



**THE EFFECTIVENESS OF CUES AND INFORMATION ROLE-  
PLAYING ON THE DEVELOPMENT OF SPEAKING OF HIGH  
SCHOOL STUDENTS**

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STUDENTS

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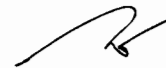
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## บทคัดย่อ

ชื่อเรื่อง : ประสิทธิภาพของการแสดงบทบาทสมมุติแบบการขอและให้ข้อมูลเพื่อพัฒนาทักษะการพูดของนักเรียนระดับมัธยมปลาย

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การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อตรวจสอบว่านักเรียนระดับมัธยมปลาย (ม.5) มีพัฒนาการด้านทักษะการพูดภาษาอังกฤษหลังจากได้ฝึกพูดผ่านกิจกรรมการแสดงบทบาทสมมุติแบบการขอและให้ข้อมูลหรือไม่ อย่างไร นักเรียนเพศชาย 5 คน และเพศหญิง 5 คน ได้เข้าร่วมการทำกิจกรรมนี้เป็นเวลา 8 ครั้ง ครั้งละ 1 ชั่วโมง ภายในระยะเวลา 2 เดือน เครื่องมือที่ใช้ในการรวบรวมข้อมูลคือ บัตรแสดงบทบาทสมมุติ แบบการขอและให้ข้อมูล ซึ่งได้ปรับเนื้อหาและระดับความยากให้เข้ากับวัยและระดับความรู้ภาษาอังกฤษของเด็กนักเรียน นอกจากนี้ผู้วิจัยยังได้บันทึกการสังเกตการณ์ระหว่างทำกิจกรรม และได้สัมภาษณ์นักเรียนแต่ละคนถึงทัศนคติต่อการเรียนภาษาอังกฤษ ความสนใจในการฝึกพูดผ่านกิจกรรมที่เคยใช้ (การท่องจำ) และกิจกรรมการแสดงบทบาทสมมุติ รวมไปถึงปัจจัยที่มีผลต่อการพูดของนักเรียน

ผลการศึกษาพบว่าเด็กนักเรียนทุกคนมีพัฒนาการด้านการพูดภาษาอังกฤษในระดับที่ดีขึ้น ทั้งทางด้านไวยากรณ์ คำศัพท์ การออกเสียง และความคล่องแคล่วในการใช้ภาษาหลังจากทำกิจกรรม นอกจากนี้ผลวิจัยยังแสดงให้เห็นถึงสาเหตุที่นักเรียนหลายคนไม่อยากพูดภาษาอังกฤษพร้อมทั้งคำแนะนำในการสอนพูดเพื่อให้เกิดผลอย่างมีประสิทธิภาพ

## ABSTRACT

TITLE : THE EFFECTIVENESS OF CUES AND INFORMATION  
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OF HIGH SCHOOL STUDENTS  
BY : PONMAS VARAPIROM  
DEGREE : MASTER OF ARTS  
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CHAIR : JIRAPORN SMYTH, Ph.D.

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The purpose of this study was to investigate the effectiveness of cues and information role-playing on the development of speaking of high school students. 5 male and 5 female students participated in the treatments for 8 times, an hour per each lesson within 2 months. The research tools included cues and information role-playing cards, which were adapted to the level of learners. The researcher took an observation note during the activity, and interviewed each learner about their attitudes toward learning English, dialogue memorization, role-playing and factors that involved their speaking.

The results indicated that every learner has improved their speaking skill in terms of grammar, vocabulary, pronunciation and fluency. Moreover, the study illustrated some important factors that prevent learners from speaking. The teaching implications were included to be a guidance for English teachers.

## CONTENTS

	PAGE
<b>ACKNOWLEDGEMENT</b>	<b>I</b>
<b>THAI ABSTRACT</b>	<b>II</b>
<b>ENGLISH ABSTRACT</b>	<b>III</b>
<b>CONTENTS</b>	<b>IV</b>
<b>LIST OF TABLES</b>	<b>VI</b>
<b>CHAPTER</b>	
<b>1 INTRODUCTION</b>	
1.1 Rational of the Study	1
1.2 Purpose of the Research	3
1.3 Research Questions	3
1.4 Hypothesis	3
1.5 Scope of the Study	3
1.6 Significance of the Study	4
1.7 Definition of Key Terms	4
<b>2 LITERATURE REVIEW</b>	
2.1 Communicative Language Teaching (CLT)	6
2.2 Role-Playing and Types of Role-Playing	7
2.3 Effects of Role-Playing on Language Learning	9
2.4 Previous Studies	10
<b>3 RESEARCH DESIGN</b>	
3.1 Participants	15
3.2 Materials	15
3.3 Procedure	16
3.4 Data Analysis	21
<b>4 RESULTS AND DISCUSSION</b>	
4.1 Quantitative Results	22
4.2 Qualitative Results	23
4.3 Summary of the Results and Discussions	29

**CONTENTS (CONTINUED)**

	<b>PAGE</b>
<b>5 CONCLUSION</b>	
5.1 Conclusion	32
5.2 Limitations of the Study	32
5.3 Recommendations for Further Study	33
5.4 Teaching Implications	34
<b>REFERENCES</b>	<b>37</b>
<b>APPENDIX</b>	
A Pre-test and Post-test	40
B Cues and Information Role-Playing Cards	41
C Speaking Grading Criteria	45
D Questionnaire and Semi-Structure Interview	46
<b>VITAE</b>	<b>50</b>

**LIST OF TABLES**

<b>TABLE</b>	<b>PAGE</b>
1 The Research Schedule	17
2 The Results of the Students' Pre-test and Post-test	22
3 The Results of T-test on the Improvement of Students' Speaking Before and After Using Role-Playing	23
4 Students' Satisfaction in Role-Playing Questionnaire Results	26



## **CHAPTER 1**

### **INTRODUCTION**

This chapter includes the study's rationale, purpose, research questions, hypothesis, scope, significance of the study, and definitions of key terms.

#### **1.1 Rationale of the Study**

English is one of the major languages used for communication among people around the world. In Thailand, English is taught in every level starting from primary school to university. Despite this long time of learning, many students still cannot speak English well enough. EFL learners seem to have low motivation in learning how to speak English with the traditional methods of teaching since they are very passive in the classroom (Liu, 2010). Students usually sit and listen to the teacher emphasizing the structure of language rather than participating in activities that promote communication skills or the development of basic speaking ability (Rodpradit, 2012).

Richards and Rodgers (2001) stated that traditional approaches to language teaching such as Grammar Translation Method (GTM), Audiolingualism, and Situational Language Teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. Techniques that were often employed included memorization of dialogs, question-and-answer practice, and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar were emphasized from the very beginning stages of language learning since it was assumed that if students made errors, these would quickly become a permanent part of the learner's speech. Richards and Rodgers further mentioned that in the 1970s, it was argued that communicative competence, not simply grammatical competence, should be the goal of language teaching. This concept includes knowing what to say and how to say it appropriately based on the situation, the participants, and their roles

and intentions. Thus, Communicative Language Teaching (CLT) was introduced. Now learners learn a language through the process of communicating, and that communication is meaningful to the learners.

Richards (2006) stated that one of the goals of CLT is to develop fluency in language use. Fluency is a natural language use occurring when a speaker engages in a meaningful interaction and maintains a comprehensible and ongoing communication despite limitations in his or her communicative competence. Richard further mentioned that fluency can be developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Teachers are recommended to use a balance of fluency and accuracy activities.

Rodpradit (2012) stated that traditional language teaching with a focus on accuracy has already been used in English classroom for Thai learners. To improve learners' speaking skill, activities that focus on fluency is also needed (Richards, 2006). Richards further mentioned that role-playing is considered as one of fluency activities used in CLT. The results from many studies presented benefits of applying role-play in EFL classroom. For example, Rahimy and Safarpour (2012) mentioned that role-playing seems to provide a sort of enjoyable environment for the learners. Students take a new identity and learn to use a foreign language for every day communication. Role-playing is effective in arousing students' motivation in speaking English than using oral English tests (Liu, 2010). Moreover, learners have improved their speaking skill, especially in terms of vocabulary and fluency through role-playing (Rodpradit, 2012).

