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COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
EXAMINING THE USE OF ROLE PLAYS IN THE TEACHING OF ORAL
ENGLISH: THE CASE OF GRADE NINE STUDENTS OF BETHLEHEM
SECONDARY SCHOOL.

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A Thesis Submitted to Department of Foreign Languages and Literature in
Partial Fulfillment of the Requirements for the Degree of Masters of Arts in
Teaching English as Foreign Language (TEFL)

January, 2023

Addis Ababa, Ethiopia

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Date

Declaration

I, the under signed, declare that this thesis is my original work, prepared under the guidance of my advisor. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Yazachew Atalay Tiruneh

January, 2023
Addis Ababa, Ethiopia

Acknowledgments

First of all, I would like to express my sincere and deep sense of indebtedness to my advisor Hailom Banteyerga (PhD) being kind enough to accept and comment this work with all scholarly insights and accurate advice he put forward and for his patience of giving constructive comments throughout the whole research work.

Secondly, I would like to express my cordial gratitude to my friend Hailemeskel Simachew for strengthening me to complete the whole work especially as a co-observer in the observation session. In addition, I would like to extend my deepest gratitude and thank for my wife Woizero Kalekidan Yilkal for helping me in typing the writing and being with me throughout the completion of this work.

Finally, I am also thankful to all teachers, students and academic staff of Bethlehem Secondary School for giving me a desired data for conducting this research.

Abstract

The objective of this research has been examining the use of role plays in the teaching of oral English: the case of grade nine students of Bethlehem Secondary School. For this study, Bethlehem Secondary School was selected purposely because the researcher is teaching in this school; therefore, he would have a better chance of understanding sufficient information about English students. In addition to this, grade nine (9) was chosen as the participants of the study. To achieve the desired objective, the researcher adopted the descriptive analytical method of research. The researcher used purposive sampling. The researcher also used questionnaire, interview and classroom observation as tools for collecting the data. The major findings of the research showed a respectable amount of positive perception on both teachers and students side. Yet, a general weakness was seen on practicing role play in a real classroom situation. The finding also pointed out factors such as shortage of time allotted for one period, student less motivation, large class size, the enforcements raised from school administrators to cover the large volume of English text book, and weak performance of students on speaking the language as hindrances for using role play in the speaking classroom as one teaching method to enhance oral fluency. Furthermore, at the end, the researcher forwarded possible recommendations for the identified problems.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Brown (2002) argued that the ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. As a result, millions of people today want to improve their command of speech in English. This world-wide demand for a good command of speech created an enormous demand for quality language teaching and language teaching methods.

Communicative language teaching advocates like Richards (2006) and Littlewood (1981) argue that learners learn a language through using the language to communicate. Authentic and meaningful communication is the goal of communicative language teaching. The above scholars' idea clearly reveals that, through the use of communicative language teaching, teachers would make learners communicate effectively. Effective communication would also be realized by using role-play teaching techniques.

The use of role play to teach speaking is critical for students to improve their command of the language and become fluent speakers. The Ministry of Education or MOE (2005) also argued for the importance of role play that being engaged in active role play, language learners can imagine themselves living in the world of play, and this could increase their motivation. When pairs of students are assigned roles to play, classroom activities will become an enjoyable experience.

Suryani (2015) argued that, despite the importance of role play, for many years, English language teachers continued teaching speaking as a repetition of dramas and some basic memorable actions like daily communication. However, today's world requires that the goal of teaching students speaking skill should be to improve students' communicative competence and to make students to be fluent speakers of second language. In that way, students try to express themselves and learn to follow the social and cultural rules and roles appropriate in each communicative circumstance.

As we can clearly understand from Suryani's expression, through the use of role play, teachers might make their learners as fluent as possible because role play gives a chance for students to speak and practice different social rules and roles. Therefore, it is better if teachers make it the goal of teaching speaking to make students use the language daily in different social roles. To this end, language teachers need to choose an appropriate teaching method that requires the use of practical language. To do so, role play might be more preferable. As in role play teaching technique, learning design plans will be prepared with the expectation that role play activities would contribute positively to enhancing oral fluency.

Due to the aforementioned factors as well as the researcher's actual experience, the researcher is motivated to undertake a research on examining the use of role plays in the teaching of oral English: the case of grade nine students at Bethlehem Secondary School.

1.2. Statement of the Problem

Role-playing is designed to boost students' oral fluency and encourage active participation in various social roles. Role play in the classroom brings variety, a burst of energy, and the chance for a lot of language creation. It also makes the learning atmosphere much more enjoyable. It can be a very effective teaching method if language teachers are confidently using it. However, if the teacher is not convinced about the validity of using role play, they will probably not find using role play important and joyful. (Ur, 1999)

Supporting Ur's idea Richards (2006) argued that the role of teachers in the teaching and learning process should be to select an appropriate teaching method for a particular learning context and linguistic item. Teachers should also participate in organizing, motivating, and facilitating learning through guiding what students are involved in doing in the classroom. However, in many secondary schools, most teachers have adopted the habit of being explainers and error correctors. Meanwhile, the student's role in such a teaching and learning environment is to accept what the teachers are saying without modification or change. Therefore, the researcher supports the view that the teaching method language teachers follow should be manifested with practical language use.

Some research works have also been carried out in relation to the importance of role play to improve students' oral fluency. For example, Yadikar (2004) conducted a research which focused on the effectiveness of using role play to teach speaking skill of ninth grade students. The result of the research reveals that role play has an enormous value to enhance students' speaking skill. Yadikar also added that role play helps students' to know those of words that a

society uses for expressing different social issues.

Sunardi (2013) conducted research focused on teaching speaking ability through role play. The result of this study also shows that teaching speaking ability through role play can increase students' speaking ability in advance. The study also shows the positive values of role play in using actual words in society, and as a result, students can have a positive image of learning a specific language.

Even though the above studies show that role-playing helps students enhance their command of the English language, many teachers at Bethlehem Secondary School find it challenging to implement it in their speaking lessons. The researcher observed that language teachers in the targeted school do not apply the role-playing teaching approach. This implies that working on the applicability of role play teaching technique at Bethlehem Secondary School seems very crucial. In order to fill this gap, it is very important to conduct research about the applicability of role play and teachers' and students' current trend in using it. Therefore, this study tried to examine the use of role-playing in the teaching of oral English.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was examining the use of role play in the teaching of oral English: the case of Grade Nine students of Bethlehem Secondary School.

1.3.2. Specific Objectives

Based on the above general objective, the researcher designed the following specific objectives.

1. To examine perception of both teachers and students on role play teaching method.
2. To assess the practice of role play in speaking classrooms.
3. To assess challenges that can affect students and teachers not to use role play (if any).

1.4. Research Questions

This research would answer the following questions.

1. How do teachers and students perceive role play teaching method?
2. How often do high school teachers and students practice role play in speaking classes?
3. What are basic challenges that hinder students and teachers to implement role play teaching method to enhance oral fluency?

1.5. Significance of the Study

The purpose of the research was to examine the use of role playing in the teaching of oral English. The research would be useful to curriculum designers and text book publishers as they emphasize the role-playing teaching technique in their various syllabus designs and text publications and make sure whether role playing is in practice. Last but not least, the researcher believes that this study can serve as a springboard for future academics to do additional research on the same topic.

1.6. Scope of the Study

This study was delimited to Bethlehem Secondary School which is found in Addis Ababa city administration, Arada Sub-City in front of Addis Ababa Police Commission. Accordingly, the study was delimited to grade nine students and teachers who are teaching in this school.

The study was also delimited to one particular teaching method, which is role-playing. In other words, the study focused on examining the use of role play in the teaching of oral English.

1.7. Limitations of the Study

The researcher had faced problems to conduct this research. One major factor was the instability of the school setting in most of the schools in Addis Ababa including Bethlehem secondary school regarding to the issue of Oromian region flag. So the researcher decided to wait until the situation is going to be resolved. However, after some weeks later these problems were a bit resolved so that the researcher can carried out the study.

Furthermore, the study focused only on one school and one teaching method (role play). This may lead the researcher to generalize concepts hastily. But the researcher tried to limit the effect of this constraint by paying attention for the validity and reliability of the research paper.

CHAPTER TWO

REVIEW OF REALETED LITERATURE

2. Introduction

This chapter began with defining speaking skill ,how to teach speaking skill ,guide lines for students and teachers to promote speaking fluency .The chapter also be developed by topics like, definitions of role-play ,types of role-play ,the roles of students and teachers during role play, and accuracy –fluency distinction.

2.1. Speaking

In oxford Advanced Dictionary, the definition of speaking is to express or communicate opinions, feelings and idea orally. Harmer (2003) declares that a lot of classroom oral tasks fall at or near communicative end of the communication continuum, for it is sometimes difficult to much an activity strictly to one continuum .The author distinguished classroom activities as communicative, and non-communicative activities.

First of all, communicative activities greater features are that they contain information gap activities which give a purpose and desire to communicate orally. Students' task here is to find information that is missing; whereas, on-communicative activities are activities carried out in written or descriptive way .Students here can write or describe whatever they want to say or describe.

2.2. Role Play

2.2.1. Definition of Role- Play

In Cambridge International Dictionary of English, role is defined as the person whom an actor represents in a film or play; while, role- play is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses, language learning and teaching process. Concerning this idea, Ladose (1995) cited in Sunardi (2013) illustrated that when students assume a role, they play a part (either their own or somebody else's) in specific situation. Role- playing is a teaching technique which is done in a safe environment in which students are as inventive and playful as possible.

According to Ur (1999) there is a little consensus on the terms used in the role-playing and simulation. These terms can be used interchangeably in case of simulation games and role-playing games. There seem to be some agreement here; Ur also argued that simulation is a broader concept than role-playing. Simulations are complex, lengthy and relatively inflexible events. Role Play on the other hand can be quite, simple and brief technique to organize. It is also highly flexible, leaving much more scope for the exercise of individual variation, initiative and imagination. Role-Play can be included in simulation but not simulation can be included under Role Play.

2.2.2. Role Play versus Simulation

There is a difference between simulations and role plays. In simulation, students act out real life situation being a real engagement and using a real instrument; whereas, in role plays students take on different roles of someone that they are not someone else. Role play games are activities where students play as a specific person's character that interacts with both the environments of the game as well as other players. Simulation on the other hand is not necessarily character driven. Here, in simulation games, students are expected to try to be as realistic person as possible. They can be games but are also used to train people in a variety of fields. Simulations are much more realistic than role play games. Role play involves rehearsing a desired behavior; whereas, learners are expected to practice the skill to show that as it has been learnt. A typical role playing game is one in which the characters have many attributes that will level up during the course of the game, making characters strong and giving them new attributes as the game progresses. Simulation verifies overall design. In simulation, we have to obtain the output to apply certain input. Generally, simulation is recreating some physical experience that can actually be done but may not be very available to the average people. Role play is also different from formal play. During formal play, characters are expected to practice the given behavior regularly before actual play starts; whereas, role playing is unrehearsed, unprepared, and spontaneous dramatizations.

2.2.3. Types of Role-Play

Different scholars classified role-play differently. However; most of them agreed up on the common sense as role play can be free or controlled.

Byrne (1987) also classified role-play, as scripted and unscripted role-play. There is a difference between these two role-plays.

