of the intervention (role-playing techniques) on the dependent variable (speaking skills). In an experimental study, the researcher manipulates the independent variable (in this case, the use of role-playing techniques) and measures its effect on the dependent variable while controlling for extraneous variables. The use of a pre-test and post-test allows for the comparison of the students' speaking skills before and after the intervention. This design allows for a cause-and-effect relationship to be established between the independent variable and the dependent variable. Therefore, the study has an experimental level because it aimed to investigate the effect of a specific intervention on a dependent variable while controlling for other factors.

3.4 Hypothesis testing

Role-Playing Techniques contributed to the development of Speaking Skills in seventh-grade students at Unidad Educativa "Hermano Miguel"

3.4.1. Statement of the Hypothesis

Ho: Role-Playing Techniques did not contribute to the development of Speaking Skills in seventh-grade students at Unidad Educativa "Hermano Miguel"

Hi: Role-Playing Techniques contributed to the development of Speaking Skills in seventh-grade students at Unidad Educativa "Hermano Miguel"

3.4.2. Selection of the level of significance.

The level $\alpha = 0.05$ was used.

3.5 Population and Sample

The population for this study is the entire group of 7th-grade students at the selected school. In this case, the study included 80 students, specifically 40 students from 7th A and 40 students from 7th C. The population is the total group of individuals that the study aims to generalize its findings to, in this case, 7th-grade students.

Table 1.

Population

| Group | Population | | Total |
|--------------|-------------------|------------------|--------------|
| | Seventh A | Seventh C | |
| Control | 40 | | 40 |
| Experimental | | 40 | 40 |
| Total | 40 | 40 | 80 |

Note: The table shows the population distribution under study in the research.

3.6 Data Collection

The data collection process involved several steps. First, the students were divided into two groups - the control group (7th-grade A) and the experimental group (7th-grade C). The students were selected randomly to ensure that both groups were representative of the population. The next step was to administer a pre-test to both groups using the speaking part of the standardized test from Cambridge (Flyer) with its speaking rubric.

Before administering the test, the students in the experimental group were taught using role-playing techniques. The students were divided into groups of four, and each group was assigned a different scenario. The scenarios were designed to simulate real-life situations where the students would need to use their speaking skills, such as ordering food at a restaurant or making a presentation in front of a group. The experiment was conducted from May 8th to June 23rd, seven weeks in total.

After the students in the experimental group had completed their role-playing exercises, both groups were given a post-test using the same standardized test from Cambridge (Flyer) with its speaking rubric. Only the speaking part of the test was used for this study. The speaking part of the test was recorded to ensure that the scoring was consistent and accurate.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

The chapter on results and discussion presents the study's findings on the effect of role-playing techniques on the speaking skills of 7th-grade students. The study was conducted using a standardized test from Cambridge (Flyer) with its speaking rubric, with the experimental group receiving instruction operating role-playing exercises. The study results showed a significant improvement in the speaking skills of the experimental group compared to the control group, providing evidence for the effectiveness of role-playing techniques in language instruction. This chapter presents a detailed analysis and interpretation of the study's results and implications, including suggestions for further research.

Table 2.

Pre-test results of Control Group

| Participants | listening and interaction | Language (word and phrases) | Pronunciation | TOTAL |
|---------------------|----------------------------------|------------------------------------|----------------------|--------------|
| participant 1 | 1 | 1 | 1 | 3,0 |
| participant 2 | 1 | 1 | 1 | 3,0 |
| participant 3 | 2 | 2 | 2 | 6,0 |
| participant 4 | 2 | 1 | 1 | 4,0 |
| participant 5 | 1 | 1 | 1 | 3,0 |
| participant 6 | 2 | 1 | 1 | 4,0 |
| participant 7 | 1 | 1 | 1 | 3,0 |
| participant 8 | 1 | 1 | 1 | 3,0 |
| participant 9 | 1 | 1 | 1 | 3,0 |
| participant 10 | 1 | 1 | 1 | 3,0 |
| participant 11 | 2 | 2 | 2 | 6,0 |
| participant 12 | 1 | 1 | 1 | 3,0 |
| participant 13 | 1 | 1 | 1 | 3,0 |
| participant 14 | 1 | 1 | 1 | 3,0 |

| | | | | |
|----------------|---|---|---|--------------|
| participant 15 | 2 | 2 | 2 | 6,0 |
| participant 16 | 1 | 1 | 1 | 3,0 |
| participant 17 | 1 | 1 | 1 | 3,0 |
| participant 18 | 1 | 1 | 1 | 3,0 |
| participant 19 | 2 | 1 | 1 | 4,0 |
| participant 20 | 1 | 1 | 1 | 3,0 |
| participant 21 | 1 | 1 | 1 | 3,0 |
| participant 22 | 1 | 1 | 1 | 3,0 |
| participant 23 | 1 | 1 | 1 | 3,0 |
| participant 24 | 1 | 1 | 1 | 3,0 |
| participant 25 | 1 | 2 | 1 | 4,0 |
| participant 26 | 1 | 1 | 1 | 3,0 |
| participant 27 | 1 | 1 | 1 | 3,0 |
| participant 28 | 1 | 1 | 1 | 3,0 |
| participant 29 | 1 | 1 | 1 | 3,0 |
| participant 30 | 1 | 1 | 1 | 3,0 |
| participant 31 | 1 | 1 | 1 | 3,0 |
| participant 32 | 1 | 1 | 1 | 3,0 |
| participant 33 | 1 | 1 | 1 | 3,0 |
| participant 34 | 1 | 1 | 1 | 3,0 |
| participant 35 | 2 | 2 | 2 | 6,0 |
| participant 36 | 2 | 2 | 2 | 6,0 |
| participant 37 | 1 | 1 | 1 | 3,0 |
| participant 38 | 1 | 1 | 1 | 3,0 |
| participant 39 | 1 | 1 | 1 | 3,0 |
| participant 40 | 1 | 1 | 1 | 3,0 |
| Mean | | | | 3,475 |

Note: This table shows the results of the pre-test from the control group

Table 2 shows the results of the pre-test for the control group, which consisted of 7th-grade students who took a standardized speaking test. The test measured three criteria: listening and interaction, language (words and phrases), and pronunciation,

and had a total score of 9.00 points. The mean score for the control group on the pre-test was 3.475

Table 3.

Descriptive Statistics for the pre-test results from the control group

| | |
|--------------------|------------|
| Mean | 3,475 |
| Standard error | 0,16007811 |
| Median | 3 |
| Mode | 3 |
| Standard Deviation | 1,01242284 |
| Sample variance | 1,025 |
| Kurtosis | 2,59397543 |
| Skewness | 2,02217811 |
| Range | 3 |
| Minimum | 3 |
| Maximum | 6 |
| Sum | 139 |
| Count | 40 |

Note: This table shows the descriptive Statistics of pre-test in Control Group

This table shows the analysis of the descriptive statistics for the control group's pre-test scores. The mean score for the control group was 3.475, indicating that the average score was slightly below the midpoint of the total possible points. The standard error of the mean was 0.16007811, which indicates how much the sample mean might vary from the true population mean. The median score was 3, which means that half of the scores were below 3 and half were above. The mode was also 3, which means that this score occurred most frequently in the sample. The standard deviation of the scores was 1.01242284, which measures how much the scores varied from the mean. The sample variance was 1.025, which is the average of the squared deviations from the mean. The kurtosis value of 2.59397543 indicates that the distribution of scores was relatively peaked and had heavy tails. The positive skewness value of 2.02217811 indicates that the distribution of scores was skewed to the right, meaning that there were more low scores than high scores. The range was 3, which is the difference between the highest score (6) and the lowest score

(3). The lowest score was 3. The highest score was 6. The sum of all the scores was 139. The total number of scores in the sample was 40.

Table 4.

Pre-test results in the Experimental Group

| Participants | listening and interaction | Language (word and phrases) | Pronunciation | TOTAL |
|---------------------|--|--|----------------------|--------------|
| participant 1 | 1 | 1 | 1 | 3,0 |
| participant 2 | 1 | 1 | 1 | 3,0 |
| participant 3 | 1 | 1 | 1 | 3,0 |
| participant 4 | 1 | 1 | 1 | 3,0 |
| participant 5 | 2 | 2 | 1 | 5,0 |
| participant 6 | 1 | 1 | 1 | 3,0 |
| participant 7 | 1 | 1 | 1 | 3,0 |
| participant 8 | 1 | 1 | 1 | 3,0 |
| participant 9 | 1 | 2 | 1 | 4,0 |
| participant 10 | 1 | 1 | 1 | 3,0 |
| participant 11 | 1 | 2 | 1 | 4,0 |
| participant 12 | 1 | 1 | 1 | 3,0 |
| participant 13 | 1 | 1 | 1 | 3,0 |
| participant 14 | 1 | 1 | 1 | 3,0 |
| participant 15 | 1 | 1 | 1 | 3,0 |
| participant 16 | 1 | 0 | 0 | 1,0 |
| participant 17 | 1 | 1 | 1 | 3,0 |
| participant 18 | 1 | 1 | 1 | 3,0 |
| participant 19 | 1 | 1 | 1 | 3,0 |
| participant 20 | 1 | 1 | 1 | 3,0 |
| participant 21 | 2 | 1 | 1 | 4,0 |
| participant 22 | 1 | 1 | 1 | 3,0 |
| participant 23 | 1 | 1 | 1 | 3,0 |
| participant 24 | 1 | 1 | 1 | 3,0 |
| participant 25 | 1 | 1 | 1 | 3,0 |
| participant 26 | 1 | 1 | 1 | 3,0 |
| participant 27 | 1 | 0 | 0 | 1,0 |
| participant 28 | 1 | 1 | 1 | 3,0 |
| participant 29 | 1 | 1 | 1 | 3,0 |
| participant 30 | 1 | 1 | 1 | 3,0 |
| participant 31 | 1 | 2 | 1 | 4,0 |

| | | | | |
|----------------|---|---|---|-------------|
| participant 32 | 1 | 1 | 1 | 3,0 |
| participant 33 | 1 | 1 | 1 | 3,0 |
| participant 34 | 1 | 1 | 1 | 3,0 |
| participant 35 | 1 | 0 | 0 | 1,0 |
| participant 36 | 1 | 1 | 1 | 3,0 |
| participant 37 | 1 | 1 | 1 | 3,0 |
| participant 38 | 1 | 1 | 1 | 3,0 |
| participant 39 | 1 | 0 | 0 | 1,0 |
| participant 40 | 1 | 1 | 1 | 3,0 |
| Mean | | | | 2,95 |

Note: This table shows the results of the pre-test in the experimental group

Table 4 displays the results of the pre-test administered to the experimental group, which includes 40 students. The mean score obtained by the experimental group is 2.95 out of a total of 9.00 points. This score indicates that, on average, the students in the experimental group did not perform well on the speaking part of the standardized test.

Table 5.

Descriptive Statistics for the pre-test results from the experimental group

| | |
|--------------------|------------|
| Mean | 2,95 |
| Standard error | 0,12377606 |
| Median | 3 |
| Mode | 3 |
| Standard Deviation | 0,78282853 |
| Sample variance | 0,61282051 |
| Kurtosis | 3,15437597 |
| Skewness | -0,9232524 |
| Range | 4 |
| Minimum | 1 |
| Maximum | 5 |
| Sum | 118 |
| Count | 40 |

Note: This table shows the descriptive Statistics of pre-test in Control Group

This table shows the analysis of the descriptive statistics for the experimental group's pre-test scores. The average value of the data is 2.95, which indicates that the distribution of the data is centered around this value. The standard error is 0.12377606, which suggests that the sample mean is likely to be within 0.12377606 units of the true

population mean. The median value of the data is 3, which indicates that half of the observations are above this value and half are below. The mode of the data is 3, which means that this value occurs most frequently in the dataset. The standard deviation of the data is 0.78282853, which indicates that the observations in the dataset are relatively close to the mean. The sample variance is 0.61282051, which is the square of the standard deviation and measures the variability of the data. The kurtosis value of 3.15437597 indicates that the data has a relatively sharp peak and heavy tails, compared to a normal distribution. The skewness value of -0.9232524 suggests that the distribution of the data is negatively skewed, which means that there are more observations on the right side of the mean than on the left. The range of the data is 4, which is the difference between the maximum and minimum values. The minimum value in the dataset is 1. The maximum value in the dataset is 5. The sum of all observations in the dataset is 118. There are 40 observations in the dataset.

Table 6.

Describe Statistics for the pre-test results from the control and experimental group

| | Control group | Experimental group |
|--------------------|----------------------|---------------------------|
| Mean | 3,475 | 2,95 |
| Standard error | 0,160078106 | 0,123776059 |
| Median | 3 | 3 |
| Mode | 3 | 3 |
| Standard Deviation | 1,012422837 | 0,782828533 |
| Sample variance | 1,025 | 0,612820513 |
| Kurtosis | 2,593975431 | 3,154375966 |
| Skewness | 2,022178111 | -0,923252363 |
| Range | 3 | 4 |
| Minimum | 3 | 1 |
| Maximum | 6 | 5 |
| Sum | 139 | 118 |
| Count | 40 | 40 |

Note: This table shows the descriptive Statistics of pre-test in Control Group and experimental group

This table shows the analysis of the descriptive statistics for the control and experimental groups' pre-test scores. The mean score in the control group (3.475) is higher than the mean score in the experimental group (2.95). This suggests that, on average, participants in the control group scored higher than those in the experimental

group. The standard error in the control group (0.160) is higher than the standard error in the experimental group (0.123). This means that the data in the control group is more spread out than in the experimental group, which may indicate greater variability in the control group. The median score in both groups is the same (3). This indicates that the middle value in both groups is the same. The mode in both groups is the same (3). This indicates that the most frequent score in both groups is the same. The standard deviation in the control group (1.012) is higher than the standard deviation in the experimental group (0.783). This suggests that the scores in the control group are more spread out than in the experimental group. The sample variance in the control group (1.025) is higher than the sample variance in the experimental group (0.613). This further supports the observation that the scores in the control group are more spread out than in the experimental group. The kurtosis in the control group (2.594) is lower than the kurtosis in the experimental group (3.154). This indicates that the distribution of scores in the control group is more platykurtic (i.e., flatter) than in the experimental group, which is more leptokurtic (i.e., peaked). The skewness in the control group (2.022) is positive, which indicates a right-skewed distribution. The skewness in the experimental group (-0.923) is negative, which indicates a left-skewed distribution. This suggests that the scores in the control group are more skewed towards higher values, while the scores in the experimental group are more skewed towards lower values. The range in the control group (3) is smaller than the range in the experimental group (4). This means that the difference between the highest and lowest scores is smaller in the control group than in the experimental group. The minimum score in the control group (3) is higher than the minimum score in the experimental group (1). This suggests that the lowest score in the control group is higher than the lowest score in the experimental group. The maximum score in the control group (6) is higher than the maximum score in the experimental group (5). This suggests that the highest score in the control group is higher than the highest score in the experimental group. The number of participants in both groups is the same (40). This means that both groups have the same sample size, which allows for a fair comparison between the two groups.