Chayanuvat, Phuetphon, and Sitthitikul (2012) stated that Thai students lack confidence and motivation in speaking English because grammar is over emphasized during speaking practice. They are afraid of making errors. This problem often blocks their imagination and creativity in learning. The result is they cannot communicate in English. Thus, the researcher aims to adopt CLT activities to improve Thai learners' oral English. As mentioned above, role-playing seems to be one of activities that can solve these problems since it motivates students to learn and allows them to be active

in the classroom. In this study, role-playing was used to investigate the effectiveness of speaking development of Thai students. The level of selected students is Matthayom five because they are assumed to have sufficient English grammar and vocabulary to practice speaking. Role-playing controlled through cues and information was employed during treatments for learners since it provides situations that require natural language use and the level of difficulty is suitable for participants' English proficiency.

## **1.2 Purpose of the Research**

This study aims to investigate the effect of role-playing controlled through cues and information on speaking skills of Matthayom five students.

## **1.3 Research Questions**

- 1.3.1 Does cues and information role-playing improve Matthayom five students' speaking?
- 1.3.2 To what extent does cues and information role-playing improve Matthayom five students' speaking?

## **1.4 Hypothesis**

- 1.4.1  $H_0$ : Cues and information role-playing does not improve Matthayom five students' speaking.
- 1.4.2  $H_1$ : Cues and information role-playing improves Matthayom five students' speaking.

## **1.5 Scope of the Study**

This study involves 10 Matthayom five students from Luekamhan Warinchamrab school and is limited to only one type of role-playing which is role-playing controlled through cues and information. Learners practice through role-playing once or twice a week for 8 weeks, a total of 8 hours.

## **1.6 Significance of the Study**

It is expected that the results of this study provides information whether, and to what extent, role-playing controlled through cues and information can improve high school learners' speaking. It may help English teachers to select appropriate activities in teaching speaking.

## **1.7 Definition of Key Terms**

Communicative Language Teaching (CLT) is a teaching approach that focuses on communicative competence, which includes knowing what to say and how to say it appropriately based on the situation, the interlocutors, and their roles and intentions.

Role-playing controlled through cues and information is a role-play situation that one learner is given detailed cues. The other has information that enables him to respond as necessary.

Speaking skills are the English speech sounds and sound patterns associating the use of skills such as knowledge of word and sentence stress, intonation and pronunciation. Speakers are also required to select appropriate vocabulary, create sentences based on their grammatical knowledge, and use the language promptly and confidently with few unnatural pauses (fluency).

## **CHAPTER 2**

### **LITERATURE REVIEW**

Background knowledge relevant to the current study is presented in this chapter.

In the previous chapter, we can see that earlier views of language teaching such as Grammar Translation Method (GTM) that has been used in Thailand for a long time primarily focused on the mastery of grammatical competence. Chastain (1988) stated that there are two main goals to grammar translation classes. One is to develop students' reading ability to a level where they can read literature in the target language and to further students' general intellectual development. Richards and Rogers (2001) mentioned that this method focuses on reading and writing and has developed techniques which facilitate the learning of reading and writing only. As a result, speaking and listening are overlooked. Since Grammar Translation Method provides drilling and repetitive practice with the focus on accuracy, learners are required to remember the conversation in order to speak. The technique is called the dialogue memorization. However, students often fail at spoken English with this technique. Richards and Rogers further concluded that the teaching approaches that focus on communicative competence is needed to help learners improve their speaking ability. Richards (2006) mentioned that in recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as interaction between the learner and their interlocutors. Learners are required to create meaningful and purposeful interaction. They learn to negotiate and use the feedback they get from their interlocutor to remedy mistakes. This new approach of language teaching is called Communicative Language Teaching (CLT).

## 2.1 Communicative Language Teaching (CLT)

Galloway (1993) stated that Communicative Language Teaching (CLT) approach makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Learners get to negotiate meaning in class while teachers facilitate the learning. Littlewood (1981) stated that CLT set its goal as the teaching of communicative competence which includes the following aspects of language knowledge. Firstly, the learners must attain as high a degree as possible of linguistic competence. That is, they must develop skill in manipulating the linguistic system, to the point where they can use it spontaneously and flexibly in order to express their intended message. Secondly, the learners must distinguish between the forms they have mastered as part of their linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system. Thirdly, the learners must develop skills and strategies for using language to communicate meaning as effectively as possible in concrete situations. They must learn to use feedback to judge their success, and, if necessary, remedy failure by using different words. Fourthly, the learner must be aware of the social meaning of language forms. They must have the ability to use generally acceptable forms and avoid potentially offensive ones. Canale and Swain (1980) concluded four components of communicative competence in short as follows. Grammatical competence is the knowledge of grammar, lexis, morphology, syntax, semantics and phonology. Discourse competence concerns mastery of how to combine grammatical forms and meanings to produce spoken or written text. Strategic competence is the knowledge of how to overcome problems when faced with difficulties in communication. Sociolinguistic competence is the ability to use proper language for each situation. Richards (2006) stated that communicative activities include activities such as pair or group work including role-play.

## 2.2 Role-Playing and Types of Role-Playing

According to Livingstone (1983), role-playing is a classroom activity allowing the students to practice the language, the aspects of role behavior (e.g. formality, function, attitude, acceptability and appropriateness), and the roles outside the classroom that they may need to know. Richards (2006) further mentioned that role-playing is considered as one of the communicative activities focusing on fluency in language use. Students carry out a role play in which they have to adopt specified roles and personalities provided for them. As one can see, role play is a way of bringing situations from real life into the classroom (Doff, 1990).

Davies (1990) stated that there are two broad types of role-play activities often used in English language classrooms, which are scripted and non-scripted. To perform role-plays of the scripted type, the students will have to work in pairs or small groups. They are given prompts related to the target scenarios. Then, they will have to use the prompts as the model to form the target dialogue. The students rehearse that dialogue before performing it in front of the class. As for the non-scripted role-play, the students are assigned to perform the role-play activity in front of the class without preparing or providing the script in advance. Rodpradit (2012) stated that having the participants practice both scripted and non-scripted role-plays did help develop their overall speaking performance significantly. However, in terms of speaking performances such as accent, vocabulary, fluency, and comprehension, non-scripted role-plays apparently produced significantly better results whereas scripted ones improved only the participants' vocabulary to a significant degree. Littlewood (1981) further divided non-scripted role-playing into four types: role-playing controlled through cued dialogues, role-playing controlled through cues and information, role-playing controlled through situation and goals, and role-playing in the form of debate or discussion.

Littlewood (1981) defined each type of role-playing as follows. First, role-playing controlled through cued dialogues helps to prepare learners to use language in fully spontaneous interaction later. Learners will have their cues printed on separate cards. Each learner must listen to his partner before formulating a definite response. However, in cue dialogues two sets of cues must interlock closely. This process could

limit learners creativity. Thus, a more flexible framework is created for the second type, role-playing controlled through cues and information. Only one learner is given detailed cues. The other has information that enables him to respond as necessary. Third, role-playing controlled through situation and goals works well particularly for students of higher proficiency levels since it contains problem solving. Learners must negotiate the interaction itself as it unfolds, each partner responds spontaneously to the other's communicative acts and strategies. Fourth, role-playing in the form of debate or discussion is a variation of the kind of role-playing activity. The situation is a debate or discussion about a real or simulated issue.

