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TEMA

**THE EFFECTIVENESS OF ROLE-PLAYING TO IMPROVE
SPEAKING SKILLS IN A1 LEARNERS**

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DEDICATORY

This research project is dedicated to my whole family, who have supported and encouraged me throughout this academic journey.

To my mother Gloria and my aunt Judith, for their endless love, sacrifices, and belief in my dreams. Their moral and financial support has been significant in helping me to achieve my goals.

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RESUMEN

El idioma inglés es un pilar fundamental para potenciar el crecimiento personal y profesional, abriendo más oportunidades académicas y laborales. Hablar en inglés es importante ya que las personas pueden compartir sus opiniones. Sin embargo, si el vocabulario es limitado, no podrán reproducir ni participar en intercambios de información. La presente investigación tiene como objetivo demostrar la eficacia del juego de roles para mejorar las habilidades orales. La población del estudio fue 27 estudiantes del primer año de Bachillerato. Al grupo experimental se le enseñó a través de juegos de roles durante 4 semanas. El estudio tiene un enfoque mixto. Las herramientas aplicadas en esta investigación fueron el pretest, postest Y una encuesta proporcionando datos cuantitativos. El uso de cuestionario proporcionó datos cualitativos. Los resultados demostraron una mejora en las habilidades orales. La media en el pretest fue de 8,59 sobre 20, mientras que la media después de aplicar las actividades de juego de roles fue de 15,92 sobre 20 y la mejora general fue del 50%. La encuesta demuestra la aceptación de la actividad con un 51% y cae en la categoría de aceptación Fuerte. Finalmente, el cuestionario proporcionó evidencia de la percepción de los alumnos con 129 comentarios positivos frente a 53 comentarios negativos. Se demostró que el juego de roles es una herramienta importante para mejorar las habilidades orales.

***PALABRAS CLAVE:** juego de rol, habilidades orales, precisión, vocabulario, fluidez*

ABSTRACT

The English language is a fundamental pillar to enhance personal and professional growth, opening more academic and job opportunities. Speaking in English is essential as people can share their thoughts and opinions. However, if the vocabulary is limited, they will not be able to produce orally or participate in exchanges of information. The present research aims to demonstrate the effectiveness of role-play techniques in improving speaking skills. The study population was 27 students in a public school's first year of Baccalaureate. The experimental group was taught through role-play for four weeks. The study used a mixed approach; the tools applied in this research were the pretest and the posttest, done through a rubric and a survey to obtain quantitative data. A questionnaire was used to obtain qualitative data. The results demonstrated an improvement in speaking skills. The mean in the pretest was 8,59 over 20, whereas the mean with the same group after applying role-playing activities was 15,92 over 20, and the overall improvement was 50%. The survey demonstrates the acceptance of the activity with 51%, which falls out into the Strong category of acceptance. Finally, the questionnaire provided evidence of learners' perceptions, with 129 positive comments against 53 negative comments. In conclusion, role-playing was an essential tool for improving speaking skills.

KEYWORDS: role-playing, speaking skills, accuracy, vocabulary, fluency

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INTRODUCTION

1. Description of the general background and analysis of the situation that justifies the presentation of the proposal

The English language is a fundamental pillar to enhance personal and professional growth, opening more academic and job opportunities. Moreover, A few years ago, the language learning process was focused on the teacher. However, over the years, several experts focused their studies on promoting learning theories centered on learners, not the teacher, so that learners have a fundamental role in the process (Moreno, et al, 2020), according to Moreno, et al, (2020). Role-play is an educational technique in which participants assume a certain role and act out and improvise that role.

2. Description of the problem to be investigated and the elements that justify the problem

This study proposes to analyze the benefits of using role-play to develop speaking skills in A1 learners. Speaking in English is important as people can share their thoughts and opinions. However, if the vocabulary is limited, they will not be able to produce orally or participate in exchanges of information. The lack of vocabulary leads to communication barriers. Effective oral communication is needed for fluent speaking (Jayasundara & Halik, 2021).

3. Statement of the problem

This study proposes to analyze the benefits of using role-play to develop

speaking skills in A1 learners. Speaking in English is important as people can share their thoughts and opinions. However, if the vocabulary is limited, they will not be able to produce orally or participate in information exchanges. The lack of vocabulary leads to communication barriers. Effective oral communication is regarded as a flow of speech. Therefore, considerable vocabulary is needed for fluent speaking (Jayasundara & Halik, 2021).

4. Precision of the Topic

The following methodological proposal is aligned with the institutional research lines, focusing on pedagogy, didactics, and management of education. The research directly responds to the institutional research lines by researching, evaluating, and applying educational models through the implementation of methodologies.

5. Description of the research object

The research object of this study involves role-playing and speaking skills. In education, the use of role-play plays a significant role due to it helps with the integration of prior knowledge, current knowledge, and active participation of the students. This technique helps to enhance language teaching and learning, with the primary goal of increasing confidence in students. Moreover, role-playing plays an important role in solving problems that they must face in real-life situations. In this research, roleplay will be used as a pedagogical approach to create a safe environment in class and promote communication in English.

6. Research aim

To analyze the effectiveness of role-playing in improving speaking skills in A1 learners. By incorporating role-play strategies based on their language level, this study promises to provide evidence based on quantitative and qualitative data to help students and learners develop speaking skills using role-playing techniques.

7. Specific Research Objectives

1. To diagnose the strengths and weaknesses of students through a diagnostic test.
2. To determine how role-play addresses the goals of accomplishing appropriate communicative functions in A1 learners utilizing a pretest-posttest.
3. To assess the effectiveness of role-playing for speaking through a survey.
4. To explore the potential benefits of integrating role-play in the classroom using a questionnaire.

8. Description of the conceptual and operational categories

Independent variable: Roleplay. It permits students to experience different learning styles in a supportive environment, where they feel safe (Moreno, et al, 2020). According to Irkinovich (2022), role-play is conditioned by real conditions, the reproduction by participants, and creates conditions for real communication. The author also stated that the effectiveness of this method is mainly due to motivation, also the process of solving certain tasks. This variable represents the new condition that could benefit speaking skills, such as using an adequate number of words, using grammar rules, and using appropriate conversations in A1 learners (Stevens, 2015).

Dependent variable: Speaking. It represents the level of difficulty with which students express themselves in real situations in the process of learning English as a foreign language. It encompasses their correct use of vocabulary, grammar, and word patterns among others (Parupalli, 2019). The author also stated that accomplishing appropriate communication functions plays a vital role in speaking skills and is a key to facing real conversations about real situations. Parupalli (2019), states that speaking is probably the skill that learners will be judged most in real-life situations (Patriwi & Ayu, 2022).

9. Description of the research approaches and methodologies to be used

The research approach, which consists of qualitative and quantitative research, is usually utilized frequently in different education disciplines, such as psychology, sociology, and history. A researcher could use different approaches to analyze knowledge (Rahman, 2017). According to Dawadi, et al. (2021), a mixed research approach is a research methodology that integrates multiple methodologies to address research questions in an appropriate and principled manner which involves collecting, analyzing, interpreting, and reporting both qualitative and quantitative data (Dawadi et al., 2021).

10. Description of the research Instruments

Diagnostic test. It served to diagnose the strengths and weaknesses of students through a diagnostic. It is a quantitative approach. **Pretest-posttest.** This quantitative approach determines how role-play addresses the goals of accomplishing appropriate

communicative functions in A1 learners. **Survey.** It served to assess the effectiveness of role-playing for speaking. It is a quantitative approach. **Questionnaire.** It served to explore the potential benefits of integrating role-play in the classroom. It is a qualitative approach.

11. Description of the beneficiaries of the proposal

The main beneficiaries of the research are twenty-seven students in the first year of baccalaureate eleven male students and sixteen female students at Unidad Educativa del Milenio Angel Polibio Chaves”, in San Miguel from the province of Bolivar. These students are between the ages of 14 and 15 years old. The students have an A1 level in English, which means they have basic proficiency in the English language. By implementing role-playing, students will benefit from this highly effective method for improving speaking skills, especially in scenarios where individuals need to practice specific situations or contexts, offering numerous benefits that extend beyond mere verbal communication. Additionally, the research outcomes will be beneficial to teachers who need guidance to improve speaking skills through role-play activities.

12. Description of the Research Context

The investigation was conducted within the premises of the Unidad Educativa del Milenio "Angel Polibio Chaves," a publicly funded educational institution situated on "El Maestro" Avenue in the urban district of San Miguel of Bolivar. The establishment accommodates approximately 1800 students, overseen by a staff comprising 83 educators and 7 administrative personnel. Designated by the AMIE

code 02H00499, it delivered comprehensive educational services spanning from primary to secondary levels. The incumbent head of the institution is MSc. Antonio Zambrano. The establishment boasts notable infrastructural investments, characterized by contemporary and utilitarian amenities such as laboratories, libraries, and administrative spaces.

13. Description of the practical contributions of the proposal, its importance, and its social need

Practical contributions: These contributions included enhancing speaking skills by providing opportunities for students to practice and gain confidence in expressing themselves in real-life conversations.

Importance: Role-playing activities played a crucial role in enhancing the speaking skills of English as a Foreign Language students. These activities offered a dynamic and interactive approach to language learning, providing numerous benefits that contribute to developing students' speaking abilities.

Social need. This proposal was not just an academic endeavor but a practical necessity addressing the immediate needs of learners, society's broader requirements, and the demands of the globalized workforce. It bridged the gap between theoretical knowledge and practical application.

14. Description of the contents of each chapter

Introduction: This chapter offered an overview of the study, discussing the background, problem statement, and objectives. It emphasized the

importance of exploring how role-playing activities improve speaking skills in EFL students. Additionally, the chapter outlines the research methodology and the overall structure of the study.