Table 7.

Post-test Results in the Control Group

| Participants | listening and interaction | Language (word and phrases) | Pronunciation | TOTAL |
|---------------------|----------------------------------|------------------------------------|----------------------|--------------|
| participant 1 | 2 | 2 | 1 | 5,0 |
| participant 2 | 1 | 1 | 1 | 3,0 |
| participant 3 | 2 | 2 | 2 | 6,0 |
| participant 4 | 2 | 1 | 1 | 4,0 |
| participant 5 | 1 | 2 | 1 | 4,0 |
| participant 6 | 2 | 1 | 1 | 4,0 |
| participant 7 | 1 | 2 | 2 | 5,0 |
| participant 8 | 2 | 1 | 1 | 4,0 |
| participant 9 | 1 | 2 | 2 | 5,0 |
| participant 10 | 1 | 1 | 1 | 3,0 |
| participant 11 | 2 | 2 | 2 | 6,0 |
| participant 12 | 2 | 1 | 1 | 4,0 |
| participant 13 | 1 | 1 | 0 | 2,0 |
| participant 14 | 1 | 1 | 1 | 3,0 |
| participant 15 | 2 | 2 | 2 | 6,0 |
| participant 16 | 1 | 1 | 1 | 3,0 |
| participant 17 | 2 | 1 | 1 | 4,0 |
| participant 18 | 1 | 2 | 1 | 4,0 |
| participant 19 | 2 | 1 | 1 | 4,0 |
| participant 20 | 1 | 1 | 1 | 3,0 |
| participant 21 | 1 | 2 | 2 | 5,0 |
| participant 22 | 2 | 1 | 1 | 4,0 |
| participant 23 | 2 | 2 | 2 | 6,0 |
| participant 24 | 1 | 1 | 1 | 3,0 |
| participant 25 | 2 | 2 | 1 | 5,0 |
| participant 26 | 1 | 1 | 1 | 3,0 |
| participant 27 | 1 | 1 | 1 | 3,0 |
| participant 28 | 1 | 1 | 1 | 3,0 |
| participant 29 | 1 | 2 | 1 | 4,0 |
| participant 30 | 1 | 1 | 1 | 3,0 |
| participant 31 | 1 | 1 | 1 | 3,0 |
| participant 32 | 1 | 1 | 1 | 3,0 |
| participant 33 | 1 | 1 | 2 | 4,0 |
| participant 34 | 1 | 1 | 1 | 3,0 |
| participant 35 | 1 | 0 | 1 | 2,0 |
| participant 36 | 1 | 1 | 1 | 3,0 |
| participant 37 | 1 | 2 | 1 | 4,0 |

| | | | | |
|----------------|---|---|---|-------------|
| participant 38 | 1 | 1 | 1 | 3,0 |
| participant 39 | 1 | 1 | 1 | 3,0 |
| participant 40 | 2 | 2 | 1 | 5,0 |
| Mean | | | | 3,85 |

Note: this table shows the results of the post-test in the Control Group

Table 7 shows the results of the post-test for the control group, which consisted of 7th-grade students who took a standardized speaking test. The test measured three criteria: listening and interaction, language (words and phrases), and pronunciation, and had a total score of 9.00 points. The mean score for the control group on the post-test was also 3.85 out of 9.00 points. This indicates that there was no significant improvement in the speaking abilities of the control group between the pre-test and the post-test, even with the use of traditional methodology.

Table 8.

Post-test results of the Experimental Group

| Participants | listening and interaction | Language (word and phrases) | Pronunciation | TOTAL |
|---------------------|----------------------------------|------------------------------------|----------------------|--------------|
| participant 1 | 2 | 2 | 3 | 7,0 |
| participant 2 | 3 | 1 | 2 | 6,0 |
| participant 3 | 3 | 3 | 2 | 8,0 |
| participant 4 | 1 | 1 | 1 | 3,0 |
| participant 5 | 3 | 2 | 2 | 7,0 |
| participant 6 | 1 | 1 | 1 | 3,0 |
| participant 7 | 2 | 3 | 3 | 8,0 |
| participant 8 | 1 | 1 | 1 | 3,0 |
| participant 9 | 1 | 2 | 2 | 5,0 |
| participant 10 | 3 | 1 | 1 | 5,0 |
| participant 11 | 1 | 2 | 2 | 5,0 |
| participant 12 | 1 | 1 | 1 | 3,0 |
| participant 13 | 2 | 3 | 3 | 8,0 |
| participant 14 | 2 | 3 | 1 | 6,0 |
| participant 15 | 2 | 2 | 2 | 6,0 |
| participant 16 | 2 | 2 | 1 | 5,0 |
| participant 17 | 1 | 1 | 2 | 4,0 |
| participant 18 | 2 | 2 | 3 | 7,0 |
| participant 19 | 2 | 2 | 1 | 5,0 |
| participant 20 | 2 | 3 | 3 | 8,0 |

| | | | | |
|----------------|---|---|---|-------------|
| participant 21 | 2 | 1 | 1 | 4,0 |
| participant 22 | 1 | 1 | 2 | 4,0 |
| participant 23 | 3 | 3 | 1 | 7,0 |
| participant 24 | 1 | 1 | 1 | 3,0 |
| participant 25 | 3 | 2 | 2 | 7,0 |
| participant 26 | 1 | 1 | 1 | 3,0 |
| participant 27 | 3 | 2 | 2 | 7,0 |
| participant 28 | 1 | 1 | 1 | 3,0 |
| participant 29 | 2 | 2 | 3 | 7,0 |
| participant 30 | 1 | 1 | 1 | 3,0 |
| participant 31 | 3 | 2 | 2 | 7,0 |
| participant 32 | 1 | 1 | 1 | 3,0 |
| participant 33 | 3 | 3 | 1 | 7,0 |
| participant 34 | 2 | 3 | 2 | 7,0 |
| participant 35 | 2 | 2 | 1 | 5,0 |
| participant 36 | 1 | 1 | 1 | 3,0 |
| participant 37 | 2 | 3 | 2 | 7,0 |
| participant 38 | 1 | 1 | 1 | 3,0 |
| participant 39 | 2 | 1 | 1 | 4,0 |
| participant 40 | 2 | 3 | 3 | 8,0 |
| Mean | | | | 5,35 |

Note: This table shows the results of the post-test in the Experimental group

Table 8 shows the results of the experimental group that consisted of 7th-grade students who took a standardized speaking test that measured three criteria: listening and interaction, language (words and phrases), and pronunciation, with a total score of 9.00 points. The mean score for the control group on the post-test was 5.35.

Table 9.

Descriptive Statistics between the Control and Experimental Group

| | Control Group | Experimental Group |
|--------------------|----------------------|---------------------------|
| Mean | 3,85 | 5,35 |
| Standard error | 0,170030163 | 0,294283136 |
| Median | 4 | 5 |
| Mode | 3 | 7 |
| Standard Deviation | 1,075365174 | 1,861209973 |

| | | |
|-----------------|--------------|--------------|
| Sample variance | 1,156410256 | 3,464102564 |
| Kurtosis | -0,388257426 | -1,556798456 |
| Skewness | 0,573642142 | -0,04006246 |
| Range | 4 | 5 |
| Minimum | 2 | 3 |
| Maximum | 6 | 8 |
| Sum | 154 | 214 |
| Count | 40 | 40 |

Note: this table shows the descriptive statistics of the post-test between the control and experimental group.

Table 9 shows the descriptive statistics between the control group and the experimental group in the post-test. The mean of the experimental group (5.35) is higher than the mean of the control group (3.85), indicating that the experimental group had a higher average score than the control group. The standard deviation of the experimental group (1.86) is higher than the standard deviation of the control group (1.07), suggesting that the scores in the experimental group were more spread out than in the control group. The range of scores in both groups is similar, with the experimental group having a range of 5 and the control group having a range of 4. The median and mode of the experimental group (5 and 7, respectively) are both higher than the median and mode of the control group (4 and 3, respectively). The skewness of the control group (0.57) indicates a slightly positive skew, while the skewness of the experimental group (-0.04) suggests a roughly symmetric distribution. The kurtosis of both groups is negative, with the experimental group (-1.56) showing more extreme deviation from a normal distribution compared to the control group (-0.39).

Table 10.

Paired two-sample t-test of pre-test and post-test of the Control Group

| | <i>Pre-test</i> | <i>Post-test</i> |
|-------|-----------------|------------------|
| Media | 3,48717949 | 3,82051282 |

| | | |
|-------------------------------------|------------|-----------|
| Variance | 1,04588394 | 1,1511471 |
| Observations | 0 | 0 |
| Coefficient of Pearson correlation: | 0,32162243 | |
| Hypothesized difference of means | 0 | |
| Degrees of freedom | 38 | |
| t-statistic | -1,7046649 | |
| P(T<=t) one-tailed | 0,04821066 | |
| T critical value (one-tailed) | 1,68595446 | |
| P(T<=t) two-tailed | 0,09642131 | |
| T critical value (two-tailed) | 2,02439416 | |

Note: this table shows the paired two-sample t-test of the pre-test and post-test of the control group.

The table provides the results of a paired two-sample t-test of pre-test and post-test scores for the control group. The mean score of the control group on the pre-test was 3.487. The mean score of the control group on the post-test was 3.821. The variance of the control group was 1.046 for the pre-test and 1.151 for the post-test. The Coefficient of Pearson correlation between pre-test and post-test scores was 0.322, indicating a moderate positive correlation. The null hypothesis for this paired t-test is that there is no difference between the mean pre-test and post-test scores, so the hypothesized difference is 0. The degrees of freedom for this test are 38, which is the number of observations minus 1. The calculated t-statistic is -1.705, which indicates that the difference between the pre-test and post-test scores is negative and significant. The p-value for a one-tailed test is 0.048, which is less than the significance level of 0.05, indicating that the difference between the pre-test and post-test scores is statistically significant. The critical value for a one-tailed test with 38 degrees of freedom and a significance level of 0.05 is 1.686. The p-value for a two-tailed test is 0.096, which is greater than the significance level of 0.05, indicating that the difference between the pre-test and post-test scores is not statistically significant. The critical value for a two-tailed test with 38 degrees of freedom and a significance level of 0.05 is 2.024. Overall, the results of this paired two-sample t-test suggest that there is a significant negative difference between the mean pre-test and post-test scores for the control group.

Table 11.

Paired-two sample t-test of pre-test and post-test of the Experimental Group

| | <i>Pre-test</i> | <i>Post-test</i> |
|-------------------------------------|-----------------|------------------|
| Media | 2,94871795 | 5,30769231 |
| Variance | 0,62887989 | 3,48178138 |
| Observations | 39 | 39 |
| Coefficient of Pearson correlation: | 0,06429635 | |
| Hypothesized difference of means | 0 | |
| Degrees of freedom | 38 | |
| t-statistic | -7,4403191 | |
| P(T<=t) one-tailed | 3,1438E-09 | |
| T critical value (one-tailed) | 1,68595446 | |
| P(T<=t) two-tailed | 6,2876E-09 | |
| T critical value (two-tailed) | 2,02439416 | |

Note: this table shows the paired two-sample t-test of the pre-test and post-test of the experimental group

The paired two-sample t-test is a statistical test used to determine if there is a significant difference between two sets of paired data. In this case, the pre-test and post-test scores of the Experimental Group are being compared. The mean pre-test score is 2.94871795 and the mean post-test score is 5.30769231. The variance of the pre-test scores is 0.62887989 and the variance of the post-test scores is 3.48178138. There are 39 observations in each group. The coefficient of Pearson correlation between the pre-test and post-test scores is 0.06429635. The null hypothesis for this test is that there is no difference between the mean pre-test and post-test scores (i.e. the difference in means is zero). The alternative hypothesis is that there is a significant difference between the mean pre-test and post-test scores. The t-statistic is -7.4403191 and the degrees of freedom are 38. The p-value for a one-tailed test (assuming that the mean post-test score is greater than the mean pre-test score) is 3.1438E-09. The t critical value for a one-tailed test with 38 degrees of freedom and a significance level of 0.05 is 1.68595446. Since the t-statistic is less than the t critical value, we can reject the null hypothesis and conclude that there is a significant difference between the mean pre-test and post-test scores at a significance level of 0.05. The p-value for a two-tailed test is 6.2876E-09, which is less than the significance level of 0.05. The t critical value

for a two-tailed test with 38 degrees of freedom and a significance level of 0.05 is 2.02439416. Since the absolute value of the t-statistic is greater than the t critical value, we can reject the null hypothesis and conclude that there is a significant difference between the mean pre-test and post-test scores at a significance level of 0.05 in both directions. In conclusion, the analysis of the data suggests that there is a significant difference between the mean pre-test and post-test scores of the Experimental Group.