2.2.3.1. Scripted Role-play

This type of role play involves interpreting either the text book dialogue or reading text in the form of speech. The main function of the text after all role-play is to convey the meaning of language items in memorable way .The writer here viewed that the ways of organizing scripted dialogue can be carried out in two parts of students who would improve a conversation in front of the class .In turns, the teacher can also ask the students to practice the conversation privately with their before they act in front of the class.

2.2.3.2. Unscripted Role- Play

In contrast to scripted role-play ,the situation of unscripted role-play don't depend on text book .It is known as a free role-play or improvisation .In such role-play ,the students themselves have to decide what language to use and how they should develop the conversation .In order to do this activity , good preparation from both teachers and students is really necessary .

2.2.4. Significance of Role- play in teaching Speaking

It has been mentioned in the above discussion that role-play is one of the activities to promote oral fluency. Through role-play activities the students learn how to express idea, opinions or feelings to others by using words or sounds of articulation. Freeman (1998) explained that role-playing are important in the communicative teaching approach because they give learners an opportunity to practice communicating different social context and social roles. It also helps students to develop different communicative techniques and develop fluency in the language use. With a little preparation, ESL role play can be an extremely useful tool for facilitating English language speaking abilities, and assisting students in different public speaking scenes.

ICDR (1999:275) also suggested the following functions of role-play:

- It helps to clarify attitudes and concepts.
- It helps to show different attitudes and concepts.
- It serves teachers to deepen understanding of students.
- It makes students to prepare themselves for a real situation.

2.2.5. Limitation of Role-play

ICDR (1999) also put some limitations of role- play. Role- play consumes much of teacher's time unless he/she grouped the whole class to play different roles. Students may not take role-play seriously, thinking it as entertainment only. Due to lack of preparation the role-playing act

may be light or like kidding. General speaking, despite the above limitations, role-play has many functions on developing students' academic and contextual performance.

2.2.6. The Intrinsic Characteristics of Role-Play

When a student is playing a role, he/she is actively engaged in handling various materials. The effect is an intrinsic motivation to engage in personal development, as well as, gaining some form of freedom from the external rules factors surrounding him or her. Essentially, play allows the students to be attentive at the task on their hand, and thus display a positive effect even latter in real life situations. More symbolism would be seen come to real life after students practice different plays in the form of role play in actual classroom. (Paqetee, 2014)

The above scholar's idea clearly reveal that through engaging in role play, students can improve their intrinsic(internal) motivation towards different social roles, and they could use these social roles for their real life situations in the future.

2.2.7. What should be captured in designing the Environment for Role-Play?

Basically, teachers must come in at the point to create an opportunity for the student to have structured, student initiated and spontaneous experience during role play. Students' should be provided with a large enough space to engage in a role without interruption. Careful attention should be placed on space so that the dramatic sections as well as the imitation sections have enough of it, as these are the two frequently visited areas which need great attention during role playing. Materials as well, should be carefully selected. One main characteristic of play materials is the need to use them as a usual manner. This empowers students' creativity by giving them an opportunity to think, plan and complete the scene. Materials also need consistency in organization-even their storage area should be seen in the play so that students taught how to place such materials appropriately for the future trained of the entire classroom students.

2.2.8. How do teachers organize Role-Play?

The benefits of play time are maximized when the teacher comes in to facilitate the play; otherwise, learning through role play will be very limited to the qualified students only. The teachers support is necessary in developing appropriate practice during role play as teacher's intervention takes many forms including assistance in solving problems, re-briefing the play, inculcating play themes in students mind, and posing question that probe students thinking. The teacher as well must develop students' play skill through motivation especially for those

students who have a problem of stage fright. This can be done through using the technique of teaching that students have a full confidence in, and realizing that all students are participating on the activities.

The task of role playing should start from very simple information gap activity to very complex tasks like understanding the internal feeling of someone through giving a detail advice. Students can easily develop holistic understanding of events when they move from the known to unknown; otherwise, students will be exposed to even more confusing conditions.

2.2.9. Principles for developing Role-Play

Paquette (2014) put that teachers who are interested to design a role play for teaching speaking should keep this point in their mind.

2.2.9.1. Breakdown the role in to specific tasks for specific dates

This will keep students organize themselves well, and prevents them from getting overwhelmed. It is important to structure tasks so that the content teachers' want is covered as close to reality as possible. It also helps students to start with a role play that imitates a well-known situation. Furthermore, it allows some class time for team work, but let students know that most of the works will need to be done outside of the class being in pair.

2.2.10. The Four Major Steps of Directing any ESL Role-Play

An American educationalist Catherine Leon (2012) suggested the following four major stages for directing English as a Second Language role play.

2.2.10.1. Casting

Are an activity of decision making which are done both by the teacher and students before the role play? The following are points which should considered during casting

A. Gender and Age. Ultimately teachers should let students to be guided by them. Teachers also need to accept the unique desires of each participants of the role playing process, and allow students to be whoever they wish to be. If students are enjoying their role play identity, then teachers should let students to do it. Therefore, student's interest should be taken in to consideration before deciding the age and gender cases of the role play.

B. Audience. Teachers sometimes may not think as audience is part of setting the stage, but it really is a conscious aspect for the success of role play stages. Whether their will or will not be an audience for the role play, or aside from the other participants on stage at the moment, is a big decision that will have significant consequences for role play. For role play to save as an

effective tool the decision whether the rest of the class will or will not be watching will have an enormous effect on learning results.

In general, it is most often optional to have a role play being observed by a large number of audiences; rather, a manageable size is often preferable-say an audience a maximum of ten for a role play with two to five participants. The role play should not have an audience so large that it turns into a public speaking event. Rather the role play should be watched by a small, familiar member of students. If a class has large number of students, the teacher should use small group formats, and employ the turn playing as a technique of participating the whole class members.

2.2.10.2. Planning the Theatrical Events.

There is a plan in ESL role play for scripted or unscripted (impromptu, improvisations) formats. The advantage of scripted role play is that the students are able to practice a pre specified tasks being asked to perform. One of the negatives of scripted role play is that it makes students nervous in fear of following scripted rules of the teacher. Whereas, unscripted or free role play gives a time for students to practice a language freely without following the strict rules. Unscripted role play also helps students to avoid anxiety. The following activities are carried out during the stage of planning and theatrical events.

A. Picking Topics. The subject or outline of the role play should be a topic with which the participating students are familiar. For example, the role play could be about activities of shopping, asking direction, tour guide etc; in short, topic selection should be done based on students' interest and knowledge level.

B. Preparing for the Show. How each role play is set up depends on the initial decision of whether to use a scripted or improvisation format for the role play. If the role play is to be scripted, the terrific homework activity for the students can be done between one class and the next. That means the class in which the role play is performed can't freely express their own idea. The class will need to be assigned a time period for the length of role play, as well as be informed whether any supportive aids are in students' hand. Generally, the role play should be an entertaining activity. Through entertainments the role play should be aimed at teaching students how to speak and listen in natural environment, and how to speak the target language as much as possible.

2.2.10.3. Show Time

The role play performance itself presents a number of challenges that should be anticipated with plans to simplify preparations. Stage fright, students absents, and interruptions during role play are leveled as major challenges during performance of role lay. Basically, the degree of

destructiveness of the interruption depends on the timing and length of the interruption and the ability of the interrupted performing students to regroup and restart. Disruption can be best minimized by using performance in progress.

2.2.10.4. Feedback Time

Post-performance feedback can be given by the teacher for students immediately if there is only one performance per class period. Otherwise, waiting until the end of class or even the next class is preferable. Because, there is nothing that will make students waiting to perform more nervous than hearing other students' performances harshly criticized. In this respect, post-performance reviews that are done in front of the audience should be positive, with any constructive criticism saved for private input.

2.2.11. Error Correction during Role-Play

There are many ways to correct errors during role play. It is really appropriate for the teacher to jump in and correct every mistake. This could be incredibly undermining students' trial and letting them to feel ashamed. Most of scholars agreed up on the issue that correction is very advisable if it is done immediately after the end of role play activity when the language is fresh in students mind, and when students are not confused during production of the language. Generally, error correction during role play can be:

A. Self- correction; self-correction can be done if the teacher recorded the role play and give the student to correct his/her mistakes afterwards. This way of error correction highly develops the student's confidence, and helps the student to accept the issue that making error is inevitable during the course of speaking despite it needs instruments like CDs and DVDs.

B, Peer Correction; Fellow students may be able to correct some errors made by their peers. During peer correction, students could be asked to listen out for both great bits of language they would like to use themselves and some errors they heard. Here, the teacher needs to be careful to keep peer correction positive and profitable experience for all involved students. Peer correction creates a sense of computation on students, and this in turn leads students to develop their speaking skill radically.

C. Teacher- Oriented Correction; this way of correction is the usual for of correction that every teacher is involved to correct errors that students made during speaking classes. It highly focuses on accuracy of language use, and negatively influences students' confidence speaking skill in fear of making mistake.

2.3. Learners' and Teachers Role during Role Play

Atkins, Hailom and Nuru (1995) put the following classification of tasks for students and teachers during role play.

2.3.1. Learners' Role during Role Play

A communicative language teaching assumes a very active role for students. Role play is one of the techniques which involve the use of communicative language teaching. It involves greater students' initiative and interaction rather than simple teacher-centered direction. The consequence is that the classroom should be organized in such a way that it helps more interaction to take place between students themselves. To offer the most favorable learning environment, student errors are considered as completely normal and usual phenomenon in the development of communicative abilities. Students must be allowed to use/ modify the language, and the teacher shouldn't interfere while students are doing pair works in order to correct errors.

2.3.2. Teachers' Roles during Role Playing

During, the teacher has two main roles. The primary role of the teacher must be to facilitate the role playing among all members of the classroom, and de-brief the role play task if needed. The second task of the teacher is monitoring and managing the classroom before, during and after role play, and participating in the role where appropriate.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter would discuss research design, research methodology, population and sampling, data collection tools, research procedures; and methods of data analysis that was used in the data collection.

3.2. Research Design

In this research, the researcher used a descriptive survey design. According to Kothari (2004), descriptive studies are those studies which are concerned with describing the characteristics of a particular individual, group of people, or things.

According to Creswell (2014), survey design provides a quantitative, description of trends, attitudes, or opinions of a population by studying a sample of that population

As the nature of the study is examining the use of role plays in the teaching of oral English and to explore to what extent they use role play, descriptive survey design is felt to be appropriate.

3.3. Research Methodology

Research methodology is a way to systematically solve the research problem. It may be understood as the science of studying how research is done systematically. It is a strategy of enquiry which moves from the underlying assumption to research design, data collection, and analysis procedures (Kothari, 2004).

According to Kothari (2004), there are three basic approaches to research. These are quantitative, qualitative, and mixed approaches to research. In a quantitative approach to research, data is expressed numerically and statistically analyzed. The qualitative research approach, on the other hand, is concerned with the subjective evaluation of attitudes, opinions, and behaviors. In this approach, data is expressed through words and pictures. In a mixed methods approach to research, data is analyzed through both numbers and statement forms.

In this research, the researcher used both qualitative and quantitative approaches (mixed approach) because of the data. The data of this research was expressed both through numbers and words and analyzed statistically and in statement forms. Therefore, the researcher selected a mixed approach to research methodology for conducting this research.

