



**The Influence of Role-play Implementation in Speaking Skill of
2nd Grade High School Student in English as Foreign Language
(EFL) Class.**

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List of Acronyms

EFL.....English as Foreign Language

ZPD.....Zonal Proximal Development

PET.....Preliminary English Test

1. Introduction

1.1 Background Information

As noted by Nunan, speaking is a "productive oral skill" that allows individuals to convey meaning and interact with their audience (Fitri, 2022). Developing speaking skills among teenage learners, especially high school students, is crucial as it helps them effectively communicate meaningful ideas and build confidence in social interactions. Tomak (2021) emphasizes that speaking a language accurately and fluently is essential for individuals to express themselves, find their place in society, and share ideas and emotions with others. For second-grade high school students, speaking skills are essential as they are expected to have a good foundation in English language learning.

Furthermore, proficient speaking skills allow learners of the English Language to actively participate in classroom discussions and demonstrate their understanding of various subjects. Researchers (Hartanti et al., 2022; Jayanti, 2022; Mridha & Muniruzzaman, 2020) have consistently emphasized that the ability to speak a language fluently and accurately is a crucial indicator of an individual's language proficiency and its highly valued in both academic and professional settings. According to Wicaksana et al. (2020), practical communication skills are highly valued in the workplace and can significantly impact one's career progression around the globe. However, even if there are four other skills in the English language, speaking skills are the most effective, as most communication is done through speech. Speaking skills are essential for all learners who wish to learn English to enhance their career, improve business, build confidence, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, and give presentations (Parupalli, 2019).

Role-play strategy creates a dynamic learning environment, encouraging the application of language skills in authentic contexts (Jayanti, 2022). Through dialogue and

role assumption, students enhance their speaking abilities, develop communication strategies, and gain confidence in using English (Maulana & Lolita, 2023; Sulon et al. T, 2021). This role-play encourages students to practice speaking in a more engaging and less intimidating environment, which helps build their confidence and reduces language-related inhibitions (Katemba & Grace, 2023). Role-play provides contexts for practicing English speaking, fostering fluency, accuracy, vocabulary usage, and communication strategies (Masuram & Sripada, 2020). For instance, a study conducted with grade XI students demonstrated a significant improvement in their speaking skills after using the role-play technique, with a notable increase in their post-test scores compared to pre-test scores (Katemba & Grace, 2023).

1.2 Problem Statement

The research was conducted at a subsidized private school in Quilicura, Santiago. The establishment has over 917 students from diverse cultural backgrounds and socio-economic statuses. The school strongly emphasizes English language learning, with classes held three times a week for 90 minutes (about one and a half hours) each. In addition to regular classes, English is promoted through special events such as English Month, where students participate in activities like tongue twister challenges, storytelling, presentations, and spelling bee competitions. The school also hosts Weston Fest, an English singing competition. Students in these classes are evaluated through written and oral presentations, either individually or in pairs. The instructional approach is predominantly teacher-centered rather than student-centered.

Despite the school's efforts to improve students' speaking skills, most students struggle with shyness and fear of being ridiculed by their peers when speaking in public. Islam et al., (2022) reiterated that students may face obstacles such as a lack of confidence, self-consciousness about their accent or grammar, fear of being judged, and anxiety about

making mistakes in front of peers, all of which can impede their willingness to participate in speaking activities. One of the main challenges of speaking in school is the need for effective teaching strategies to enhance students' speaking skills, which may limit students' language acquisition and communication skills. The pedagogical approach is frequently focused on skills such as reading, writing, and listening, with less emphasis on students' speaking skills.

Furthermore, the need for a strong foundation in grammar and vocabulary is hindering the students' speaking skills. As a result of this problem, using grammar and vocabulary in speaking and engaging in long conversations is limited, and ideas are expressed through verbal communication. In order to address this issue, it is recommended to focus on fluency rather than accuracy in speaking. According to Normawati et al., (2023), these challenges stem from poor grammar mastery, frequent grammatical errors, difficulties with the English pronunciation system, and a lack of vocabulary mastery. In addition, the classroom environment may only sometimes simulate real-life communication situations, making it difficult for students to apply their speaking skills outside of academic settings. These challenges highlight the importance of implementing effective strategies, such as role-play activities, to enhance students' speaking skills in school (Abdulla et al., 2023).

1.3 The Purpose of the Research

To address this problem, the researcher took the initiative to implement role-play activities in the classroom as suggested by several authors (Ishak & Abdul Aziz, 2022; Jayanti, 2022; Masuram & Sripada, 2020) as an effective tool for improving speaking. According to Ishak and Abdul Aziz (2022), role-playing helps overcome the challenges of limited speaking practice, lack of confidence, fear of being judge, and difficulty applying language skills in real-life situations. The purpose of the research is based on the general objective" to investigate the influence of role-play implementation in the speaking skills of 2nd-grade high school students in an English as a Foreign Language (EFL) class".

The specific objectives of the research on the influence of role play implementation on the speaking skills of 2nd-grade high school students in an English as a Foreign Language (EFL) class are as follows:

1. To examine the level of English-speaking production of students in the EFL class.
2. To determine the effect of role-play implementation on influencing speaking skills.
3. To identify the student's perception of the use of role-play implementation to influence speaking skills.
4. To reflect on the role-play implementation as a strategy to influence students' speaking skills

As a result, to determine the research objective, the research questions were formulated: What effect does the implementation of role-play activities have on the development of speaking skills among students in EFL classes?