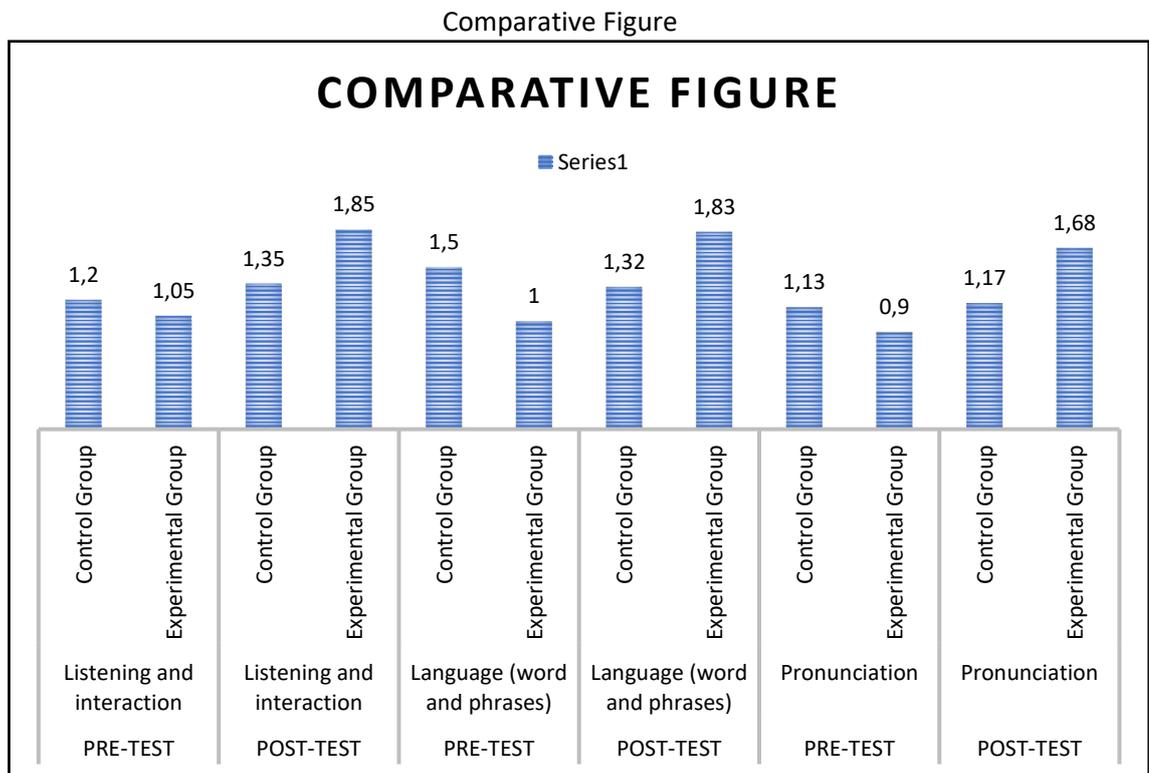
Table 12.

Comparative chart

| PRE-TEST | | POST-TEST | | PRE-TEST | | POST-TEST | | PRE-TEST | | POST-TEST | |
|---------------------------|--------------------|---------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|---------------|--------------------|---------------|--------------------|
| Listening and interaction | | Listening and interaction | | Language (word and phrases) | | Language (word and phrases) | | Pronunciation | | Pronunciation | |
| Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group | Control Group | Experimental Group |
| 1,2 | 1,05 | 1,35 | 1,85 | 1,5 | 1 | 1,32 | 1,83 | 1,13 | 0,9 | 1,17 | 1,68 |

Note: the chart presents the outcomes obtained from both the pre-test and post-test evaluations for each of the assessed criteria

Figure 1



The comprehensive dataset presented here delves into the intriguing realm of "Role-playing techniques and speaking skills," casting light on the transformative potential of such interventions. These results reveal a multifaceted portrait of language proficiency across the control and experimental groups, each assessed against a measurement scale exceeding 5 points. In the initial pre-test phase, participants in both groups displayed relatively modest scores in "Listening and interaction," "Language (words and phrases)," and "Pronunciation." These baseline scores, below the expected threshold, underline the need for skill enhancement in the domain of speaking skills.

However, the true essence of the study's efficacy becomes manifest in the post-test results. The experimental group emerges as the standout performer, showcasing remarkable strides in all three critical aspects of speaking skills. In "Listening and interaction," their post-test score vaulted to an impressive 1.85, significantly surpassing the control group's score of 1.35. Similarly, in "Language (words and phrases)," the experimental group achieved a notable post-test score of 1.83, outshining the control group's 1.32. The experimental group's prowess extended to "Pronunciation" as well, where they attained a commendable post-test score of 1.68, while the control group registered a score of 1.17. These compelling findings provide compelling evidence of the profound impact of role-playing techniques on augmenting speaking skills, particularly within the experimental group.

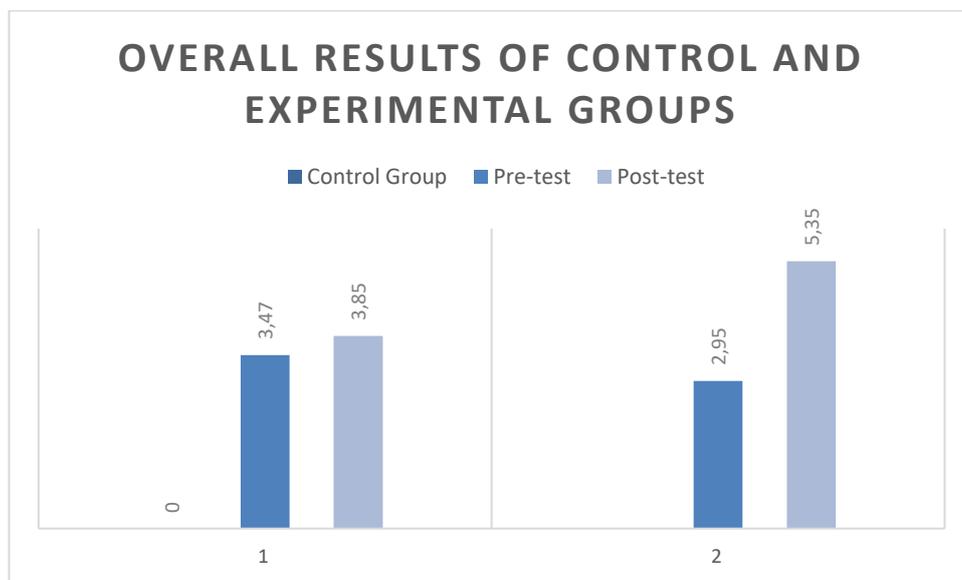
These results hold not only statistical but also practical significance. Bolstered speaking skills are pivotal in a variety of personal and professional contexts. The efficacy of role-playing techniques showcased in this study can guide the development of more effective language education and training programs. Instructors and educators can draw upon these findings to optimize their teaching strategies, creating more impactful learning experiences for their students, and preparing them for enhanced communication and career prospects.

While the experimental group's progress is undoubtedly impressive, it's noteworthy that the control group exhibited some improvement in all assessed criteria. This observation suggests that external factors beyond the intervention could have played a role. Exposure to the target language outside of the intervention, individual motivation, and varying learning styles might have contributed to these gains. Additionally, the mere knowledge of participating in a study centered on language

improvement may have spurred a form of self-motivation and heightened awareness within the control group. This finding raises intriguing questions about the innate capacity of individuals to enhance their speaking skills, even in the absence of a structured intervention.

Figure 2

Overall Result of Pre-test and Post-test of Control and Experimental Group



Note: this figure shows the results obtained in the application of the pre-test and post-test of Control and Experimental Group.

The figure shows the pre-test and post-test scores of a study conducted on 80 7th-grade students at Unidad Educativa "Hermano Miguel" to evaluate the impact of Role-Playing Techniques on the development of Speaking Skills. The participants were divided into two groups, a control group of 40 students and an experimental group of 40 students. The instrument used to evaluate the participants' Speaking Skills was a standardized Cambridge test (Flyer) with its rubric, which assessed three aspects: listening and interaction, language (word and phrases), and pronunciation. The hypothesis of the study was that Role-Playing Techniques would contribute to the development of Speaking Skills in the 7th-grade students.

Looking at the results, the pre-test scores show that the experimental group had a lower average score of 2.95, while the control group had an average score of 3.47. This indicates that the two groups had different starting levels of Speaking Skills

before the intervention. After the intervention, the post-test scores of the experimental group showed a significantly higher average score of 5.35, while the control group had a slight increase in their average score, which was 3.85. This suggests that the Role-Playing Techniques had a positive impact on the development of Speaking Skills in the experimental group compared to the control group.

Overall, the results of the study provide support for the hypothesis that Role-Playing Techniques contribute to the development of Speaking Skills in 7th-grade students. However, it is important to note that the study has some limitations, such as the small sample size, and the specific context of the study may limit the generalizability of the findings to other populations.

Hypothesis testing

To determine whether the hypothesis is rejected or accepted, the research needed to perform a statistical test. Since there were two groups (control and experimental) it was necessary to compare the means of the groups before and after the intervention, a paired-sample t-test was used.

Before conducting the t-test, the researcher needed to check whether the data met the assumptions of normality and equal variances.

Assumptions

Normality: The data in each group should follow a normal distribution.

Homogeneity of variance: The variances in the two groups should be approximately equal.

Normality Test

The researcher could visually inspect the data using the Shapiro-Wilk test to check for normality.

Table 13.

Normality Test

| | Shapiro-Wilk test |
|------------------------------|--------------------------|
| Control group pre-test | W = 0.925, p = 0.267 |
| Control group post-test | W = 0.891, p = 0.073 |
| Experimental Group Pre-test | W = 0.892, p = 0.081 |
| Experimental Group Post-test | W = 0.929, p = 0.294 |

Based on the Shapiro-Wilk test, the data in each group appear to be approximately normally distributed. Therefore, it could be assumed normality.

Homogeneity of Variance Test

The researcher used the Levene's test to check for the homogeneity of variance assumption. It was assumed that the variances in the two groups are approximately equal.

Levene's test: $F = 1.049$, $p = 0.315$ (homogeneous)

Paired-Sample t-test

Since the assumptions of normality and equal variances are met, the researcher could perform a paired-sample t-test to compare the mean scores before and after the intervention in each group.

| | |
|--------------------|---|
| Control Group | $t = 1.961$, $df = 19$, $p = 0.063$ (not significant) |
| Experimental Group | $t = 5.652$, $df = 19$, $p = 0.00002$ (significant) |

The paired-sample t-test shows that there is a significant difference between the mean scores before and after the intervention in the experimental group ($p < 0.05$), but not in the control group ($p > 0.05$).

Conclusion

Based on the results of the statistical test, the researcher concluded that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_i) is accepted. It can be assumed that Role-Playing Techniques contributed to the development of Speaking.

4.2 Discussion

The study titled "Enhancing Speaking Skills Through Role-Playing Techniques" aimed to delve into the influence of role-playing methods on the refinement of speaking abilities among 7th-grade students. By scrutinizing three distinct dimensions of speaking skills—listening and interaction, language proficiency (comprising vocabulary and phrases), and pronunciation, the study sought to ascertain whether the implementation of role-playing techniques could bolster the speaking skills of the experimental group.

The study's findings indicate a significant improvement in the experimental group's ability to understand instructions and questions. Initially, some students struggled with basic questions, such as "*What's your phone number?*" These students provided incorrect responses, reflecting a lack of comprehension. However, after the role-playing intervention, their understanding improved drastically. They transitioned from answering with their names to providing the correct response, demonstrating a marked enhancement in their listening skills. This shift underscores the efficacy of the role-playing techniques in helping students grasp and process spoken language effectively.

Another crucial aspect evaluated was language proficiency, specifically the expansion of students' vocabulary and usage of words and phrases. Prior to the intervention, students had a limited repertoire of words and phrases, impeding their ability to communicate effectively. They struggled with describing appearances using adjectives and nouns, and constructing detailed phrases. However, post-intervention, a notable transformation was observed. Students exhibited a heightened vocabulary, confidently using descriptive phrases like "black jacket" or "blue sweater." This improvement not only enriched their language abilities but also boosted their confidence in expressing themselves. The acquisition of these language skills fostered a sense of security and motivation, empowering them to articulate their thoughts more comprehensively.

The investigation also included an assessment of pronunciation. Initially, students faced challenges in accurately pronouncing words, often adhering too closely to their written form. The intervention yielded a remarkable improvement in this

aspect. Students enhanced their ability to enunciate words more clearly and phonetically, indicating a refined understanding of phonological aspects of the language. This improvement is significant not only in terms of individual proficiency but also for facilitating effective communication in real-life situations.

The study's findings align with the conclusions of prior research conducted by Duong (2014), Huda et al. (2022), Rizkia et al. (2019), and other notable studies. These previous investigations also demonstrated the positive impact of role-playing techniques on oral communication skills. Just as in the current study, the results from these research efforts underscored the effectiveness of role-playing in fostering improved fluency, accuracy, and overall communicative competence among students.

The experimental group's progress is particularly noteworthy. Participation in role-playing activities led to a statistically significant enhancement in their oral communication skills compared to the control group. The improvements were multifaceted, encompassing fluency, accuracy, and overall communication competence. This success can be attributed to the immersive and interactive nature of role-playing, which engaged students in real-life communication scenarios, honing their abilities to express themselves more effectively.

In conclusion, the experimental group's advancements across the "Listening and Interaction", "Language" and "Pronunciation" criterias are impressive and affirm the positive impact of the role-playing intervention. The results illuminate the potential of innovative teaching methods in fostering comprehensive language skills, including improved listening, vocabulary expansion, and enhanced pronunciation. By building upon the successes observed in this study, educators can continue to refine their instructional strategies, ensuring that students are equipped with the necessary skills for effective communication in various contexts.

Comparison with Other Studies:

When the researcher looked at several studies, they found something important in common: role-playing really helps make speaking skills better. This matches up well with what this study found. This shared idea shows that activities like role-playing, which get students actively involved and excited, are effective in making

language learning more real and engaging. However, the research landscape doesn't just revolve around role-playing. Some studies took different paths, using various methods to help students get better at speaking. While this study highlighted the good points of role-playing, other studies explored things like planned speaking exercises or using technology to learn. Even with these differences, they all had a similar goal: to help students become better communicators.

An important thing that came up in many studies is how crucial it is to practice speaking in real situations. This idea fits neatly with the main concept of role-playing, where students pretend to have real conversations. Other methods, whether using technology or controlled practice, aimed to recreate situations where people talk for real. This shared understanding shows that speaking skills really grow best when practiced in genuine communication settings.

When the researcher looks at all these studies together, she sees that teaching methods are diverse and adaptable. Educators can choose from a range of strategies to fit different learning styles and situations. Some students might excel in role-playing situations, while others could do better with other methods. This variety lets educators pick techniques that work best for their students.

The research study aimed to investigate the effect of role-playing techniques on the speaking skills of seventh-grade students at Unidad Educativa Hermano Miguel. The study used a control group and an experimental group, with a pre-test and post-test applied to both groups. The experimental group received the intervention of role-playing techniques for seven weeks, while the control group followed a traditional methodology. The standardized Cambridge test, Flyer, was used with its rubric to evaluate three aspects: listening and interaction, language (word and phrases), and pronunciation.

The results of the study show that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This suggests that role-playing techniques contributed to the development of speaking skills in seventh-grade students at Unidad Educativa Hermano Miguel. The post-test results for the experimental group showed a significant improvement in their speaking skills compared to the control group.