3.4. Population, Sample and sampling technique

3.4.1. Population

For this study, Bethlehem Secondary School was selected purposely because the researcher is teaching in this school; therefore, he would have a better chance of understanding sufficient information about English students. In addition to this, grade nine (9) was chosen for the following reasons:

Students were observed to be less effective in English language learning classes. In relation to this, their English teachers were heard repeatedly complaining about their student's inability to engage in activities that involve English students, specifically role-playing activities in the classroom. According to the school report, many grade nine (9) students did not advance to the next grade; for example, in the 2014 E.C., 74 students did not receive a passing grade. These students' results (specially their results in English subject) were low when we compared them to other grade levels (grades 10, 11 and 12) Due to this, the study particularly emphasized grade nine (9) students. Because the researcher believed that the more the students fluent in English by applying role play method, the more they can improve their English results. Furthermore, as Bethlehem Secondary Schools, grade nine (9) students come from different primary schools in a different school setting and background, and they are new to the school, their fellow students as well as teachers, and the school rules and regulations. For this reason, the researcher would like to make this grade level the population of the study.

In Bethlehem Secondary School, there are a total of seventy eight (78) teachers and one thousand two hundred sixty (1260) students in the school. Of those students, two hundred fifty five (255) are grade nine students, and one hundred fifty six (156) students were taken as the participants of the study. Among seventy eight teachers, six of them by dual grade levels are English teachers who are teaching in grade nine, and these six teachers were the respondents of the research.

3.4.2. Sample and Sampling Techniques

The target class of grade nine encompassed 255 students in 6 sections, but it was costly and time

consuming to include the whole population (255); because of this, the researcher believed to apply Yemane's (1967) sampling size determination formula. Based on Yemane's formula, 156 students were selected by applying about 60% (3/4) from the total population. Therefore, Yemane's formula, to select the sample size of the students, and random sampling (lottery method) was employed to select the sample of students from each section in such a way that the researcher wrote the names of all the students (255 students) and then insert to the box. Then take out sixty percent of the total number (156) of grade nine students from the box and these were the respondents of the study. By doing this, a total of 156 students were taken as a sample of the study from each section. Finally, the researcher has decided to select a sample of 156 students as follow formula.

$$n = \frac{N}{1 + Ne^2}$$

Where

N=designated total numbers of the population

n=designated the sample size for the researcher

e=designated maximum variability or margins of error -5% (0.05).

Hence, for this research, since the numbers of the total population is fixed, the sample size calculated as follow:

$$n = \frac{255}{1 + 255([0.05])^2} = 156$$

Therefore, from 255 of population, 156 students were selected as the respondents of the study.

The researcher was also used all the six (6) teachers who are teaching in grade nine as the participants of the study as the number is manageable. These six teachers are also teaching other grade levels (grade 10, 11 and 12) in addition to grade nine based on the period allotted.

3.5. Data Collection Tools

For this research, the researcher used questionnaire, interview and classroom observation as a tool for collecting the desired data. What made the researcher to use these three of tools is mentioned below.

3.5.1. Questionnaire

According to Kothari (2004), the questionnaire is addressed to respondents who are expected to read and understand the questions and write down the answers in the space meant for that purpose in the questionnaire itself. Starting from short reactions to the detailed follow-up tools, questionnaires can be used to obtain both objective and subjective information about

participants' reactions towards the required information. Because of this, the researcher used a questionnaire as one tool for gathering data about examining the use of role plays in the teaching of oral English: the case of grade nine students of Bethlehem Secondary School.

The questionnaires were distributed to all English teachers who are teaching in grade nine and to the selected one hundred fifty six (156) participant students. The questionnaires have two parts. The first part of the questionnaires is given to teachers to assess their use role-play teaching techniques in their EFL classroom. The second part of the questionnaire is given to students to assess students' perceptions, teachers' roles, and the frequency of using role play in their EFL classroom.

The researcher provided 25 close-ended questions for teachers and 15 close-ended questions for students to examine the use of role plays in the teaching of oral English: the case of grade nine students of Bethlehem Secondary School.

The questionnaire consisted a five-point Likert scale, and items on the five-point Likert scale range from "strongly agree" to "strongly disagree" with numerical values of 5 to 1 respectively.

3.5.2. Interview

The second important data collection that the researcher used to conduct this study was interviews. According to Creswell (2014), interviews can secure data that is not available in performance records or data that is difficult to obtain through written methods or observation. Interviews can be structured, unstructured, or semi-structured.

Berg (2001) notes that semi structured interviews are conducted in a systematic way by giving the interviewee freedom. In order to come up with a reasonable explanation and to enrich the study, semi-structured interviews were conducted.

The interview questions were eight (8) in number, and these questions are prepared for the six English teachers to know the details of English teachers' explanations of the nature and applicability of the role-playing teaching method. Electronic equipment (mobile phone) was used for recording purposes during the interview. This technique helps the researcher not miss the information because of a speedy interviewee.

3.5.3. Observation

ICDR (1999) defined observation as a technique that employs a sense of vision as a main data source. It is also a method of data collection that enables data in its natural context in the form of first-hand information without the interference of different barriers.

According to Kothari (2004), the main advantage of the observation method is that subjective bias and hasty generalizations will be eliminated if observation is done effectively. Secondly, the information obtained under this method relates to what is actually happening; it is not complicated by either past behavior or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and, as such, is relatively less demanding of active cooperation on the part of respondents than happens to be the case in the interview or questionnaire methods. This made the researcher decide to use observation as one of the tools for collecting data for the study.

In order to make a classroom observation, a check list was developed and used to assess how frequently teachers and students are practicing the role-play teaching method for limiting fluency matters and challenges that hinder teachers and students from using it as their first option for teaching and learning speaking. The observation was made based on the check list that concerned with the classroom activities of a teacher, students' participation, the teacher's way of addressing speaking lessons, ways of commenting on students' interaction between a teacher and students, etc. The check list consisted of twenty-five (25) activities to be observed. To avoid personal biases that might occur in the meaning given to what will be observed; the observations were conducted by a researcher and another English teacher as co-observer. Each class was observed twice, which means that each of the six English teachers were observed twice to ensure that the delivery of activities was consistent. The observation was conducted for twelve (12) periods for one month starting from November 07, 2022 up to December 07, 2022. The reason why the researcher spent one month is that the observation was carried out consecutively in order to make the observed characteristics the teachers' likelihood.

3.6. Data Collection Procedure

The data collection process began in the first semester of 2015. E. C at Bethlehem Secondary School, academic year. After the researcher had selected a specific tool for the study, which was consistent with the objectives of the study, the next step was collecting the data. The final draft of the questionnaire was administered to one hundred fifty six (156) grade nine students. Then, the students were gathered in a separate room, and the data collection process was started by giving adequate orientation to the respondents.

Since the students' questionnaire was developed in English, the researcher read the entire questionnaire and translates the items into Amharic. On the next day, the teachers' questionnaire was distributed to six English teachers, and the teachers filled in and return the questionnaire on the next day they are addressed. Finally, the interview was conducted in such a way that the

researcher jot down the ideas what has been said by the interviewee.

3.7. Methods of Data Analysis

The researcher used mixed approach of data analysis. The data obtained from students and teachers through questionnaires was analyzed quantitatively, and the result of the study was reported by using frequency, percentage, mean, and standard deviation. However, the data obtained through interview was described qualitatively.

In the data analysis of the teachers' and students' questionnaires that was designed to assess teachers' and students' view of conceptual issues, teachers and students' roles related to implementation was given numerical scores (strongly agree = 5 ,agree = 4 ,undecided = 3 ,disagree = 2, disagree = 3 and strongly disagree=1). Whereas, items which ask students' frequency of implementing role play was valued as: always, sometimes, rarely, and never, and these frequencies were expressed numerically as: always = 5, sometimes = 4, rarely = 3, occasionally=2 and never = 1. The data under observation check were analyzed through merging with the questionnaire and interview questions based on the similarity of questions. The mean scores of each item were calculated in line with coding numerals; and finally, based on the findings of the study, a researcher forwarded conclusions and recommendations.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4. Introduction

As it is noted in chapter one, the general objective of this study was examining the use of role play in the teaching of oral English of grade nine students of Bethlehem Secondary. In order to achieve the this objective and find the answer to research questions in chapter one the necessary data were gathered through the three types of data collection tools: questionnaire, interview and classroom observation. Therefore, the data are analyzed and interpreted in line with the objectives of the research work.

In this section the collected data are presented and analyzed. This chapter is organized with presentation of statistical data obtained from the three data collection tools and this presentation of data is followed by discussion of the finding.

4.1 Data Analysis

4.1.1 Analysis of Teachers Responses obtained through Questionnaire (open-ended questions)

Table 4. 1: Teachers’ responses on perception of role play teaching technique

N o	Items	5		4		3		2		1		TF		T R	M	ST D
		T F	%	T F	%	T F	%	T F	%	T F	%	T F	%			
I	Conceptual Perspectives															
1	Role play saves teachers time through sharing tasks of different role among different pairs of students	2	.33	3	.50	0	.00	1	.66	0	.00	6	100	6	4	1.1
2	The role play technique is not suitable for large classes like in your school	2	.33	3	.50	0	.00	1	.66	0	.00	6	100	6	4	1.1
3	Controlled activities are enough to make students fluent speakers of English language.	3	.50	2	.33	0	.00	1	.66	0	.00	6	100	6	3.7	1.8

4	Role play teaching is very important for students in primary level-not for high school and preparatory level students	4	66	2	3	0	0	0	0	0	0	6	1	6	4	0.8
5	When students use language for expressing social roles, they would probably enhance their skills and confidence in speaking.	2	33	3	5	0	0	1	6	0	0	6	1	6	4	1.1
6	Students' best learn when we teach them structure than communication	2	33.	3	5	0	0	1	0	0	0	6	1	6	4	1.1
7	Students do not need to talk in order to develop fluency as fluency will come when students learn reading and listening	1	16.	1	1	0	0	3	5	1	1	6	1	6	2.	1.5
8	Role play activities are not in line with the teachers' responsibility for ensuring discipline in the classroom	4	66.	2	3	0	0	0	0	0	0	6	1	6	4.	1.2
9	Using role play teaching is tiresome and very challenging	3	50	3	5	0	0	0	0	0	0	6	1	6	4.	0
10	Teachers have the ability to make uncomfortable learning environment very comfortable for using role play	1	0	2	0	1	6	1	6	1	6	6	1	6	3	1.4
Grand total														3.	1.1	
														4	7	

Keys: 5=strongly agree 4=agree 3= undecided 2=disagree 1=strongly disagree

TF=total frequency TR= total response M= mean STD = standard deviation

As it is shown in table 4.1 half of the respondents (50 %) agree on the issue that role play saves teachers time through sharing tasks of different roles among different pairs of students. In

addition 2(33.3 %) of the respondents strongly agree on the idea that role play helps the teachers to use time wisely by sharing tasks to different pairs of students. On the other hand, only 1(16.6%) of respondents disagree on the issue. When this result is described in terms of mean, the mean value of this item is 4 which is the point of agreeing with regard to the scale. Therefore, the finding shows that teachers have a positive feeling on the importance of role play. However, the researcher realized during observation that none of the teachers use role play knowing as it saves their time. Even, some of the respondents during interview responded as role play consumes their time, and this made them not use role play. Thus, the researcher pertains that teachers will probably be less motivated to implement what they know theoretically as

For item 2, 3 (50%) of respondents agree on the issue that role play is not applicable teaching technique for large classroom. In addition, 2(33.3%) of them strongly agree on similar issue. Whereas, only 1(16.6%) of respondent strongly disagree on the issue that role play may not probably be applicable for huge number of students in one class. At the same time the mean value for this question is also 4, which indicates the scale of agreeing on the provided issue. Therefore, the result shows that there is no gap on teachers to understand as role play is important to enhance face to face interaction. On the basis of the data above, it is possible to deduce that almost all of the teachers did not use role play if the class contains huge number of students. This may be a result of frustration on time consumption per one period.