Chapter I: The Literature Review. Explored previous studies on language learning methods, especially focusing on speaking skills development. Discussed the theoretical frameworks related to role-playing in education and analyzed existing research findings regarding the effectiveness of role-play.

Chapter II: Research Methodology. In this chapter, the researchers delineated the research structure and the sample selection process. They provided an overview of the data collection procedures, pre-tests, and post-tests. Furthermore, this chapter elaborated on the specific role-playing activities integrated in class.

Chapter III: Data Analysis and Results. This chapter presented the data collected from the role-playing activities, emphasizing key findings. Quantitative and qualitative analysis methods were used to interpret the participants' performance. Compare the pre- and post-role-playing speaking skills of A1 learners including charts, graphs, or tables to illustrate the results.

Conclusion and Recommendations. This chapter summarized the key findings of the study, emphasizing the effectiveness of role-playing in improving speaking skills among A1 learners. Reiterated the significance of the research in the field of language education. Provided practical recommendations for educators to implement role-playing activities in their teaching methods.

CHAPTER I

THEORETICAL FRAMEWORK

Research background

Independent Variable

- Role-playing is a practical methodology for developing students' speaking skills since it offers ample opportunities for learners to take on different roles. Learners have had the opportunity to act in specific roles in daily situations. Several studies have been developed to find the different aspects of role-playing techniques within the classrooms. A review of some of them has been mentioned in this section. The main points will be discussed in the following part. According to Maulana and Lolita (2023), who analyzed **“The Effectiveness of Role-Play to Improve Student’s Speaking Achievement”**.

This research provides vital information about how role-playing activities improve speaking skills in Raden Rahmat Wonokromo students. The experimental group considered 31 students from seventh grade. The research method is a mixed approach that contains quantitative and qualitative data. The researcher evaluates the speaker’s vocabulary, fluency, comprehension, grammar, and pronunciation. Through the t-test to determine the mean in the two groups. Findings illustrate a slight difference between them. In conclusion, the data shows that the mean in the pre-test is 72.5, and after applying the Role-play method, it is 84.3.

- The research project developed by Yutika (2019), analyzed **“The Effectiveness**

of role-playing and Self-Confidence on English Speaking Skills” in Indonesia applied role-playing techniques to improve speaking skills and self-confidence in learners. The population of the research project was the second grade in Prima Unggul. The sample of the study was two groups of 24 students, hence there were 48 students, they were divided into experimental and control groups, thus, to analyze whether learners had high or low self-confidence a questionnaire was taken. The experimental group was taught speaking in role-playing activities whereas the control group was taught speaking through slides the qualitative data was taken in the pretest and posttest using the ANOVA coefficient. The results demonstrated that there was a considerable difference between the control and experimental groups.

- Finally, Bucheli (2021), states in her research named “**Self-assessment of Role-plays to Improve Speaking”**, this study was carried out with 10 volunteers in Moraspungo. The sample of this research was 10 students aged between 15-17 years old, attending the first year of Baccalaureate. The data was collected with a pretest and a posttest using a semi-scripted role-play in which learners had to fulfill the dialogue using different words in the gaps. To evaluate the researcher utilized a rubric to grade different aspects namely vocabulary, confidence, grammar, motivation, and pronunciation. The data analysis was computed using Microsoft Excel to obtain the mean, standard deviation, minimum, and maximum values. The results: The mean before the treatment was 8,45; it is noticeable that after applying role-playing, the mean was 9,75. In conclusion, after analyzing the results, it was palpable that in the posttest, learners obtained a high score compared to the pretest.

Dependent Variable

- In the research “**A Systematic Review of Flipped Learning Approach in Improving Speaking Skills**” developed by Santhanasamy and Yunus (2022). The methodology that they have applied in their research to improve speaking skills was the flipped learning approach which is an innovative teaching pedagogy that generates better learning knowledge in order to improve learners' speaking skills. The analysis was done based on the Systematic Review and Meta-Analyses (PRISMA) review methodology. They analyzed 39 articles about the flipped approach, and the findings based on the results evidenced that self-regulated learning, interaction, motivation, and achievement were the key themes that promote the benefit of flipped learning to improve students' speaking skills.

- In the research “**Board Games in Improving Pupils’ Speaking Skills: A Systematic Review**” written by Wong and Yunus (2021), They emphasized in Malaysia English plays a major role in communication. Nevertheless, speaking skills were predictable as underprivileged and weak among learners in ESL classrooms. The methodology applied in this research was Board games employed as one of the most advantageous tools to improve speaking skills. The research was applied with a total of 35 articles, from the period 2017–2021. The review was conducted based on the guidelines from the PRISMA statement. The results presented that the qualitative research design was mostly utilized to collect learners’ opinions, whereas the quantitative design was mostly used to assess the realism of board games in improving speaking effectively. The review suggested that future studies might focus on

investigating teachers' opinions on the use of board games in teaching and speaking.

- Finally in the research project “**Improving the Students' Speaking Ability through Role Play Method**” developed by Jacok (2018), in the research learners were taught through role play method to improve students' speaking ability. The data was collected utilizing a quasi-experimental method in which two groups were involved in pre-test and post-test. The number of learners was 43 students from two classes. The finding proved that the students' speaking skills improved meaningfully. The mean in the pre-test was 49.34 and in the post-test was 71.30. which proved that after performing role-playing speaking skills improved significantly.

1. Independent Variable Role-playing

Role-play is considered an effective strategy for developing learners' speaking skills and provides different opportunities to play roles in situations and sceneries (Neupane, 2019). According to Dwiyanti and Lolita (2023), it is a common pedagogical activity in communicative language in which learners' performance spontaneously how to deal with current problems that appear in daily life (Mizhi, 2017). The authors also state that role-playing can be used as an innovative teaching method of performing rather than pretending to be some other person (Dwiyanti & Lolita, 2023). Moreover, Erturk (2015), also claimed that in the process of role-playing the use of vocabulary raises the students' understanding of the words and how to use them. The research purpose is to use role-playing to encourage students to create connections between vocabulary, experiences and the content to be taught (Erturk, 2015).

1.1. Learning styles

Learning styles have been shown to play a pivotal role in the learning process. Each student has a particular learning style which determines how this student interacts in the learning environment (Moussa, 2014). According to Yasar (2009), learning style is well-defined as a perception, thought, remembering, or problem-solving of a way that learners normally do. Moreover, learning styles are a kind of inner program that shapes our behavior, this differs one from another in the way of dealing with new and difficult information., Almeida and Cunha (2020), state that learning styles are more concerned with how students prefer to learn than what they essentially learn. An instrument model used to identify students' learning styles is the VARK model which includes visual, auditory, read-and-write, and kinesthetic learners.

1. Types of role-play

The most popular types of role-plays are mentioned below. This approach can be made up of three types: fully scripted role-play (FSRP), semi-scripted role-play (SSRP), and non-scripted role-play (NSRP). Fully scripted role-play

1.1.1.1. Fully scripted role-play

This type is used at basic levels, in a fully scripted role-play, and every word in the activity is given by the tutor. Each student can understand or memorize the script according to the role that the learner possesses. These activities include a script conversation in a worksheet, and the main objective is to reproduce the language in a meaningful and easy way to remember (Neupane, 2019). Cho (2015), claims that in this

type of role-play learners can also read the script. Interpreting the model dialogue, the function of this activity all in all is to convey the language phrases interactively. It is an excellent tool for basic levels whose level of proficiency reaches A1- A1.2 level.

1.1.1.2. **Semi-scripted role-play**

Semi-scripted is used, including a model conversation with some blanks, where students should know how to complete the blanks using suitable words or phrases they already know of in these contexts (Neupane, 2019). The same author Neupane (2019), also states that learners can change some structures and vary the conversation using their expressions or anecdotes. “This type might be called semi-controlled or as the teacher or prescribed textbook includes language input, however, students should also specify the materials depend on a framework which provides the opportunity to recreate a realistic conversation”. Cho (2015), states that semi-scripted role-play can be utilized by upper-beginner to intermediate level of proficiency according to the CEFR, who are familiar with the basic structures and can handle a more complex task. It requires less structure and control than the Script role-play. It can be used in A2 and B1 levels of proficiency.

1.1.1.3. **Non-scripted role-play**

The last type of role-play is based on cued dialogues, situations, or goals where students develop short dialogues related to the above cues, information, or sceneries rather than filling in blanks in a script (Cho, 2015). Neupane (2019), argues that non-scripted role play provides a great chance to employ information techniques in certain

situations. According to Cho (2015), it is designed to cover the necessities of communication in an intermediate or advanced level B2-C1, where learners are capable of utilizing criteria and sometimes it requires problem-solving skills.

This study will use a fully scripted role-play based on our learners' level. Since they are starting by acquiring a new language, role-play can dramatically increase their vocabulary without feeling pressure or fear of being asked to generate a dialogue.

1.1.2. **Hypothetical situations**

According to Lowenstein and Harris (2007), Role-playing is a multipurpose activity that can be used in various situations. The hypothetical scenarios help participants understand and prepare different perspectives according to their role (p.213). Nevertheless, Wright, et al, (2020) claim that hypothetical situations consist of situations in the life of people that are used to give form to discussions with a population or sample. Moreover, Lowenstein and Harris (2007) also state that this role-play could be considered useful material that is inherently student-centered (p.215). In this study, the hypothetical scenarios to be considered are, ordering in a restaurant, interviews with a famous person, and one day in the airport.

1.2. **Learning Environment**

The learning environment is related to the factors that are involved in the learning process within the classroom. It provides exceptional opportunities to facilitate collaborative work to maximize student learning and academic development (Attle &

Baker, 2007). Pickett and Fraser (2012) stated that the learning environment involves many relationships between the teacher and learners and among learners. For example, a competitive environment could increase the anxiety in learners, thus the anxiety is also related to the instructors, a safe environment could benefit positively the learning process increasing self-confidence and an excellent relationship with teachers (Liao & Wang, 2015). In this research project the learning style plays a pivotal role due to decoration is one factor in role-playing activities.