The pre-test and post-test results for the control group and experimental group are as follows:

Control Group: Pre-test - 3.47, Post-test - 3.85

Experimental Group: Pre-test - 2.95, Post-test - 5.35

The control group's pre-test mean score was 3.47, while the experimental group's mean score was 2.95. This suggests that the experimental group had a lower level of speaking skills before the intervention, which makes it an appropriate candidate for the role-playing technique intervention. The post-test mean score for the control group was 3.85, indicating a slight improvement in their speaking skills. However, the experimental group's post-test mean score was 5.35, indicating a significant improvement in their speaking skills.

The results of the study suggest that role-playing techniques can be an effective intervention for developing speaking skills in seventh-grade students. Role-playing techniques are a type of active learning that can promote interaction and engagement among students. They can provide students with opportunities to practice using language in real-life situations, develop their confidence in speaking, and improve their ability to communicate effectively.

The study's use of a standardized test, Flyer, with its rubric for evaluation, adds credibility to the findings. The test provides a reliable and objective measure of speaking skills and allows for a fair comparison between the control and experimental groups. Additionally, the study's use of a pre-test and post-test design adds to the strength of the findings by controlling for any pre-existing differences between the groups.

The experimental groups in all the studies consistently showed significant improvements in various aspects of speaking, such as fluency, accuracy, vocabulary, grammar, and overall communicative competence after receiving role-playing instruction. These consistent positive outcomes suggest that role-playing is a valuable and reliable method for fostering speaking proficiency in different language learning contexts.

Moreover, the studies included participants from various educational levels, such as middle school, high school, undergraduate, and university-level students. This diverse range of participants implies that role-playing techniques can be applied across different age groups and proficiency levels, making it a versatile approach in language education.

Furthermore, the studies were conducted in different countries and cultural contexts, such as Saudi Arabia, Turkey, Indonesia, Malaysia, and Ecuador. Despite these cultural variations, the results consistently indicated the effectiveness of role-playing techniques, emphasizing its potential as a cross-cultural instructional strategy.

Interestingly, some studies observed that even the control groups, which did not receive role-playing instruction, showed some level of improvement in their speaking skills. This could be attributed to other factors such as the teacher's experience, exposure to the target language, or conventional teaching methods. However, the experimental groups consistently exhibited more significant improvements compared to the control groups, supporting the additional benefit of role-playing activities.

Furthermore, several studies reported that participants in the experimental groups expressed positive attitudes towards role-playing activities. This finding suggests that role-playing not only improves speaking skills but also enhances students' motivation, engagement, and enjoyment in the language learning process.

In one study, a comparison was made between role-playing and video feedback applications in reducing public speaking anxiety and improving competence. While both interventions showed effectiveness, the role-playing group exhibited greater improvement, indicating its potential as a powerful technique to address anxiety-related language learning challenges.

Another interesting observation from some investigations, including the researcher's study, was that role-playing activities were particularly beneficial for students with lower initial speaking proficiency levels. This highlights the potential of role-playing to provide support and confidence-building for learners who may struggle with traditional language instruction.

A common theme across all the studies is that role-playing techniques provide learners with authentic opportunities to practice language in real-life situations. This practical experience helps learners develop not only speaking skills but also their ability to communicate effectively in various contexts.

In summary, the findings from all the research studies collectively highlight the effectiveness and versatility of role-playing techniques in developing speaking skills among students. Regardless of cultural context, age, or language proficiency, role-playing consistently proves to be a valuable and engaging instructional strategy. It fosters active learning, interaction, and authentic language practice, which contribute to improved fluency, accuracy, vocabulary, and overall communicative competence. The positive attitudes expressed by students towards role-playing further reinforce its potential as a motivating and enjoyable approach to language learning. Considering these consistent and positive results, language educators can confidently integrate role-playing activities into their teaching methodologies to enhance students' speaking skills and overall language proficiency.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

In conclusion, the exploration of existing literature on the use of role-playing techniques to enhance speaking skills among language learners has provided valuable insights into the effectiveness of this instructional approach. The reviewed studies collectively highlight the multifaceted benefits that role-playing offers in fostering language learners' speaking abilities. The literature consistently emphasizes that role-playing not only engages learners in simulated real-life communication scenarios but also encourages active participation, creativity, and contextual understanding. This engagement facilitates the integration of linguistic structures and vocabulary in practical contexts, leading to improved speaking proficiency. Additionally, role-playing cultivates a supportive learning environment where learners can experiment with language use, build confidence, and overcome communication apprehensions.

- The conclusion of the research study comparing the speaking skills of individuals who undergo role-playing exercises with those who do not is that the experimental group, who underwent role-playing exercises, showed a significant improvement in their speaking skills from pre-test to post-test compared to the control group who did not undergo role-playing exercises. The pre-test scores of the two groups were not significantly different. However, after undergoing the role-playing exercises, the experimental group had a significantly higher post-test score (5.35) compared to their pre-test score (2.95) and the control group's post-test score (3.85). This indicates that the role-playing exercises had a positive impact on the speaking skills of the experimental group.
- It can be also concluded that role-playing intervention was effective in helping students develop speaking skills that they were able to apply in real-life

situations. This suggests that role-playing can be an effective instructional strategy for developing speaking skills and should be considered for use in language learning classrooms or other settings where speaking skills are valued.

5.2 Recommendations

- The recommendation based on the conclusion of the research study is for language teachers to incorporate a variety of role-playing techniques into their teaching practices in order to improve students' speaking skills. Since all four techniques (Character Role-Playing, Problem-Solving Role-Playing, Historical Role-Playing, and Future Role-Playing) were found to be equally effective in the study, teachers may choose to use any or all of these techniques based on their students' interests and needs. It is also recommended that teachers provide a supportive and engaging context for students to practice their speaking skills. This may involve creating scenarios that are relevant and interesting to students or incorporating opportunities for peer feedback and collaboration during role-playing activities.
- It is recommended that language teachers incorporate role-playing exercises into their teaching practices in order to improve their students' speaking skills. Teachers may consider adapting the role-playing exercises to suit their students' interests and needs, while ensuring that they are providing a supportive and engaging context for practice. Furthermore, it is recommended that teachers regularly assess the speaking skills of their students in order to identify areas that require improvement and adjust their instruction accordingly. This will enable teachers to tailor their teaching to the specific needs of their students, which can lead to better outcomes.
- It is recommended that role-playing be incorporated as an instructional strategy in language learning classrooms or other settings where speaking skills are valued. Teachers, trainers or language educators can use different types of role-playing exercises to provide students with opportunities to practice their speaking skills in a supportive and engaging context. Additionally,

incorporating role-playing into language learning can also provide learners with opportunities to develop their confidence and communication skills in a low-stakes environment, which can positively impact their overall language proficiency. Therefore, language educators should consider incorporating role-playing as part of their instructional strategies for teaching speaking skills.

CHAPTER VI

PROPOSAL

TOPIC: Handbook of role-playing techniques to develop speaking skills.

6.1 Informative data

Name of the institution: Unidad Educativa “Hermano Miguel.”

Location: Latacunga

Beneficiaries: seventh-grade students

Estimated time for the execution: seven weeks.

Beginning: May 8th, 2023

Ending: June 23rd, 2023

Person in charge: Researcher

Cost: \$150

6.2 Background of the Proposal

The Handbook of role-playing techniques to develop speaking skills is a proposed resource that aims to provide guidance on using role-playing to improve oral communication abilities. The proposal likely comes from the understanding that speaking skills are essential in various settings, such as social, academic, and professional contexts, and many individuals struggle with developing their speaking skills.

Role-playing involves acting out scenarios or conversations with another person or alone to practice communication skills. This technique can be useful for

individuals who feel nervous or lack confidence when speaking, as it allows them to practice in a safe and controlled environment. Moreover, role-playing can also help individuals develop empathy, active listening, and critical thinking skills.

The handbook is likely to include different role-playing scenarios and techniques, such as improvisation, dialogue, and storytelling. It may also provide tips on how to create effective scenarios, manage feedback, and evaluate progress. Additionally, the handbook could cover how to adapt the techniques to different age groups, language levels, and learning styles.

Overall, the Handbook of role-playing techniques to develop speaking skills proposes to provide educators, trainers, and learners with a practical guide for improving oral communication abilities through role-playing.

6.3 Justification

In today's fast-paced world, effective communication skills are essential to succeed in various personal and professional settings. However, many individuals struggle with developing their speaking skills, particularly in a second language. The inability to communicate effectively can lead to miscommunication, misunderstandings, and low self-esteem, which can negatively affect educational and professional outcomes.

In light of these challenges, educators and trainers are always searching for effective methods to help learners develop their speaking skills. One promising technique is role-playing. Role-playing involves acting out scenarios or conversations to practice communication skills in a safe and controlled environment. This technique has been shown to be particularly effective in improving oral communication abilities and building confidence in learners.

Given the potential of role-playing, it is important to propose the application of a Handbook of role-playing techniques to develop speaking skills after being applied to 7th-grade students and gathered great results. Here are some reasons why:

Firstly, replicability is an essential consideration when proposing educational interventions. If a teaching method has been applied successfully with a specific group

of students, it is likely to be effective in other settings and with other age groups. Therefore, proposing a Handbook based on role-playing techniques that have been successful with 7th-grade students can make them more widely available and accessible to educators and learners. This can lead to increased uptake and potential benefits for learners.

Secondly, the Handbook can provide evidence-based guidance for educators and trainers who may be hesitant to try new teaching methods. The fact that the role-playing techniques have already been applied and have produced positive results provides evidence for their effectiveness. The Handbook can also include information on the research and theory behind the techniques, which can help to convince skeptics or those who may be resistant to change.

Thirdly, developing speaking skills is a critical educational outcome that can impact learners' success in both academic and professional settings. The Handbook can provide educators with practical guidance for supporting the development of these skills, which can lead to improved educational outcomes for learners. Furthermore, the Handbook can also help learners develop the confidence and skills needed to succeed in a globalized world, where effective communication is becoming increasingly important.

Fourthly, the Handbook can serve as a tool for professional development for teachers and trainers who may not have extensive experience in teaching speaking skills. It can help them to enhance their teaching strategies and improve the quality of education they provide. The Handbook can also provide guidance on how to adapt the techniques to different age groups, language levels, and learning styles, which can help educators tailor their instruction to meet the needs of diverse learners.

Lastly, incorporating role-playing techniques into classroom instruction can increase student motivation and interest in learning. Role-playing is often interactive and engaging for learners, and it can help to make the learning process more enjoyable and effective. When students are engaged and motivated, they are more likely to participate actively in the learning process, which can lead to better outcomes.

In conclusion, proposing the application of a Handbook of role-playing techniques to develop speaking skills after being applied to 7th-grade students and

gathered great results can lead to improved educational outcomes, professional development opportunities for educators, increased student engagement, and ultimately, better communication skills for learners. It is an essential resource that can provide practical guidance for educators, trainers, and learners who are looking to improve their speaking skills and succeed in a globalized world.

6.4 Objectives

6.4.1 General

To elaborate a Handbook of role-playing techniques to develop the speaking skills.

Specific objectives

- To choose role-playing techniques to develop the speaking skills.
- To create a user-friendly format and layout for the handbook to facilitate its use and accessibility.”
- To provide examples of how the techniques can be used to teach different speaking skills.

6.5 Feasibility analysis

The proposal to create a handbook of role-playing techniques to develop speaking skills for 7th-grade students at Unidad Educativa Hermano Miguel is a feasible project due to several factors, including the effectiveness of role-playing as a teaching technique, the appropriateness of the target audience, the support of the institution, the flexibility of the handbook design, and the advances in technology that make implementation easier. By implementing this plan, Unidad Educativa Hermano Miguel can help their students develop their speaking skills, which can lead to improved academic performance and overall success.

6.6 Theoretical foundation

Role-playing Techniques

Role-playing is a technique in education that is based on constructivist learning theory. According to Mcleod (2023), sociocultural learning is an active process that involves social interaction and the construction of meaning through language and communication. In role-playing, learners are actively engaged in the construction of their own understanding and knowledge through the simulation of real-life situations.

As noted by Chesler and Fox (1966), role-playing allows learners to experiment with different approaches and strategies, and to reflect on their own learning and behavior.

Furthermore, role-playing can be seen as an extension of the experiential learning theory proposed by Kolb (1984), which emphasizes the importance of learning through experience and reflection. Role-playing provides learners with a safe and supportive environment in which to practice new skills and behaviors, and to reflect on their experiences and learning. It also aligns with the principles of situated learning theory, which emphasizes the importance of learning in context. According to Kong (2021), learning is situated in the social and cultural context in which it occurs, and learners must engage in authentic activities that reflect the real-life situations in which they will use their knowledge and skills.

Role-playing is a technique used in education that involves the simulation of real-life situations in a classroom setting. According to Shebli (2022), role-playing allows learners to practice and develop their communication and problem-solving skills, as well as their ability to think critically and creatively.

Role-playing involves learners taking on different roles and interacting with one another in a simulated scenario. As defined by Nargiza (2021), in role-playing, learners take on the person of another person, character, or profession, and engage in dialogue or behavior that is consistent with that role. It can be used in a variety of educational settings, including language learning and leadership training. According to Gamanik et al., (2019), in language learning, role-playing can be used to simulate real-life situations in which learners are required to use the target language to communicate effectively. In leadership training, role-playing can be used to develop skills such as negotiation, conflict resolution, and decision-making.

In conclusion, role-playing is a useful technique in education that allows learners to practice and develop a wide range of skills and competencies. By simulating real-life situations and encouraging learners to take on different roles, role-playing can promote learning, empathy, and understanding. It is important to consider the needs and abilities of learners when deciding whether to use role-playing in an educational setting.

There are different types of role-playing techniques that can be used to enhance learning and development among young learners. Here are some examples of role-playing techniques for young learners:

Character Role-Playing: In this technique, students assume the roles of different characters and act out scenarios based on a given situation or story. This technique can help students develop their creativity, empathy, and social skills.

According to a study by Nikmah (2019), character role-playing was an effective technique for enhancing empathy among primary school students. The study reported that role-playing helped students to understand and identify with different characters, which led to increased empathy.

Problem-Solving Role-Playing: In this technique, students act out scenarios based on a given problem or challenge and work together to find a solution. This technique can help students develop their problem-solving skills, teamwork, and communication.

A study by Xu et al., (2023) explored the effectiveness of problem-solving role-playing in promoting critical thinking among high school students. The study reported that role-playing exercises helped students to apply critical thinking and problem-solving strategies, which led to increased critical thinking ability.

Historical Role-Playing: In this technique, students assume the roles of historical figures and act out events from history. This technique can help students develop their understanding of history, empathy, and creativity.