For item 3 on the same table, 3 (50%) of the respondents responded that they strongly agree on the idea that controlled activities of role play are enough for teaching students fluency, and 2(33.3%) of respondents agree on the same idea. Only 1(16.6%) respondent disagrees on the idea of giving only controlled activities to teach learners speaking fluency. The mean value of this item is 3.67 which approaches to 4 that indicate agreement on the scale part. Therefore, it is possible to deduce that most of teachers have adopted the habit of giving controlled tasks. This would probably be as a result of teachers thinking that students might find themselves difficult to bring a play which enhances their oral fluency. But, Paquette (2014) argued that students should be provided with a chance to bring their own topic for role play. This will probably enhance their confidence and speaking skill they do have an understanding about the chosen topic.

Under question 4 of table 4.1, it is shown that half 4 (66.6%) of respondents strongly agree on the issue that role play teaching technique is very important for students of primary level. Besides, 2 (33.3%) of respondents responded that they agree on the issue. Thus, the result of mean calculation for this item is 4.33 which approaches to 4.4 in turn indicate agreement on the idea. Based on this finding, it is possible to conclude that teachers' misconception about the level of students in which role play teaching technique is applicable highly affects them not to

use it during speaking classes. This may be a result of insufficient training about role play. Thus, an adequate training is needed to change such negative attitude of language teachers so as benefit from the teaching technique.

The analysis of question 5 from the above table reveals that 2 (33.3 %) of respondents responded as they strongly agree on the issue that using language for expressing social roles helps students to develop positive image about societal roles, and 3 (50%) of the respondents agree on the same issue. But, only 1 (16.6%) of the respondents has no idea concerning the issue of role play helps students to practice different social roles. The mean value for item 5 is 4 and this mean value indicates agreement on the stated idea. On the bases of the data above, it is possible to infer that there is no gap from teachers to understand as role play is important for developing a positive image about different social roles. However, knowing the theory only may not be a guaranty for using it in the actual classroom. It is this reality that the researcher observed during classroom observation. This inconsistency between theory and actual practice may be a result of different personal factors.

As it is demonstrated in 4.1, in item 6, half 3 (50%) of respondents agree on the idea of teaching structure (grammar) is more valuable than teaching communication for students. 2 (33.3%) of the respondents also strongly agree on the same issue. Only 1(16.6%) disagree on the issue that teaching structure is not less valuable than teaching communication for students. The mean value for this statement is 4 and this mean value indicates that an agreement on the idea. This result reveals that majority of teachers are interested to teach grammar instead of communication, and this may affect teachers to develop positive image on using role play as Littlewood (1983) argued that role play is one of communicative language teaching method which is applicable to teach language skills like reading, writing and listening inductively, and speaking deductively.

As we can see from the above table, for question 7, 3 (50%) of the respondents disagree on the idea that students can never achieve oral fluency unless the teacher who taught them is fluent enough. 1 (16.6%) respondent also strongly disagree on the issue that students achievement of fluency highly depends on fluency of teachers who taught them. In contradiction only 1(16.6%) of respondents agree and strongly agree respectively on the issue that students fluency in speaking may not be affected because of teachers who taught them. The mean value for this question is 2.67 which approach 3 and this 3 indicates that 'undecided' choice from the scale value. As a result of the finding, it is possible to deduce that teacher's fluency doesn't affect students to be or not to be fluent speaker.

As to question 8 in the above table, all 4(66.6%) and 2(33.3%) of the respondents strongly agree and agree respectively on the idea that teachers interest towards role play teaching method determines the frequency in which they use in their speaking classes. The mean value for this question is 4.33 which approach to 4. This 4 scale value indicates that there is an agreement on the stated statement. Based on the finding, it is possible to conclude that interest of teachers' play a vital role to make teachers' use role play teaching method. Therefore, much should be done to bring an interest on teachers to use role play. Thus, not only for role play teaching itself, but also for the teaching profession in general interest from the teachers or direct participant plays an enormous role. This will probably achieved through designing the course material in lined with role play teaching technique and motivating teachers to implement what is there in the text book

For question number 9, 3(50%) of respondents strongly agree and 3(50%) of respondents agree respectively on the view that using role play teaching method is tiresome and time consuming. The mean value of this statement is 4.5 which approach to 5. This 5 indicates strongly agree on the given point. This finding indicates that there is a great gap on how to apply a role play without consuming much time. So, a great effort is needed to train teachers how to apply role play for speaking courses without consuming time. ICDR (1999) also argued that the motivation and interest from the teacher gives a life for learning in the actual classroom. Thus, this interest of teachers towards role play teaching will probably upgraded through giving a continuous training about the teaching technique.

Based on the above table 4.1, for question 10, 2(33.3%) of respondents agree on the idea that teachers have the ability to change uncomfortable learning environment comfortable for implementing role play. Only 1(16.6%) respondent strongly agreed on the point. At the same time, 1(16.6%) respondent and 1(16.6%) respondent disagree and strongly disagree on the issue that teachers have the ability to make uncomfortable learning environment comfortable for implemen5ing role play teaching method. The mean value of responses for this question is 3.17 which approach to 3. This 3 from the above scale values indicates that respondents do not want to give a clear decision for the statement. This mean value indicates that respondents are confused to give a decision on the given issue.

Table 4. 2: Response of Teachers on Students Role and their role during Implementation

N O	Items	Scale values										TF		T R	M	S T D	
		5		4		3		2		1		F	%				
		F	%	F	%	F	%	F	%	F	%						
II	Students' Role																
1	Students must accept and play a role which is given by the teacher	2	33.3	3	50	0	0	1	16.6	0	0	6	100	6	4	1.09	
2	The student must participate on deciding the type and nature of role play to be played in the class	0	0	1	16.6	0	0	3	50	2	33.3	6	100	6	2.17	0.98	
3	Students have to initiate a teacher to give them a role to play	1	16.6	1	16.6	0	0	3	50	1	16.6	6	100	6	2.67	1.5	
4	Students by themselves have to form a pair and play a role instead of waiting the teacher to play role play	2	33.3	2	33.3	0	0	1	16.6	1	16.6	6	100	6	3.5	1.64	
5	Students have to ask a task of de-briefing if they find difficulty to understand the role to be played	3	50	2	33.3	0	0	1	16.6	0	0	6	100	6	4.17	1.16	
6	Students should listen carefully during role play	2	33.3	3	50	0	0	1	16.6	0	0	6	100	6	4	1.09	
7	Students have to prepare themselves well for the role play	2	33.3	3	50	0	0	1	16.6	0	0	6	100	6	4	1.09	
Grand Total															3.	1.	
															5	2	

Keys: 5=strongly agree 4=agree 3= undecided 2= disagree 1= strongly disagree

TF= total frequency TR= total response M= mean STD=standard deviation

Based on the above table 4.2, for question 1, 3 (50%) of the respondents agree on the idea that students must accept and play a role which is given by their teacher. In addition 2 (33.3%) of the respondents also agree on the above issue of enforcing students to accept a chosen role to play

in the classroom. Only 1 (16.6%) respondent disagrees on the issue of enforcing a student to play teacher-chosen topic of role play. The mean value for this statement is 4. This scale value (4) indicates an agreement on the issue. On the other hand, for question 2, 3 (50%) of respondents disagree on the issue of giving the chance for students to decide the form and type of role play to be played in the classroom. 2(33.3%) of the respondents also strongly disagree to give a chance for learner to decide on the form and nature of role play. On the contrary only 1 (16.6%) respondent agrees on the issue of permitting students to decide the form and nature of role play. The mean value of this item is 2.17 which approach to 2. Here, this 2 from the scale values indicates that a disagreement on the provided issue. Based on these two data it is possible to deduce that teachers are less interested to permit learners to decide on the type and form of role play to be played in the classroom. This may be probably an adoption of the former chalk and talk teaching method. Richards (2006) also argued that a teacher center orientation during the language classroom makes learning environment bulky and full of depression. Therefore, it is very advisable if teachers adopt the habit of giving a chance for students to decide on what, how, when and where the role play should be played.

As it is shown on the above table, for item 3, half, 3 (50%) of respondents disagree on the issue that students should initiate the teacher to give them a role to be played. In addition 1(16.6%) respondent strongly supports the idea that students have to activate a teacher to give them a role play. Only 2 respondents' show the sign of agreement to the issue that an initiation must come from students in order to give them a role plays. (1, strongly agree and the other one agree). The mean value for this statement is 2.67 which approach to 3. Thus, it is possible to conclude that teachers need an initiation from students to use role play for teaching speaking in the classroom.

In relation to question 4 of the above table 4.3, 2 (33.3%) strongly agree on the issue that students by themselves have to form a pair and play a role instead of waiting a teacher until he/she told them to play a role. Similarly, 2, (33.3%) respondents also agree on the issue which is under item 4 of table 4.3. In contradiction, 1 (16.6%) respondent strongly disagree, and the other 1 (16.6%) also disagree on the issue of leaving students to form a pair and play a role instead of being with them and organizing, guiding and correcting mistakes with them. The mean value for item 4 of table 4.3 is 3.5 which approach to 4. Based on this result, it is possible to conclude that teachers do not organize and facilitate well during role play. Freeman (2000) argued that most of teachers consider interactive language teaching as giving a task for students and sitting beside them; despite, the task of a teacher during interactive language teaching techniques like role play should be working with students through facilitating, guiding and participating with students if needed. Therefore, there is a need to create awareness about how role play can be carried out in

the classroom.

The interpretation of item 5 was done with item 6 of table 4.2 as the nature of these questions is similar.

As it is shown on table 4.2, for question 6, 3 (50%) of the respondents agree on telling the students to listen carefully during role play. Plus to that, 2 (33.3%) of respondents also strongly support the issue of informing students to listen carefully during role play. Only 1 (16.6%) respondent disagrees on the issue of informing students to listen carefully. In addition, for the last item of table 4.3(item 7), 3(50%) of the respondents agree on the issue that students have to prepare well for the role play in order to play a role play well. In addition 2 (33.3%) of the respondents are also strongly agree on the issue that an advance preparation helps students to play a role play well. Only one respondent disagree on the issue that students have to prepare themselves well for the role play. The mean value for this statement is 4. This (4) mean value indicates that there is an agreement on the given issue. These two items are used to ask how teachers manage the classroom during role play. Under both of the items the mean value is 4. This 4 mean value indicates that an agreement on the given issue. Thus, based on the finding it is possible to infer that most of teachers agree on the issue of managing the classroom during role play through giving enough time for preparation, telling students to listen carefully during role play, asking post play questions which provoke students understanding level of the theme of the role play.