1.2.1. Familiar environments

Researchers have considered the familiar environment to be a playful, relaxed environment that allows learners to know it is safe to play a role in a real situation and new creative ways (Afdillah, 2015). The experts in the field Lowenstein and Harris (2007), argue that “teachers should avoid scenarios that are not familiar to them because this could be potential for conflict. Students in an unfamiliar environment may struggle to control the activity or control their feelings. To solve the disagreement, confusions, and obstacles, learners should be familiar with the situation” (p.215). In this research, teachers will present familiar cases common in everyday situations.

1.2.2. Daily Scenarios

Role-playing could be utilized as a resource for achieving a wide variety of outcomes, such as the acquisition of vocabulary, increased self-confidence, and opportunities to practice. Daily scenarios are considered to be the application of language further to understand real-life situations (Alabsi, 2016). Role-playing is a

suitable strategy for learning vocabulary, where pupils are asked to increase their knowledge and understanding by reading, selecting, completing, and researching phrases that fit into the conversation. Moreover, Dinapoli and Algarra (2011) claim that daily scenarios using real-life materials will build confidence, and their activities foment natural discourse due to the experience. The research project presents four different scenarios in role-playing activities.

1.3. Solving tasks

Solving problems or solving tasks allows learners to apply different strategies to solve problems. Solving tasks was developed to emphasize the enhancement of inductive and deductive thinking skills (Care, et al, 2014). This method will be effective if learners are confident and cooperative because role-play involves critical thinking and partner collaboration to reach an objective (Afdillah, 2015). In addition, role-play can influence a strong and long-lasting pupil memory, start a pleasant experience with their partners, and also offer knowledge inherent in brain memory (Afdillah, 2015; Olivia, 2020; Matkarimova, 2024). During this research project, one role-playing activity required that students complete certain tasks to develop the role.

1.3.1. Critical thinking

Critical thinking is considered one of the most significant thinking skills and one indicator of student learning quality (Alsaleh, 2020). One concept written by Lai (2011) is that critical thinking refers to the strategies, mental processes, and representations

everyone uses to solve problems, make decisions, and learn new concepts. According to Alsaleh (2020), to teach or develop critical thinking skills and enable students to master them, teachers should select a strategy that encourages learners to understand and apply these skills. Role-playing encourages representational and critical thinking and inspires turn-taking and negotiation among other benefits (Afdillah, 2015). Learners will develop critical thinking when identifying the way each character acts in a role.

1.3.2. Partner Collaboration

Partners in learning are completely different from mentoring relationships or teams, which are also considered collaborative partnerships. In this case, partners are equals who select one another with the expectation that they will learn from one another, working together to achieve a common aim (Safdar, 2021). In teaching speaking skills through role-play there is a collaborative interaction between teacher-learners and learners-learners. The main role of the teacher is to choose a specific script according to the level which is related to a standard competence and a based competence in this research proposal researchers should pick a topic based on the first year of baccalaureate (Afdillah, 2015). According to Safdar (2021), when we see a successful partner collaborate in the classroom, Researchers intuitively know that collaborative partners help each other to achieve what they never could have done on their own.

1.4. Motivation

Motivation is well-defined as a state in which people cannot perceive a

relationship between behavior and that behavior's subsequent outcome. Motivation in education considers students' engagement and interest in different academic activities (Ford & Roby, 2013). Another definition proposed by Filgona, et al, (2020), stated that motivation is about how learners choose to invest their time, how much energy is applied to a given task, how they feel, and how long they persist on it. In this research, motivation is important in making students engage in academic activities and determining how much learners will learn from certain activities. According to the same authors Filgona, et al, (2020), Achieving a high level of motivation in the classroom leads to higher levels of understanding. Role-playing is a methodology widely used in many fields, and it is proven that this activity increases the motivation of learners (Alabsi, 2016).

1.4.1. **Teachers ' Role**

In the warm-up activity, teachers could begin the class with some activities to motivate and contribute significantly. These activities include flashcards, storytelling, video watching, and introducing a real objective (Alabsi, 2016). In **Role-play**, teachers should prepare the content according to learners' needs, preferences, and the grammar to be taught, providing background and context information (Renita & Hamzah, 2023). Teachers could divide learners into groups, and teachers must apply appropriate techniques emphasizing verbal tasks, focusing on meaning rather than language structure. The main role of the teacher is observation and counseling sometimes pupils need a new vocabulary to continue with the conversation and audience, the teacher observes and gives comments and advice (Erturk, 2015; Alabsi, 2016). In this research

project, two teachers will monitor each activity.

1.4.2. Feedback to learners

Teachers are required to apply appropriate techniques that emphasize verbal tasks, moreover, teachers observe the performance and provide comments or feedback at the end of the performance (Alabsi, 2016). Some learners prefer the corrections right after the activity is over. There are some ways to correct mistakes, namely: make notes of common mistakes and inaccurate sentences of all the groups, which can be written on the board to be corrected together. For this reason, students do not lose motivation after being corrected (Olvita, 2020). The same author also stated that through peer assessment, classmates can correct their friends' mistakes, maintaining that peer correction is a positive and beneficial experience for the involvement of all students (Olvita, 2020).

2. Dependent variable: Speaking skills

Definition of Speaking

Afdillah (2015), stated, that the ability to speak a foreign language is synonymous with knowing that specific language since speech is considered the basic means of human communication. Speaking is the process of sharing opinions and information with other people. It depends on two main factors the speaker who transmits the message and the listener who interprets the information. Speaking skills are used by learners in their daily interactions, which could be in or out of school (Mizhir, 2017). Thus, speaking is considered a discussion in pairs or groups that share information,

ideas, opinions, or feelings (Olvida, 2020). Speaking is a productive oral skill. It means that speaking consists of producing systematic verbal utterances to convey meaning and is considered a natural process, considering the component of language (Olvida, 2020).

2.1. Accuracy

Speaking in English as a second language requires two main things: accuracy and fluency (Maulana & Lolita, 2023). Speaking accuracy refers to the extent to which the language produced conforms to language norms. The correctness and precision of language use, encompass appropriate grammar, vocabulary, and pronunciation (Fatehi, et al, 2016). The same authors also stated that the human mind is a limited-capacity processor. Therefore, it is not easy to focus on everything simultaneously. If learners only focus on accuracy, it may result in a lack of fluency, and an increasing emphasis on fluency may lead to a lack of accuracy (Fatehi, et al, 2016). For this reason, it is important to apply activities that include the usage of short dialogues.

2.1.1. Performance

The authors Kamm and Becker (2016), stated that role-play has been named the New Performance it is an immersive experience and is considered an educational tool that involves social and cultural realities. The most effective way to learn how to speak English as a second language is by interacting. The first thing that teachers should do is to create a safe and dynamic environment where learners can perform real-life conversations, with authentic activities using different approaches. Learning through speaking is a usual way of learning a foreign language (Hussain, 2017). Performance is

more into how the student tries to share their thoughts through gestures, eye contact, and how well they attempt to deliver the message to the listener (Maulana & Lolita, 2023; Hidayati, 2015; Afdillah, 2015).

2.1.2. **Lexical and syntactic complexity**

Lexical complexity mentions the range and complexity of vocabulary produced in spoken or written language (Saricaoglu & Atak, 2022). The same authors also argued that analogous to syntactic complexity, lexical complexity is a multi-dimensional construct with three main dimensions. Lexical diversity denotes the percentage of different words. Lexical density refers to the proportion of content words, and lexical sophistication is operationalized as the proportion of advanced words (Read, 2000). Rahayu, et al, (2021) agreed with the use of sophisticated and various structures that permit the growth of the capacity to use the supplementary language in mature and skillful ways, to reach a certain goal.

2.2. Fluency

Fluency: This is related to how fluent the students speak. People who speak English are fluent and accurate. Fluency could have an impact on the listeners. Too fast or too slow would make the listener lose sight of the phrase's meaning if they are beginners. Fluent means, expressing appropriately without hesitation and being fearless about making mistakes (Maulana & Lolita, 2023; Hidayati, 2015; Afdillah, 2015). The most common problem in fluency or the development of speaking skills occurs when students conventionally translate to the target language from their mother tongue

(Maulana & Lolita, 2023). The same authors also stated that this process costs much more time to answer and is the main factor behind the lack of accuracy (Maulana & Lolita, 2023).

2.2.1. Prosody

According to Arvaniti (2020), prosody is a term utilized to encompass a variety of interconnected and interacting phenomena, namely, rhythm, phrasing, stress, and intonation. Prosody has received attention among English learners as a second language. Researchers during the last two decades have been completely interested, since the correct production of prosodic features has been proven to promote comprehensibility and intelligibility of second language fluent speakers (Kallio, et al, 2023). Tatham and Morton (2006), stated that prosody refers to a dimension of speech that goes beyond individual sounds and how they might be strung together. Three main suprasegmental features need to be observed to comprehend prosody in speech perception and production: stress, intonation, and rhythm. (p. 121-163).

2.2.2. Speech rate

Speech rate and pauses are considered powerful discriminators between nonfluent and fluent speech. Choi and Jang, (2023), argued that speech rate helps distinguish between L1 and L2 speakers. Utterances produced by non-native speakers tend to be spoken more slowly than native speakers. Speech rate is the measure of processing and production speed. It is expressed by the number of syllables produced per minute (Pishkar, et al, 2017). In this research project, the speech rate will be evaluated using the rubric.