1.4 Significance and Justification of the Study

Role-play activities have been identified as a beneficial method to enhance speaking skills among high school students. According to Caniago (2024), participants engaged in role-play demonstrated significant advancements in their speaking proficiency, including linguistic accuracy and the ability to engage in spontaneous conversations. If the research is conducted, students can benefit from improved speaking skills through active participation in role-play activities, which helps students overcome inhibitions, experiment with the language, and develop their oral interaction skills. This interactive approach allows students to apply their language skills in context, enhancing fluency, accuracy, and confidence in speaking English (Caniago & Nesa, 2024). By simulating practical communication situations, role-play helps students become more confident speakers and better equipped to navigate various social and professional interactions in English.

Teachers can benefit from gaining insights into the effectiveness of role-play in improving students' speaking skills. Additionally, this initiative would reduce stress levels among educators and prevent teachers' burnout. They can enhance their teaching methodologies by incorporating interactive and experiential learning methods, creating a student-centered and communicative learning environment (Sari & Hamzah, 2023). By improving students' speaking skills, schools can enhance their reputation through demonstrated educational quality, improved student outcomes, and the production of competent graduates (Lady et al., 2024). Incorporating role-play activities into the school curricula can positively impact various aspects of the educational institution. Specifically, it has been shown to enhance the school's reputation, particularly during inter-school competitions. Incorporating role-playing into the curriculum offers teachers a powerful tool to enhance students' speaking skills and overall communicative competence (Pérez-Alvarez, 2024). Additionally, it contributes to higher student retention rates, increased enrollment numbers, and improved attendance rates.

After conducting a comprehensive review of some existing literatures (Pérez-Alvarez, 2024b; Ishak & Abdul Aziz, 2022b; Sari & Hamzah, 2023), it is evident that lots of studies have been done to prove the effectiveness of role-play on speaking skills. To the best of the researcher's knowledge, in the Chilean context, limited research has been conducted on the use of role-play as an educational tool for university students and first-grade high school students (Jonathan et al., 2019; Pérez-Alvarez, 2024b). However, none of these studies have been conducted on second (2nd) grade high school students in Chile. This indicates a notable gap in the literature regarding the application of role-play for 2nd-grade high school students in Santiago, Chile, which is why this research is essential. Furthermore, the existing studies do not utilize the same instruments as those implemented in this research, and the research objectives differ significantly.

2. Conceptual Framework

Vygotsky's Socio-Cultural Theory states that learning is a socially mediated process where learners actively engage in social interactions, which are crucial for cognitive development (Lasmawan & Budiarta, 2020). Practical applications of collaborative learning and peer teaching enable students to build knowledge together, while guided discovery allows for teacher-supported exploration (Ximena J., 2023). The Zone of Proximal Development (ZPD) concept Vygotsky introduced describes the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner (Huang, 2021). Vygotsky's theory helps to promote speaking skills through role-playing by stating the importance of social interaction and collaborative learning (Lasmawan & Budiarta, 2020). While Vygotsky's theory primarily emphasizes the development of young learners, it is worth noting that concepts such as the ZPD and the socio-cultural theory can effectively be applied to teenage learners.

Role-playing, as a pedagogical tool, aligns well with Vygotsky's theories. It creates an environment where learners can actively engage in social interactions and collaborative language use, which are essential for internalizing linguistic skills and socio-linguistic norms (Alghamdy, 2024). Furthermore, Alghamdy (2024) mentioned that through role-playing, learners immerse themselves in culturally relevant scenarios, fostering not only linguistic competence but also cultural awareness and sensitivity. This role-play method supports the development of speaking skills by providing learners with opportunities to practice the language in a social context, thereby enhancing their ability to articulate thoughts, ideas, and emotions effectively (Jayanti, 2022). Additionally, engaging in these interactive activities allows students to internalize and apply instructional concepts, fostering their speech development and language proficiency (Alghamdy, 2024).

2.1 Role-play Implementation

Role-play is an interactive instructional strategy that engages students' senses, interactions, feelings, and experiences, broadening and stimulating their imagination. It encourages students to communicate, even with low language skills, by using nonverbal communication techniques such as body language, gestures, and facial expressions (Katemba & Grace, 2023). Role-play actively engages students in conversations by employing various communicative techniques that develop language fluency, encourage classroom interaction, and boost motivation. Additionally, role-play creates a more student-centered learning environment, enabling pupils to communicate freely and without apprehension in authentic settings, which enhances their foreign language acquisition (Henisah et al., 2023). Furthermore, role-play fosters collaboration and critical thinking as students work together to achieve goals or resolve conflicts. Additionally, it allows for personalized feedback and reflection, enabling students to refine their speaking abilities over time (Ishak & Abdul Aziz, 2022).

Extensive research has been conducted on the usefulness of role-playing in various educational settings, as mentioned above. However, limited studies have been undertaken in the Chilean context, primarily focusing on undergraduate students, adults and 7th-grade students (Jonathan et al., 2019; Boso et al., 2024; Pérez-Alvarez, 2024). Notably, there is a dearth of research on the impact of role-play on speaking skills among 2nd-grade high school students in Santiago, Chile. This research gap underscores the need for further investigation into the effectiveness of role-play in enhancing English-speaking proficiency in high school settings, particularly in Quilicura, Chile.

2.2 Assessing Students' Level of English Production in Speaking

As evidenced by diagnostic tests and observational rubrics, role-play activities significantly enhance students' speaking skills. Diagnostic tests are essential for assessing

students' spoken English abilities and measuring their capacity to engage in interactive conversations (Katemba & Grace, 2023). On the other hand, observational rubrics further evaluate students' ability to initiate conversations and use appropriate language structures. Additionally, role play contributes to students' oral communication proficiency and confidence in language learning. One standard method involves using conversational cards as prompts for role-play scenarios, where students are paired up and tasked with conversing based on the depicted situation (Abdulla et al., 2023). A standardized rubric covering managing Production, grammar, vocabulary, and interactive awareness assesses students' performance.