In this study, the second type of role-playing which is role-playing controlled through cues and information was used during treatments since it provides situations that learners encounter in their everyday lives, and it is suitable for participants' English proficiency level because students learn asking questions and giving respond in class already. The researcher does not select the other 3 types of role-playing because the first type is not authentic in real situations while the third and the fourth types seem to be too advanced for the participants' English proficiency level.

Now let us take a look in more details of the second type of role-playing that was chosen for this research. Littlewood (1981) stated that role-playing controlled through cues and information is best suited to those situations where there is a natural initiator, whose cues can control the interaction. These are mostly situations where one person needs to gather information or obtain a service. For example, in a travel agency one learner needs to get information about train schedule and fares, and the other has timetables and brochures. Another example is at a bank, where the manager has to obtain personal information about a client who wants to apply for a loan. Epstein and Ormiston (2007) suggested that teachers can make these cue cards themselves or adapt them from standard dialogues.

Littlewood (1981) gave an example of how to apply role-playing controlled through cues and information in the classroom, two learners may play the roles of a guest at a hotel and a hotel manager. Student A may act as a guest who arrives at a small hotel one evening. He/she meets the manager and asks for some information such as a room availability and price. Student B may act as the manager of a hotel who



has information about the hotel that the guest wants. The main structure for the interaction now comes from learner A's cues. For the most part, B's role is to respond rather than initiate, though he may also offer more information (e.g. by asking whether A would like any drinks).

### **2.3 Effects of Role-Playing on Language Learning**

Hua (1991) stated that learning is active when role-play is used. Since the situations in these activities are often related to real life, students will see the relevance and have more motivation to participate and to use the target language. Liu (2010) concluded that using the activity of role-playing is more effective in arousing the college students' motivation in speaking English than using oral English tests. Role-playing seems to provide a sort of enjoyable environment for the learners to flourish in. This reason leads to better attention in learning and stimulate them to participate in role-play activities. In role-play activities, students take a new identity and learn a target language used for every day communication (Rahimy and Safarpour, 2012). Role-play, as recommended by many experts in the field, was practically shown to be an effective and fruitful activity for English learning courses (Aliakbari and Jamalvandi, 2010).

According to Maxwell (1997), role-playing helps a student become more fluent with the language. It allows them to practice words, phrases, and sentences in more natural ways. It will help build their confidence when they need to communicate in real-life situations. In addition, the process students go through when they are doing a role play activity (creating or learning the dialogue, practicing, and presenting) can help solidify the new information they are learning. Rodpradit (2012) mentioned that role-play allows the participants opportunity to communicate in meaningful situations. The use of unscripted role play technique can improve speaking abilities of EFL students. The students were extremely satisfied with this technique. Furthermore, role-play showed significant speaking improvements especially, in terms of accent and comprehension. Chayanuvat, Phuetphon, and Sitthitikul (2012) concluded that role-playing enables the students to formulate their turns and give them a better opportunity to improve their English speaking. They could act out while speaking with fluency,

pronunciation accuracy and appropriate language use. Maxwell (1997) further mentioned that role play activities can be modified to fit upper and lower level students within the same activity. Lower level students can stick to the previously generated script and upper level students can modify the dialogue or improvise on their own. Students can take on as much or as little spontaneity as they feel comfortable.

However, Hua (1991) mentioned some drawbacks of using role-play in classroom. Many students are used to being passive and expect teaching to be teacher-centered. Attitudes like these have to be changed before start using a role-play. Moreover, when students are encouraged to produce spontaneous speech, mistakes are bound to appear especially in L2 classes. The teacher must bear in mind that fluency, rather than accuracy, is more important. However, it does not mean that the teachers do not correct mistakes at all. Littlewood (1981) mentioned that unnoticed errors can happen when learners perform in pairs or groups. This problem should be acceptable because the emphasis in these activities is on practicing the process of communicating rather than on evaluating its product. Hua (1991) suggested that error correction should be done during the final discussion and feedback sessions at the end of the activity but not while the students are preparing or carrying out the tasks.

## **2.4 Previous Studies**

Some studies have been conducted to investigate the effectiveness of role-playing on learners' development of speaking skill. These research can be divided into two types, which are experimental and exploratory research.

Mayer and Odle (2009) defined experimental research as a systematic and scientific approach to research in which the researcher manipulates one or more variables, and controls and measures any change in other variables. Experimental research is most appropriate method for drawing causal conclusions about instructional interventions. It may be able to tell that one method of instruction is better than conventional practice, but may not be able to specify why. More focused research method such as observation or interviews may be needed to provide detailed explanation.

Babbie (2007) mentioned that exploratory research is a research conducted to provide a better understanding of a situation. It is not designed to come up with final answers or decisions. However, it is flexible and can address research questions of all types (what, why, how). Through exploratory research, researchers hope to produce hypotheses about what is going on in a situation. Exploratory research is often done through the use of focus groups or small group discussions. The results of exploratory research are not usually useful for decision-making by themselves, but they can provide significant insight into a given situation.

According to the previous studies, three research can be categorized as an experimental research since they are conducted to compare the effectiveness of role-playing between the experimental and the control group. The first one, "Arousing college students' motivation in speaking English through role-play" by Xu Liu (2010), forty freshmen in Beijing University participated in this research. They were divided into two groups which are the target and the control group. The target group used the role-play activities as the main classroom activities. They were asked to spend 25 minutes to do the role-play activity at the production stage in each 45-minute lesson for 4 weeks. The control group was taught in the traditional ways and used the English tests method. They were asked to do an oral English test each week. The researcher took the observation notes on each class as well as after each lesson to help record the students' response and the researcher's own observation. At the end of the project, the researcher could see if there were any changes with the motivation of the two groups' students in speaking English on the class. On week four, the students of both groups were asked to do the questionnaire and the interview after the project to investigate their attitudes and opinions about the role-play activity and the oral English test method. The results of this research illustrated that role-playing is more effective in arousing students' motivation in speaking English than using oral English tests.

The second experimental research conducted by Rahimy and Safarpour (2012) to investigate "the effect of using role-play on Iranian EFL learners' speaking ability" The study tried to determine whether or not using role-play activities in speaking classrooms might enhance a more acceptable speaking ability in Iranian EFL learners at the intermediate level. To answer this question, 60 intermediate language learners in Shokouh Language Institute in Bandar Anzali were randomly selected via

administering an OPT to 100 language learners. Then, they were divided into experimental and control groups. A pre-test of speaking including 10 questions was administered to both groups, and the participants were asked to answer them orally. The experimental group was taught speaking using role-play activity while the control group was taught speaking with the existing methods. After 5 sessions of the treatments, the post-test of speaking was administered in which the participants in both groups were asked to answer the post-test questions. The participants' performance in the pre-test and the post-test of speaking were scored on the basis of 5 criteria: pronunciation, grammar, vocabulary, fluency and comprehension. Such a criterion was adopted from Farhadi, Jafarpour and Birjandi's (2000) rating scale. Rahimy and Safarpour (2012) finally concluded that role-playing provides a sort of enjoyable environment for the learners. Students take a new identity and learn to use a foreign language for every day communication.

Next experimental research conducted by Aliakbari, and Jamalvandi (2010). The research topic is "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach". The researchers selected participants randomly. Like the first two experimental research, this study used a large number of participants which were 60 EFL sophomores studying in different universities in the city of Ilam-Iran. The age of the selected subjects who were 40 female and 20 male students ranged from 18 to 30. To measure the speaking ability, the study has utilized International English Language Testing System (IELTS) in its pre-test and post-test. It is a test of academic and vocational English, produced by the University of Cambridge Local Examinations Syndicate (UCLES), and jointly managed by the British Council and IDP Australia. The test included three sections. The experiment lasted 2 months through which both experimental and control group participated in their classes twice a week. The main materials applied for the experimental group were cards containing roles to be practiced in the class on the basis of Task-Based Language teaching (TBLT) considerations. The participants in the control group did not experience working with TBLT based role play cards. Instead, they were given materials based on traditional methods of teaching a foreign language. The results extracted from the finding of the study made it certain that role-play was practically shown to be effective in helping learners to upgrade their oral ability.