2.2. Vocabulary

It is another important feature of learning a foreign language in this case English. In most cases, learners might not be confident to speak a second language because of their underprivileged vocabulary. It could happen because learners do not listen to this language in their classrooms. Another definition for vocabulary is that it refers to single phonemes, words, phrases, phrasal verbs, and idiomatic expressions. Some experts agree that a limited vocabulary makes conversation almost impossible (Maulana & Lolita, 2023: Hidayati, 2015: Afdillah, 2015).

2.2.1. Lack of vocabulary

This paragraph describes some problems when vocabulary is limited namely: limited vocabulary makes conversation quite difficult when learners speak, and use erroneous words to express their thoughts. Therefore, they have to rephrase their ideas in more simple structures. The lack of vocabulary difficult the conversations with native speakers (Afdillah, 2015). The Problems of vocabulary occur when somebody lacks of vocabulary needed to transmit a message and does not know how to combine the words into a good sentence (Fitriani & Apriliaswati, 2015). Ali, et al, (2020), have proved that the lack of vocabulary is the real reason that does not allow a speaker to speak English fluently. Consequently, in this proposal, teachers will identify the importance of mastering English vocabulary and the way to acquire vocabulary.

2.2.2. Strategies to Acquire New Vocabulary

2.2.2.1. Dialogue

Dialogue is a strategy that can be applied within the classroom. It is used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, and asking for information (Hussain, 2017). According to Suban (2021), dialogue in language learning is widely used for practicing language functions namely greetings, thanking, agreeing, asking for help, offering help, leave-takings, asking and showing attention, and finally asking for relevant information. The same author also stated that within the classroom practice, learners are given a text-book script. Then learners have to memorize and perform it in pairs or groups (Suban, 2021).

2.2.2.2. Information gaps

Information gap is an exciting activity that seeks specific information from learners. According to Suban (2021), an information gap can be used to solve a puzzle, and describe a picture, thus this strategy can be utilized to find differences between pictures, or construct a story. Kayi (2006), describes the activity one variation demands to work in pairs. To start the activity, one learner could possess the information that the other partner needs, and motivate students to ask for information. The teachers' role in this activity is to observe and write down errors or difficulties that learners face for later attention (Suban, 2021).

2.2.2.2.1. Storytelling

Storytelling is extremely useful for developing students' pronunciation, and acquiring vocabulary and helps learners to develop their thinking skills and imagination

(Suban, 2021). Storytelling fosters creativity and critical thinking. Moreover, storytelling also aids students in expressing ideas following a format (beginning, development, and ending). It includes the characters and setting a story has to have (Kayi, 2006). According to Suban (2021), some benefits are increased fluency, imagination to invent, it provides well-being, and allow learners to explore their culture.

2.3. Pronunciation

Pronunciation includes some features such as vowels and consonants, stress, and intonation. Students should be capable of pronouncing phonemes correctly. Moreover, the intonation patterns, stress, and speech in connected speech. The students must be able to articulate words and create physical sounds that produce a meaning. (Maulana & Lolita, 2023; Hidayati, 2015; Afdillah, 2015). Students' pronunciation is difficult to understand, therefore teachers should ask them to repeat several times to understand. When learners have pronunciation problems requires more concentration on the part of the listener and sometimes leads to misunderstanding. In some cases, the pronunciation is intelligible and requires more attention (Afdillah, 2015).

2.3.1. Stress

Stress is often defined as the emphasis that might be given to certain syllables in a word, or to certain words in a phrase or sentence. In the English language, stressed syllables are louder than non-stressed syllables, and also, they are longer and have a higher pitch. (Hamad & Muhammad, 2018). The pitch be considered a purely physical

phenomenon: the vocal cords vibrate faster or slower, resulting acoustically in higher or lower frequency (Abbasi & Hussain, 2015). Abbasi and Hussain (2015), argued that lexical stress is defined as the prominence of syllables relative to other syllables in this research researchers considered word stress and sentence stress.

2.3.2. Intonation

Intonation is a basic phonetic component of speech (Messahel & Douara, 2018). Intonation refers to speech or sentence melody in everyday language usage. Intonation is a vital feature of any spoken language. In addition, it is related to the stress of words. Words are stressed to make a firm emphasis. Sentences can be said differently, depending on the speaker's intonation. Exists various patterns and functions of intonation. These patterns and functions may vary from one language to another. (Hamad & Muhammad, 2018).

2.4. Grammar

Grammar refers to the process when learners create statements about the semantics and communication significance of particular points, grammar influences human speech in communication. Some experts agree that to be capable of speaking a different language, it is vital to know a significant amount of grammar structures and vocabulary. Grammar is the sound patterns of basic units of meaning, namely words, phrases, and the rules to combine them to form new sentences. As a consequence, grammar is found as the basis of speaking, if speakers do not know how to compound

sentences, they cannot speak fluently (Maulana & Lolita, 2023; Hidayati, 2015; Afdillah, 2015). In addition, grammar errors obscure the meaning of our statements. When speakers use the correct word order or accurate grammar rules, they can sound like native speakers (Afdillah, 2015).

2.4.1. Semantics and Pragmatics

According to Hussain (2017), semantics is the part of grammar that gives idioms their meanings. Idioms are words or phrases that have determined connotative meanings that can not be deduced from their literal meaning. Pragmatics includes socio-cultural rules and norms including turn-taking, rate of speech, length of pauses between speakers, and relative roles of participants. To sum up, it is important to understand how to respond to a certain question, what are the circumstances, and for what reason to develop a conversation (Kürüm, 2016; Hussain, 2017). In this research, the semantics and pragmatics are graded using the rubric.

2.4.2. Word order

According to (Hussain, 2017), there are principles that researchers should consider about teaching speaking skills. As teachers, one aim is to encourage learners to speak from the first day in school. To accomplish this goal teachers should provide structures, phrases, or words and allow learners to use them in different situations. The errors in word order could make speech unintelligible. Therefore, the inaccurate word order makes comprehension difficult, and learners tend to use the same basic structures.

CHAPTER II

METHODOLOGY FOR INITIAL INVESTIGATION AND DIAGNOSIS

1. Conceptualization and operationalization of variables and categories

Chapter II describes the methodology to be applied in this research to evaluate the Effectiveness of role-playing to improve speaking skills in A1 learners when researching a topic, it is crucial to operationalize variables and dimensions along with their indicators which give meaning and precision to the most important aspects. In this study, the main categories are role-playing (independent variable) and speaking (dependent variable). Speaking holds particular significance as it is a vital skill for communication. Role-playing is identified as the primary method to facilitate the development of speaking skills, as it is a strategy that supports the learning process, linking both variables. The operationalization matrix provides information about each established variable's definitions, dimensions, and indicators, facilitating the data collection (**Table 1**).

Table 1

Variables Matrix

Variable	Dimensions	Indicators
Independent (Role-playing)	Different learning styles	-Types of role-plays - Hypothetical situation
	Learning Environment	- Familiar environment - Daily scenarios
	Solving Tasks	- Familiar environment -Daily scenarios
	Motivation	- Teachers ' Role - Feedback to learners

Dependent (Speaking skills)	Accuracy	- Performance - Lexical and syntactic complexity
	Fluency	-Prosody -Speech rate
	Vocabulary	-Lack of Vocabulary -Strategies to Acquire New Vocabulary
	Pronunciation	-Stress -Intonation
	Grammar	-Semantics and Pragmatics -Word order

Note. Elaborated by Camacho and Paredes (2024).

2. Research Approach

Mixed approach

Johnson, et al, (2007) stated that the mixed method combines different types of qualitative and quantitative viewpoints, data collection, analysis, and inference. These types are used in the same research to understand how the process is carried out. The same author also stated that alternatively, these two methods can be adapted, altered, or synthesized to fill the research and cost situation of the study (Johnson, *et al*, 2007). Mixed methods design lets researchers transversely different research disciplines with a demanding approach to answering research questions (Aramo-Immonen, 2013).

Qualitative

It is the process of inquiry and thoughtfulness regarding a social or human problem from numerous perspectives. Qualitative research is developed in a natural setting and involves a process of building a complex and holistic picture of the exciting phenomenon (Graue, 2015). The primary goal of qualitative data collection techniques

is to gather textual data for research and analysis, such as thematic analysis. Some of the most popular techniques for gathering qualitative data in Observations: are interviews, focus groups, surveys, and secondary research (Chinyere & Val, 2023). In this research, the qualitative variable is the questionnaire.

Quantitative

The main goal of quantitative methods is to analyze whether the predictive overviews of a theory hold (Graue, 2015). When data has been collected, researchers may need to process the information before it can be analyzed. For instance, survey and test data might need to be converted from words to numbers. After that, researchers may use statistical analysis to answer your research questions (Bhandari, 2020). Quantitative tools boost the accomplishment of providing reliable results.

3. Descriptions of the instruments

Pretest

The pretest was taken to learners before applying any methodology. This could be considered as guidance for the researcher in analyzing students' main problems with speaking skills. In this stage the researchers consider the brand MET-GO from Michigan Cambridge, to obtain quantitative data, the rubric was the method to grade learners speaking skills. The test was taken as an interview in pairs, the interview is used to obtain data on the problems in the classroom, afterwards, the researcher analyzes the possible cause of why students- speaking skills are low (Afdillah, 2015). The speaking test consists of three parts, in the first part is a warm-

up activity, and the method is an interview. Learners should answer some personal questions namely: How are you today? What is the weather like today? Do you like this weather? How old are you? When is your birthday? Alternatively, tell me about your family. These are open questions; learners are free to use any grammar or vocabulary. In the second part, students had to describe a picture; finally, in part three, they compared two pictures about their similarities and differences. The final score of the pretest is 20 points since 5 points are given in each speaking subskill vocabulary, grammar, fluency and pronunciation, and accent.