Pre- and post-roleplay tests track students' progress, revealing enhanced proficiency and confidence. The conversation subsequently evaluates utilizing Brown's (2001) speaking scoring rubric to identify the aspect that received the lowest score (Normawati et al., 2023). These tests allow educators to observe students' spontaneous language production, including their ability to initiate and sustain conversations, use appropriate language structures, and comprehend spoken cues (Lady et al., 2024). By conducting diagnostic tests, researchers gain insights into students' proficiency levels and areas for improvement, informing instructional planning and supporting targeted language development (Normawati et al., 2023). Subsequent evaluations track progress over time, enabling modified instruction and adjustments to support continued growth and proficiency in spoken English (Sulon et al., 2021).

2.3 Students' Perception of Role-Play

Students' perceptions of role-play in EFL classrooms influence their understanding of its definition and role in learning. Many perceive role-play as an interactive method to simulate real-life situations, fostering active participation, collaboration, and creativity in practicing English language skills (Caniago & Nesa, 2024). However, opinions vary based on

individual preferences and experiences, with some students embracing role-play to improve speaking proficiency and confidence.

In contrast, others may feel apprehensive due to shyness or unfamiliarity. Educators play a crucial role in shaping students' attitudes by creating supportive environments and modifying role-play activities to their needs (Dwiyanti & Lolita, 2023). After engaging in role-play activities, students' perceptions and experiences are captured through interviews, providing valuable insights into the effectiveness of the learning process. These interviews assess students' engagement, enjoyment and perceived benefits of the activity. By collecting data through interviews, educators gain valuable insights into students' perceptions and learning outcomes, informing instructional decision-making and allowing for the refinement of teaching strategies to create more engaging and effective language learning experiences (Rokhaniyah et al., 2024).

2.4 Reflection on Role-Play Strategy

According to Mislawiyadi (2023), reflective journaling is an essential practice for educators. It promotes self-awareness and helps document reflections, thoughts, and biases that may influence the teaching process and analysis. This journal entry focuses on role-play as a pedagogical strategy to enhance speaking skills in language learners. Reflective entries often highlight how students are more engaged and motivated during role-play sessions, leading to better participation and learning outcomes (Pérez-Alvarez, 2024). This method encourages teachers to critically analyze their teaching practices and make informed adjustments to improve student outcomes (Mislawiyadi, 2023). Additionally, reflective journaling has increased student participation and engagement, allowing educators to tailor their instructional strategies to meet their learners' needs (Pérez-Alvarez, 2024b). All that was described in the conceptual framework can be visually seen in Figure 1, as created by the researcher, which summarizes the main steps mentioned earlier.

3. Research Design

The design of this study was collaborative classroom action research characterized by its emphasis on problem-solving and reflective practice (Hannan, 2020). The study utilizes a mixed-method approach. The mixed method approach is a research methodology that combines both qualitative and quantitative research techniques to provide a more comprehensive understanding of a research problem. This mixed-method approach allows researchers to draw on the strengths of both qualitative and quantitative methods, offering a more nuanced and complete picture of the phenomena under study (Philominraj et al., 2023).

In the current research, qualitative data was obtained through two instruments, namely the students' perceptions and reflective journals, while the quantitative data was collected through pre-test and post-test assessments. In a study investigating the effectiveness of a new teaching method, researchers might use quantitative methods (e.g., standardized tests) to measure student performance and qualitative methods (e.g., interviews or focus groups) to gather insights into students' and teachers' experiences and perceptions (Philominraj et al., 2023).

3.1 Participants Description

The research was conducted at a subsidized school in Quilicura, Santiago, which includes a diverse student population of over 917 students from various cultural backgrounds and socio-economic statuses. The study participants were 2nd-grade high school students from classes A and B, which included advanced and intermediate English language learners, totalling 70 students with 35 individuals in each class. The researcher also participated in the study because of the reflection journal during the intervention. The school recommended the inclusion of both classes in this study to ensure comprehensive analysis and prevent any potential disparities between both classes. The school strongly emphasizes language learning, with classes held three times a week for 90 minutes (about one and a half hours) each. The

students' learning styles in both classes are as follows: 45% are visual learners, 35% are kinesthetic learners, and 20% are auditory learners.

The selection of participants was a carefully planned process, ensuring sufficient data collection for a comprehensive understanding of the research objectives. At the start of the project, 61 participants were present for the pre-test. Throughout the research, the number of participants decreased due to various factors such as illness, weather conditions, and medical leave. Fifty participants were present during the role-play session, while 20 were absent. Other students and the class teacher took on additional roles to accommodate the absence of some participants. At the end of the role-play implementation, 41 students were present for the post-test, and the results were collected accordingly.

An ethical approval process was conducted, wherein students were required to sign a document (Agreement Form for Student Participation in Role-play Activity), as seen in Appendix B, indicating their consent to participate in the study. Additionally, letters of consent were sent to the parents/ guardians of the students in order to seek their approval, as seen in Appendix A, as the study involved handling confidential information. Also, Parents signed a letter of consent to record their wards during role-playing, as seen in Appendix G.

3.2 Data Collection Techniques

3.2.1 Data Sources and Validation

Three instruments were utilized in the research study: the standardized Cambridge Rubric PET B1 Speaking test, adapted and modified, a reflective journal, and a questionnaire for student interviews. The Cambridge rubric PET B1 Speaking test does not need to be validated because it was sourced from a reputable organization, as shown in Appendix E. At the same time, the interview questionnaires and reflective journals were validated by three experts in action research in the Department of Education from the Universidad de Católica, Temuco.