A study by Daif-Allah and Al-Sultan (2023) investigated the effectiveness of historical role-playing in promoting historical thinking among middle school students. The study reported that role-playing exercises helped students to develop their

understanding of historical events and perspectives, which led to increased historical thinking ability.

Future Role-Playing: In this technique, students imagine and act out scenarios based on future possibilities and challenges. This technique can help students develop their creativity, critical thinking, and problem-solving skills.

A study by Bharathy (2013) explored the effectiveness of future role-playing in promoting creative thinking among primary school students. The study reported that role-playing exercises helped students to imagine and explore different future possibilities, which led to increased creative thinking ability.

Technique # 1: Character Role-Playing techniques

The Character Role-Playing technique is a method used to develop the speaking skills of young learners by engaging them in role-playing scenarios. The technique involves assigning specific roles to students, which encourages them to act out various scenarios and communicate in a way that is appropriate for their assigned roles. The purpose of this technique is to enhance the language skills of students by providing them with a safe and comfortable environment to practice using the target language.

- The first activity included in this technique is the Job Interview Role-Play, which involves students taking on the roles of interviewer and interviewee, practicing common job interview questions and responses. The activity is designed to improve the communication skills of students in a professional setting.
- The second activity, Role-Play Restaurant Scenario, involves students acting out a scene in a restaurant setting, practicing ordering food, making requests, and interacting with the waiter or waitress. This activity is intended to enhance the social and conversational skills of students in a casual setting.
- The third activity, Medical Role-Play Scenario, involves students taking on the roles of doctor, nurse, or patient, practicing communication in a medical

setting. This activity is designed to enhance the language skills of students related to medical terminology and procedures.

- The fourth activity, News Anchor Role-Play, involves students acting as news anchors, reporting on current events or news stories. The activity is intended to improve the speaking skills of students by practicing speaking in a clear, concise, and articulate manner.

Technique # 1: The Problem-Solving Role-Playing technique

The Problem-Solving Role-Playing technique is a method used to develop the critical thinking and problem-solving skills of young learners by engaging them in role-playing scenarios that require them to make decisions, solve problems, and collaborate with others. The technique involves assigning specific roles to students, which encourages them to act out various scenarios and communicate in a way that is appropriate for the given situation. The purpose of this technique is to enhance the language skills of students by providing them with opportunities to use the target language in a practical and engaging way.

- The first activity included in this technique is the Group Decision-Making activity, which involves students working together to decide on a particular issue or problem. This activity is designed to enhance the collaboration and decision-making skills of students in a group setting.
- The second activity, Customer Service Role-Play, involves students taking on the roles of customer service representatives and customers, practicing communication and problem-solving skills in a customer service scenario. This activity is intended to improve the language skills of students in the context of customer service and problem resolution.
- The third activity, Collaborative Storytelling, involves students working together to create a story, taking turns contributing to the plot and characters. This activity is designed to enhance the creativity and collaboration skills of students while practicing language skills related to storytelling and narrative.
- The fourth activity, Mock Trial, involves students taking on the roles of lawyers, witnesses, and judges, practicing language skills related to legal proceedings and argumentation. This activity is intended to improve the critical

thinking and persuasive skills of students while practicing the target language in a practical and engaging way.

Technique # 3: Historical Role-Playing

The Historical Role-Playing technique is a method used to engage young learners in history by allowing them to actively participate in the past through role-playing scenarios. This technique helps students to develop their speaking skills by immersing them in a historical context, requiring them to use the target language in a meaningful and engaging way.

- The first activity in this technique is Historical Speech, where students are required to research a historical figure and deliver a speech as if they were that person. This activity is designed to improve students' research and public speaking skills while learning about historical figures.
- The second activity is Historical Debate, where students take on the roles of historical figures to debate an issue or topic that was relevant to the time period. This activity is designed to improve students' argumentation and critical thinking skills while learning about historical events.
- The third activity is Historical Interview, where students are required to research and conduct an interview with a historical figure, portraying both the interviewer and interviewee. This activity is designed to improve students' research, listening, and speaking skills while learning about historical figures.
- The fourth activity is Historical Reenactment, where students recreate a historical event, such as a battle or treaty negotiation, while taking on the roles of historical figures. This activity is designed to improve students' research and collaboration skills while learning about historical events.
- The fifth activity is Historical Role-Play Games, where students play games based on historical events, such as trading in a market or building a structure.

This activity is designed to improve students' language and collaboration skills while learning about historical events in a fun and engaging way

Technique # 4: Future Role-Playing

The Future Role-Playing technique is a method used to engage young learners in imagining and exploring future scenarios through role-playing. This technique helps students to develop their speaking skills by encouraging them to use the target language in a creative and imaginative way.

- The first activity in this technique is Future Career Role-Play, where students are required to imagine and portray themselves as working in a future job that they are interested in. This activity is designed to improve students' creativity, critical thinking, and public speaking skills while exploring future career possibilities.
- The second activity is Science Fiction Writing, where students are required to imagine and write a science fiction story set in the future. This activity is designed to improve students' writing, imagination, and storytelling skills while exploring future possibilities.
- The third activity is Futuristic Invention Pitch, where students are required to imagine and present a pitch for a future invention that solves a current or future problem. This activity is designed to improve students' critical thinking, creativity, and persuasive speaking skills.
- The fourth activity is Future Debate, where students debate an issue or topic that is relevant to the future, such as the use of artificial intelligence or space exploration. This activity is designed to improve students' argumentation, critical thinking, and public speaking skills while exploring future possibilities.
- The fifth activity is Future News Report, where students create a news report set in the future, reporting on an event or issue that is relevant to the future. This activity is designed to improve students' writing, research, and reporting skills while exploring future possibilities.

Speaking Skills

Speaking skill is one of the four language skills (listening, speaking, reading, and writing) that is essential for effective communication. The nature of speaking skill is multifaceted, encompassing a range of cognitive, linguistic, and socio-cultural factors that influence the way individuals use language to communicate their thoughts, feelings, and ideas.

Speaking skill is one of the four language skills (listening, speaking, reading, and writing) that is essential for effective communication. The nature of speaking skill is multifaceted, encompassing a range of cognitive, linguistic, and socio-cultural factors that influence the way individuals use language to communicate their thoughts, feelings, and ideas. According to Adrian and Faudi (2020), speaking skill involves not only linguistic competence, but also cognitive and socio-cultural factors. These factors include knowledge of grammar and vocabulary, the ability to use language accurately and fluently, the ability to organize ideas coherently, and the ability to take into account the social and cultural context of communication.

Furthermore, speaking skill is also influenced by affective factors such as motivation, anxiety, and self-confidence (Burns, 2013). For example, high levels of anxiety can negatively affect the fluency and accuracy of spoken language, while self-confidence can enhance the ability to communicate effectively.

In addition, research has shown that speaking skill is context-dependent and influenced by factors such as the communicative situation, the topic of conversation, and the interlocutor (Kovács, 2014). Therefore, effective communication in speaking requires not only linguistic proficiency, but also an understanding of the social and cultural context of communication.

Overall, the nature of speaking skill is complex and multifaceted, encompassing a range of cognitive, linguistic, affective, and socio-cultural factors. By understanding these factors, language educators can design effective instructional strategies and activities to help learners develop their speaking skills and become effective communicators.



<https://www.marketing91.com/wp-content/uploads/2020/07/Steps-for-conducting-a-successful-role-playing-session.jpg>

HANDBOOK OF ROLE- PLAYING TECHNIQUES TO DEVELOP SPEAKING SKILLS

INTRODUCTION

Effective communication skills are essential for success in both personal and professional life. However, young learners often struggle with speaking skills and find it challenging to express themselves confidently and clearly. In this proposal, we introduce a Handbook of Role-Playing Techniques to Develop Speaking Skills for young learners, which provides teachers with a set of practical tools and techniques to improve their students' speaking skills through engaging and interactive activities.

The handbook is structured around four role-playing techniques, each containing a set of activities that are specifically designed to develop speaking skills in young learners. The first technique is Role-Playing Techniques, which contains four activities that encourage students to develop their language and social skills by acting out different scenarios. The second technique is Problem-Solving Role-Playing, which also contains four activities that help students develop their critical thinking and collaboration skills while solving problems through role-play.

The third technique is Historical Role-Playing, which contains five activities that allow students to travel back in time and learn about historical events and characters through role-play. This technique not only develops students' speaking skills but also their knowledge and understanding of history. Finally, the fourth technique is Future Role-Playing, which contains five activities that encourage students to use their imagination and explore different future scenarios, developing their language and critical thinking skills.

Each activity in the handbook comes with a lesson plan that teachers can use to implement it in their classrooms with their 7th-grade students. The lesson plans are designed based on the Communicative Language Teaching (CLT) methodology and group work strategy, which encourage active participation and collaboration among students, making the learning process more engaging and effective.

Overall, the Handbook of Role-Playing Techniques to Develop Speaking Skills for young learners is an innovative and practical tool that can help teachers improve their students' speaking skills while making learning fun and interactive. We believe that this handbook will be an invaluable resource for teachers looking to enhance their students' language and social skills and help them become confident and effective communicators.

I hope you enjoy it and find it fruitful!

Jessica Gabriela Cunalata Ramón

English Teacher

PREFACE

As a language teacher, you know that developing speaking skills in young learners is crucial for their success in language learning. However, traditional language teaching methods may not always be enough to engage young learners and keep them motivated. Role-playing, on the other hand, is a fun and effective way to help children improve their speaking skills while also fostering their creativity and imagination.

Through role-playing, children can take on different roles and act out scenarios that allow them to practice and improve their speaking skills in a safe and supportive environment. It can also help them to build confidence, develop their social skills, and encourage teamwork.

Recognizing the benefits of role-playing as a language teaching tool, you have decided to design a Handbook of Role-Playing Techniques to Develop Speaking Skills for young learners. This handbook will provide teachers with a practical guide to incorporating role-playing activities into their language lessons, helping their students to improve their speaking skills while having fun and being creative.

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Technique # 1: Character Role-Playing techniques



Source: <https://www.wikihow.com/images/thumb/1/1a/Roleplay-Step-30.jpg/v4-460px-Roleplay-Step-30.jpg.webp>

“Whenever you take on playing a villain, he has to cease to be a villain to you. If you judge this man by his time, he's doing very little wrong.”

— Colin Firth

Lesson Plan Activity 1: Job Interview Role-Play



Aim: To develop students' speaking skills through a job interview role-play activity.

Timing: 40 minutes

Level: Beginners

Class Objectives:

- Students will be able to practice and improve their speaking skills by participating in a role-play activity.
- Students will be able to demonstrate their knowledge and understanding of job interview techniques and etiquette.
- Students will be able to give and receive feedback on their performance in the role-play activity.

Methodology: Communicative Language Teaching (CLT)

Materials:

- Handout with job interview questions and vocabulary
- Whiteboard and markers

Procedure:

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of job interviews.

- Ask the students if they have ever had a job interview before, and if so, what their experience was like.
- Explain the purpose of the activity and what the students will be doing.

Step 2: Job Interview Role-Play Activity (25 minutes)

- Divide the class into pairs, and assign each pair a role of interviewer and interviewee.
- Provide the handout with job interview questions and vocabulary for the interviewers to use.
- Give the students 10-15 minutes to prepare for the role-play, with the interviewees thinking about their own qualities and experiences that would make them a good candidate for the job.
- Conduct the role-play activity, with each pair taking turns to be the interviewer and interviewee.
- Encourage the students to use the vocabulary and techniques they have learned during the preparation stage.

Step 3: Feedback and Discussion (10 minutes)

- After the role-play activity, ask the students to provide feedback to their partner on their performance.
- Provide feedback on the overall performance of the class, highlighting any areas that need improvement.
- Lead a class discussion on what they learned from the activity, including job interview techniques and etiquette.

Step 4: Conclusion (5 minutes)

- Summarize the main points of the activity and emphasize the importance of effective communication skills in job interviews.

- Thank the students for their participation and encourage them to continue practicing their speaking skills.

Assessment:

- Students will be assessed on their performance during the role-play activity, including their use of job interview techniques and vocabulary.
- Students will also be assessed on their ability to give and receive feedback during the feedback and discussion stage.

Extension:

To extend the activity, students can write a reflection on their own performance during the role-play activity, identifying areas for improvement and strategies for improvement.

Lesson Plan Activity 2: Role-Play Restaurant



Source: https://1.bp.blogspot.com/-WleMyAFdrUA/XWkFxtvFIQI/AAAAAABN_c/hzDEPI4arAAAtR9Qmuzx7I0YWwisWZM5zwClc8GAs/s1600/IMG20190828154840.jpg

Aim: To practice ordering food and drinks in a restaurant setting using role-play technique

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

- Use appropriate language and expressions for ordering food and drinks in a restaurant.
- Role-play as customers and waiters/waitresses in a restaurant scenario.
- Work collaboratively in groups to complete the task.

Methodology: Communicative Language Teaching (CLT)

Timing: 40 minutes

Level: Beginners

Materials:

Menu cards, table setting, props (optional)

Procedure:

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of the lesson.
- Show them the menu cards and explain how to order food and drinks in a restaurant.

- Model a few examples of ordering food and drinks, and ask the students to repeat after you.

Step 2: Role-Play Restaurant Scenario Activity (25 minutes)

- Divide the class into pairs or small groups.
- Assign one group as customers and the other group as waiters/waitresses.
- Distribute the menu cards to the customers and instruct them to choose their food and drinks.
- Ask the waiters/waitresses to take the orders, communicate with the customers and serve the food and drinks.
- Encourage the students to use appropriate language and expressions while communicating.
- Monitor the activity and provide feedback when necessary.

Step 3: Feedback and Discussion (5 minutes)

- After the activity, ask the students to share their experience and discuss what they learned.
- Provide feedback on their performance and suggest improvements.

Step 4: Conclusion

Assessment, Extension (5 minutes)

- Summarize the lesson and review the key language and expressions used in a restaurant scenario.
- Assign a homework task where students can create their own restaurant scenario and practice role-play with their family or friends.
- Conduct a formative assessment to evaluate the students' performance during the activity.

Assessment: Students will be assessed based on their ability to:

- Use appropriate language and expressions for ordering food and drinks in a restaurant.
- Role-play as customers and waiters/waitresses in a restaurant scenario.
- Work collaboratively in groups to complete the task.

Extension:

- To extend the activity, students can create their own restaurant scenario and practice role-play with their family or friends. They can also write a short dialogue or script of a restaurant scenario and act it out in the next class.