Table 4. 3: Teachers’ Response on the Degree of using Role Play to their Speaking Class

No	Items	Scale values										TF		T	M	ST	
		5		4		3		2		1		F	%				R
		F	%	F	%	F	%	F	%	F	%			F	%		
III	About Implementation																
1	I select reasonably familiar roles to be done in the class	3	50	3	50	0	0	0	0	0	0	6	10	2	4.	0.5	
												0	7	5	4	4	
2	I provide regular opportunities for my students to practice role play and enhance fluency	3	50	3	50	0	0	0	0	0	0	6	10	2	4.	0.5	
												0	7	5	4	4	
3	During implementation of role play the target language should be language of communication(i.e.no mother tongue interference at all)	2	33	2	33	0	0	2	33	0	0	6	10	2	3.	1.3	
			.3		.3				.3			0	2	67	6	6	

4	During implementation of role play teachers' speaking time should be limited	3	50	3	50	0	0	0	0	0	0	6	10	2	4.	0.5
5	Teachers' need to implement both scripted and unscripted type of role play	1	.6	2	.3	1	.6	2	.3	0	0	6	10	2	3.	1.2
6	Implementing role play teaching is a mandatory for all language teachers	0	0	0	0	0	0	4	66	2	33	6	10	1	1.	0,5
7	Before implementation time, the teacher should ask and know the interest of students to play a role.	3	50	2	.3	0	0	1	.6	0	0	6	10	2	4.	1.1
8	A teacher should tell his/her students about the primary function of a given role play before he/she address students with specific task of role play	2	.3	3	50	0	0	1	.6	0	0	6	10	2	4	1.0
Grand total															3.	0.8
															8	7

Keys: 5=strongly agree 4=agree 3= undecided 2= disagree 1= strongly disagree
TF= total frequency TR= total response M= mean STD=standard deviation

From the above table, for question 1, 3 (50%) of respondents strongly agree, 3 (50%) of respondents agree on the issue of giving reasonable and familiar roles for students. The mean value for this item is 4.5. This mean scale value indicates that respondents strongly support the issue of starting from simple role play to make students familiar with the role play. Ur (1999) also supports this issue and argued that the primary role plays should start from simple information gap activities. Here, Ur stressed that these simple role play should aim at improving fluency in speaking skill-not accurately structure parts of sentences during the conversation. Thus, based on this result it is possible to infer that there is no gap of understanding where to start role play activities although they are weak in performing what they know theoretically. This will probably be because of different personal factors such as less preparation for role play lessons, considering as role play consumes much of their time.

For question 2 of the above table 4.3, like question 1, 3 (50%) of respondents strongly agree, and half of the respondents 3 (50%) also agree on the issue that teachers should provide a regular opportunities for their students to practice role play and enhance role play. None of the respondents disagree or strongly disagree on the issue of providing different speaking opportunities to enhance learners' oral command. The mean value of this item is 4.5 which approach to 5. Here, 5, from the scale values indicate that respondents are strongly agree on the

provided statement. However, the data from classroom observation shows that very few teachers provide little opportunities like drama, debate, and group discussion for enhancing students' demand of speaking fluently. Majority of teachers teach speaking as a grammar topic by dictating steps to prepare a speech- not the actual practice of speaking itself. This result indicates that an approach that teachers and students have an influence on students to apply role play teaching method.

In relation to question 3 of the above table 4.3, 2 (33.3%) of respondents strongly agree, and also 2 (33.3%) of the respondents agree on the issue of using a target language as a means of communication during implementation session of role play so as to improve students use of the target language. Whereas, 2 (33.3%) of the respondents oppose the idea of using a target language as a means of communication during the implementation period of role play. The mean value for item3 of table 4.4 is 3.67 which approach to 4. The scale value 4 from the above table indicates that the sign of agreeing on the given idea. In relation to the use of target language, Richards and Rodgers (1999) argued that the focus of classroom activities should be based on the performance of meaningful tasks which students might actually want to perform in English, rather than on manipulating language forms out of the context.

In lined with question 4 of table 4.3, 3 (50%) of respondents strongly agree, and 3 (50%) agree respectively on the issue of limiting teachers' talking time during implementation of role play teaching method. None of the respondents disagree or strongly disagree on the provided item (4). Here, 5 from the scale values based on the above tables indicate that respondents are strongly agreed on the given idea.

As it is mentioned on table 4.3, for item 5, 2 (33.3%) , and the other 2(33.3%) respectively agree and disagree to implement the two types(scripted and unscripted) of role play. In addition, for the same item (5), 1 (16.6%) strongly agree , and another 1 (16.6%) respondent strongly disagree on the issue of implementing both scripted and unscripted role plays in speaking lessons. The mean value for this item number 5 is 3.33 which approach to 3. This scale value (3) indicates the respondents didn't give a decision on the given statement. This will probably be the result of lack of adequate training as these teachers responded at the interview part of the question. Therefore, an adequate training is needed to make teachers understand the two types of role play and use these two types of role play interchangeably for their speaking classes so as to make students to speak fluently.

For item 6 of table 4.3, all 4 (66.6%) respondents disagree on the issue that teachers should follow up as quickly as possible when students are preparing themselves for play in different

roles In addition, 2 (33.3%) of the respondents also opposed the issue of follow up activity which is done by a teacher in pre- role play task. The mean value for this item is 1.67, almost closer to 2. Here, 2 from the above scale values indicate that respondents disagree on the given topic. This result shows that teachers have assumed that giving a role and letting students to play only is enough for implementing role play. But, the truth under the data obtained from shows that teachers sit beside students by giving different tasks for role playing. Therefore, it is possible to conclude that there is a gap on teachers side about activities carried out during role play. This gap may probably resulted from misunderstanding the nature of using role play effectively in speaking sessions of EFL classroom.

In lined with item 7 of table 4.4, half 3 (50%) of the respondents strongly agree on the issue that before actual implementation the teacher should ask if students are interested to play a role. At the same time, 2 (33.3%) of respondents also agree on the issue of asking the interest of students before teachers allow their students to play a role. Only one respondent disagree on the issue of asking interest of learners before teachers address them with a task of role play to be presented in front of students classmate. The mean value for this item (7) is 4. This 4 mean value indicates that there is a sign of agreement from the respondents' side on the provided statement. This result shows that teachers have to ask students' interest before they allow students to play a role as interest has a great effect on students' performance of the actual role play.

For the last item (8), half (50%) of the respondents agree on the issue that teachers need to tell the primary function of role play before they allow students to play a role. In addition, 2 (33.3%) of the respondents also strongly agree on the idea of giving an awareness about the aim of using role play in specified teaching context before addressing students with specific role to play. From all respondents only 1 (16.6%) respondent disagree on the issue of telling the function of using role play before teachers use role play for teaching speaking. The mean value for this item (item 8) is 4. This mean value, from the above scale values of table 4.4 indicates an agreement on the issue. This result shows that telling primary function of using role play for specific period is very essential because it helps students to give an attention for a role play.

4.1.2 Analysis of students' close-ended questionnaire questions

Table 4. 4: Students Response on Conceptual Perspective of Role Play

N O	Items	Scale values										TF	T R	M	ST D	
		5		4		3		2		1						
		F	%	F	%	F	%	F	%	F	%	F	%			
I	Conceptual perspectives															
1	Teaching speaking through role	7	44	5	34.	1	6.	1	10	6	3.	7	1	63	4.	1.1

	play enhances your oral fluency	0	.8	4	61	0	41	6	.2		84	8	0	4	06	3
			7						5				0			
2	Learning through role play is fun and enjoyable	8	52	5	37.	4	2.	1	6.	2	1.	7	1	67	4.	0.9
		2	.5	8	17		56	0	41		28	8	0	6	33	
			6									0				
3	Role play helps students to avoid frustration to speak in front mass of people	7	47	6	42.	2	1.	1	7.	2	1.	7	1	66	4.	0.9
		4	.4	6	30		28	2	69		28	8	0	6	27	2
			3									0				
4	Using role play helps to practice and adopt different roles around your society	9	57	5	32.			1	7.		2.	7	1	67	4.	1.0
		0	.6	0	05	0	0	2	69	4	56	8	0	8	35	1
			9									0				
5	Role play has no value more than laughing and kidding at students who played a role wrongly	4	25	7	50	1	8.	1	7.	1	7.	7	1	59	3.	1.1
		0	.6	8		4	97	2	69	2	69	8	0	0	78	4
			4									0				
Grand total														4.	1.0	
														2	2	

Keys: 5=strongly agree 4=agree 3= undecided 2=disagree 1=strongly disagree

TF=total frequency TR= total response M= mean STD = standard deviation

Based on the above table 4.4, for item 1, 70 (44.9%) respondents strongly agree on the issue that teaching speaking by using role play highly enhances oral fluency. In addition, 54 (34.6%) respondents also agree on the issue of positive influence of role play teaching method to enhance speaking fluently. Some of the respondents (10 or 6.4%) do not give a clear cut decision on the provided issue. Whereas, from all respondents, 16 (10.25%) disagree, and 6 (3.8 %) of respondents also strongly disagree on the issue that using role play teaching method enhances students oral fluency. As it is shown on the table above, the mean value of item 1 of table 4.5 is 3.84 which approach to 4. This scale value (4) based on the above table 4.5 indicates an agreement on the given idea. Based on this result it is possible to deduce that students are well awarded about the positive impact of using role play for enhancing oral fluency despite its implementation in the actual classroom as the researcher observed and checked by observation checklist.

For question 2 of table 4.4 almost all 82 (52.56%) of respondents strongly agree, and 58(37.2%) of respondents also agree on the issue that learning speaking through role play is fun and joyful. Whereas, few of the respondents 4 (2.6%), 5(6.4%) and 1(1.3%) respectively don't decided, disagree and strongly disagree as learning speaking through role play is fun and joyful. The mean value for this item (2) on the above table is 4.33 which approach to 4. This scale value of 4 based on the above table 4.5 indicates an agreement on the proposed idea. However students'

response indicate an agreement as role play teaching technique is enjoyable; they are less motivated to put such teaching technique in to practice. This may be probably their teacher do not use the technique or they don't know ways to use role play teaching technique.

For question 3, on table 4.4, 74 (47.4%) of respondents strongly agree on the idea that role play helps students to avoid frustration to make public speech. In addition, 66 (42.3%) of respondents are also agreed on the positive influence of role play teaching method for making public speech. Meanwhile, 12 (7.7%) of respondents stand against of the positive effect of role play for avoiding frustration. 2 (1.3%) respondent also strongly disagree on the issue that role play helps students to avoid frustration , and to make public speech easily. From all of respondent, only 1 (1.28%) does not decide on the provided statement. The mean value for this item (3) is 4.27 which approach to 4. Here 4 based on the above scale values indicate an agreement on the issue. Thus, based on this finding it is possible to infer that students have a positive impression as role play is one of mechanisms which helps to avoid stage fright.

In relation to item 4 of table 4.4, 90 (57.7%) of the respondents strongly agree on the issue that using role play teaching method helps students to practice different social rules and roles. In addition, 50 (32%) of respondents also agree on using role pay so as to make students to practice different social rules and roles. But, the respondents 12 (7.69. %) disagree on the issue that using role has a significance for students to practice different social rules and roles and 4 respondents (2.56) strongly disagree on the issue that using role has a significance for students to practice different social rules and roles.