A rubric is a popular means of assessment, it usually evaluates three essential features: evaluative criteria, quality definitions for those criteria at particular levels, and a scoring strategy (Dawson, 2015). A rubric can be used in a wide range of activities. This research uses the rubric to evaluate students' speaking subskills. A rubric provides multiple benefits such as validity is the process of accumulating evidence, it refers to the degree to which the evidence supports that researchers' interpretations are correct and how the interpretations are used is appropriate (Moskal & Leydens, 2000). On the other hand, according to the same author reliability refers to the uniformity of assessment scores. To obtain a reliable score, one of the researchers could apply the rubric to all the students, to get uniformity in the scores.

Posttest

The posttest was provided after applying the role-playing technique after the treatment had already been done. It is a test given to training participants after the

instruction is presented or completed. Pretesting and post-testing could provide the percentage of knowledge growth (Training Industry, 2020). The posttest is a role-play, and researchers also use the same rubric to grade the improvement or not in their speaking skills. In this study, not only the pretest but also the posttest was graded with 20 points with similar tests considering 5 points in each speaking subskill vocabulary, grammar, fluency pronunciation, and accent.

Survey

The survey is one strategy that provokes opinion exchange and conversations among learners. According to this author Suban (2021), claimed that some benefits are: that students develop their ideas, is focused on a student-centered approach, learners have more time to talk than the teacher. Current and popular issues can be addressed. Teachers should pick interesting topics for learners. Before applying a survey is better that students have learned the vocabulary required for this activity (Hussain, 2017). In this research, a survey focused on assessing the effectiveness of role-playing for speaking among 27 students in the first year of baccalaureate. The survey consisted of 12 questions, and learners had to tick their answers. The criteria used to obtain data were codified with numbers as follows: never (1), hardly ever (2), sometimes (3), usually (4), and always (5).

Questionnaires

A questionnaire is a research method consisting of a series of questions whose main purpose is gathering information for learners (Mcleod, 2023). In this study,

open questions are applied. At the end of this research, a questionnaire was taken to students from the first year of baccalaureate. The questions are asked to address to research aim also to understand how they perceive the treatment, and to explore the potential benefits of integrating role-playing techniques within the classroom, for example, one question could be “Do you enjoy when the teacher applies Role-play in English lessons? Could you describe how?”, learners have to answer according how they perceive the activity.

4. Delimitation of Population and Sampling

The population of the study are learners at Unidad Educativa del Milenio “Angel Polibio Chaves”, in San Miguel from the province of Bolivar consist of 160 students. Nevertheless, the sample for this research is 27 seven students, 11 male learners, and sixteen female learners whose ages are between 14 and 15 years old. The students have an A1 level in English in the academic year September 2023- June 2024. The research was limited to one class.

The sampling applied to this research is purposive or intentional. This non-probabilistic sampling allows the researchers to choose the sample based on their judgment, preferably selecting the individual cases that provide the best information. Moreover, non-probabilistic sampling is an easy way to collect data quickly, and it is used in mixed methods research and a sample with similar features. This group manages an A1 level of proficiency, all of them assist at the same school, the group

shares the same schedule, and they study English because it is compulsory within the educational system, the age of the students fluctuated between 14 and 15 years old. All in all, parents in this group agreed and permitted their children to participate in this research.

Table 2

Sample Population

Participants	Sample Population	Percentage
Female	16	59,26%
Male	11	40,74%
Total	27	100%

Elaborated by: Paredes and Camacho (2024).

5. Data processing and descriptive analysis

Quantitative data

The quantitative data obtained through the pretest-posttest and the survey were analyzed using Excel software to analyze, tabulate, and interpret the results quantitatively. Quantitative data analysis is split into descriptive analysis and inferential analysis. Descriptive analysis aims to obtain and see a conclusion while inferential analysis is used as a basis for making conclusions in general (Nasir & Sukmawati, 2023). Descriptive statistics can be represented by tables, diagrams, modes, mean median, and standard intersections. The t-test compares the means of two independent groups, the results from the experimental group and the control group (Sedgwick, 2010). To identify whether the students' speaking improved or not, the researchers utilized the steps to analyze the results of students' speaking skills. The percent confidence interval for this test was 95%. The level of significance was ($\alpha =$

.05) in this research there were two tails in a paired group. The p-value is used to evaluate the validity of the null hypothesis, which is always assumed to be true. If the p-value is less than 0.05, the null hypothesis is rejected.

Qualitative data

The qualitative data obtained with the questionnaire were analyzed using the software MAXQDA widely used for processing qualitative data. In this program, researchers are supposed to read every single answer and assign certain codes to analyze if their perception was positive or negative for instance, the color red means a negative perception, green means a positive perception, orange is a neutral comment and yellow is characterized for improvements or how learners feel about the use of role-playing within the classroom. For instance, if they say “I did partially enjoy”. It will be considered as orange. If they say “Yes, I feel an improvement”. It will be considered as green. Phrases like “We spend time working on pronunciation”. It is considered as yellow working in activities. Finally, Phrases like “I did not really like spending time” it is considered red.

6. Description of the instruments for the diagnostic process

Diagnostic Test

Diagnostic tests identify strengths and weaknesses by assessing students' specialized knowledge structures and processing skills (Hartono, et al, 2023). Diagnostic tests also known as analytic tests used by professors to obtain evidence about learners' progress in a given subject enabling teachers to assess and address gaps

in their students' knowledge (Dickson, et al, 2020). Benjamin (2024) and Hartono et al (2023), agreed that the results are not used for grading learners, but then to modify how a lesson must be prepared by identifying learners' misconceptions. The most common formats for diagnostic tests are: reading questions, multiple-choice quizzes, open-ended questions, listening activities, and short questionnaires (Benjamin, 2024). MET-GO is designed for upper primary to lower secondary school students. The features of this test are: it is a multilevel test to meet the needs of classrooms with students at different levels A1-B1 level, is available as a 3 or 4 skill, the test provides detailed, personalized reports to all students who take this test (Michigan Language Assessment, 2024).

Table 3

Description of the Diagnostics Test

Skill	Number of questions	Points	Task Type
Reading	14 (each answer 1 point)	14 points	Multiple choice
Listening	9 (each answer 1 point)	9 points	brief answers
Use of English	16 (each answer 1 point)	16 points	Multiple choice
Writing	5 (each answer 1 point)	5 points	Open Questions
Speaking	Rubric	20 points	Open questions Interview

Note. Elaborated by Paredes and Camacho (2024)

7. Description of data processing and analysis of the results of the diagnostic process

This section outlines the data processing and analysis of the results of the diagnostic stage. The diagnostic test used to determine weaknesses and strengths of students at Unidad Educativa del Milenio “Angel Polibio Chaves” was designed by

Pearson Met Go test that includes 44 questions that assess reading, use of English, listening, and writing skills. To determine the level of proficiency in CEFR. In this case, researchers utilized the 4 skills namely speaking, reading, listening, and writing. Also, they included the use of English, which was taken in the Quizizz platform, and the results were described in **Table 4**. The test included multiple-choice, open questions, and competition questions.

Learners' weaknesses and strengths are shown in the pie chart, researchers could determine that this group has an A1 level of proficiency and their main weakness is Speaking followed by listening. The learners from the first year of the baccalaureate reach an overall in English, reading, listening, writing, and speaking of 48.61, 44.97, 38.27, 40, and 37.95 respectively. These numbers represent that considering the four skills and grammar their strengths are grammar writing speaking and reading on the other hand their main weaknesses are speaking and listening with only 18% of the score. Based on these results, role-playing was chosen to improve speaking skills in A1 learners.

Table 4

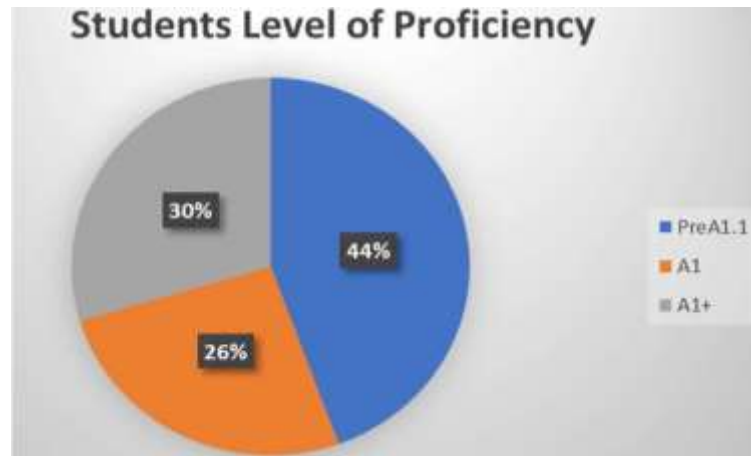
Learners' weaknesses and strengths

Use of English	Reading	Listening	Writing	Speaking
48,61	44,97	38,27	40,00	37,96

Elaborated by: Paredes and Camacho (2024).

Figure 1

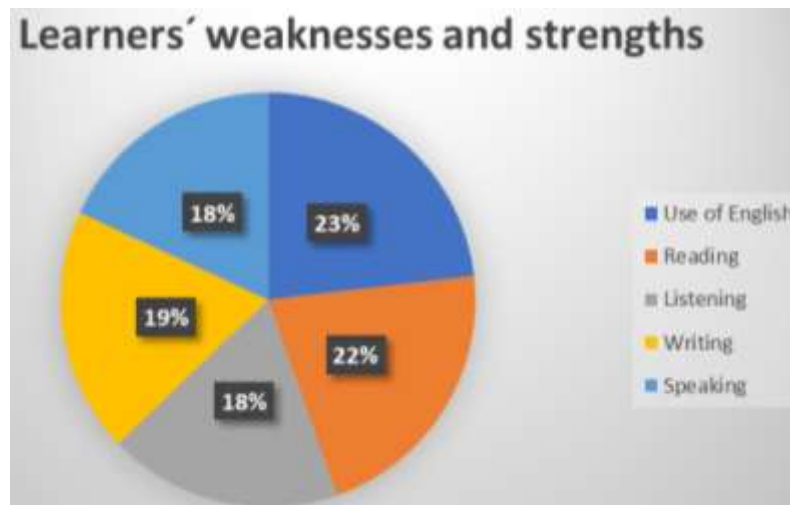
Students' level of proficiency



Elaborated by: Paredes and Camacho (2024).