3.2.2 Cambridge Rubric PET B1

The Cambridge rubric PET B1 Speaking test was used as a pre-test to assess students' English Language production level in EFL classes, and the same rubric was used in the post-test to determine the effect of role-playing on speaking skills after implementation. The Cambridge Preliminary English Test (PET) for B1 level assesses speaking skills using a detailed rubric that evaluates various spoken language components based on the rubric's four criteria: Grammar and Vocabulary, Discourse management, Interactive communication and Global achievements. The rubric has three 3-point scales: one is the lowest, and three is the highest. The Cambridge PET B1 rubric typically includes criteria such as grammar and vocabulary, pronunciation, discourse management, interactive communication, and global achievement (Gutiérrez-Rojas & Rosado-Mendinueta, 2024).

3.2.3 Interview Questionnaire and Reflective Journal

A questionnaire was prepared to interview the students; the intervention was applied at the end of the implementation to identify the students' perception of using role-play to improve speaking skills, as seen in Appendix D. The reflective journal assessed the effectiveness of the role-play implementation focused on the learning objectives as seen in Appendix C. The questionnaire for the reflective journal was designed to evaluate various aspects, including Specific objectives, class content, activities, resources, assessments, diversity, strengths, weaknesses, and plans (Bjørke et al., 2023). The journal was kept during the seven sessions. Reflective journals are noted for their role in promoting self-awareness and helping researchers acknowledge their perspectives and potential impact on the research (Mislawiyadi, 2023).

3.3 Data Method and Procedures

3.3.1 Data method and procedures for the first and second specific objectives

The first specific objective of the study was to examine the level of English-speaking production of students in the EFL class. A speaking test rubric adapted from the Cambridge PET B1 speaking rubric was used for the pre-test, as seen in Appendix F. The decision to adapt the Cambridge rubric was made because the existing rubric did not assess pronunciation and fluency. Students engaged in pair conversation using the conversational photcards, describing and comparing two pictures using the questions on the whiteboard as a prompt. An observation was conducted in the classroom setting to capture real-time interactions whereby each pair had a conversation for 2 minutes. When assessing the students' speaking abilities, there was an inter-coding agreement (peer checking) between the researcher and the class teacher.

According to Burch (2020), inter-coding agreement (peer-checking) in evaluating students' speaking skills involves collaboration between the researcher and another teacher to ensure consistency and reliability in the assessment process. Burch (2020) emphasized that this method allows for multiple perspectives and reduces potential biases, enhancing the validity of the evaluation. The procedure mentioned above was repeated for the second specific objective to determine the effect of role-play implementation on enhancing speaking skills. The second objective focuses explicitly on evaluating the outcomes of a post-test following the role-play activity. The methodology employed for this objective is like that of the first specific objective.

3.3.2 Data Method and Procedure for the Third Specific Objectives

The third specific objective of this study is to identify the students' perception of the use of role-play implementation to influence speaking skills. Ten students selected from advanced and intermediate English language learners participated in individual interviews

conducted using a validated interview questionnaire. Students shared their experiences and opinions in English during the interviews, and an audio recorder captured their responses.

3.3.3 Data Method and Procedures for the Fourth Specific Objectives

Reflective journals have been highlighted as a valuable tool in facilitating role-play activities. According to Sage and Sele (2015), reflective journaling can effectively increase student participation and engagement, allowing them to reflect on their experiences and learning outcomes. The specific objective was to reflect on the role-play implementation as a strategy to influence students' speaking skills. The personal reflective journal evaluates the research process and determines if the research's purpose was achieved. After each session, entries included specific objectives, class content, activities, resources, assessment methods, diversity considerations, strengths, weaknesses and plans.

3.4 Implementation Plan and Data Collection Timeline

The implementation process was completed in six weeks, with sessions held once a week on Tuesdays. In the final week, two sessions were conducted to ensure all necessary content was covered. Each session lasted between 70 to 80 minutes, allowing for a comprehensive and engaging learning experience. A structured approach was taken during the sessions to ensure effective learning outcomes.

In the first session, a pre-test was conducted where students engaged in conversation as outlined in section 3.3.2. In session two, students saw a video related to hotel reservations. Henisah et al., (2023) suggest that role-play, combined with preparatory activities such as watching educational videos, can lead to better outcomes in speaking skills. The videos serve as a model for students, demonstrating proper pronunciation, intonation, and conversational strategies they can emulate during their role-play sessions. Educational videos were utilized to demonstrate concepts and the role-play steps related to the topics, and each group identified and extracted keywords from the video. After this exercise, students formed groups