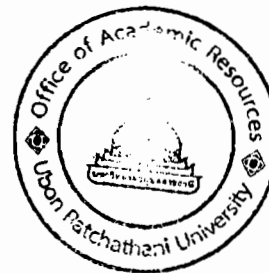
Now let us take a look at some exploratory research. These research are not included the control group. It is conducted to provide the explanation and better understanding about the research topic and done in a small group of participants. Rodpradit (2012) conducted a research on “Using Scripted and Non Scripted Role Plays to Improve English Speaking Performance of Hotel Engineering Staff”. The purpose of the study was to investigate the impact of using scripted and non-scripted role-play activities on hotel engineering staffs’ speaking performance. The participants in the study were twelve engineering staff members of a hotel in Phuket. They were divided into two groups, which are scripted and non-scripted group. Both groups attended 15 lessons of the English for Hotel Engineering Staff course. The lessons were given twice a week; each lesson lasted two hours. At the end of the lesson, staff members in the scripted group were asked to pair up and perform scripted role-play activities whereas those in the non-scripted group performed non-scripted ones in a separate room. An actual interaction with a native speaker of English was used as the pre-test and post-test to assess the participants’ oral English performance at the beginning and at the end of the study. The rubric used in scoring speaking proficiency was developed from the checklist of conversation performance by Tsang and Wong (2002). The results of the study showed that non-scripted role-play apparently produced significantly better results. The participants had improved their overall speaking performance in terms of accent, vocabulary, fluency and comprehension whereas scripted ones improved only the participants’ vocabulary to a significant degree.

Next exploratory research conducted by Chayanuvat , Phuetphon, and Sitthitikul (2012). The topic is “Using Unscripted Role Play to Improve Speaking Ability of Thai EFL Students”. The purpose of this paper aims to investigate the effects of using unscripted role play to improve speaking ability of Thai EFL students of Tapee College, Muang District, Surathani. The research participants of the study were 13 fourth year students who made full attendance during the English for Communication course. They were considered from their minimal English speaking ability and their needs to improve oral English skill. The study was conducted within 10 weeks or 1 semester of 1/ 2011 academic year, focusing on using ten different role play situations and attempting to address the following questions: a) whether the

unscripted role play improved speaking ability of Thai EFL students, and b) how the unscripted role play influences students' attitudes towards the English speaking class. The research tools included unscripted role play activities, pre and post-test, students' speaking observation forms and questionnaire and open –ended questions. Three role play pretests were given for students to select only the one that they prefer. The oral performance lasted approximately 7 to 10 minutes. All students were evaluated together by the researcher and the foreign teacher. The post-test design was similar to the pretest design. The criteria is fluency, pronunciation accuracy, and appropriate language use. From the results of this study, the use of unscripted role-play technique can improve speaking ability of EFL learners in terms of speaking fluency, pronunciation accuracy, and appropriate language use. Students were extremely satisfied with the technique.

According to the previous studies, the participants of these research were in high level of education (e.g. freshmen, fourth year learners). However, the researcher teaches Matthayom students and found that high school learners such as Matthayom 5 have sufficient grammar and vocabulary to practice speaking, but they lack motivation in learning oral English with Grammar Translation Method activities. Thus, many learners still cannot speak English fluently even they have been learning for a long time. In this study, the researcher adopted one of the communicative activity, role-playing, to investigate the effectiveness on the development of speaking of Matthayom 5 students. Role-playing controlled through cues and information was used during treatments because it provides authentic situations in using language and it seems appropriate for learners' English proficiency. The researcher wants to do the exploratory research on the development of speaking skill of Thai students to provide details and better understanding on how it affects learner's speaking ability and attitudes. This study also gave information about the selected type of role-play including the role-play cards, and how to apply it in communicative language teaching classroom.

Research design is discussed in chapter three.



## **CHAPTER 3**

### **RESEARCH DESIGN**

This chapter includes the study's research question, participant, materials, and procedure.

#### **3.1 Participants**

10 Matthayom five (grade 11) students from Luekamhan Warinchamrab school were the participants. Participants consisted of 5 males and 5 females with previous English grade between 2.00-4.00. They were around 16-17 years old. As for the background of their English education, they have studied some basic vocabulary twice a week since they were in primary. Students started speaking courses (English for Communication) from Matthayom 1-5 through the dialogue memorization technique once a week, English grammar (Foundation of English Grammar) and reading and writing English (English Language: Reading and Writing Skills) through the grammar translation method twice a week.

#### **3.2 Materials and Raters**

Role-playing cards based on cues and information were used as pre-test, post-test (see Appendix 1), and during treatments for learners to practice speaking. The researcher used frequently found words in the cards to make sure that all learners can understand them correctly. The pre-test, post-test and cues and information role-playing cards (see Appendix 2) were adapted from <http://busyteacher.org> to make it more suitable for participants' English proficiency level. The website contains role-playing situations that learners encounter in their everyday lives. The theme for the pre-test, post-test and treatment cards was about buying a ticket or a tour and booking a room or a flight. Thus, students learned about asking and giving information such as price, date, time and location.

The researcher has adopted the speaking grading criteria (see Appendix 3) by CARLA, College of Liberal Arts, University of Minnesota in this study since it included 4 areas that this study focused. The questionnaire and semi-structure interview (see Appendix 4) were designed by the researcher to observe learners' attitude toward the role-playing and dialogue memorization. Observation notes were written down after each session to see whether learners have progress in their speaking and if it does, to what extent. Audio recorder was used during the pre-test and the post-test to be the evidence for scoring.

The raters who graded students' pre-test and post-test consisted of 2 Thai including the researcher and 1 British. The researcher used 3 raters to make sure that the rating scores were reliable. As for the raters' background in teaching, the researcher has had experience in teaching spoken English for 3 years, while another Thai teacher has taught English grammar for over 20 years. The British teacher has taught spoken English for a year. We practiced scoring the pre-test and post-test before the actual tests for 3 times.

### **3.3 Procedure**

Data collection took 2 months. Firstly, each participant took a pre-test by performing role-playing. They were required to act out the roles they receive from the researcher. Each of them performed both role A and B. Then, three English teachers graded each learner based on speaking grading criteria mentioned above. After pre-test, they received treatments for 8 sessions. Each session lasted 1 hour. Each week, the group learned how to perform in a role-play about asking and giving information through cues and information role-playing cards. It is worth mentioning that students have learned how to form affirmative, negative sentences, and questions from previous English courses (Foundation of English Grammar 1-5). Thus, during the treatments the researcher briefly reviewed learners about those forms of language. Students were encouraged to share ideas and think of how they can create meaningful conversation through the researcher's support. At the end of each session, they received role-playing cards to practice in pairs. The researcher took observation notes after each class. Participants were required to take post-test, which was the same as pre-test after they



finished treatments. The same three English teachers graded each learner. Then, students were interviewed by the researcher.