Figure 2

Learners' weaknesses and strengths



Elaborated by: Paredes and Camacho (2024).

8. Justification of the proposal based on the results obtained from the diagnosis.

The information was collected at Unidad Educativa del Milenio “Angel Polibio Chaves”. The research was conducted using different methodologies. A diagnostic test was taken to determine students’ strengths and weaknesses. This period of analysis lasted two weeks from February 8th, 2023 to February 20th, after analyzing the results, researchers could identify that learners' main weakness was speaking, learners were not able to hold a simple conversation, or answer adequately. The results obtained in this stage provided enough information to choose the role-playing methodology to improve their speaking skills, which permitted a detailed examination of individual students' speaking performance. The next stage consists of demonstrating the effectiveness of role-playing as a helpful strategy to improve speaking skills, in this stage, a pre-test and post-test were taken lasting 5 weeks, 12 hours in total.

9. Validation of the proposal

The validation of the data collection instruments according to expert criteria was a fundamental step to ensure the validity and reliability of this research. The process of elaborating, revising, and approving the instruments was accepted and directed by the expert in charge, the main tutor PH. D Rodrigo Guerrero Segura. The tutor provided the knowledge to elaborate on the variables’ matrix and the instruments used in this research project. The second expert was a Ph.D. Johnny Segundo Campoverde López who help to develop the techniques to collect data. The validation of the instruments

is shown in, **Appendix 7**.

10. Ethical Considerations:

The researchers who are involved in this study must be treated with respect. All the activities and questions included in the different research methods must be conducted with consideration for the participants. Another issue of ethics is related to conflict of interest which refers to the researchers' relationship with their research participants. To ensure the seriousness and adaptability of their research, researchers must maintain a formal yet relaxed relationship with the research participants during the process of data collection. The privacy of participants was respected as it was mentioned before, there is a template that every student and parent has to sign.

The institution's principal also signs the authorization to conduct research. The researcher needs to seek a voluntary informed consent letter from each participant, the consent letter should explain the main aim and objective of the research, the ethics of the research, and issues of confidentiality and anonymity. Researchers should make an effort to protect contestants with anonymity and privacy. Moreover, students must be kept apprised of the research's progress, after data collection, researchers should provide a copy of their responses. Finally, authenticity agreements are signed on my part to declare that the work is original and that the researchers avoid copying other research works. The results will be reliable and can be used for future research. These ethical considerations were taken from an article that indicates the ethical considerations that must be considered in a research project (Hadjer, et al, 2023).

CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

The research project was developed in the first year of the baccalaureate at Unidad Educativa del Milenio “Angel Polibio Chaves”, in San Miguel from the province of Bolivar. In order to analyze “The effectiveness of role-playing in A1 learners” the use of different role-playing activities was taught. The observation was applied between April 8th, and May 15th using three hours per week. The observation permitted researchers to determine how role-playing contributes to the development of learners speaking skills. Chapter III describes the findings using the data obtained using the different methods.

Research Question 1

How does the integration of role-playing activities impact the development of speaking skills?"

Hypothesis

H1: Role-playing activities have a positive effect on the improvement of Speaking skills in A1 learners.

H0: Role-playing activities do not have a positive effect on the improvement of Speaking skills in A1 learners.

Table 5*Summary of the pretest results*

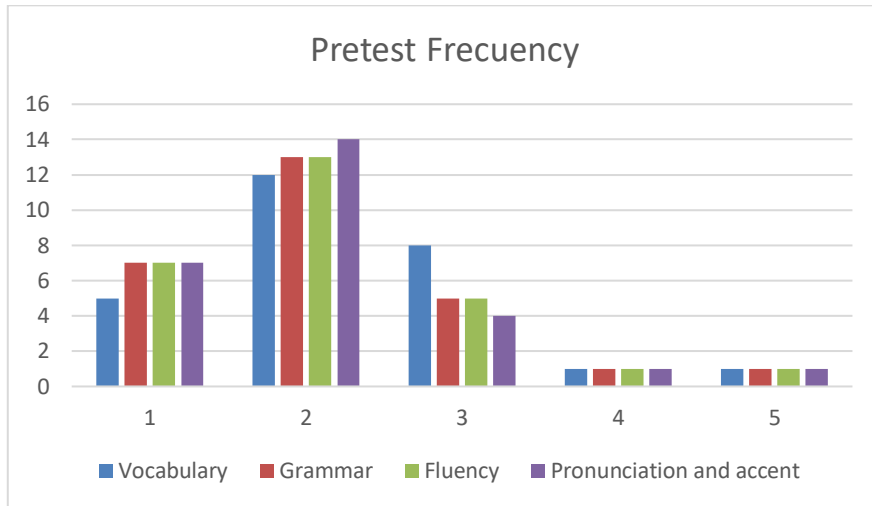
Pretest	Criteria	MIN	MAX	M	SD
27	Vocabulary	1	5	2,30	0,95
	Grammar	1	5	2,11	0,97
	Fluency	1	5	2,11	0,97
	Pronunciation and accent	1	5	2,07	0,96

Elaborated by: Paredes and Camacho (2024).

Discussion: Based on the results explained in **Table 5 and Figure 3**, with the use of the rubric's criteria, the subskill with the best outcome was "Vocabulary" with a value of M 2.30, and SD 0.95. In addition, the other subskills with the second highest score were Pronunciation and accent, followed by grammar and Fluency with 2,03; 2,11, and 2,11 respectively since the Std. Deviations of Vocabulary, Grammar, Fluency Pronunciation, and accent were 0,95; 0,97; 0,97; and 0,96 respectively. These results proved that students maintained almost the same performance in speaking skills. The dispersion of the Std. The deviation is not a significant difference between them. It means that learners have similar results in their pretest performance.

Figure 3

Bar chart of the Pretest results



Note: The figure demonstrates the pretest results taken on 27 A1 learners and the frequency of their scores in the different speaking subskills based on the rubric's criteria.

Elaborated by: Paredes and Camacho (2024).

Table 6

Summary of the Posttest Results

Posttest	Criteria	MIN	MAX	M	SD
	Vocabulary	2	5	3,96	0,94
	Grammar	2	5	4,037	0,90
	Fluency	2	5	3,96	0,94
	Pronunciation and accent	1	5	3,96	0,90

Elaborated by: Paredes and Camacho (2024).

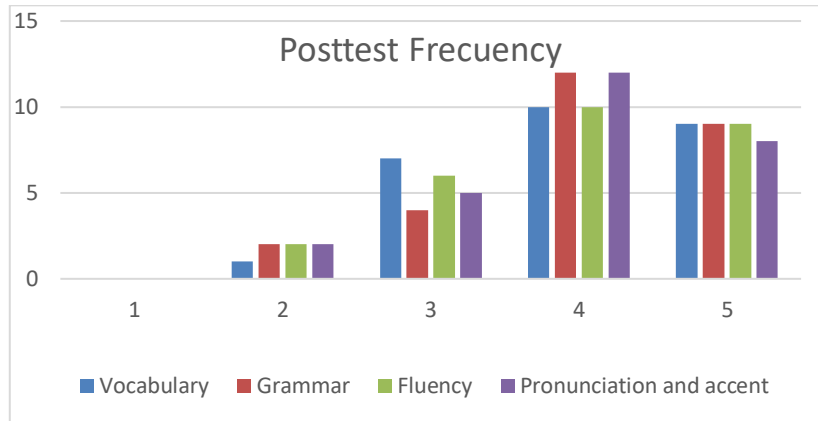
Discussion: Based on the results explained in **Table 6** and **Figure 4** with the use of the rubric's criteria, the subskill with the best outcome was "Grammar" with a value of

M 3.96, and SD 0.94. In addition, the other subskills with the second highest score were Pronunciation accent, grammar, and Fluency with 3,96 in each subskill respectively. They were considering the Std. Deviations in Vocabulary, Grammar, Fluency, Pronunciation, and accent were 0,94; 0,90; 0,94; and 0,90 respectively. These results proved that students maintained almost the same performance in speaking skills. The dispersion of the Std. The deviation is not a significant difference between them. It means that learners have similar results in their post-test performance.

Comparing **Tables 5 and 6** writers could conclude that the Mean after applying the role-playing technique increased significantly in all the subskills. Furthermore, at the end of the intervention, students were able to answer questions accurately using the correct word in their sentences with better pronunciation and fluency. These results can be contrasted with the results found in Neupane results (2019) and Firdausi (2018). Both studies demonstrated how role-playing improves fluency, pronunciation, and vocabulary. Consequently, learners in the experimental group seemed to succeed because they got involved and practiced role-playing techniques.

Figure 4

Bar chart of the Posttest results



Note: The figure demonstrates the results of the posttest taken on 27 A1 learners, and the frequency of their scores in the different speaking subskills based on the rubric's criteria. Elaborated by: Paredes and Camacho (2024).

After analyzing **Figure 3 and Figure 4**, it is evident that after applying role-playing activities, student scores tend to reach 4-5 in every subskill in the posttest. On the other hand, in the pretest, the frequency tends to be 1 or 2 in each subskill. There are many factors to consider, not only role-playing activities but also teacher lessons.