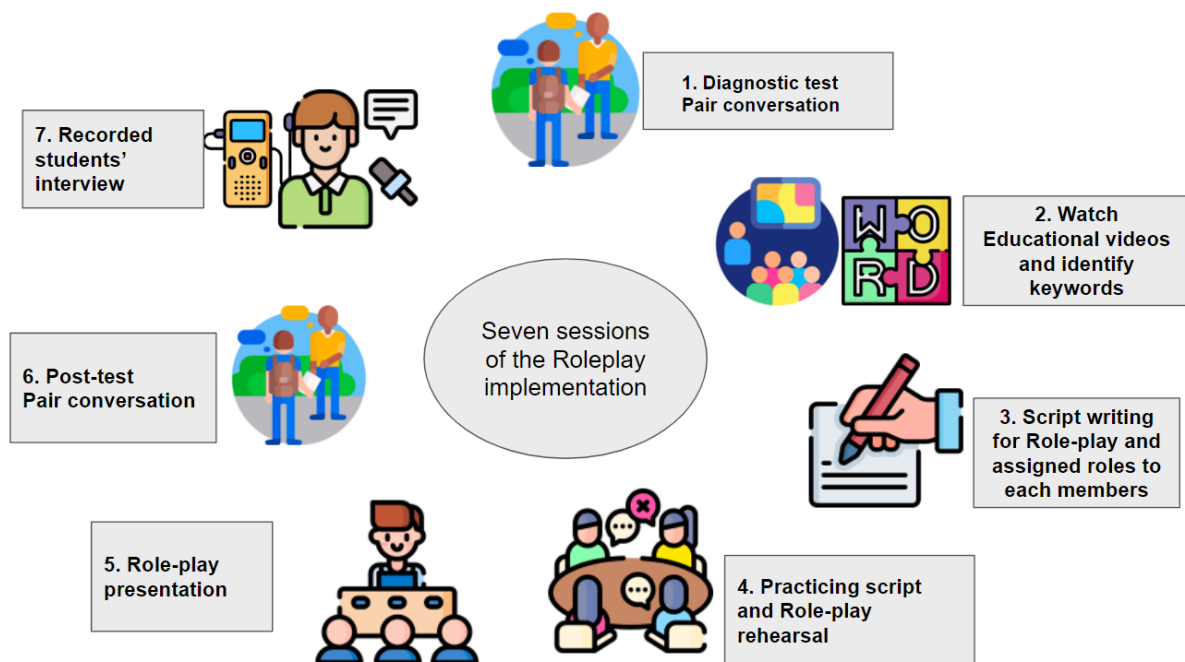
of 5- 6 individuals with a blend of advanced and intermediate English language learners, each assigned a specific theme for the educational video. Themes covered in the videos included classroom management, medical check-ups, shopping in the mall, customer service, check-in at the airport, and job interviews. Through this interactive exercise, students were able to enhance their understanding of the themes and develop their script-writing skills.

In the third session, students engaged in a crossword game utilizing keywords using a video. Crossword puzzles can be a preparatory activity, helping students familiarize themselves with unfamiliar terms and concepts in subsequent role-playing exercises. This approach not only aids in vocabulary retention but also makes the learning process more interactive and enjoyable (Jayanti, 2022). Working in groups, students began drafting scripts based on the keywords from their assigned video, assigning characters to each group member. The researcher monitored the script development process to ensure coherence with the video's plot.

During the fourth session, students reviewed their scripts to ensure each group member had a defined role and understood when to participate during the presentation. They practiced pronouncing keywords and rehearsed their parts. Each group presented their role-play to the class, receiving feedback on the presentation and suggestions for improvement. The final rehearsal, which focused on timing and coordination, was conducted in the fifth session. Students presented their role-play to the class, incorporating costumes and props. Students portrayed their characters as instructed and demonstrated enthusiasm during the presentation. The student did the post-test evaluation in the sixth session, which included the format outlined in section 3.3.2. The seventh session was the interview with ten participants, as described in section 3.3.2. The summary of the seven sessions of the Role-play implementation is shown in Figure 1 below.

Figure 1

A summary of the seven sessions of the Role-play implementation



3.5 Action Research

The cyclic nature of Action research entails a single cycle of identifying a problem, planning and implementing interventions, collecting and analyzing data, and reflecting on the results to facilitate improvements (Lady et al., 2024). In the planning step, the researcher meticulously planned the action to solve the teaching and learning problem by preparing strategies, designing the lesson plan, and instruments that determine a successful result (Hannan, 2020).

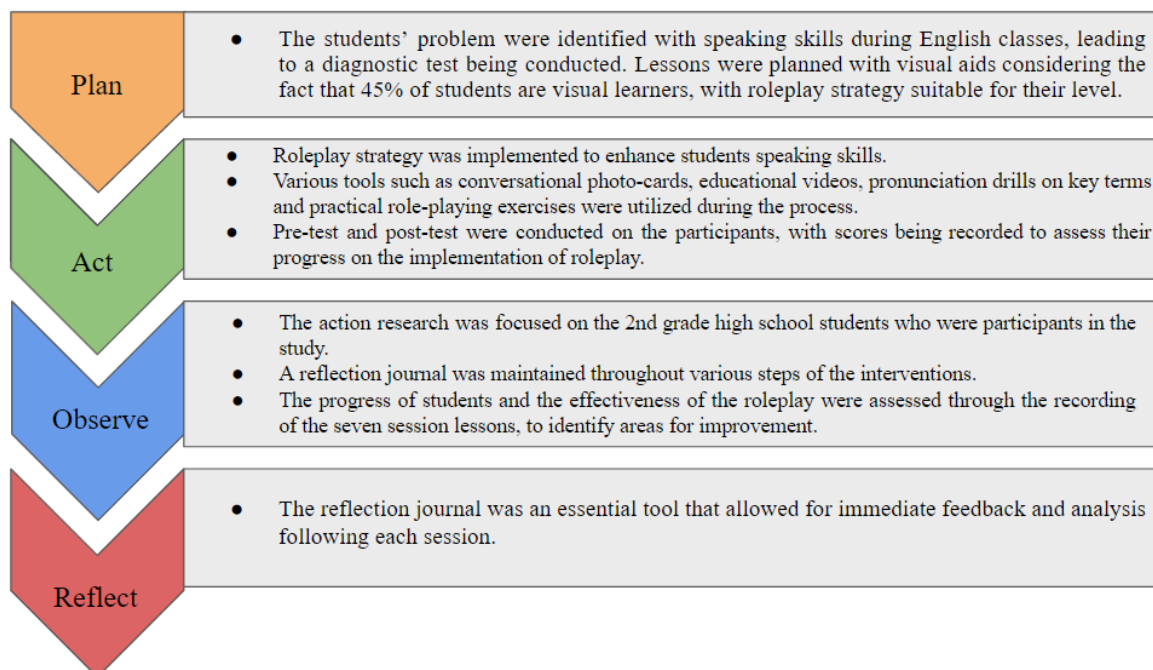
The role-play implementation process comprised seven planned sessions, utilizing four different instruments to achieve specific objectives. The lessons were planned with visual aids because 45% of students are visual learners, and the role-play strategies were explicitly chosen for their level, ensuring that the approach was tailored to their learning style. In the acting phase, a Role-play strategy was implemented to enhance students' speaking skills, and various tools such as conversational photo cards, educational videos,