The mean value for this item is 4.35 which approach to 4. This scale value (4) indicates an agreement on the given idea. Therefore, the finding indicates that role play helps students to understand different social rules and roles and to practice these roles and rules. This in turn helps them not to forget societal norms, values and traditions.

For the last item(item 5) of table 4.4, half 78 (50%) of respondents agree on the issue that role play has no value more than laughing and kidding at students who play the role wrongly. In addition, 40 (25.64%) respondents strongly agree on the issue that role play has no value more than enjoyment. Whereas, equal 12 (7.7%) respondents, and the other 12 (7.7%) respondents disagree and agree respectively. 14 of the respondents also do not give a decision on the issue that role play no value more than laughing. The mean value for this statement is 3.78 which approach to 4. This mean value (4) indicates an agreement on the given issue. This finding indicates that, although students like fun and enjoyment during role play, they suspected as they miss the theme of learning through laughing. Therefore, there is a demand to give awareness on

how to learn language elements through role play.

Table 4. 5: Students Response about Teachers Role while Implementing Role Play

N O	Items	Scale values										TF		T	M	TT
		5		4		3		2		1				R		D
		F	%	F	%	F	%	F	%	F	%	F	%			
II Teachers Role																
1	A primary task of a teacher must be selecting roles to be played	8	52	5	37	0	0	1	6.	6	3.8	7	1	66	4.	1.
		2	.5	8	.1			0	41		4	8	0	8	2	03
			6		7								0		8	
2	Teachers should provide students with some model role plays so that students can come with another similar role play tasks for the next period.	1	73	4	26							7	1	73	4.	0.
		1	.0	2	.9							8	0	8	7	44
		4	7		2	0	0	0	0	0	0		0		3	
3	Teachers should give a detail lecture and explanation about role play every time before actual role play starts	1	74	4	25							7	1	74	4.	0.
		1	.3	0	.6							8	0	0	7	43
		6	5		4	0	0	0	0	0	0		0		4	
4	Every day, teachers should organize pairs of students for role playing so as to make all students participate equally on playing the role		26		21			4	25		25.	7	1	46	2.	1.
			.9		.7			0	.6			8	0	4	9	61
		4	2	3	9	0	0		4	4	64		0		9	
		2		4							0					
5	Teachers don't have to interrupt at the middle of role play as this situation affects students' confidence to play a role.	1	76		15	0	0	1				7	1	72	4.	0.
		2	.9		.3			2				8	0	8	6	69
		0	2	2	5						0	0			7	
				4												
6	Teachers discouragement during the performance period of role play makes students to hate the teaching method	1	78	3	21							7	1	74	4.	0.
		2	.2	4	.7							8	0	6	7	41
		2	0		9	0	0	0	0	0	0		0		8	
7	A teacher should accept the reason of a student if certain role is not comfortable for specific individual	1	83		16							7	1	75	4.	0.
		3	.3		.6							8	0	4	8	37
		0	3	2	6	0	0	0	0	0	0		0		3	
				6												
Grand total														4.	0.	
														4	7	

Keys: 5=strongly agree 4=agree 3= undecided 2=disagree 1=strongly disagree

TF=total frequency TR= total response M= mean STD = standard deviation

Based on the above table 4.5, for item 1, 52 (52.6%) of respondents strongly agree, and 58 (37.2%) respondents agree on the issue that a teacher must select and give for students to play a role in the classroom. For this item, only 10 (6.4%) respondents and 6 (3.4%) respondents disagree and strongly disagree respectively. The mean value for this item is 4.28 which approach to 4.

For the second item of table 4.5, all, 114 (73.1%) of respondents strongly agree on the issue that teachers should give a brief lecture about role every time before actual role play starts. In addition, the remaining 42 (26.09) respondents also agree on the given statement. The mean value for this item is 4.73 which approach to 5. This scale value (5) indicates that respondents are strongly agreed on the given idea. This result shows that students do not know how to use a role play and enhance their fluency in speaking. This may be resulted from misconception about how the language is learnt. In relation to language learning, Chappelle (2003) argued that language learning can take place if learners produce and correct their own output during classroom instruction other than teachers detail explanation what and how to learn language in the classroom. Thus, the finding pertains that it may be such less awareness which made students to have negative attitude towards role play teaching technique as students answered for open-ended questions below.

In addition for the third item in this table, 116 (74.4%) of the respondents strongly agree, and 40 (25.6%) of the respondents agree on the issue that teachers should provide students with a model role play to make students bring their own role play. The mean value for this item (2) is also 4.74 which approaches to 5. As we can see from these two mean values, majority of students are dependent of the tasks which are given by their teacher. Based on these data it is possible to infer that students adopted a teacher centered approach to teaching which considers a teacher as the source of knowledge. Concerning teacher centered way of teaching, Richards (2006) argued that teacher centered approach to teaching makes students to become passive recipients and this in turn erodes students creativity and thinking ability. Thus, the research pertains that it may be such an adoption of teacher centered teaching method which made students to be less participant during speaking session of actual classroom as the researcher observed during classroom observation.

For the fourth item of table 4.5, 42 (26.9%) of respondents strongly agree on the issue that a teacher should regularly organize pairs of students to play a role. In addition 34 (12,8%) of the

respondents agree on the issue that organizing pairs of students for role play should be every day task of classroom teacher. On the other hand, 40 (25.6%) of respondents disagree, and 40 of them also strongly agree on the issue of giving a task of organizing students every day for a teacher only. The mean value for this statement is 2.99 which approach to 3. This scale value (3) indicates that respondents do not give a decision on the provided issue. The result of this finding implies that there is a confusion to understand activities of a teacher and students' activity during role play. In relation to activities of the teacher and students activities during role play, pointed as teachers activities should be like organizing, facilitating monitoring or managing and participating in the role if needed; whereas, students activities include activities like actively taking part in the role, listening carefully while other pairs of students are playing, asking for de-briefing etc. Therefore, teachers need to inform tasks covered by students and teachers role before teachers address a role play task for students.

For the item number 5 of table 4.5, 120 (76.9%) of respondents strongly agree on the idea that teachers do not have to interrupt at the middle of role play as this condition erodes students' confidence to play a role. Additionally, 24 (15.4%) of respondents also agree on the issue that interruption at the middle of role play highly affect students confidence negatively to play a role. Only 12 (7.7 %) of students seek a correction although the role play is in process. The mean value for this item is 4.67 which approach to 5. The scale value 5 indicates that respondents are strongly agreed on the given issue. Therefore, the result implies that interruption during the role play highly affects students' confidence to speak fluently. In relation to interruption (disruption), Paquette (2010) argued that it is advisable if teachers do not interrupt a student performing a role play until he/she finishes the play. Interruption during the role play highly erodes students' confidence to play the role.

For the sixth item of table 4.5, 122(78.2%) of the respondents strongly on the issue that teachers discouragement during role play is one basic reason which makes students to hate role play teaching method. The remaining 34 (21.8%) of respondents also agree on the issue that a discouraging comment from the teacher during role play made students to hate role play teaching method. The mean value of this item is 4.78 which approach to 5. So, scale value (5) indicates that respondents are strongly agreed on the given idea. This finding signifies that discouragement is one of basic reason which demoralizes students to speak in front of their classmate. In relation to commenting students during role play, Catherine Leon (2012) argued that post performance reviews that are done in front of the audience should be positive, with any constructive criticism saved for private input. Therefore, it is more advisable if teachers'

motivate students to try better instead of demoralizing them whatever they played the role wrongly.

For the last item (7) of table 4.5, all 130 (83.3%) of respondents strongly agree on the idea that a teacher should accept the reason of the student if certain role play is not comfortable for someone to play a role. The remaining 26(16.7%) of respondents also agree on the idea that a teacher should understand a problem of the student instead of enforcing the student to play the role. None of the respondents accept enforcement of a teacher. The mean value of this item is 4.83. This indicates that almost all of the respondents are strongly agreed on the given issue. Therefore, the result signifies that the role which is given for students to play should be based on student's interest.

Table 4. 6: Students Response about Frequency of using Role Play during speaking classes

N O	Items	Always		Some times		Rarely		Occasio nally		Never		TF		T R	M	S T D
		F	%	F	%	F	%	F	%	F	%	F	%			
III	Frequency of performance															
1	How often do your teacher use role play in speaking lessons	2 2	14. 10	2 0	12. 82	2 0	12.8 2	3 4	21. 79	6 0	38.4 6	7 8	1 0	3 1	2. 4	1. 4
2	How often do you use role play for enhancing your oral fluency	2 4	15. 38	1 4	8.9 7	1 2	7.7	4 0	25. 64	6 6	42.3	7 8	1 0	3 5	2. 2	1. 4
3	How often do your parents let you to practice role play at your home	0	0	0	0	0	0	1 0	6.4	1 4 6	93.6	7 8	1 0	2 0	1. 0	0. 2
Grand total														2	1. 1	

Keys: 5=always 4=sometimes 3=rarely 2= occasionally 1=never

TF= total frequency TR= total response M= mean STD=standard deviation

Based on the above table 4.6, 22 (14.1%) of respondents responded as their teacher always uses role play for teaching speaking to enhance students oral fluency. Besides, 20 (12.8%) of the respondents also responded that their teacher sometimes implement role play teaching method to teach students speaking. The other 20 (12.8%) of respondents also responded that it is rarely that their teacher implements a role play teaching method. 34 (21.8%) of respondents answered that their teacher occasionally uses role play for teaching speaking. The remaining majority 60 (38.5%) of respondents surprisingly responded that their teacher never uses role play for

teaching them speaking. The mean value of this item is 2.42 which approach to 2. This scale value shows the response of 'occasionally'. So majority of respondents agreed that their teacher occasionally uses role play for teaching speaking. The observation check list also shows that very few of teachers use role play teaching technique for speaking lessons if and only if the text book allows teachers to use role play. Thus, this frequency of use of the teaching technique may probably be teachers' frustration as role play consumes much of their time. However Paquette (2010) advised teachers to share tasks among different pairs of students to use their time properly when they use role play teaching method.

For the second item of table 4.6, majority 66 (42.3%) of respondents responded that they never use role play to enhance their oral fluency. 40 (25.6%) of the respondents responded that they occasionally use role play to enhance their oral fluency. In addition 24 (15.38%) of the respondents responded as they always use role play for enhancing their oral fluency. and 14(8.97%) of respondents sometimes practice role play by themselves to enhance their oral fluency. Therefore, for this item, majority of respondents responded that they never use role play as one technique to enhance oral fluency outside the class. The mean value of this item is 2.29 which approach to 2. Thus, students are less motivated to use role play teaching technique for enhancing their command of speech. This will probably inadequate awareness which is given by language teachers for students concerning the teaching technique. Therefore, teachers should create a positive image on students' mind about the effectiveness of using role play for developing ones speaking skill so that students will probably choose the teaching technique as their best option.

For the third item of table 4.6, majority 146 (93.6%) of respondents responded that their parents never let them to practice role play at home. Only 10 (6.4%) respondents also responded as their parents occasionally let students to practice role play at home. As we can see from the response of the respondents, majority of parents do not let their children to practice role play at home. This in turn affects students not to speak even in front of their parents. In relation to the impact of parents' treatments on language learning, krashen argued that a comprehensible input that parents give for their child makes the child to learn a language easily. So, if parents support students to practice different roles at their home, students will easily learn different expressions and enhance their fluency of speaking English language.