Table 7

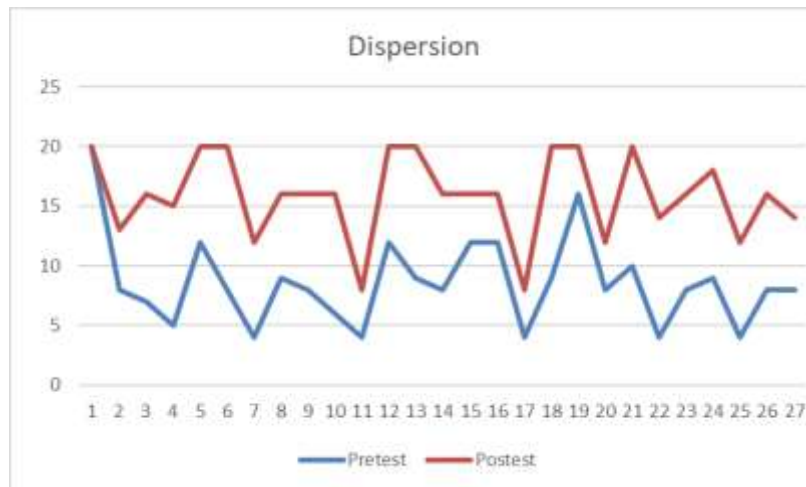
The t-test pretest and post-test after applying to role-play

N	Pretest			Posttest			Difference between the means			Final Results
	M	σ	SD	M	σ	SD	MD	σD	SDD	
27	8,59	14,02	3,74	15,92	12,53	3,54	5	1,48	-0,2	Overall % increase 50%

Elaborated by: Paredes and Camacho (2024)

Figure 5

Pretest and Posttest dispersion



Note: The figure demonstrates the dispersion between the Std. Deviation of the experimental groups. Elaborated by: Paredes and Camacho (2024).

Discussion: According to the results obtained in **Table 7** from the pretest interview, 27 students who conducted the research reached an overall score of 8,59 over 20 in the pretest, whereas in the posttest students reached 15,92 over 20. The overall increase at the end of the application of role-playing was 50%. It is noticeable that speaking skills improved after applying role-playing. In addition, the difference of the Std. Deviation of the pretest compared with the Std. Deviation of the posttest was -0,20 in the negative direction, indicating an improvement in the data distribution. In terms of dispersion, considering the variance, the posttest results were concentrated nearer the pretest **Figure 5**.

Table 8*Students' paired sample t-test*

Mean pretest	Mean Posttest	T	Df	p
8,59	15,92	-7,39	52	1,16E-09

Elaborated by: Paredes and Camacho (2024).

Table 9*Criteria to accept the hypothesis*

P-value	Decision
≥ 0.05	The null hypothesis is accepted, as not statistically significant.
≤ 0.05	The null hypothesis is rejected, and statistically significant.

Elaborated by: Paredes and Camacho (2024).

The t-test results are shown in **Table 8**, and it was observed that the statistics showed a 95% reliability for two tails, in a paired group. The value of $p=1,16E-09$ is lower than $\alpha=0,05$. In addition, the null hypothesis was rejected, and the alternative hypothesis was accepted due to the difference in the means **Table 9**. These results are well supported by Maulana and Lolita (2023), where researchers tested the homogeneity of the dependent variable; the p-value was 0.137. Therefore, the alternative hypothesis was accepted. Role-play method that can increase students' speaking achievement. In this research project based on the obtained data answering research question 1, role-playing activities positively improve speaking skills in A1 learners.

Research question 2

What were the students' perceptions toward Role-playing activities?

To determine students' perceptions toward role-playing techniques a survey and a questionnaire were taken. Firstly, the following data was attained from the results of the survey **Appendix 14** that was answered by the 27 students who participated in this research project, the survey was written in Spanish and writers translated it into English for the research project. The criteria used to obtain data were codified with numbers as follows: never (1), hardly ever (2), sometimes (3), usually (4) and always (5).

The research was planned to discover students' responses while teaching and learning this process (Afdillah, 2015). According to their agreement or disagreement responses.

For this stage the next formula was applied to every question of the survey $P = \frac{n \times 100}{N}$

Note:

P= percentage of agreement

n= The number for a certain answer

N= The total number of students

Table 10*Students survey Question 1*

Subskills	Question	Description	N	Percentage
Grammar	I feel that after role-playing I can express my opinions with the correct grammatical structures according to the situation.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	19%
		Usually	9	33%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 10 illustrates that 41 % of the students always feel that role-playing helps them to express their opinions using the correct grammar structures. The 33% usually apply the correct grammar structure after using role-playing. In comparison, only 7 % feel that they hardly ever can express their opinions after using role-playing. This means that their perception of this component had been positive.

Table 11*Students survey Question 2*

Subskills	Question	Description	N	Percentage
Grammar	I feel that after role-play I can understand complete phrases.	Never	0	0%
		Hardly ever	3	11%
		Sometimes	5	18%
		Usually	8	30%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 101 illustrates that 41 % of the students always feel that role-playing helps them to understand common phrases used in real situations. The 30% usually understand complete phrases after using role-playing. In comparison, only 11 % feel that they hardly ever understand common phrases after using role-playing. This means that their perception of this component in grammar had a positive impact.

Table 12

Students survey Question 3

Subskills	Question	Description	N	Percentage
Grammar	I feel that now I can express my opinions with few mistakes.	Never	0	0%
		Hardly ever	4	15%
		Sometimes	4	15%
		Usually	8	29%
		Always	11	41%
TOTAL			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 12 illustrates that 41 % of the students answered that they feel they can express their ideas with few grammar mistakes. The 29% usually speak with few grammar mistakes after using role-playing. In comparison, 15 % believed they hardly ever express ideas with few grammar mistakes. This means that their perception of this component in grammar had a positive impact. In terms of grammar, most learners perceive that role-playing improves their knowledge due to their performance of having

more complex phrases with few mistakes.

Table 13

Students survey Question 4

Subskills	Question	Description	N	Percentage
Vocabulary	I feel that now I can express my opinions with few mistakes.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	19%
		Usually	9	33%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 13 shows that 41 % of the students answered that they can express their ideas with few grammar mistakes. The 33% usually speak with few grammar mistakes after using role-playing. In comparison, 7 % believed they hardly ever express ideas with few grammar mistakes. This means that their perception of this component in grammar had a positive impact. In terms of grammar, most learners perceive that role-playing improves their knowledge due to their performance of having more complex phrases with few mistakes.

Table 14*Students survey Questions 5 and 6*

Subskills	Question	Description	N	Percentage
Vocabulary	I feel that after role-play I can use new words to create sentences in real-life English context.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	19%
		Usually	9	33%
		Always	11	41%
Total			27	100%
Vocabulary	I feel that now I can use more than one expression to answer personal questions.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	19%
		Usually	9	33%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 14 illustrates that 41 % of the students answered that they felt they could utilize new words after applying role-playing; perhaps some words had been practiced before in role-playing activities. The 33% usually answer questions using new words. On the other hand, 7 % believed they hardly ever utilized new words in their answers, in other words, role-playing techniques did not have a great impact on the percentage of learners. A striking fact in questions 5 and 6, both questions related to vocabulary present the same results. In question 6, 41 % of the students answered that they could express certain personal questions after applying role-playing. The 33% usually

answer particular questions in a real conversation. In comparison, 7 % believed they hardly ever answered private questions in other words, playing techniques did not have a great impact on the percentage of learners. In terms of Vocabulary, the majority of learners remark that role-playing improves by increasing the number of words they know.

Table 15

Students survey Question 7

Subskills	Question	Description	N	Percentage
Fluency	I feel that now I can create complete ideas related to the topic.	Never	0	0%
		Hardly ever	3	11%
		Sometimes	6	22%
		Usually	7	26%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 15 shows that 41 % of the students answered that they can create ideas related to a specific topic after role-playing. The 26% usually create a complete idea after role-playing activities. On the other hand, 11 % believed they hardly ever utilized complete ideas in their answers. Their point of view on these results was helpful.

Table 16*Students survey Question 8*

Subskills	Question	Description	N	Percentage
Fluency	I feel that now I can answer certain questions related to the topic.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	19%
		Usually	9	33%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 16 shows that 41 % of the students answered that they can engage in a conversation using accurate statements after applying role-playing activities. Meanwhile, 33 % usually feel capable of engaging in a conversation using accurate statements after applying role-playing activities. Conversely, 7 % believed they hardly ever can use accurate statements in an everyday conversation. Their perception of these questions was positive.

Table 17*Students survey Question 9*

Subskills	Question	Description	N	Percentage
Fluency	I feel that now I struggle less to hold a conversation.	Never	0	0%
		Hardly ever	2	7%
		Sometimes	5	22%
		Usually	9	30%
		Always	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 17 explains that 41 % of the students answered that they feel that they hold a conversation with peers without many difficulties after applying role-playing. In the same way, 30 % usually feel that they can hold a conversation after applying role-playing activities. Only, 7 % believed they hardly ever feel that it is extremely difficult to hold a conversation, these learners tend to struggle a lot while practicing a conversation. After analyzing Tables 14,15, and 16 which main objective is to determine whether or not role-playing was beneficial to improving fluency subskills. Researchers can conclude that after applying to role-play they gain confidence in terms of fluency.

Table 18

Students survey Question 10

Subskills	Question	Description	N	Percentage
Pronunciation and accent	I feel that after role-playing my pronunciation is better.	0%	0	0%
		7%	2	7%
		22%	5	22%
		30%	9	30%
		41%	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 18 shows that 41 % of the students answered that they feel confident with their pronunciation after role-playing. In the same way, 30 % usually feel that they can improve their pronunciation skills after role-playing activities. In contrast, 7 % believed

they could not improve their speaking skills after role-playing.