pronunciation drills on critical terms and practical role-playing exercises were utilized during the process as mentioned in session 3.5.

Data collection, recording, and information connected with the teaching and learning process were carried out in the observation steps (Mislawiyadi, 2023). During the observation stage, data collection employed several methods. Subsequently, students' perceptions were gathered through interviews with ten students, which were recorded for analysis. Throughout this process, a reflection journal was maintained throughout various stages of the intervention. The reflection stage following the role-play sessions proved highly beneficial in enhancing students' speaking abilities (Ishak & Abdul Aziz, 2022).

Figure 2

The four steps of Action Research Cycle (Bee Choo & Zainuddin, 2018)



4. Data Analysis

4.1 Quantitative Data Analysis

The data collected during the pre-test aligns with the specific objective number 1. This pre-test aimed to examine the level of English-speaking production of students in the EFL class using conversational photo cards, as mentioned in section 3.3.2. Furthermore, in quantitative data analysis, the pre-test and post-test data were analyzed with calculations conducted using the Descriptive Statistics Calculator on Calculator Soup, an application used to determine the minimum scores, maximum scores, and mean and standard deviation of the data collected.

4.1.1 Result of Pre-test conducted in Classes A and B for speaking

Table 1 presents the pre-test results, a crucial component of our study, which focused on how conversational photo cards are used in an EFL class setting. A pre-test was administered to classes A and B, utilizing conversational photo cards depicting various situations. Data was collected from both classes, and an average was calculated to consolidate the results of the pre-tests for classes A and B. The scores varied between 2.28 and 2.36 across aspects such as grammar and vocabulary, discourse management, interactive communication and global achievements. The low standard deviation (0.71) suggests that the performance levels among students were consistent and uniform. The pre-test involved questions such as description, similarity and difference of both photo cards on various daily life themes, and students' responses were related to the subject discussed.

The analysis of student performance based on the criteria in Table 1 revealed positive outcomes in *grammar and vocabulary*, with a mean score of 2.35 and a standard deviation of 0.73. Scores ranged from 1 to 3. *Discourse management skills* were similarly strong, with a mean score of 2.36 and the same range and standard deviation. *Interactive communication* also showed positive results, with a mean score of 2.30 and a standard deviation of 0.71. The

global achievement scores, spanning from 1 to 3, had a mean of 2.28 and a standard deviation of 0.71, indicating varied abilities among students. However, communication performance was relatively lower compared to other criteria, as reflected by the mean score of 2.30 and standard deviation of 0.71. The highest scores across all criteria were at level three, suggesting areas where students need more attention and support.

Table 1

Pre-test result of classes A and B on speaking using conversational photo cards

Criteria	Minimum	Maximum	Mean	Standard deviation
Grammar and Vocabulary	1	3	2.35	0.73
Discourse Management	1	3	2.36	0.73
Interactive Communication	1	3	2.30	0.71
Global Achievement	1	3	2.28	0.71

4.1.2 Result of Post-test conducted in Classes A and B for speaking

The post-test results in Classes A and B, as shown in Table 2, highlight significant improvements in students' speaking skills due to role-play activities. The mean score increased to 2.78, indicating enhanced control over simple grammatical forms and a broader vocabulary for discussing familiar topics. Both *grammar and vocabulary* scores ranged from 2 to 3, with a reduced standard deviation of 0.41, suggesting more consistent student performance.

Discourse management also improved, with a mean score of 2.78 and a standard deviation of 0.41, reflecting better discussion handling. *Interactive communication* saw a mean score of 2.79, with scores ranging from 2 to 3 and a standard deviation of 0.40, indicating more consistent abilities in oral communication. The *global achievement* scores ranged from 2 to 3, with a mean of 2.83 and a low standard deviation of 0.36. These scores

showed improved proficiency in organizing extended discourse and handling discussions on familiar topics. The results demonstrate the effectiveness of role-play in enhancing students' speaking skills and achieving more consistent performance levels.

Table 2

Post-test result of classes A and B on speaking using conversational photo-cards

Criteria	Minimum	Maximum	Mean	Standard deviation
Grammar and Vocabulary	2	3	2.78	0.41
Discourse Management	2	3	2.78	0.41
Interactive Communication	2	3	2.79	0.40
Global Achievement	2	3	2.83	0.36