**Table 3.1** The Research Schedule

Period	Time	Cues and Information
1	80 minutes	Pre-test : Buying a bus ticket
2	1 hour	Treatment 1 : Buying a concert ticket
3	1 hour	Treatment 1 : Buying a concert ticket
4	1 hour	Treatment 2 : Tour information
5	1 hour	Treatment 2 : Tour information
6	1 hour	Treatment 3 : Hotel reservation
7	1 hour	Treatment 3 : Hotel reservation
8	1 hour	Treatment 4 : Booking flight
9	1 hour	Treatment 4 : Booking flight
10	80 minutes	Post-test : Buying a bus ticket
11	20 minutes	Interview

### Example of Lesson plan

**Theme:** Hotel reservation

**Level:** Matthayom 5

**Time:** 1 hour

**Objectives:** Students will be able to ask and give information about hotel reservation.

**Materials/Tools:** Cues and information role-playing cards

**Role A: You call the Riverside hotel. You talk to the front desk officer and ask for some information.**

- Room price
- Facilities
- Free wifi
- Airport pick up
- Check-in time

**Role B: You are the front desk officer of the Riverside hotel. You need to provide information that the guest needs.**

#### The Riverside Hotel

##### Available Rooms

Single	\$120	802,1107,1108
Double	\$160	708,710,904
Suite	\$220	1201

#### Facilities:

Pool	4 <sup>th</sup> floor
Restaurants	2 <sup>nd</sup> floor 3 <sup>rd</sup> floor
Laundry Service	Yes

Note: Check-in time: 1 PM. Free wifi and airport pick up

**Steps of teaching:**

Step	Activity	Time Duration
1	Teacher briefly explains the role-playing situation to students.	5 minutes
2	Teacher provides cues and information cards (hotel reservation) to students. Then, teacher explains vocabulary and students' roles in cards.	5 minutes
3	<p>Teacher asks students to imagine that they are now A, the guest who needs to ask for some information from B, the front desk officer of hotel. As A, students need to ask about room price first. Then, teacher reviews structures that students have learned (e.g. Wh-questions), and encourages students to form a question about room price. Teacher also asks if they can use other forms of question that have the same meaning. This will help students to realize that there are more than one form of language with the same function that people use in real life. Thus, they should not stick to just one form. If students cannot make a question or add other forms of question by themselves, teacher needs to help them by giving some guidance.</p> <p><b><u>Example:</u></b></p> <p><b>Teacher:</b> Can we ask “How much is a room for one night?”</p> <p><b>Teacher:</b> How about “How much does a room cost for one night?”</p>	25 minutes

Step	Activity	Time Duration
4	<p>After going through all questions for A, teacher asks students to imagine that they are now B, the front desk officer of hotel who needs to provide information that A needs. As B, students need to give details about room price first. Teacher reviews structures that students have learned (e.g. affirmative and negative sentences), and asks students to think of how they can provide information about room price. There are 3 types of room to choose from, which are single, double and suite. Ask if they can answer in different ways. If students cannot give details completely, teacher needs to help them by giving some guidance.</p> <p><b><u>Example:</u></b></p> <p><b>Teacher:</b> Can we say “The price for single room is \$120. Double room is \$160 and suite is \$220?”</p> <p><b>Teacher:</b> Can we make it shorter? “\$120 for single room, \$160 for double room and \$220 for suite?”</p>	25 minutes
5	<p>After finish making answers for B, teacher has students pair up and act out the roles they receive. One acts as a guest while another acts as a manager. They can use questions and answers brainstormed in class or anything considered suitable for their roles. Later, they need to switch roles with their partner. While students are playing their roles, teacher writes down errors they make and collect frequently made errors.</p>	40 minutes

Step	Activity	Time Duration
6	<p>At the end of the session, teacher writes those frequently made errors on board and ask students to correct them. Teacher needs to help with errors correction as well.</p> <p><b><u>Example:</u></b></p> <p><b>Incorrect:</b> How much is a room cost for one night?</p> <p><b>Correct:</b> How much is a room for one night? or How much does a room cost for one night?</p>	20 minutes

### 3.4 Data Analysis

As for the quantitative data from the pre-test and post-test, they were analyzed by the program SPSS to find T-test and mean scores based on the hypothesis:

**H<sub>0</sub>:** Cues and information role-playing does not improve Matthayom five students' speaking.

**H<sub>1</sub>:** Cues and information role-playing improves Matthayom five students' speaking.

The result of T-test answered the research question 1: Does cues and information role-playing improve Matthayom five students' speaking?

The qualitative data was analyzed and divided into 2 perspectives which are teacher's view (observation note), and students' view (questionnaire and semi-structure interview). The result answered the research question 2: To what extent does cues and information role-playing improve Matthayom five students' speaking?

## CHAPTER 4

### RESULTS AND DISCUSSION

In this chapter, the findings of this study are presented and discussed.

To answer the first research question, “Does cues and information role-playing improve Matthayom five students' speaking?,” I discussed the result based on the quantitative data as follows:

#### 4.1 Quantitative Results

**Table 4.1** The Results of the Students' Pre-test and Post-test

Students' name	Pre-test	Post-test
Student 1(F)	5.33	7.67
Student 2(F)	2.67	7
Student 3(F)	1.33	4.67
Student 4(F)	4.33	7
Student 5(F)	2	4.67
Student 6(M)	1.33	4.67
Student 7(M)	2.33	5.67
Student 8(M)	2.67	6.33
Student 9(M)	2.33	6
Student 10(M)	2	5.67
	<b>Pre-test Mean = 2.63</b>	<b>Post-test Mean = 5.94</b>

According to table 4.1, we can see that all 10 participants had higher scores in the post-test. There was only one student, who received scores higher than 5 in the pre-test, and later it was increased to 7 in the post-test. It means that they have sufficient abilities to communicate in an acceptable level. Although there were 3 students who had scores lower than 5, there were still some progress in this group.

**Table 4.2** The Results of T-test on the Improvement of Students' Speaking Before and After Using Role-Playing

N	df	Scores	Pre-test		Post-test		Paired Differences Mean	t	t Critical
			$\bar{x}$	SD	$\bar{x}$	SD			
10	9	10	2.63	1.62	5.94	1.15	3.31	17.56	3.25

\*Significance at the 0.01 level

From the data analysis by T-test, we can see that  $t_{\text{Stat}} (17.56) > t_{\text{Critical}} (3.25)$ . Thus,  $H_0$  was rejected while  $H_1$  was accepted, which mean that the post-test mean of student after the treatment is significantly higher than the pre-test mean at the 0.01 level. It can be clearly seen that cues and information role-playing improves Matthayom five students' speaking.

## 4.2 Qualitative Results

To answer the second research question, "To what extent does cues and information role-playing improve Matthayom five students' speaking?", I discussed the result based on the qualitative data, which is the observation note and the questionnaire and semi-structure interview.

### 4.2.1 Linguistic Improvement from the Researcher's View

As mentioned earlier that the quantitative results illustrated an improvement in learners' speaking skill when role-playing is used in the class. Now let us take a look in details of how learners showed some progress. According to the researcher's observation, most students gave very little or inadequate information in the pre-test. However, when they were asked if they understood the role-play situation,

many of them stated that they understood the instruction quite well. The English teacher at this school insisted that students have learned about Wh-questions and how to form a sentence already, but they usually practice those skills through writing rather than speaking. Students further mentioned that they mostly learn conversations by memorizing the dialogues. During the pre-test, some students used the word, “How many” instead of “How much” when asking about the ticket price (e.g. “How many is ticket?”). Most of them could perform role B (a person who gives answer) better than role A (a person who initiates the conversation and asks some questions). The researcher noticed that many students were nervous to speak English.

During the treatments, the researcher could get every student to speak and correct their errors since the class was small. The researcher taught learners with the role-playing technique of CLT, and encouraged them to speak without worrying too much about their mistakes as long as they could make their interlocutor understand them. Later, they tried to speak much more although with some linguistic errors. Within the last few periods of the lesson, many students could form a sentence faster with few less errors. They also did better in their post-test. They spoke a lot more with some errors that can be understood, although speech was quite hesitant and rough (e.g. Student 3(F): “When....eh,.....bus....depart?”). They used various vocabulary (e.g. Student 1(F): “Is food included?”, Student 5(M): “Is meal included?”), and tried different forms of language when speak (e.g. Student 4(M): “What time does the bus depart?”, Student 4(F): “When is the departure time?”). Many of them pronounced each word more accurate in the post-test. For example, they asked “How much” instead of “How muss (haʊ-mʌs)”, or “child ticket” instead of “chill ticket (tʃɪl-ˈtɪkɪt)”. However, some of them were unaware of this error and still pronounced incorrectly. They started greeting each other before getting into the details (e.g. “Hi”, “Hello”, “Good morning”), offered some help (e.g. “May I help you?”, “Anything else?”), and closing the conversation with common words (“Thank you”, “Thanks, bye”, “You’re welcome”). Some students also tried their best to correct grammatical errors themselves (e.g. Student 2(M): “what time arrive?..... What time bus arrive?”, Student 2(F): “How much is a child ticket cost?.....How much dose a child ticket cost?”). They were able to ask their interlocutor to repeat or clarify the speech (e.g. Student 3(M): “Again please?”).