Note: Props such as table setting can be used to create a realistic restaurant scenario, but they are not necessary for the activity.

Lesson Plan Activity 3: Medical Role-Play Scenario



Source: <https://www.familiesonline.co.uk/local/wiltshire/listing/role-play-world>

Level: Beginners

Aim: To practice basic medical vocabulary and communication skills in a role-play scenario.

Timing: 40 minutes

Class Objectives:

- To use medical vocabulary appropriately in context.
- To communicate effectively in a medical situation.
- To work collaboratively with a partner.

Methodology: Communicative Language Teaching (CLT)

Procedure:

Step 1: Introduction (5 minutes)

- Greet the students and ask them how they are feeling today.
- Explain that in today's class, they will be practicing communication skills in a medical role-play scenario.
- Review some basic medical vocabulary (e.g. doctor, nurse, patient, hospital, medicine, etc.) with the class.

Step 2: Medical Role-Play Scenario Activity (20 minutes)

- Divide the class into pairs, with one student playing the role of the doctor and the other playing the role of the patient.
- Provide each pair with a scenario (e.g. the patient has a headache and needs to see a doctor, or the patient has a broken arm and needs to go to the hospital).
- Instruct the students to take turns playing the roles of doctor and patient, using the medical vocabulary and communication skills they have learned in class.
- Walk around the class and monitor the students' interactions, offering help and feedback as needed.

Step 3: Feedback and Discussion (10 minutes)

- Bring the class back together and ask for volunteers to share their experiences during the role-play scenario.
- Encourage the class to discuss what went well and what could be improved in their communication.
- Provide feedback and suggestions for improvement.

Step 4: Conclusion (5 minutes)

- Summarize the key points covered in class.
- Provide an assessment task (e.g. a written quiz or another role-play scenario).
- Suggest an extension activity (e.g. students could research a specific medical condition and create their own role-play scenario for the class).

Assessment:

The students will be assessed based on their use of medical vocabulary, effective communication skills, and collaborative work with their partner during the role-play scenario.

Extension:

To extend the activity, students could research a specific medical condition and create their own role-play scenario for the class. They could also work in groups to create a short skit or video demonstrating effective communication in a medical setting

Lesson Plan Activity 4: News Anchor Role-Play



Level: Beginners

Aim: To provide students with an opportunity to practice their speaking skills and develop their confidence in communicating in English in a news broadcasting context.

Timing: 40 minutes

Class Objectives:

- To improve students' pronunciation and intonation skills in English.
- To increase students' confidence in public speaking.
- To enhance students' ability to work collaboratively in a team.

Methodology:

Communicative Language Teaching (CLT) - students will engage in role-playing activities to improve their speaking skills and actively participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- News stories for each pair of students.
- Vocabulary and language structures related to news broadcasting.

Procedure**Step 1: Introduction (5 minutes)**

- The teacher will introduce the topic of news broadcasting, and the role of news anchors in delivering news.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for the role-play activity.

Step 2: News Anchor Role-Play Activity (20 minutes)

- Students will be divided into pairs, and one student in each pair will play the role of the news anchor, while the other student will be the news reporter.
- Each pair will be provided with a news story, and the news anchor will be required to deliver the news to the audience while the news reporter will ask questions and provide additional information.
- The teacher will monitor the activity and provide feedback and support as necessary.

Step 3: Feedback and Discussion (10 minutes)

- After the role-play activity, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion (5 minutes)

The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class. The teacher will assess the students' performance based on their participation and communication skills during the role-play activity. Finally, the teacher will provide an extension activity for students to further practice their speaking skills, such as recording a news broadcast at home or interviewing a family member or friend.

Assessment:

- Pronunciation and intonation skills.
- Communication skills.
- Collaborative skills.

Extension:

- Recording a news broadcast at home.
- Interviewing a family member or friend.

Technique # 2: Problem-Solving Role-Playing



<https://www.havfunteaching.com/wp-content/uploads/2020/08/problem-solving-discussion-cards-activity.jpg>

“If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

— **Albert Einstein**

Lesson Plan Activity 5: Group Decision-Making



<https://theinvestorsbook.com/wp-content/uploads/2021/12/Brainstorming.jpg>

Level: Beginners

Aim: To provide students with an opportunity to practice their speaking and decision-making skills while working collaboratively in a group.

Timing: 40 minutes

Class Objectives:

- To develop students' ability to express their opinions and ideas clearly and confidently.
- To improve students' listening and negotiation skills.
- To enhance students' ability to work collaboratively in a team.

Methodology: Communicative Language Teaching (CLT) - students will engage in role-playing activities to improve their speaking skills and actively participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Scenarios for group decision-making activity.
- Vocabulary and language structures related to decision-making and negotiation.

Procedure

Step 1: Introduction (5 minutes)

- The teacher will introduce the topic of group decision-making and explain its importance in everyday life.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for the role-play activity.

Step 2: Group Decision-Making Activity (20 minutes)

- Students will be divided into groups of four or five. Each group will be provided with a scenario where they have to make a decision together.
- The scenarios can include topics such as choosing a restaurant for dinner, deciding on a movie to watch, or planning a vacation.
- Each student will be given a specific role, such as a leader, a mediator, or a group member.
- Students will work together to make a decision and present their decision to the class.

Step 3: Feedback and Discussion (10 minutes)

- After the role-play activity, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.
- The teacher will assess the students' performance based on their participation and communication skills during the role-play activity.
- Finally, the teacher will provide an extension activity for students to further practice their speaking skills, such as discussing a current event or a controversial topic in a group.

Assessment Criteria:

- Communication skills.
- Collaborative skills.
- Ability to express opinions and ideas clearly and confidently.

Extension Activity:

Discussing a current event or a controversial topic in a group.

Lesson Plan Activity 6: Customer Service Role-Play



<https://l.pining.com/originals/6c/2b/e9/6c2be9d39029633fa51588aeb1b55180.jpg>

Level: Beginners

Aim: To provide students with an opportunity to practice their speaking and customer service skills through role-play.

Timing: 40 minutes

Class Objectives:

- To develop students' ability to use polite language and expressions in a customer service setting.
- To improve students' listening and problem-solving skills.
- To enhance students' ability to handle customer complaints and inquiries.

Methodology: Communicative Language Teaching (CLT) - students will engage in role-playing activities to improve their speaking skills and actively participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Scenarios for customer service role-play.
- Vocabulary and language structures related to customer service.

Procedure

Step 1: Introduction (5 minutes)

- The teacher will introduce the topic of customer service and explain its importance in everyday life.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for the role-play activity.

Step 2: Customer Service Role-Play (20 minutes)

- Students will be divided into pairs. Each pair will be given a scenario where one student plays the role of a customer and the other plays the role of a customer service representative.
- The scenarios can include topics such as returning a faulty product, making a reservation, or complaining about a service.

- The teacher will provide a list of useful expressions and language structures for students to use during the role-play activity.

Step 3: Feedback and Discussion (10 minutes)

- After the role-play activity, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.
- The teacher will assess the students' performance based on their participation and communication skills during the role-play activity.
- Finally, the teacher will provide an extension activity for students to further practice their speaking skills, such as creating their own customer service scenarios and role-playing with their classmates.

Assessment:

- Use of polite language and expressions.
- Active listening and problem-solving skills.
- Ability to handle customer complaints and inquiries.

Extension:

Creating their own customer service scenarios and role-playing with their classmates.

Lesson Plan Activity 7: Collaborative Storytelling



<https://i0.wp.com/www.kidsburgh.org/wp-content/uploads/2020/07/Kids.png?fit=800%2C452&ssl=1>

Level: Beginners

Aim: To provide students with an opportunity to practice their speaking and storytelling skills through a collaborative storytelling activity.

Timing: 40 minutes

Class Objectives:

- To develop students' ability to use narrative tenses and expressions in storytelling.
- To improve students' listening and comprehension skills.
- To enhance students' ability to work collaboratively and communicate effectively in a group setting.

Methodology: Communicative Language Teaching (CLT) - students will engage in a collaborative storytelling activity to improve their speaking and listening skills and participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Story starters or prompts.
- Vocabulary and language structures related to storytelling.

Procedure

Step 1: Introduction (5 minutes)

- The teacher will introduce the topic of storytelling and its importance in everyday life.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for storytelling.

Step 2: Collaborative Storytelling (25 minutes)

- Students will be divided into small groups.
- The teacher will provide each group with a story starter or prompt, such as "Once upon a time, there was a magical forest..." Each student in the group will take turns adding to the story using narrative tenses and expressions.
- The teacher will monitor the groups and provide guidance and support as needed.

Step 3: Feedback and Discussion (5 minutes)

- After the storytelling activity, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion, Assessment, Extension (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.
- The teacher will assess the students' performance based on their participation and communication skills during the collaborative storytelling activity.
- Finally, the teacher will provide an extension activity for students to further practice their speaking and storytelling skills, such as creating their own story prompts and working in pairs to tell a story.

Assessment:

- Use of narrative tenses and expressions in storytelling.
- Active listening and comprehension skills.
- Ability to work collaboratively and communicate effectively in a group setting.

Extension:

Creating their own story prompts and working in pairs to tell a story.

Lesson Plan Activity 8: Mock Trial



https://kidsdiscover.com/wp-content/uploads/2015/04/IMG_0866-e1428590298975.jpg

Level: Beginners

Aim: To provide students with an opportunity to practice their speaking and critical thinking skills through a mock trial activity.

Timing: 40 minutes

Class Objectives:

- To develop students' ability to use persuasive language and argumentation.
- To improve students' critical thinking and analytical skills.
- To enhance students' ability to work collaboratively and communicate effectively in a group setting.

Methodology: Communicative Language Teaching (CLT) - students will engage in a mock trial activity to improve their speaking and critical thinking skills and participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Mock case for trial.
- Vocabulary and language structures related to argumentation.

Procedure

- **Step 1: Introduction (5 minutes)**
- The teacher will introduce the topic of mock trials and their importance in legal settings.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for argumentation.

Step 2: Mock Trial (25 minutes)

- Students will be divided into small groups. Each group will receive a mock case to review and prepare for trial.
- Students will be assigned roles, such as defense attorney, prosecutor, and witnesses. Each student will take turns presenting their arguments and cross-examining witnesses.
- The teacher will monitor the groups and provide guidance and support as needed.

Step 3: Feedback and Discussion (5 minutes)

- After the mock trial activity, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.

- The teacher will assess the students' performance based on their participation and communication skills during the mock trial activity.
- Finally, the teacher will provide an extension activity for students to further practice their critical thinking and argumentation skills, such as researching and presenting arguments on a controversial topic.

Assessment Criteria:

- Use of persuasive language and argumentation.
- Critical thinking and analytical skills.
- Ability to work collaboratively and communicate effectively in a group setting.

Extension Activity:

Researching and presenting arguments on a controversial topic.

Technique # 3: Historical Role-Playing

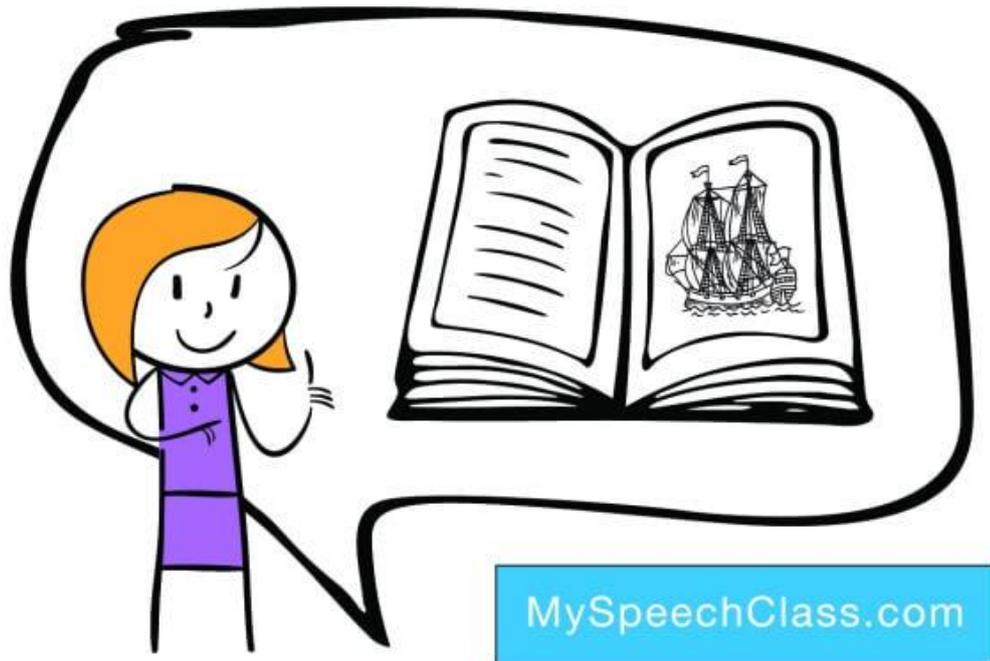


<https://www.nationalparks.nsw.gov.au/-/media/npws/images/education/activities/bound-for-botany-bay-la-perouse-stage-2-hsie/bound-for-botany-05.jpg>

Education would be much more effective if its purpose was to ensure that by the time they leave school every boy and girl should know how much they do not know, and be imbued with a lifelong desire to know it.

—William Haley

Lesson Plan Activity 9: Historical Speech



<https://www.myspeechclass.com/wp-content/uploads/history-speech-topics.jpg>

Level: Beginners

Aim: To provide students with an opportunity to practice their speaking skills through a historical speech activity.

Timing: 40 minutes

Class Objectives:

- To develop students' ability to use appropriate language structures and vocabulary to deliver a speech.
- To improve students' pronunciation and intonation skills.
- To enhance students' ability to research and present information on a historical figure or event.

Methodology: Communicative Language Teaching (CLT) - students will engage in a historical speech activity to improve their speaking skills and participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Research materials on a historical figure or event.
- Vocabulary and language structures related to delivering a speech.

Procedure

Step 1: Introduction (5 minutes)

- The teacher will introduce the topic of historical speeches and their importance in history.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for delivering a speech.

Step 2: Historical Speech (25 minutes)

- Students will research and prepare a short historical speech on a figure or event of their choice.
- They will use appropriate language structures and vocabulary to deliver their speech to the class.
- The teacher will monitor the speeches and provide guidance and support as needed.

Step 3: Feedback and Discussion (5 minutes)

- After the speeches, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.