4.2 Qualitative Data Analysis

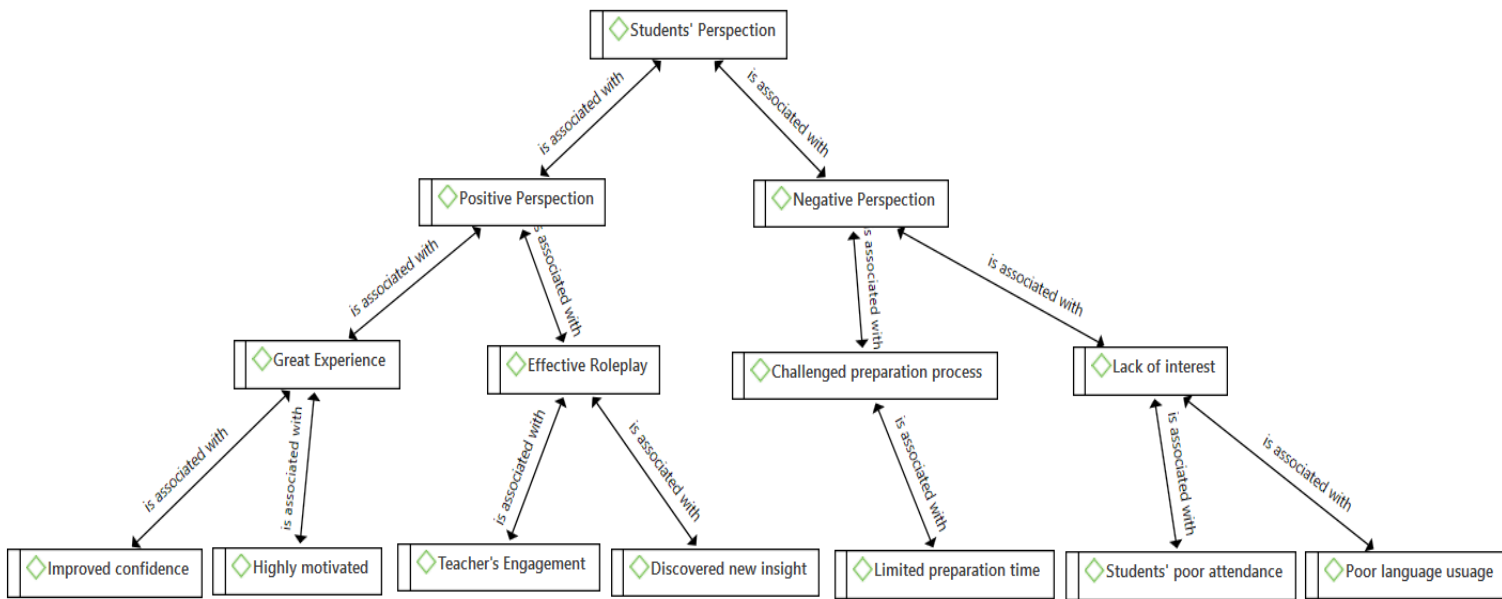
Qualitative data analysis played a crucial role in this research, focusing on the impact of role-play implementation on students' speaking skills. The data aimed to capture students' perceptions of role-play's effectiveness. Ten students were interviewed, and their responses were recorded for further analysis. The transcripts were analyzed using Atlas.ti. The software facilitated coding and theme identification within the participants' responses. In order to maintain anonymity, participants were represented by numbers.

4.2.1 Result of Students' Interviews After Role-Play Implementation

The analysis centered on students' perceptions of role-playing activities, revealing various positive and negative perspectives.

Figure 3

Conceptual network on students' perspective after role-play implementation (positive perspective and negative perspective)



Positive Perspectives

Great Experience

Figure 3 highlights the *positive perceptions* of the ten students who participated in the role-play activities. They expressed satisfaction with the method, noting it was a *great experience* that allowed them to engage in the exercises actively. The interactive nature of role-play facilitated peer interaction, which was highly appreciated. For instance, one student remarked, "I felt good and excited because I could do it with my friends. It was enjoyable, and I even learned new things" (participant 2).

Students were responsible for developing their scripts to foster independence and *improve their confidence* in public speaking. One participant shared, "Playing a character in the role-play has significantly improved my confidence, and now I can speak confidently in

front of the class" (participant 1). Students found the entire process from preparation to execution fun and engaging. This enjoyment kept them *highly motivated* throughout the course. One participant enthusiastically noted, "It was fun for me because the activities were interesting and engaging, and I felt motivated to participate actively" (participant 7).

All participants confirmed the *effectiveness of role-play* and had a positive impact, suggesting its incorporation into regular classroom activities. It boosted their confidence in speaking English without fear of making mistakes. For example, one participant noted that role-playing as a doctor required researching how doctors operate, enhancing their learning experience (Participant 5). Group work during role-play fostered comfort and camaraderie among students as they collaborated towards common goals.

During the preparation phase, *teacher engagement* provided essential encouragement and guidance, making students feel supported. One participant expressed feeling supported by their teacher, which made the experience comfortable and unique (Participant 8). Additionally, students *gained new insights* into previously unclear aspects through discussions and idea sharing, leading to a deeper understanding of plots and settings. This perspective is illustrated in the following interview excerpt: 'I saw a new interpretation of the situation of the topic, such as a different way to present a situation, especially when I imagined myself as a lost child' (Participant 3). This sense of discovery added an exciting dimension to their learning experience.

Negative Perspectives

Poor Language Usage

Some areas needed improvement due to observed shortcomings before, during, and after the role-play implementation. Six out of ten students mentioned the *challenges faced during preparation* and execution of the roleplay. Some participants struggled to write scripts, as they needed help with vocabulary for plot settings and characters. One participant

disliked writing and memorizing scripts (Participant 8). *Limited preparation time* hindered students' ability to deliver presentations without relying on scripts. One interviewee noted the need for more time to fully grasp the topic (Participant 3).