From the observation note, we can see learners' improvement in speaking skill in terms of fluency, grammar, vocabulary and pronunciation. Moreover, most of them could initiate, communicate and hold a conversation in a more accepted level. What do learners think about role-playing? Do they agree that their speaking has improved? What are their attitudes toward the dialogue memorization that they have used and the new technique they received during the treatment? The questionnaire and semi-structure interview answered these questions.

#### 4.2.2 Students' Satisfaction in Role-playing and Their Attitudes toward the Speaking Techniques from the Students' View

**Table 4.3** Students' Satisfaction in Role-Playing from the Questionnaire

Statement	Levels of Satisfaction				
	1	2	3	4	$\bar{x}$
1. Learning English is much more fun with role-playing. I am more motivated to speak English.	-	-	5	5	3.50
2. More cooperating between learners when role-playing is used	-	1	6	3	3.20
3. Role-playing is suitable for my English proficiency level	-	2	6	2	3.00
4. I can speak English better after practicing through role-playing	-	-	6	4	3.40
5. I am more confident in speaking English after practicing through role-playing	-	-	7	3	3.30
6. I can speak English more fluent after practicing through role-playing	-	1	6	3	3.20
7. I make fewer grammar errors after practicing through role-playing	-	2	4	4	3.20
8. I can select appropriate words to speak after practicing through role-playing	-	-	4	6	3.60
9. I can pronounce words more correctly after practicing through role-playing	-	2	3	5	3.30
10. I suggest the use of role-playing in classroom in the future	-	-	4	6	3.60
<b>Total</b>	<b>0</b>	<b>8</b>	<b>51</b>	<b>41</b>	<b>3.33</b>

\*1=disagree, 2=slightly agree, 3=moderately agree, 4=extremely agree

Based on the 4-scale Question, table 4.3 indicated that students were satisfied with the role-playing ( $\bar{x}$  mean = 3.33). None of the students disagreed with the statements. Students gave the highest rates ( $\bar{x}$  = 3.60) to statements 8 and 10, which means they agreed they could use more adequate range of vocabulary, and strongly suggested the use of role-playing in the classroom. Moreover, they enjoyed role-playing, and it gave them motivation to speak English ( $\bar{x}$  = 3.50). In addition, they could speak English better after practicing through role-playing ( $\bar{x}$  = 3.40). Finally, they believed that role-playing improved their speaking in terms of grammar, pronunciation and fluency ( $\bar{x}$  = 3.20, 3.30, 3.20). Thus, the learners' interview results also supported learners' speaking progress.

From an additional interview about the treatments, most students preferred the first topic: buying a concert ticket. They stated that they understood each lesson especially this topic and they liked how it related to their lives. They preferred the fourth topic the least: buying a plane ticket since some vocabulary were difficult for them, though they wanted to go on a plane. They quite enjoyed working and performing a role-play with their friends, and suggested that more lessons would further improve their speaking.

When students were asked about their attitudes toward the dialogue memorization that they have used, most of them stated that they lacked of motivation in speaking with this technique. It was quite boring for them to memorize everything in order to speak. During the treatments, the researcher noticed that some learners did not want to speak, and would just prefer listening to others. Students claimed that they have better listening skill than speaking. They do not have much chance to speak English inside and outside the classroom. Thus, many of them felt nervous and shy to speak. Furthermore, they were not confident about their Thai accent, and wondered whether it was necessary to have a native English accent. Finally, the teacher might blame them if they ever made an error, and they definitely did not want to be embarrassed in front of others. Some students stated that making errors were like a guilt that they tried to avoid, while only a few students mentioned that they were confident to speak with some errors. The memorizing conversation technique seemed to decrease learner's motivation, confidence, but increased more anxiety in them. They stated that even though they have learned grammar and conversations for a long time,

they still could not speak as they wish. They were used to being so passive in the class that they would not initiate the conversation, which blocked them from learning and speaking English effectively. They believed it could take some times to change these attitudes.

However, learners seemed to enjoy role-playing and actively participated. Students agreed that role-playing was a good way to learn an oral English. They enjoyed the roles of real life situations and liked how they could speak and learn from their errors. Role-playing required them to think, and use previous knowledge to form questions and answers for a real situation. It encouraged them to work and exchange ideas with others. Most of them preferred this technique to dialogue memorization. However, a few students argued that they prefer the dialogue memorization, because it was too difficult for them to promptly form a sentence. One student believed that she could certainly get exam scores if she remembered a conversation, and she felt secured with that. Another one accepted that he preferred memorizing to thinking so he would not make any mistakes. Nevertheless, student 3(F) and student 6(M) who prefer the dialogue memorization technique seemed to have a score lower than 5 since they were required to use their knowledge and to show their understanding when speak. In contrast, those learners who prefer role-playing got better scores in the post-test by using previous knowledge to form questions and answers.

Learners who liked English subject and realized how it could benefit their lives (e.g. they could make foreign friends, or get a better job opportunity than others) seemed to have more motivation in learning to speak with less anxiety, and later asked the researcher for more role-playing lessons and time. This student, student 1(F), also performed better than those learners who preferred math or physics in the pre-test and post-test (pre-test = 5.33, post-test = 7.67). Thus, learners' preference and a good attitude toward the subject tend to have a strong effect on student's learning and improvement. Teachers may observe students' interest, provide what they need, and make them realize how useful and important English language is. They may prefer other subjects, but they should not ignore English.

### 4.3 Summary of the Results and Discussions

As for the results of this study, it can be concluded that cues and information role-playing can improve Matthayom five students' speaking. The qualitative result indicated that students have improved their speaking in terms of fluency, pronunciation, vocabulary and grammar. This can be supported by Chayanuvat, Phuetphon, and Sitthitikul (2012), they mentioned that the role-play develops learners' speaking performance such as vocabulary and fluency, while (Rodpradit, 2012) stated that learners could speak better in terms of fluency and pronunciation after practiced through the role-play.

From the qualitative result of this study, cues and information role-playing improves Matthayom five students' speaking as follows. Firstly, students' speech was limited to isolated words or short phrases during the pre-test. Later, their speech was getting smoother although it was quite hesitant and sometimes rough. Students provided much more information after the treatments. They tried to be more active and keep the conversation more natural by greeting or offering some helps to initiate the conversation. Secondly, student paid more attention in pronunciation because they learned that mispronunciation could change the meaning that they want to express. Thirdly, students tried to find synonym of vocabulary and used them in a conversation. Fourthly, students could form a more accurate sentence. They have learned all English grammar tenses already, but no chance to form it in their mind in a short time and speak since they were not encouraged to think or make a sentence themselves with the dialogue memorization. Some examples of this speaking improvement were mentioned earlier in the chapter.

Besides this linguistic improvement, students became more motivated to learn and confident to speak English. They were aware of their linguistic errors and tried to correct it themselves. In contrast, they were afraid of making errors so that they did not want to speak during the pre-test. Later, they realized that the goal of communication is to make their interlocutors understand them. Thus, some errors are acceptable during the conversation. Moreover, learners were more aware of social manners, by trying harder to use appropriate form of language and able to hold a conversation in a pleasant level. According to learners' attitudes in the teaching

techniques, most students were more satisfied to speak English with role-playing than the dialogue memorization. Some role-play situations were related to their real lives, they encouraged learners to think, speak and learn from their errors. They strongly suggested the use of role-playing in the classroom.