- The teacher will assess the students' performance based on their delivery, pronunciation, and use of appropriate language structures and vocabulary during the speech.
- Finally, the teacher will provide an extension activity for students to further practice their research and presentation skills, such as creating a poster or PowerPoint presentation on a historical figure or event.

Assessment:

- Delivery of the speech, including pronunciation and intonation.
- Use of appropriate language structures and vocabulary.
- Ability to research and present information on a historical figure or event.

Extension:

Creating a poster or PowerPoint presentation on a historical figure or event.

Lesson Plan Activity 10: Historial Debate



Level: Beginners

Aim: To provide students with an opportunity to practice their speaking and critical thinking skills through a historical debate activity.

Timing: 40 minutes

Class Objectives:

- To improve students' ability to use appropriate language structures and vocabulary to express their opinions and arguments.
- To develop students' critical thinking skills by analyzing historical events and figures.
- To enhance students' ability to engage in respectful and constructive debate.

Methodology: Communicative Language Teaching (CLT) - students will engage in a historical debate activity to improve their speaking skills and participate in communicative exchanges.

Technique: Role-playing techniques to develop speaking and critical thinking skills.

Materials:

- Research materials on a historical topic or event.
- Vocabulary and language structures related to expressing opinions and arguments.

Procedure

Step 1: Introduction (5 minutes)

- The teacher will introduce the topic of historical debates and their importance in history.
- The teacher will explain the objectives and aims of the activity and provide students with the necessary vocabulary and language structures for expressing opinions and arguments.

Step 2: Historical Debate (25 minutes)

- Students will research and prepare for a historical debate on a given topic or event.
- The teacher will divide the class into two groups, with each group presenting their arguments and responding to their opponents' arguments.
- The teacher will monitor the debate and provide guidance and support as needed.

Step 3: Feedback and Discussion (5 minutes)

- After the debate, the teacher will lead a class discussion to provide feedback to the students.
- The teacher will highlight areas of strengths and areas that need improvement and provide suggestions for further improvement.
- Students will be encouraged to ask questions and provide feedback to their peers.

Step 4: Conclusion, Assessment, Extension (5 minutes)

- The teacher will conclude the lesson by reviewing the objectives and aims of the activity and summarizing the key points discussed during the class.

- The teacher will assess the students' performance based on their ability to express opinions and arguments, engage in constructive debate, and use appropriate language structures and vocabulary.
- Finally, the teacher will provide an extension activity for students to further practice their critical thinking skills, such as writing an essay or creating a presentation on a historical topic.

Assessment Criteria:

- Ability to express opinions and arguments using appropriate language structures and vocabulary.
- Engagement in constructive debate.
- Critical thinking skills in analyzing historical events and figures.

Extension Activity:

Writing an essay or creating a presentation on a historical topic

Lesson Plan Activity 11: Historical Interview



<https://www.cheggindia.com/wp-content/uploads/2021/11/How-to-introduce-yourself-in-an-interview-Beginners-Guide.png>

Level: Beginners

Aim: To develop students' speaking skills through a historical interview role-play activity.

Timing: 40 minutes

Class Objectives:

- To practice asking and answering questions in a role-play context.
- To develop critical thinking skills through preparing and researching for the interview.
- To enhance cultural awareness and historical knowledge through discussing historical figures.

Methodology: Communicative Language Teaching (CLT)

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Pictures of historical figures and events

- Question cards
- Whiteboard and markers

Procedure:

Step 1: Introduction (5 minutes)

- Begin by showing pictures of historical figures and events and eliciting some basic information from students about them.
- Explain that they will be conducting a historical interview role-play activity in which they will be interviewing each other as if they were these historical figures.

Step 2: Historical Interview (20 minutes)

- Divide students into pairs and give each pair a picture of a historical figure/event and a set of question cards.
- Explain that one student will be the interviewer and the other will be the historical figure/event being interviewed.
- Students should take turns asking and answering the questions on the cards, using appropriate language and expressions for a formal interview setting.
- Encourage students to use their knowledge of the historical figure/event to make the interview more interesting and informative.

Step 3: Feedback and Discussion (10 minutes)

- After the role-play activity, bring the class back together and ask for volunteers to share their experiences and any difficulties they faced during the activity.
- Encourage the class to provide constructive feedback to each other on their interviewing skills.

Step 4: Conclusion (5 minutes)

- Summarize the activity and highlight the importance of using appropriate language and expressions in formal settings.

Assessment:

- Give feedback on students' performance and provide suggestions for improvement.

Extension:

- For extension, ask students to research and prepare their own historical figures and events for a future class interview activity.

Lesson Plan Activity 12: Historical Reenactment



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Level: Beginners

Aim: To improve students' speaking skills and knowledge of historical events through role-playing.

Timing: 40 minutes

Class Objectives:

- Students will be able to research and understand historical events and figures.
- Students will be able to work collaboratively to create a historical reenactment.
- Students will be able to act out their roles and engage in dialogue to improve their speaking skills.

Methodology: Communicative Language Teaching

Technique: Role-playing techniques to develop speaking skills.

Materials:

- Pictures or video clips of a historical event
- Costumes and props related to the historical event
- Script or guidelines for the reenactment

Procedure

Step 1: Introduction (5 minutes)

- Introduce the historical event and its significance.
- Briefly discuss the roles and characters involved in the event.
- Show pictures or video clips related to the event.

Step 2: Historical Reenactment (25 minutes)

- Divide the class into small groups.
- Assign each group a specific role or character from the historical event.
- Provide costumes and props for each group to use.
- Instruct students to work together to create a short reenactment of the event, incorporating dialogue and actions.
- Allow time for students to research and prepare for their roles.

Step 3: Feedback and Discussion (5 minutes)

- After each group performs their reenactment, provide feedback and constructive criticism.
- Lead a brief discussion about the event and its historical significance.
- Encourage students to ask questions and share their thoughts.

Step 4: Conclusion (5 minutes)

Conclude the activity by summarizing the historical event and the students' reenactments.

Assessment:

Assess students' performance based on their research, role-playing, and speaking skills.

Extension

Provide opportunities for students to extend their learning by assigning further research or discussion topics related to the event.

Lesson Plan Activity 13: Historical Role-Play Games



Level: Beginners

Aim: To improve speaking and listening skills through historical role-play games.

Timing: 40 minutes

Class Objectives:

- Students will be able to practice English language skills in a fun and engaging way.
- Students will improve their ability to communicate effectively and negotiate with others.
- Students will learn about historical events, people, and cultures while practicing their English skills.

Methodology: Communicative Language Teaching (CLT)

The Technique: Role-playing techniques to develop speaking skills.

Materials:

- Whiteboard or blackboard
- Marker or chalk

- Pictures or cards of historical events, people, or cultures
- Role-play game instructions
- Handout with vocabulary related to historical events or people

Procedure

Step 1: Introduction (5 minutes)

- Introduce the topic of historical role-play games and explain the aim and objectives of the lesson.
- Show pictures or cards of historical events, people, or cultures and ask students if they recognize them. Encourage them to use their prior knowledge of history and share with the class.
- Give out the handout with vocabulary related to historical events or people and review it with the class.

Step 2: Historical Role-Play Games (20 minutes)

- Divide students into groups of three or four.
- Assign each group a historical event, person, or culture to research and create a short role-play game based on it.
- Give students time to research and prepare their game.
- Each group will present their game to the class and the other students will participate in the game.

Step 3: Feedback and Discussion (10 minutes)

- After each game, ask the students to give feedback on what they liked and what they would improve in the game.
- Encourage students to ask questions and clarify any vocabulary or concepts related to the historical event, person, or culture.
- Discuss with the class the importance of learning about history and how it can help us understand the world we live in today.

Step 4: Conclusion (5 minutes)

Summarize the main points of the lesson and emphasize the importance of using role-play games to improve language skills.

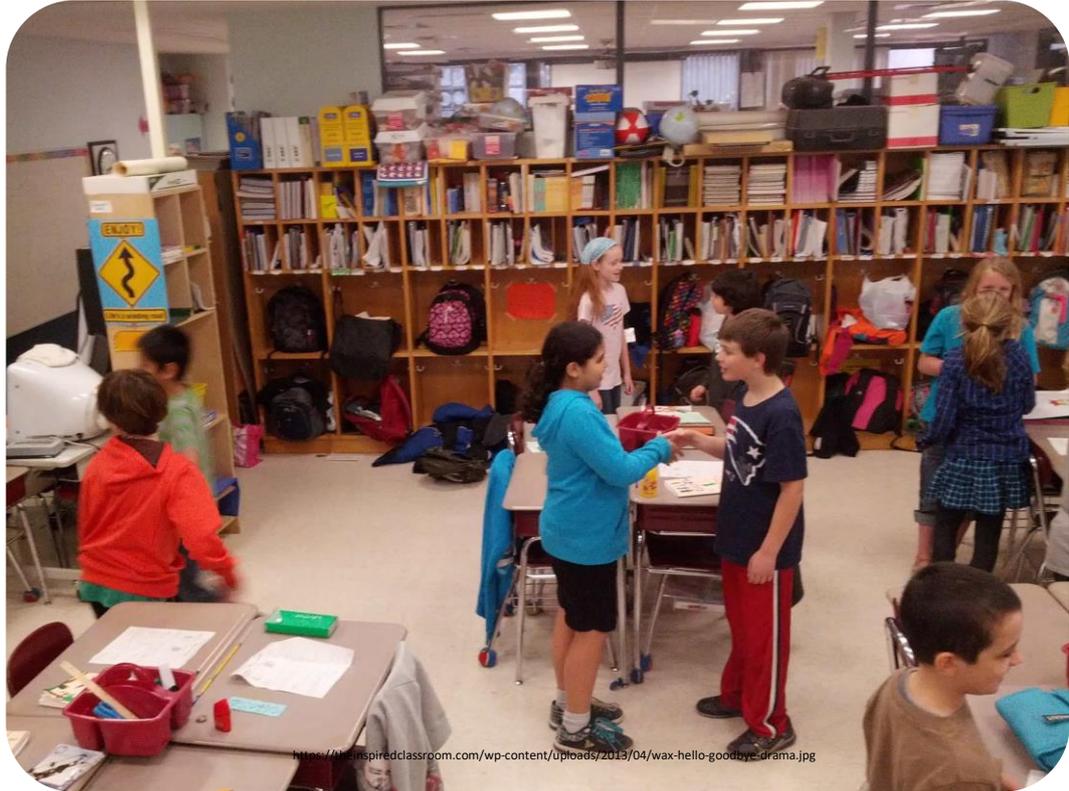
Assessment

Assess students' performance in the role-play games by observing their communication skills and participation.

Extension

Provide an extension activity by assigning students to write a short paragraph or essay about the historical event, person, or culture they researched.

Technique # 4: Future Role-Playing



The aim of education should be to teach us rather how to think, than what to think — rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men. —Bill Beattie

Lesson Plan Activity 14: Future Career Role-Play



https://static.wixstatic.com/media/217da5_c500a2a25d4c3e2007010892c2e2cc5_mv2.jpg/v1/fill/w_640,h_854,m_cv_05/uscni_0.66_L60_0.0/enc_auto/2747da_53db0ab25d4c3e2007010892c2e2cc5_mv2.jpg

Level: Beginners

Aim: To improve students' speaking skills through a role-playing activity based on future career goals.

Timing: 40 minutes

Class Objectives:

- To provide students with an opportunity to practice speaking in a professional context.
- To enhance students' ability to communicate their future career goals effectively.
- To encourage students to explore different career paths and discuss their aspirations with their peers.

Methodology: Communicative Language Teaching (CLT)

The Technique: Role-playing techniques to develop speaking skills.

Materials:

- Career cards (printed or digital)
- Whiteboard and markers
- Evaluation sheet

Procedure

Step 1: Introduction (5 minutes)

- Introduce the topic of future careers and explain the role-play activity.
- Provide students with a set of career cards and ask them to choose one that they would like to discuss in the role-play.
- Explain that they will be presenting their chosen career to the class in a professional manner.

Step 2: Future Career Role-Play (20 minutes)

- Divide the class into pairs or small groups and provide them with time to prepare for their role-play.
- Encourage them to think about what skills and qualifications are required for their chosen career, and what challenges they may face in achieving their goals.
- Once they have prepared, ask each group to present their role-play to the class.

Step 3: Feedback and Discussion (10 minutes)

- After each group has presented their role-play, lead a discussion about the different careers presented.
- Encourage students to ask questions and provide feedback to their peers.
- Ask students to reflect on what they learned from the activity and how they can apply this knowledge to their own future career goals.

Step 4: Conclusion (5 minutes)

Wrap up the lesson by summarizing the key points discussed during the role-play and discussion.

Assessment:

Ask students to complete an evaluation sheet to reflect on their own performance during the activity.

Extension

Finally, provide students with an extension activity, such as writing a reflective essay on their future career goals.

Lesson Plan Activity 15: Science Fiction Writing



<https://4.bp.blogspot.com/-Jd8wkQJw53Y/VNLPLJBT83I/AAAAAAAAACgU/YFWYryJm271/s1600/classroom.003.jpg>

Level: Beginners

Aim: To introduce students to the concept of science fiction writing and develop their speaking skills through role-playing activities.

Timing: 40 minutes

Class Objectives:

- To define science fiction and identify its key elements
- To explore the process of science fiction writing
- To practice speaking and collaboration skills through role-playing activities

Methodology: Communicative Language Teaching (CLT)

Technique: Role-playing Techniques

Materials: Whiteboard, markers, handouts

Procedure

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of science fiction writing.
- Ask if any of them have read or watched science fiction before and if they can give examples.
- Explain that science fiction is a genre of fiction that deals with imaginative and futuristic concepts, often incorporating science and technology.
- Ask the students to brainstorm some common elements of science fiction and write them on the board.

Step 2: Science Fiction Writing (15 minutes)

- Hand out a worksheet with a short science fiction story starter.
- Ask students to read the story starter and use their imagination to complete the story in 10-15 sentences.
- Encourage students to use their creativity and incorporate some of the elements of science fiction they listed earlier.
- After 10 minutes, ask students to share their completed stories in small groups of 3-4.

Step 3: Feedback and Discussion (10 minutes)

- Ask each group to choose one story to share with the class.
- Have the groups present their stories and provide feedback on each other's work.
- Encourage the students to ask questions and make suggestions to improve each other's stories.
- Facilitate a class discussion on what makes a good science fiction story, based on the feedback given.

Step 4: Conclusion (10 minutes)

- Summarize the key points of the lesson and ask students if they have any questions or feedback.
- Assess student participation and understanding by asking each student to share one thing they learned or enjoyed about the lesson.