4.1.3. Analysis of Teachers' Responses obtained through Interview

It seems apparent that teachers' perception, practice and challenges of role play teaching method has an important role in influencing the effective implementation of role play teaching

method either positively or negatively. These conditions were overviewed in the interview conducted with the teachers. There were six teachers who participated on the interview. Thus, the result obtained from teachers' interview is analyzed below as follows.

For the question "How do you relate role play teaching method with your teaching experience?"

The purpose of this question is to assess the general concept of teachers' towards role play, and the practice that they use the teaching method to their speaking classes. The response of majority interviewees (five teachers) indicate that teachers do not have a gap on understand the concept of what role play is, and in what way it is implemented except two of respondents. Almost all of the interviewees responded that they do not use role play teaching technique for speaking class. The result of observations check list also proved that none of the teachers implement role play in their actual classroom. The result shows that there is inconsistency between what teachers have theoretical input about role play and what they use in their speaking classrooms. This gap of implementation would be resulted from teachers' personal factors such as shortage of time allotted for one period, students' motivation and huge number of students in one class. Therefore, much work is needed to make teachers to implement role play teaching method so as to enhance learners' oral fluency.

For question 2: "Do you think using role play enhances students oral fluency?" if 'yes' how?

Generally, all of the interviewees responded as role play enhances students' oral fluency. Interviewees also put that through the use of role play students would become full of different vocabulary items that serve for expressing different social roles. Thus, role play teaching technique is an important teaching technique to enhance students speaking skill in advance. But, during classroom observation, the researcher realized that very few of teachers are interested to use role play. Therefore, even though teachers know that role play enhances learners' oral fluency; they do not actively participate on implementing the teaching method in their speaking lessons. This implies that teachers are not interested to apply a theory, and they do not want to look whether the theory is functional or not.

For the third question, "How do you express your implementation of role play in your EFL classroom?"

Generally speaking, it is possible to say all of the interviewees responded that they haven't implemented the role play teaching method despite they know that role play is advantageous to bring an enormous change on students fluency of language use during speaking classes.

For question four “What do you think the role of the teacher should be during role play?”

Based on the interviewees’ response, it is possible to conclude that during role play the teacher has to organize, facilitate, and motivate students to play a role. In addition, a teacher has to give critical comments after role play has already completed.

For question five, “How much role play activities do you give for your students?”

Generally the interviewees responded that they are very late to implement role play although they know as role play is important to bring oral fluency on students speaking performance. Thus, teachers fear of time consumption and vastness can be taken as major reasons that interviewees put as a reason for not implementing role play although there are still teachers who do not know the form and nature of role play teaching method.

For question six, “How do you teach your students to speak fluently?”

Generally, as we can observe from the above interviewees response, almost all of interviewees responded that they use teaching methods like group discussion, role plays, simulations, drama, conversation and audio and video cassettes so as to teach students to speak fluently. But the researcher during observation sections observed that none of teachers use the above mentioned teaching methods. Majority of teachers teach by selecting Language focus (grammar part) of the text. Thus, there is some gap that enforces teachers not focus on communicative language teaching as this communicative language teaching gives more room for students to practice and use a language. From the basic reasons of not to implement communicative teaching, one can be the trained both teachers and students adopted before. Therefore, much work is needed to change teachers attitude to reform the traditional method of teacher centered to modern communicative method of teaching.

For question seven, “who do you think has the ultimate power to enhance students’ oral fluency?”

Generally, majority of interviewees agree on the issue that enhancing oral fluency of students is on the hands of teachers as teachers can enhance fluency through creating different scenes for students to speak and share their own ideas. But, the actual practice during observation shows that teachers are not on the appropriate scale to practice such fluency enhancement activities.

For the last question (8), “What problems do you encounter when you implement role play during speaking classes?”

For this question interviewees listed some of problems like shortage of time, absence of

motivation from students' side, absence of teaching aids like audio and video cassettes and the policy of the school which enforces them to cover a vast portion of a text. The most frequently stated challenge during the interview was motivation from the students' side and shortage of time. However in relation to time consumption during role play time, Paquette (2014) argued that a teacher can save a time during role play through sharing tasks for different pairs of students, and let students to play turn by turn. In addition, concerning students motivation, ICDR (1999) put that a teacher can develop students motivation to learn through making the learning and teaching process a two way process, and ensuring an active learning in the actual classroom.

4.1.4 Analysis of the Data obtained from Classroom Observation

In this part, the researcher tried to put the observed data thematically analyzed accordingly.

4.1.4.1. Classroom / Instructional Activities; Classroom activities were more or less favorable. Most of the activities were designed to maximize students' structural knowledge about the language-not to maximize communication skill which is a great demand for every one nowadays. Students were frustrated and the room was very silent on the first session of observation. The same is true on most of classes although two classes minimize their frustration and worry. This frustration would probably be resulted because of the existence of the researcher and co-observer, or the existing relationship between the teacher and students which made them worry. The researcher also observed that classroom activities are highly aimed to educate the structure of language instead of using a language to communicate. Thus, teachers and students highly focus on knowing the language instead of using the language for communication. Therefore, it is advisable if both teachers and students focus on using the language because as Richards (2006) argued that a heap of structural knowledge in the mind of students may not be a guaranty to speak a language fluently.

4.1.4.2. Teachers' role; During observation session, the researcher observed roles like giving feedback during role play, ordering students to form pairs, selecting and deciding tasks for role playing, giving a brief description about the given tasks which are basically carried out by the teacher. As usual, both teachers and students do have specific roles to be carried out in the discussion process. These roles are determined by the teaching approach that teachers use in the class. If teacher centered approach is used, all roles are covered by the teacher only, and students seem passive recipients of what the teacher is saying; whereas, if the teacher use communicative language teaching, tasks has to be shared between the teacher and students. Thus, from the observed activities it is possible to infer that majority of roles are given for the teacher. Therefore, it is very important if teacher share tasks for students so as to make the teaching

process communicative and convenient for role playing. In addition, the researcher observed that the comment that teachers give for performing students seems very destructive. Four of the observed teachers do not accept errors as they were inevitable during communication, and teachers give comments on how the students use accurate language structure and accurate pronunciation. This destructive comment would probably make students shy to express their opinion with full confidence. Students also responded in the open-ended question of their questionnaire as the destructive comment from the teacher made them not to speak fluently. There in the open ended question, students also mentioned such destructive comments as one of the basic challenges. In relation to commenting students, Atkins, Hayelom and Nuru (1999) argued that errors are enviable during communication, and teachers need to give constructive comment whatever the students perform the communication wrongly. Here, what should be noted is that teachers could indirectly comment wrongly performed students through asking intentionally the right form of communication by saying “you want to mean...”. Therefore, based on the finding from the observation it is possible to conclude that excluding students to share different roles during role playing, and destructive comments forwarded by teachers affected students speaking fluency. Due to this reason, it is very advisable if teachers give constructive comments on students’ performance so as to encourage them, and share tasks among students during role play to make students familiar with organizing role play tasks.

4.1.4.3. Students Role: during classroom observation, the researcher observed that unlike teachers , very few roles like following the role play attentively, forming a pair, taking the task given by the teacher and preparing a role play, and do not disturb during role playing were given as roles of students. In relation to error correction, none of the students participate on correcting errors of their friends. Thus, there is a gap to make classroom communication a two way communication because Littlewood (1983) argued that classroom communication should be communicative and a two way so as to make students actively participate on the topic of discussion. Therefore, teachers need to include learners on correcting errors during role play time, and on the post role play time.

4.2. Unit Summary

In this part the data analysis results are interpreted and discussed in relation to the research questions set out in the first chapter, and the discussion is done depend on the previous results, and scholars’ views.

The first research question is aimed to examine the perception of both teachers and students on role play teaching method. The finding of a research indicate that Bethlehem secondary School

teachers and students have a strong perception of role play teaching method based on the result of teachers and students questionnaire . The result of research which was gathered through interview has also shown consistent results with findings of questionnaire. The results of interview questions indicate that the participant teachers have perceived role play teaching method positively.

The second question is aimed to assess practice of teachers and students towards role play teaching method. ICDR (1999) argued that teaching in general and language teaching in particular is a result of practical involvement, and learning through doing is an important aspect of learning-teaching process. The result of the research indicates that both teachers and students are very passive to implement role play for their speaking lessons. For assessing practical implementations, the researcher developed observation check lists that have a theme of assessing practical implementation of role play. The result of observation check list shows that none of the teachers implement role play teaching method; whereas, majority of teachers are using the oldest lecture method of teaching to teach speaking lessons. The researcher also tried to find practical implementation of role play through questionnaire and interview. The result of both questionnaire and interview also shows that very few teachers and students rarely implement role play teaching method. MOE (2005) stated that role play gives language teaching a life through entertaining students and making the topic of learning non-forgettable. But, teachers and students of Bethlehem Secondary School are on the wrong track to implement this helpful and enjoyable teaching method. This indicates that there is a need to work on applicability of role instead of telling teachers and students about the definition and characteristics of role play.

The third research question is aimed to assess challenges which hinder both teachers and students not to implement role play teaching method. According to Richards (2006) to shape the practice of everyday teaching, teachers need to have deep understanding of what happens in their classroom, and what methods to be implemented to teach language elements accordingly. ICDR (1999) also argued that the quality of teaching to a great extent depends on understanding of teachers' about teaching profession and the teaching methods.

Interviewees proposed different challenges like, huge number of students, lack of interest from students side, frustrating to make a speech in front of their classmates, and students prefer the traditional way of teaching which involves waiting everything from the teacher only instead of modern communicative learning and teaching methods like role play.

In general, this study consisted of three research questions, and for each research questions a researcher prepared different data collection tools like, questionnaire, observation and interview

for the sake of triangulating the finding. Each research questions do have their own aim on examining the use of role play in the teaching of oral English.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5. Introduction

This chapter consists of the summary, conclusion and recommendation parts of the research result. This study, as mentioned in chapter one, was examining the use of role play in the teaching of oral English.

5.1 Summary

The main purpose of the study was examining the use of role play in the teaching of oral english in the case of Bethlehem secondary school.

Different scholars' ideas were reviewed in chapter two of the research in order to understand the research problems. The scholars' ideas were also contextualized and paraphrased up to the understanding of the researcher.

The study was conducted on grade nine students of Bethlehem Secondary school. The target class of grade nine encompassed 255 students in 6 sections, but it was costly and time consuming to include the whole population (255); because of this, the researcher believed to apply Yemane's (1967) sampling size determination formula. Based on Yemane's formula, 156 students were selected by applying about 60% (3/4) from the total population. Therefore, Yemane's formula, to select the sample size of the students, and random sampling (lottery method) was employed to select the sample of students from each section in such a way that the researcher wrote the names of all the students (255 students) and then insert to the box. Then take out sixty percent of the total number (156) of grade nine students from the box and these were the respondents of the study. By doing this, a total of 156 students were taken as a sample of the study from each section. Finally, the researcher has decided to select a sample of 156 students To get the required data from the participants, the researcher used questionnaire, interview and classroom observation as data collection tools. The data obtained from the participants was converted statistically in the form of table including percentage and frequency of respondents. The researcher also used mean and standard deviation to analyze the data and

interpret it.