We can see that cues and information role-playing provides some controls for learners (e.g. the information they need), and also gives them an opportunity to speak based on their linguistic background. But does practicing through role-playing alone improve their motivation and confidence in speaking? In the researcher's view, the way of teaching through CLT also plays an important role. Students were more confident to communicate because their attitudes on learning have been changed during the treatment. The researcher explained to them about the goal of communication, and how their fears in errors could affect a conversation. Students often asked the researcher to make sure that they were allowed to communicate with some errors, then they tried to speak a lot more. Moreover, students became more motivated in learning when they were required to be active and participate in the classroom. The researcher reviewed grammar structures for them and helped them when needed, but students were expected to rely on themselves first by trying to create questions and answers. They were stimulated to learn and help other students by exchanging their ideas and sharing knowledge. At the end of each class, error correction helped them to be more aware of mistake during their conversation that might change the meaning they wanted to express, and how they can correct it. In conclusion, the way of teaching through CLT and the proper type of role-playing for learners to practice were needed to improve learners' confidence and motivation in speaking English.

From the results of this study, one of the most important problems that prevent learners from speaking is anxiety in making errors. Many students believed that they need to speak English correctly only since they mostly learn speaking through the dialogue memorization. Thus, anxiety greatly affects their oral performance. Next, many students were not confident about their Thai accent. They were confused whether they should speak more like a native English speaker. Finally, students lacked of motivation and speaking practice. They hardly used English outside classroom.

To deal with these problems and to get the most benefits from the role-playing, the teaching implications were suggested in the next chapter.

## **CHAPTER 5**

### **CONCLUSION**

In this chapter, the conclusion, limitations of this study and recommendation for further study are provided.

#### **5.1 Conclusion**

The present study investigated the effectiveness of role-playing controlled through cues and information on the development of speaking skill of Matthayom five students. This study involves 10 Matthayom five students from Luekamhan Warinchamrab school. The results demonstrated that cues and information role-playing can improve Matthayom five students' speaking in terms of fluency, pronunciation, vocabulary and grammar. Moreover, students were more aware of social manners by trying their best to use appropriate language and holding a conversation. They were satisfied, confident and motivated to practice English speaking with role-playing. The study also found some factors that greatly affect their oral performance, which include anxiety in making errors and having Thai accent, lacking of motivation and practice. Thus, teaching implications were suggested to raise teachers' awareness about these negative impacts, and create a safe supportive environment so that they feel motivated to communicate orally.

#### **5.2 Limitations of the Study**

This study might have some limitations. Firstly, it was limited to only one type of role-playing, which was role-playing controlled through cues and information. Secondly, the language features covered Wh, and Yes, No question in a present form only. However, a variety of grammar structure is also used in daily life. Thirdly, this study involved small number of learners, which were 10 Matthayom five students, 5 males and 5 females. The results may not be generalized or statistically reliable since they cannot represent a large number of students. Fourthly, students practiced through



role-playing within 8 hours. Thus, they may not receive enough speaking practices, and perform role-playing at their best. Finally, there was only one set of role-playing cards for the pre-test and post-test so students may remember some answers while performing the role-play.

### **5.3 Recommendations for Further Study**

The further study may investigate different types of role-playing such as role-playing controlled through cued dialogues, situation and goals, or role-playing in the form of debate or discussion on proper level of learners' English proficiency. For example, future research may apply role-playing controlled through cued dialogues on Matthayom 1-3 learners. Role-playing controlled through situation and goals which contains problem solving, and role-playing in the form of debate or discussion may be used by advance students such as university level or higher. Make sure learners have adequate prior/shared knowledge about the issue and different opinions or interests to defend when debate or discussion is used. Next, the language features should cover simple tense or more in present, past and future forms since they are often used in real life. Moreover, increasing the number of participants in the research, would also give a better generalizability and reliability. Since this research had a limited time and treatments (2 months, 8 times). The future study could possibly add more time during the practice to see whether all learners could pass the test and how far they can go. Finally, two sets or more of role-play cards should be used during the pre-test and post-test in order to make it more authentic to students.

## 5.4 Teaching Implications

These suggestions are the results of the conclusions drawn from this study, which include dealing with learners' anxiety and confidence and increasing their motivation with role-play in EFL classroom. The advices are the teaching guidance for English language teachers to successfully help their students improve speaking ability. Here are some recommendations.

(1) Unscripted role-playing is suitable for intermediate English learners who have sufficient English knowledge of grammar and vocabulary.

(2) Small class is preferred so that teacher can encourage every learner to speak, and correct their errors. This way also reduces unnoticed errors that students could make.

(3) Teacher may need to observe learners' interests before class, then apply roles that related to them. Language difficulty in their role cards should be suitable for their level.

(4) Explain students that they may keep their Thai accent. Widdowson (1994) stated that due to the global spread of English, which led to new varieties of English when it has come in contact with other languages and cultures. Therefore, the pedagogical policies and practices must inform the learners that they are learning English that belongs to them (Higgins, 2003)

(5) Present and write on the board new vocabulary associated with the topic the class is discussing before starting the role-playing lesson so the students get familiar with it.

(6) Get students to be active in class by encouraging them to think and form a sentence themselves first. This is an effective way to help them practice what they have learned. Teacher may help when needed.

(7) Be very patient with students' errors since the goal of speaking is that learners can give their messages to their interlocutors successfully. Reassuring students that mistakes are part of their learning and that it takes time to acquire the language and become fluent speakers of English.

(8) Errors correction should be done at the end of the class. Teacher may write down those errors, put them on the board, ask if students can correct it,

and finally help them when needed.

(9) Allow students to work in pairs or groups so they can share their opinions and also learn from others.

(10) Provide activities outside classroom. For example, sharing some websites where students can learn a conversation with sounds and scripts (if needed). This practice can improve learners' listening ability, help them to speak more correctly, and give them some ideas of how they can produce authentic language. Then, teacher may ask them to share what they have learned with class.

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## APPENDIX





## B Cues and information role-playing cards

### Treatment 1

**Role A: You want to buy a concert ticket for your favourite band. You call the ticket seller and ask for some information.**

- Location
- Date
- Time
- Ticket price
- Camera allowed

**Role B: You are the ticket seller. You need to give information that the customer needs.**

The O.A.C  
Live in Bangkok

Sunday, March 17, 2013 3 PM

M.C. Hall, Bangna

ticket price: 500 baht

for tickets call: 05658991-55

\*No cameras allowed at the concert\*

## Treatment 2

**Role A: You want to buy a tour trip to Phi Phi Islands. Ask for some information about the tour from the tour agent.**

- Price
- Duration time
- Tour program
- Departure time
- Lunch included

**Role B: You are the tour agent. You need to give information that the customer needs.**

<b>Tour Overview:</b>	Travel to Phi Phi Islands by speed boat.
<b>Things to do:</b>	Swimming / Snorkeling / Relaxing
<b>Duration:</b>	8 hours
<b>Price:</b>	2,200 baht / person
<b>Departure point:</b>	Tour departs from centrally located Krabi hotels.
<b>Departure time:</b>	8.30 AM
<b>Return:</b>	4.30 PM
<b>The tour included:</b>	<ul style="list-style-type: none"> <li>• Hotel pickup and drop off</li> <li>• Lunch</li> <li>• Ride in a speed boat</li> <li>• Tour Guide</li> </ul>

### Treatment 3

**Role A: You call the Riverside hotel. You talk to the front desk officer and ask for some information.**

- Room price
- Facilities
- Free wifi
- Airport pick up
- Check-in time

**Role B: You are the front desk officer of the Riverside hotel. You need to provide information that the guest needs.**

<i>The Riverside Hotel</i>		
	Price	Available Rooms
<b>Single</b>	\$120.00	802, 1107, 1108
<b>Double</b>	\$160.00	708, 710, 904
<b>Suite</b>	\$220.00	1201
<i>Facilities:</i>		
Pool	4 <sup>th</sup> floor	
Restaurants	2 <sup>nd</sup> floor 3 <sup>rd</sup> floor	
Laundry Service	Yes	
Note: Check-in time: 1 PM. Free wifi and airport pick up		