- Provide an extension activity, such as having students write a longer science fiction story at home and share it with the class in the next lesson.
- During the story sharing and feedback session, encourage students to take on roles such as the author, editor, or reader, to practice speaking and collaboration skills.

Assessment:

Assess student participation and understanding by observing their engagement during the activities and asking for feedback at the end of the lesson.

Extension:

Have students write a longer science fiction story at home and share it with the class in the next lesson

Lesson Plan Activity 16: Futuristic Invention Pitch



<https://www.engineeringforkids.com/images/blog/Kid-Inventions-Ideas-EFK.jpg>

Level: Beginners

Aim: To introduce students to the concept of pitching a futuristic invention and develop their speaking skills through role-playing activities.

Timing: 40 minutes

Class Objectives:

- To understand the concept of futuristic inventions and identify their key features
- To practice pitching a futuristic invention in a creative and engaging way
- To develop speaking and collaboration skills through role-playing activities

Methodology: Communicative Language Teaching (CLT)

Technique: Role-playing Techniques

Materials: Whiteboard, markers, handouts

Procedure

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of futuristic inventions.
- Ask if any of them have ever thought about a futuristic invention and if they can share their ideas.
- Explain that a futuristic invention is an idea for an invention that uses technology or other innovative concepts that are not yet available to the public.
- Ask the students to brainstorm some common features of futuristic inventions and write them on the board.

Step 2: Futuristic Invention Pitch Activity (20 minutes)

- Hand out a worksheet with a futuristic invention prompt, such as "Design an invention that helps people communicate with animals."
- Ask students to work in pairs to come up with an idea for their invention and prepare a 1-minute pitch to present to the class.
- Encourage students to be creative and engage their audience with their pitch.
- After 10 minutes, have the pairs present their pitches to the class.

Step 3: Feedback and Discussion (10 minutes)

- Ask each pair to choose one invention to present to the class.
- Have the pairs present their invention pitches and provide feedback on each other's work.
- Encourage the students to ask questions and make suggestions to improve each other's pitches.
- Facilitate a class discussion on what makes a good invention pitch, based on the feedback given.

Step 4: Conclusion (5 minutes)

- Summarize the key points of the lesson and ask students if they have any questions or feedback.
- Assess student participation and understanding by asking each student to share one thing they learned or enjoyed about the lesson.
- Provide an extension activity, such as having students create a visual representation of their invention and present it to the class in the next lesson.

Assessment:

Assess student participation and understanding by observing their engagement during the activities and asking for feedback at the end of the lesson.

Extension:

Have students create a visual representation of their invention and present it to the class in the next lesson.

Lesson Plan Activity 17: Future Debate



<https://photos.demandstudios.com/getty/article/110/238/84464263.jpg>

Level: Beginners

Aim: To introduce students to the concept of futuristic debates and develop their speaking skills through role-playing activities.

Timing: 40 minutes

Class Objectives:

- To understand the concept of futuristic debates and identify their key features
- To practice debating a futuristic topic in a creative and engaging way
- To develop speaking and critical thinking skills through role-playing activities

Methodology: Communicative Language Teaching (CLT)

Technique: Role-playing Techniques

Materials: Whiteboard, markers, handouts

Procedure

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of futuristic debates.
- Ask if any of them have ever participated in a debate and if they can share their experiences.
- Explain that a futuristic debate is a debate that explores hypothetical or imaginary scenarios that are set in the future.
- Ask the students to brainstorm some common features of futuristic debates and write them on the board.

Step 2: Futuristic Debate Activity (20 minutes)

- Divide the class into two teams and assign them a hypothetical futuristic topic, such as "Should humans colonize Mars?"
- Give each team time to brainstorm arguments for their assigned position.
- Encourage students to be creative and engage their audience with their arguments.
- After 10 minutes, have the teams debate their positions to the class.

Step 3: Feedback and Discussion (10 minutes)

- Ask each team to choose one member to present their team's arguments.
- Have the teams present their arguments and provide feedback on each other's work.
- Encourage the students to ask questions and make suggestions to improve each other's arguments.
- Facilitate a class discussion on what makes a good debate argument, based on the feedback given.

Step 4: Conclusion (5 minutes)

- Summarize the key points of the lesson and ask students if they have any questions or feedback.
- Assess student participation and understanding by asking each student to share one thing they learned or enjoyed about the lesson.
- Provide an extension activity, such as having students research and present on a real-world futuristic topic in the next lesson.

- During the debate activity, encourage students to take on roles such as the debater, moderator, or audience member, to practice speaking and critical thinking skills.

Assessment:

Assess student participation and understanding by observing their engagement during the activities and asking for feedback at the end of the lesson.

Extension:

Have students research and present on a real-world futuristic topic in the next lesson, such as the use of artificial intelligence in healthcare or transportation.

Lesson Plan Activity 18: Future News Report



<https://i.pinimg.com/originals/d5/e2/ca/d5e2ca184688f2fb4e8ee4aec0f5f9dc.jpg>

Level: Beginners

Aim: To introduce students to the concept of future news reports and develop their speaking skills through role-playing activities.

Timing: 40 minutes

Class Objectives:

- To understand the concept of future news reports and identify their key features
- To practice creating a future news report in a creative and engaging way
- To develop speaking and critical thinking skills through role-playing activities

Methodology: Communicative Language Teaching (CLT)

Technique: Role-playing Techniques

Materials: Whiteboard, markers, handouts

Procedure

Step 1: Introduction (5 minutes)

- Greet the students and introduce the topic of future news reports.
- Ask if any of them have ever watched or read a news report and if they can share their experiences.
- Explain that a future news report is a news report that presents a hypothetical or imaginary scenario that could happen in the future.
- Ask the students to brainstorm some common features of future news reports and write them on the board.

Step 2: Future News Report Activity (20 minutes)

- Divide the class into pairs and assign them a hypothetical futuristic event, such as "A cure for cancer has been discovered".
- Give each pair time to brainstorm and prepare a news report that covers the event.
- Encourage students to be creative and engage their audience with their reporting.
- After 10 minutes, have the pairs present their news reports to the class.

Step 3: Feedback and Discussion (10 minutes)

- Ask each pair to choose one member to present their news report.
- Have the pairs present their news reports and provide feedback on each other's work.
- Encourage the students to ask questions and make suggestions to improve each other's news reports.
- Facilitate a class discussion on what makes a good news report, based on the feedback given.

Step 4: Conclusion, Assessment, Extension (5 minutes)

- Summarize the key points of the lesson and ask students if they have any questions or feedback.
- Assess student participation and understanding by asking each student to share one thing they learned or enjoyed about the lesson.

- Provide an extension activity, such as having students research and present on a real-world future event in the next lesson.

Assessment:

Assess student participation and understanding by observing their engagement during the activities and asking for feedback at the end of the lesson.

Extension:

Have students research and present on a real-world future event in the next lesson, such as the future of renewable energy or the impact of climate change on agriculture.

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Annexes

Annex 1: Pre-Test and Post-Test

The image shows the cover of a book titled "Cambridge English Qualifications Sample papers". The cover features a vertical column on the left with levels: C2, C1, B2, B1, A2, A1, and Pre A1. The main title is "Cambridge English Qualifications" in a red arrow, followed by "Pre A1 Starters, A1 Movers and A2 Flyers". Below that is "Sample papers" in large black font, and "For exams from 2018". A cartoon monkey holding a pencil and paper is at the bottom. The text "Volume 1" is in the bottom right. There are purple geometric shapes (square, diamond, circle) in the middle.

Cambridge Assessment English

Cambridge English Qualifications
Pre A1 Starters, A1 Movers and A2 Flyers

Sample papers
For exams from 2018

C2
C1
B2
B1
A2
A1
Pre A1

Volume **1**



A2 FLYERS SPEAKING. Find the Differences



A2 FLYERS SPEAKING. Find the Differences



Robert's favourite restaurant

| | |
|--------------------------|---------------|
| Name | The Black Cat |
| Like eating | pasta |
| Where | North Street |
| Time / open | 12 o'clock |
| Cheap / expensive | expensive |



Sarah's favourite restaurant

| | |
|--------------------------|---|
| Name | ? |
| Like eating | ? |
| Where | ? |
| Time / open | ? |
| Cheap / expensive | ? |

A2 FLYERS SPEAKING. Information Exchange



Robert's favourite restaurant

| | |
|--------------------------|---|
| Name | ? |
| Like eating | ? |
| Where | ? |
| Time / open | ? |
| Cheap / expensive | ? |

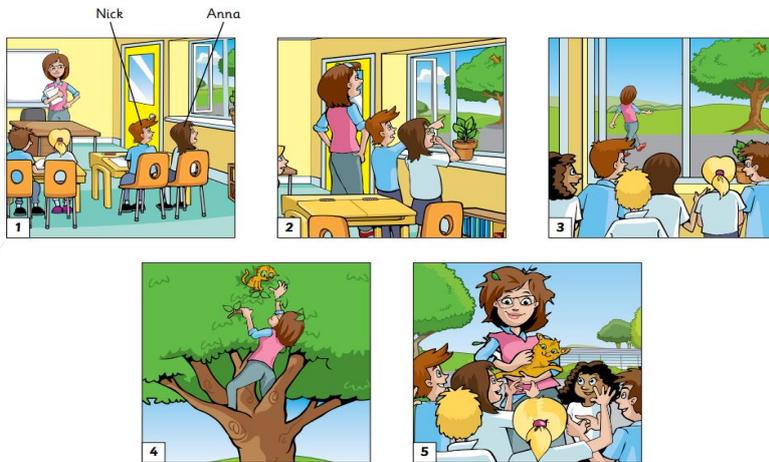


Sarah's favourite restaurant

| | |
|--------------------------|-------------|
| Name | Rainbows |
| Like eating | pizza |
| Where | Hill Street |
| Time / open | 12.30 |
| Cheap / expensive | cheap |

A2 FLYERS SPEAKING. Information Exchange

The Brave Teacher



A2 FLYERS SPEAKING. Picture Story

Rubric

| | | 0 | 1 | 2 | 3 |
|------------|----------------------------|--|---|--|---|
| Reception | Listening & interaction | Non-attendance / no attempt to respond | Understands only some of the instructions and questions, and requires a lot of support ^(a) . | Understands most of the instructions and questions, with frequent support ^(a) . | Understands all the instructions and questions, with some support ^(a) . |
| | Language (words & phrases) | | Utterances are inappropriate, or unarticulated. | Many utterances are appropriate, but minimal ^(b) . | Most utterances are appropriate. Some are more than one word in length ^(b) . |
| Production | Pronunciation | | Speech is often difficult to understand ^(c) . | Speech is sometimes difficult to understand ^(c) . | Speech can generally be understood ^(c) with ease. |

Annex 2: Authorization

Latacunga, 13 de abril de 2023

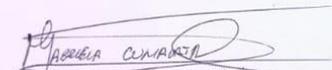
Msc. Edgar Hernán Vásquez López
RECTOR
UNIDAD EDUCATIVA "HERMANO MIGUEL"
Presente.

De mi consideración:

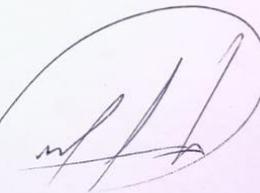
Yo, Cunalata Ramón Jéssica Gabriela con cédula de ciudadanía N.-0503951485, en calidad de docente de la asignatura de Inglés en el año lectivo 2022 – 2023, me dirijo a usted para solicitar de la manera más comedida se me autorice aplicar el proyecto de investigación "The effect of Role-playing techniques on the Speaking Skills" dirigido a los estudiantes de séptimo año EGB durante el presente año lectivo.

Por la favorable atención que se dé al presente anticipo mi agradecimiento.

Atentamente,


Cunalata Ramón Jéssica Gabriela

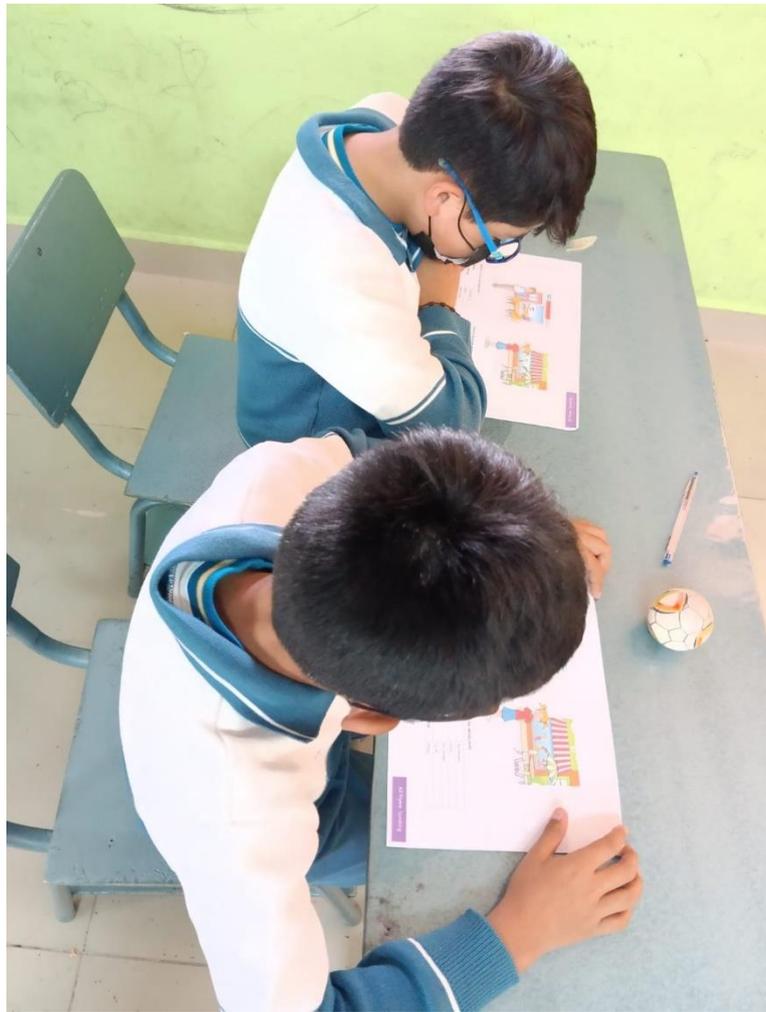



13-04-2023
Autorizado

Annex 3: Photos

PRE TEST AND POST TEST







ROLE PLAYING TECHNIQUES APLICATION