The finding of this research shows that both teachers and students have good understanding of role play teaching method although there is a gap on implementing what they know theoretically in to practice in the actual classroom. The result also revealed that majority of teachers are highly influenced by shortage of time for one period, huge number of students in one class, inaccessibility of audio/video materials for showing model role plays and low motivation from both teachers and students side to implement role play teaching method for enhancing oral fluency.

Based on the finding, the researcher tried to give conclusion and possible recommendations. The research work also included appendixes at the end of the research.

5.2 Conclusions

In light of statistical analysis and the summary of findings, the following conclusions are therefore drawn in response to the research questions of the study. The overall findings of the research revealed that although English teachers and students have high understanding about role play teaching method, many teachers remain weak to implement it in speaking classes as a means of enhancing students' oral communication skill. Teachers' and students' response concerning their perception of role play teaching method with regard to implementation show that high school English teachers and students can be assumed to understand role play teaching method easily. These mean values also indicate that participant teachers and students have almost similar concept towards role play teaching method.

Responses obtained from teachers' questionnaire and interview revealed that there is a mismatch between teachers' perception about role play teaching method and actual practice of the teaching method in the classroom. For example, a questionnaire that concerned with perceptual perspectives about role play teaching method indicated that the majority of respondents have understood the main concepts about role play teaching method. However the data obtained from classroom observation indicates that teachers and students did not use role play for speaking lessons. The result shows a mismatch between what teachers said on response of interview and questionnaire, and what was seen during observation sessions.

Moreover, obtained from observation indicate that the extent of the applicability of role play teaching method in Bethlehem Secondary School was very low. This is because both students and teachers do not have interest to implement the role play teaching method, the number of

students in one class is very huge, the time allotted for one period (45 minutes) is not sufficient, and the learning environment is not comfortable.

Although both teachers and students understood role play teaching method positively, the classroom observation signifies that the implementation of that teaching method is very low. The result gathered through observation again implies that the observed teachers were still inactive to implement the teaching method for different speaking scenes. This indicates that, looking from their teacher; learners might be passive receivers of what the teacher is saying. As a result, students' communication nowadays is highly eroded and students show a great interest to learn grammatical elements of language instead of learning to communicate fluently. However, the need for good communication is a serious issue.

In general, the result of the research which the researcher obtained from teachers' questionnaire and interview and students' questionnaire implies that students and teachers have a positive view about role play teaching method, and both students and teachers have a good feeling to tell about role play teaching method. Whereas, results obtained from observation clearly revealed that very few number of teachers are involved in implementing role play to teach fluency of oral communication for their students. So, much effort is expected to make teachers and students to participate on using role play one best teaching method of speaking.

5.3 Recommendations

On the basis of result and conclusions of this study, the researcher would like to suggest the following recommendations in order to realize the applicability of role play teaching method for the future.

- Teachers should evaluate student's interest before they give a role to play as some role may not be comfortable for some individual student.
- Teachers should minimize the gap between the theory they know about role play and the practice that they are involved to implement role play.
- The school should create favorable learning environment through buying different audio/videos for teaching pronunciation so as to play a role of foreigner people being a tourist and tour guide.
- The research should be further conducted in order to assess the extent of applicability in national context.
- Teachers should develop speaking activities on the basis of communicative approach. They need to provide communicative activities which enable students to speak fluently in

a real life situations. To do so, teachers have to use role play, and include extra authentic activities in their annual plan to enhance students' oral fluency.

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APPENDICES

Appendix A: Teachers' Questionnaire

ADDIS ABABA UNIVERSITY

College Of Humanities, Language Studies< Journalism and Communication

Department of Foreign Languages and Literature

Dear teacher,

This questionnaire is designed to examine the use of role play in the teaching of oral English: the case of grade nine students of Bethlehem Secondary School. It is one of the instruments which the researcher will use to gather the necessary data for this MA thesis in TEFL.

Therefore, the researcher kindly requests you to give the required information provided. Your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give will kept confidential and used only for the research purpose. As a further assurance you don't need to write your name.

Thank you in Advance for your Co-operation.

The researcher

Direction: Please read each statement in this section and whether you agree or disagree with the statement by putting a (√) mark against your choice. For this questionnaire the following five choices are prepared.

Strongly agree (SA)=5 Agree (A)=4 Undecided(U)=3 Disagree(D)=2 Strongly disagree (SD)=1

No	Items	Level of Agreement				
		SA	A	U	DA	SD
I	Conceptual Perspectives					
1	Role play saves teachers time through sharing tasks of different role among different pairs of students					
2	The role play technique is not suitable for large classes like in your school					
3	Controlled activities are enough to make students fluent speakers of English language.					

4	Role play teaching is very important for students in primary level-not for high school and preparatory level students					
5	When students use language for expressing social roles, they would probably enhance their skills and confidence in speaking					
6	Students' best learn when we teach them structure than communication					
7	Students do not need to talk in order to develop fluency as fluency will come when students learn reading and listening					
8	Role play activities are not in line with the teachers' responsibility for ensuring discipline in the classroom					
9	Using role play teaching is tiresome and very challenging					
10	Teachers have the ability to make uncomfortable learning environment very comfortable for using role play					
II	Students Role					
11	Students must accept and play a role which is given by the teacher					
12	The student must participate on deciding the type and nature of role play to be played in the class					
13	Students have to initiate a teacher to give them a role to play					
14	Students by themselves have to form a pair and play a role instead of waiting the teacher to play role play					
15	Students have to ask a task of de-briefing if they find difficulty to understand the role to be played					
16	Students should listen carefully during role play					
17	Students have to prepare themselves well for the role play					
III	About Implementation					
18	I select reasonably familiar roles to be done in the class					
19	I provide regular opportunities for my students to practice role play and enhance fluency					
20	During implementation of role play the target language should be language of communication(i.e.no mother tongue interference at all)					
21	During implementation of role play teachers' speaking time					

	should be limited					
22	Teachers' need to implement both scripted and un scripted type of role play					
23	Implementing role play teaching is a mandatory for all language teachers					
24	Before implementation time, the teacher should ask and know the interest of students to play a role					
25	A teacher should tell his/her students about the primary function of a given role play before he/she address students with specific task of role play					

Appendix B: Students' Questionnaire

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College Of Humanities, Language Studies < Journalism and Communication

Department of Foreign Languages and Literature

Dear Students,

This Questionnaire is designed to examine the use of role play in the teaching of oral English: the case of grade nine students of Bethlehem Secondary School.. It is one of the instruments in which the researcher used to gather the necessary data for this MA thesis in Teaching English as Foreign Language (TEFL)

Therefore, the researcher kindly requests you to give the required information provided that your contribution is very important for the success of this study. The researcher would like to assure you that all the responses you give will be kept confidential and used only for the research purpose. As a further assurance, don't write your name

Thank you in advance for your co-operation

The Researcher

Direction: Please read each statement in the table below and answer whether you agree or disagree with the statement by putting a (√) mark against your choice. For this questionnaire the following five choices are prepared.

Key: Give

For Strongly agree (SA)=5 marks Agree (A)=4 marks Undecided(U)=3 marks Disagree(D)=2 marks and for Strongly disagree (SD)=1 mark

NO	Items	SA	A	U	DA	SD
I	Items which ask understanding level of students					
1	Teaching speaking through role play enhances your oral fluency					
2	Learning through role play is fun and enjoyable					
3	Role play helps students to avoid frustration to speak in front mass of people					
4	Using role play helps to practice and adopt different roles around your society					
5	Role play has no value more than laughing and kidding at students who played a role wrongly					
II	Teachers Role					
6	A primary task of a teacher must be selecting roles to be played					
7	Teachers should provide students with some model role plays so that students can come with another similar role play tasks for the next period					
8	Teachers should give a detail lecture and explanation about role play every time before actual role play start					
9	Every day, teachers should organize pairs of students for role playing so as to make all students participate equally on playing the role					
10	Teachers don't have to interrupt at the middle of role play as this situation affects students' confidence to play a role					
11	Teachers discouragement during the performance period of role play makes students to hate the teaching method					
12	A teacher should accept the reason of a student if certain role is not comfortable for specific individual					

Appendix C. Students' questionnaire about frequency of using role play

Direction: Put a tick mark on the appropriate frequency that you and your teacher uses role play in the speaking classes

No	Items	Always	Sometimes tim es	Rarely	Occasionally	Never
III	Frequency of performance					
1	How often do your teacher use role play in speaking lessons					
2	How often do you use role play for enhancing your oral fluency					
3	How often do your parents let you to practice role play at your home					

Appendix D: Interview questions

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College Of Humanities, Language Studies < Journalism and Communication

Department of Foreign Languages and Literature

Good morning/ afternoon my name is..... I come from Addis Ababa University, the department of English Language and Literature to conduct a research on examining the use of role play in the teaching of oral English as foreign language (EFL). I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study, and I kindly request you to give me the required information. The researcher would like let you know that any information will kept confidential and used only for the research purpose.

Interview Questions

1. How do you relate role play teaching method with your teaching experience?
2. Do you think using role play enhances students oral fluency?’, if ‘yes’ how?
3. How do you express your implementation of role play in your EFL classroom?’’
4. What do you think the role of the teacher should be during role play?
5. How much role play activities do you give for your students?
6. How do you teach your students to speak fluently?
7. Who do you think has the ultimate power to enhance students’ oral fluency?
8. What do you think are basic challenges which hinder you to use role play in your speaking classroom for the sake of enhancing oral fluency of your learner?

Appendix E. Observation check list

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Department of Foreign Languages and Literature

Observation checklists for the research title examining the Use of Role Plays in the Teaching of Oral English: The Case of Grade Nine Students of Bethlehem Secondary School.

Key; T₁= teacher 1, T₂= teacher 2, t₃=teacher 3, t₄=teacher 4, t₅=teacher 5, t₆=teacher 6.

X=A teacher participated on the activity □= A teacher is not participated on the activity

No	Activities to be observed	Observation day 1						Observation day 2					
		T ₁	T ₂	T ₃	T ₄	T ₅	T ₆	T ₁	T ₂	T ₃	T ₄	T ₅	T ₆
I	Instructional Activities												
1	Classroom activities are favorable for role playing												
2	Activities are designed to maximize students communication skill												
3	Activities focus on using language												

	to teach language																		
4	A teacher highly focuses on structure of a language																		
5	Activities are shared for different pairs																		
6	Each tasks do have an aim of communicating a language effectively																		
7	The classroom is managed well during and after role play																		
8	The learning environment is attractive for role playing																		
II	Teacher's role																		
9	The teacher corrects students errors after role play																		
10	The teacher initiates learners to play a role																		
11	The teacher organizes pair of students to play a role																		
12	The teacher gives clear direction for students before role play begins																		
13	The teacher forms different pairs on different days																		
14	The teacher encourages students who are performing a role																		
15	The teacher perceives errors of students as evitable during communication																		
16	The teacher corrects students errors during role play																		
17	The teacher gives de-briefing (explains a task again to make it clear)																		

18	The teacher gives constructive comments for participating students													
19	The teacher accepts students preference positively and tries to change the task accordingly													
20	The teachers gives destructive comments for participating students													
III	Students' role													
21	The Students attend the role play carefully													
22	The Students actively participate on the role playing													
23	The Learners each other organize themselves to play a role													
24	The Students feel happy during role play													
25	The Students themselves correct their friends errors after role play													