## Treatment 4

**Role A: You are at a travel agency. You want to fly to Osaka, Japan with Starlight Airline. Ask for some information from the travel agent.**

- Number of flights on August 18, 2013
- Departure time
- Arrival time
- Price of economy class for one-way ticket
- Price of economy class for round-trip

**Role B: You are a travel agent. You need to give some information that the customer needs.**

		<b>Starlight Airline</b> <b>Fares and Flight Schedules</b>			
Destination	Schedule (2013)	Departs	Arrives	Price (Economy/Business)	
				One-way	Round-trip
Osaka	August 14	10.15 AM	5.15 PM	\$476 / \$752	\$776 / \$1352
Osaka	August 16	11.00 AM	6.00 PM	\$476 / \$752	\$776 / \$1352
Osaka	August 18	9.00 AM	4.00 PM	\$426 / \$722	\$726 / \$1252
*This price included food and drinks					

### C Speaking Grading Criteria

Scores	Criteria
Very good (9-10)	Communicates <b>significantly more information</b> than required to fulfill the task; includes elaboration and detail. Speech is <b>smooth and flowing</b> . No hesitancy or rephrasing. <b>No errors in pronunciation</b> that impede comprehension. Uses a <b>wide range of vocabulary</b> appropriately. No or <b>very few grammatical errors</b> .
Good (7-8)	Communicates <b>more information</b> than required to fulfill the task. Speech is <b>smooth for the most part</b> . Occasional hesitancy. Some rephrasing. <b>A few errors in pronunciation</b> rarely impede comprehension. Uses a <b>fairly wide range of vocabulary</b> . Most of vocabulary is used appropriately. <b>Some grammatical errors</b> ; however, errors do not impede comprehension.
Average (5-6)	Communicates <b>adequate information</b> to fulfill the task. Speech is generally <b>hesitant and often rough</b> . <b>Occasional pronunciation errors</b> cause some confusion or misunderstanding. Uses an <b>adequate range of vocabulary</b> , but sometimes inappropriately. <b>Several grammatical errors</b> occasionally impede comprehension.
Poor (3-4)	Communicates <b>some information</b> , but amount is less than adequate. Speech is <b>extremely hesitant and rough</b> . Frequent pauses and/or unfinished phrases. <b>Frequent pronunciation errors</b> cause consistent confusion or misunderstanding. Uses a <b>limited range of vocabulary</b> . Vocabulary is often used inappropriately. <b>Many grammatical errors</b> frequently impede comprehension.
Very poor (1-2)	Provides <b>almost no information</b> , or there is not enough speech to evaluate. Speech is <b>limited to isolated words or short phrases</b> . No fluency. <b>So many pronunciation errors</b> that comprehension is impossible. Shows <b>no command of vocabulary</b> . <b>Grammatical errors so frequent</b> that comprehension is totally impeded.

## D Questionnaire and Semi-Structure Interview

(Thai version)

แบบสัมภาษณ์ความคิดเห็นของผู้เรียนต่อการเรียนภาษาอังกฤษผ่านทางกิจกรรมแสดงบทบาทสมมติ (Role-playing)

ตอนที่ 1 ข้อมูลทั่วไป

เพศ ☐ ชาย ☐ หญิง อายุ ..... ปี

ตอนที่ 2 ความคิดเห็นของผู้เรียนต่อการเรียนภาษาอังกฤษผ่านทางกิจกรรมแสดงบทบาทสมมติ (Role-playing)

ประเด็นความคิดเห็น	เห็นด้วย อย่างมาก (4)	เห็นด้วย ปานกลาง (3)	เห็นด้วย น้อย (2)	ไม่เห็น ด้วย (1)
1. Role-playing ช่วยให้การเรียนภาษาอังกฤษมีความน่าสนใจและสนุกสนาน ข้าพเจ้ามีแรงจูงใจในการพูดภาษาอังกฤษ มากขึ้น				
2. Role-playing ช่วยกระตุ้นการทำ กิจกรรมร่วมกับผู้อื่นในชั้นเรียน				
3. Role-playing ที่ข้าพเจ้าได้รับมีระดับ ความยากเหมาะสมกับระดับการศึกษาของ ข้าพเจ้า				
4. Role-playing ช่วยพัฒนาทักษะการพูด ภาษาอังกฤษโดยรวมของข้าพเจ้าได้ดี ยิ่งขึ้น				
5. Role-playing ช่วยให้ข้าพเจ้ามีความ มั่นใจในการพูดภาษาอังกฤษมากขึ้น กว่าเดิม				

ประเด็นความคิดเห็น	เห็นด้วย อย่างมาก (4)	เห็นด้วย ปานกลาง (3)	เห็นด้วย น้อย (2)	ไม่เห็น ด้วย (1)
6. Role-playing ช่วยให้ข้าพเจ้าพูดภาษาอังกฤษได้คล่องแคล่วกว่าเดิม				
7. Role-playing ช่วยให้ข้าพเจ้าพูดภาษาอังกฤษได้ถูกต้องตามหลักไวยากรณ์มากขึ้น				
8. Role-playing ช่วยให้ข้าพเจ้าสามารถใช้คำศัพท์ได้หลากหลายและเหมาะสมกับสถานการณ์มากขึ้น				
9. Role-playing ช่วยให้ข้าพเจ้าออกเสียงคำศัพท์ภาษาอังกฤษได้ดียิ่งขึ้น				
10. ข้าพเจ้าอยากให้มีการนำ Role-playing ไปใช้ในการเรียนภาษาอังกฤษในห้องเรียน				

11. หัวข้อที่ข้าพเจ้าชอบจากมากไปน้อยในการทำกิจกรรมนี้คือ
12. ข้าพเจ้าเห็นว่า Role-playing มีข้อดีข้อเสีย ดังนี้คือ
13. เมื่อเปรียบเทียบกับการเรียนพูดภาษาอังกฤษแบบเดิม (การจำบทสนทนา) กับ Role-playing เทคนิคที่ข้าพเจ้าชอบคือ
14. ข้าพเจ้าเห็นว่าสาเหตุที่ทำให้ข้าพเจ้ายังไม่สามารถพูดภาษาอังกฤษได้อย่างคล่องแคล่วเป็นเพราะว่า

ข้อเสนอแนะเพิ่มเติม.....

## (English version)

**Students' opinion about learning English based on role-playing questionnaire****Section 1 general information**

Sex    ☐ male    ☐ female    Age .....

**Section 2 Student's opinion about learning English based on role-playing**

Questions	Strongly Agree (4)	Moderately Agree (3)	Slightly Agree (2)	Disagree (1)
1. Learning English is much more fun with role-playing. I am more motivated to speak English.				
2. More cooperating between learners when role-playing is used				
3. Role-playing is suitable for my English proficiency level				
4. I can speak English better after practicing through role-playing				
5. I am more confident in speaking English after practicing through role-playing				
6. I can speak English more fluent after practicing through role-playing				
7. I make fewer grammar errors after practicing through role-playing				
8. I can select appropriate words to speak after practicing through role-playing				



Questions	Strongly Agree (4)	Moderately Agree (3)	Slightly Agree (2)	Disagree (1)
9. I can pronounce words more correctly after practicing through role-playing				
10. I suggest the use of role-playing in classroom in the future				

- 11. My favourite topics in this activity are
- 12 The advantages and disadvantages of role-playing are
- 13. Between the old technique of speaking English (dialogue memorization ) and role-playing, I prefer
- 14. I still cannot speak English well because

**Additional Comments:**.....

**VITAE**

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