Table 19

Students survey Question 11

Subskills	Question	Description	N	Percentage
Pronunciation and accent	I feel that now I speak with few pronunciation mistakes	0%	0	0%
		7%	2	7%
		22%	5	22%
		30%	9	30%
		41%	11	41%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

In **Table 19**, 41 % of the students answered that their pronunciation advanced significantly after applying role-playing activities, with only a few mistakes in pronunciation and accent. The 30% usually feel that they mastered their pronunciation after applying role-playing activities. In contrast, 7 % believed they could not improve their pronunciation, and the mistakes were equal after and before role-playing.

Table 20

Students survey Question 12

Subskills	Question	Description	N	Percentage
Pronunciation and accent	I feel that now my stress and intonation improve	0%	0	0%
		7%	3	11%
		22%	6	22%
		30%	6	22%
		41%	12	45%
Total			27	100%

Elaborated by: Paredes and Camacho (2024).

Analysis of the results

Table 20 illustrates that 45 % of the students answered that their stress in different words was much better after applying role-playing techniques than their stress before role-playing. Moreover, the intonation was another feature that increased significantly. The 22% of learners usually feel that they mastered their stress and intonation after applying role-playing activities. On the other hand, in this question, 11% believed they could not improve their stress and intonation after and before role-playing activities after comparing their answers to questions 10,11 and 12. Researchers concluded that role-playing techniques allowed them to improve their abilities in terms of pronunciation and accent.

The researchers remarked that the survey was measured using a scale: Never=1, Hardly ever=2, Sometimes =3, Usually=5, and Always=5. After analyzing all the questions, the percentage of satisfaction is shown in **Table 21**.

Table 21

After applying the scale, the student's total sum of the answers to each question.

Never	Hardly ever	Sometimes	Usually	Always
0	4%	15%	30%	51%

Elaborated by: Paredes and Camacho (2024).

Figure 6

Pie chart of the Percentage of Satisfaction of the role-playing technique.



Note: Figure 4 illustrates the survey results of 27 A1 learners and their percentage of satisfaction.

Elaborated by: Paredes and Camacho (2024).

Table 22

Students' percentage of satisfaction with role-playing techniques

Percentage 0-25%	Very Low satisfaction
Percentage 25-50%	Low satisfaction
Percentage 50-75%	Strong satisfaction
Percentage 75-100%	Extreme satisfaction

Note: reprinted from Using role-play to improve Students' Speaking Ability.

by Hidayati, N, 2015, Walisongo: University Semarang, p.46

Elaborated by: Paredes and Camacho (2024).

After analyzing the results obtained from the survey, the percentage of satisfaction was 51%. **Figure 6** Comparing these results with **Table 21**, researchers conclude that the percentage of satisfaction is **Strong** in A1 learners **Table 22**. The role-playing technique can be successful if it exceeds the criteria determined. In this case, it was positive. Students could achieve the target score by being comfortable and confident with the classroom methodology. Moreover, Hidayati (2015) and Yutika (2019) proved that students responded that they got more interested in using role-playing techniques to improve their speaking skills.

Analysis of the questionnaire

The questionnaire was taken to 27 A1 students and included five open questions. The template is shown in **Appendix 15**.

Figure 7

Example of the analysis of the questionnaire

Neutral Negative perception	1	did partially enjoy the roleplay, I don't really like spending so much time working on speaking
Possitive perception Process improvement	2	It was entertaining to read the text so it was a little easy we just had to work on the pronunciation and memorize a little
Possitive perceptior Possitive perception	3	Yes, I feel an improvement, now I feel able to speak in front of everyone.
Possitive perception Process improvement	4	Yes, I feel more motivated to participate in foreign language speaking activities.
Possitive perception Possitive perception	5	I do feel that I have improved my fluency since I now have more options to answer certain questions

Note: Figure 7 illustrates one student's questionnaire results. Their answers were coded by color. Elaborated by: Paredes and Camacho (2024).

The exact process was carried out with the 27 learners. The same software provides visual tools to support whether or not learners improve their speaking skills by using role-playing techniques. Regarding the total number of comments, 129 were optimistic about how role-playing was fundamental to improving speaking skills, whereas 53 comments were against this technique. Only ten comments were neutral. A striking fact is that 64 comments remarked on the process and its improvement compared with the previous ones.

Figure 8

The total number of codes in the questionnaire of 27 learners

Sistema de códigos	Nuevo grupo de documentos
Neutral	10
Negative perception	53
Process improvements	64
Possitive perception	129
Σ SUMA	256

Note: Figure 8 illustrates the results of the comments in the five questions answered by 27 A1 learners.

Elaborated by: Paredes and Camacho (2024).

was a “*strong*” percentage of acceptance. After analyzing the questionnaire with the most comments referring to role-playing with positive comments, researchers concluded that role-playing activities positively influence the learning experience. In addition, learners feel confident using this method.

CONCLUSIONS

In order to determine not only the most dominant weaknesses in students' speaking performance but also their strengths, the researchers used a diagnosis test, which consists of 44 questions, regarding students' speaking problems in their speaking performance. The results demonstrated that the experimental group possesses an A1 level of proficiency according to the CEFR. Moreover, the test was divided into Grammar, Speaking, Listening, Reading, and Writing. The same results also proved that their main weakness was speaking, with 37,96% over 100%; for this reason, researchers conclude that role-playing techniques will improve students' speaking skills. In the pretest, through a rubric, the results indicated that among the linguistics problems are the problems related to students' grammar, vocabulary, and pronunciation problems.

A pretest and posttest were applied to determine how role-play addresses the goals of accomplishing appropriate communicative functions in A1 learners. The research project involved 27 students in the first year of Baccalaureate whose proficiency level is A1. The first meeting was the pretest; the mean before applying to role-play was 8,59 over 10, whereas, after conducting role-plating activities for four weeks, the results of the mean with the same control was 15,92 over 10, and the overall improvement was 50%. The research found a significant increase between pretest and posttest means. Finally, the T-test provided a p-value of 1,16E-09, with two tails and a level of confidence of 0.05. Researchers rejected the null Hypothesis and accepted

the alternative hypothesis. Researchers can conclude that role-playing techniques significantly improve speaking skills in A1 learners.

To assess the effectiveness of role-playing for speaking, a survey was taken of 27 students; this specific objective was also fulfilled successfully because it was determined that the student's perception of this methodology was positive. Furthermore, from students' responses regarding their perception of role-playing methodology, the survey proved that 51% of acceptance falls into the “*strong*” category. It can be concluded that learners like role-playing activities. To teach speaking within the classroom, role-playing simulations aim to train students to deal with real situations, practice idiomatic expressions, and provide opportunities for students to develop meaningful communication skills. In the process of role-playing, students have to play roles in collaboration with their peers. Finally, it is proved that role play trained learners in vocabulary and common phrases.

A questionnaire explored the potential benefits of integrating role-play in the classroom. The data was analyzed using codes, and students claimed that the experience was full of joy, the activities were entertaining, they could get out of the routine, and they enjoyed working with their classmates the most while overcoming the barrier of shyness. Pronunciation is another characteristic mentioned by students who feel it has improved significantly.

RECOMMENDATIONS

This section is about researchers' recommendations; they would like to give some suggestions for other English teachers to consider. First of all, based on the evidence, the role play technique would be beneficial to improve students' speaking skills. Hence, the teacher needs to keep using the role-play technique as an alternative technique in the teaching process for first-year students of a baccalaureate or other grades and levels. In addition, the teacher's role in role-playing is monitoring. However, teachers must explain the process carefully so learners can participate in the activities.

Secondly, Teachers around the world should control the students' activities. Through the questionnaire, the writer realized that even after the research project was conducted, they still had some weaknesses and mistakes. Consequently, the researchers suggest applying role-playing in different weeks so that they will not constantly feel overwhelmed by this technique. Combining different instruments could be even more beneficial to developing their speaking abilities.

Lastly, it is essential to consider the students' feelings and perceptions. This research project demonstrated positive perceptions of the students' speaking skills in the learning process. These activities encourage their confidence. Researchers recommend supporting their preferences at the moment of choosing an activity. Correcting mistakes must be done collectively at the end of the performance so learners will not feel embarrassed in front of the class.

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	The language will be used to reproduce dialogues within the class. Listening is also an important skill because they must follow the dialogue of the conversation. Role-play strategy provides opportunities to reproduce the language, increase confidence, have the opportunity or contact with the language, and increase their vocabulary among other benefits.	
What will the content areas be?	General English: This includes the fundamentals of the English language, grammar, vocabulary, reading comprehension, listening, writing skills, and oral communication used in everyday situations (National Curriculum Ministry of Education, 2016).	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	General English: Learners could utilize their skills with other students, teachers, friends from other countries or relatives who live in another country. In addition, the English language is a fundamental pillar in enhancing personal and professional growth, opening more academic and job opportunities (Aldo, 2019).	Documents from the MOF Curriculum & syllabus
Where will the English language be used?	GE: A1 A1 level of English is insufficient for tourism in an English-speaking country and socializing with English speakers. English is limited to very familiar topics at the A1 level. A1 level of English is not sufficient for academic study or for consuming most English-language media (TV, movies, radio, magazines, etc.) A1.2 learners can apply their knowledge in the classroom in homework, to answer basic questions about themselves (Council of Europe Portal, 2024).	Descriptors of the level CEFRL A2 Syllabus & curriculum
When will the English language be used?	GE: School year 2023-2024 in the Highland (September to June) In the Coast (May to February).	Official calendar of Ministry of Education 2024

LEARNING NEEDS

Learning needs is the gap between the learner's current level of knowledge and skills, and the level of knowledge and skills required to perform a task or a set of tasks. This framework focuses on numerous factors such as who the learners are, their socio-cultural background, learning background, age, gender, prior knowledge of specialized content, prior knowledge of English, attitudes towards English, attitudes towards cultures of the English-speaking world. Hutchinson and Waters suggested asking the following questions to analyze learning needs:

GENERAL QUESTIONS	SPECIFIC QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS? Observation guides, interviews, questionnaires.