Lack of Interest

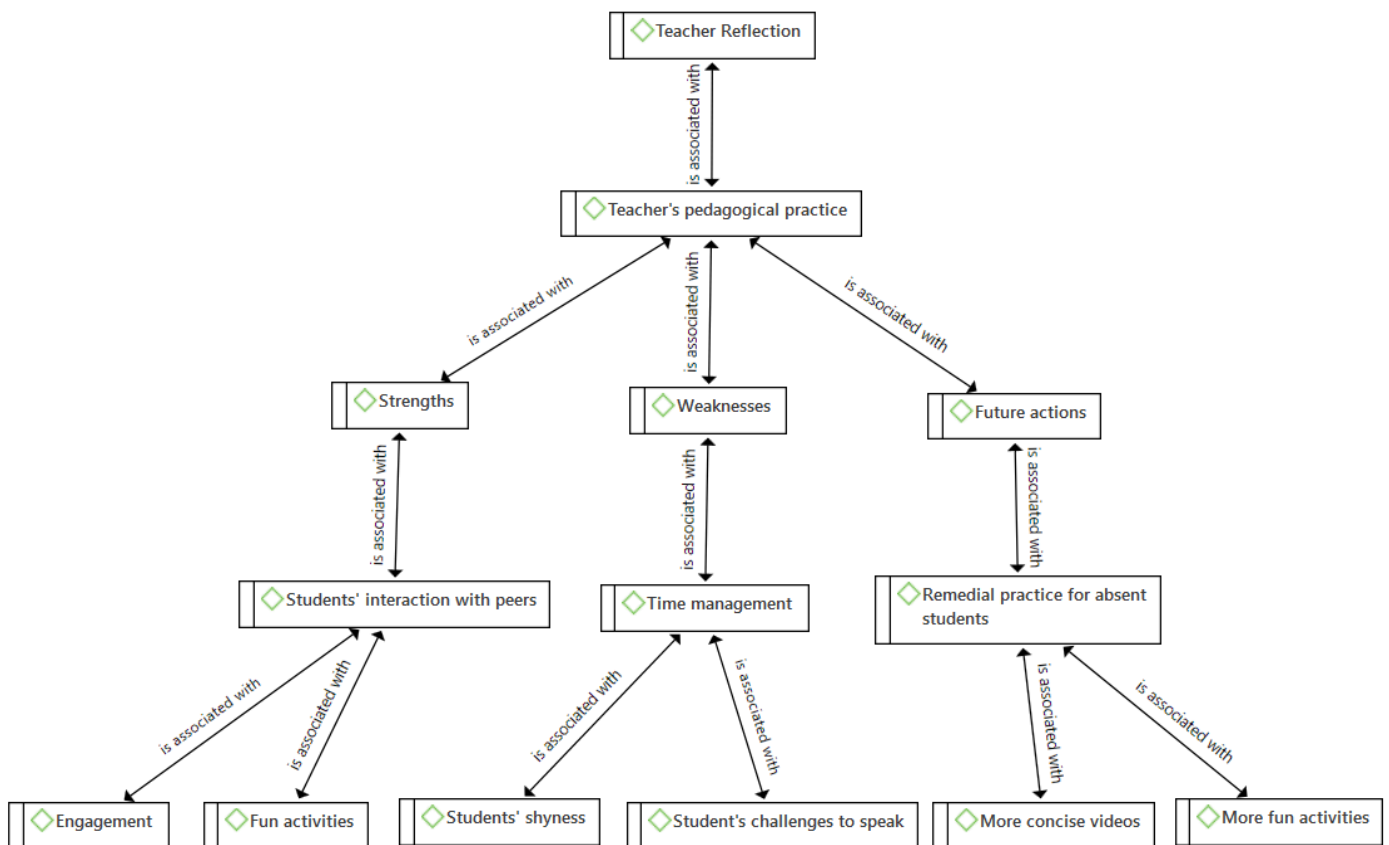
Three out of ten students were frustrated by group members who needed more dedication to their roles due to a *lack of interest*. Despite some students showing dedication, others lacked enthusiasm, especially when required to use English as the primary language. This *poor language usage* posed challenges, with one participant feeling discouraged by team members needing help to speak English (Participant 4). *Poor attendance* due to health issues also disrupted group presentations, forcing some students to take on multiple roles.

4.2.2 Teacher's reflection journal Data Analysis on the role-play

Figure 4 shows the conceptual network of the researcher's reflection on *the teachers' pedagogical practices*. It was subdivided into strengths, weaknesses, and future actions. The teacher's reflection was based on implementing role-play to influence students' speaking skills. Notably, the intervention had seven sessions, each with one or two things to reflect on.

Figure 4

Conceptual network on teacher's reflection after the intervention (Strength, Weakness and Future Actions).



Strengths

Role-playing exercises actively engage students and *promote peer interaction*, allowing them to practice and refine their speaking skills collaboratively. Students demonstrated enthusiasm by eagerly searching for keywords and participating in tasks. The well-organized resources for role-play activities further enhanced student *engagement*. All students expressed satisfaction with the intervention, noting that it was *fun* and effectively helped them use English throughout the process. This method significantly improved students' speaking skills.

Weakness

Several areas for improvement were identified during the preparation and implementation of role-play activities. Most students (7 out of 10) expressed dissatisfaction with *time management*, feeling that the allocated time for rehearsals and practising pronunciation without a script needed to be increased. They believed more time was needed to master their lines and roles. Additionally, some students needed more motivation to speak in front of the class, feeling uneasy and *shy* about expressing themselves. Students also needed help organizing their thoughts logically, finding it *challenging to sequence their ideas effectively*. This lack of structure in their speech impeded their ability to communicate their messages clearly and effectively.

Future Actions

An action plan will be developed to address and prevent recurring issues. Remedial practices for absent students should be implemented for students who missed classes. This process involves selecting engaging and concise videos that align with students' learning goals and language proficiency levels to enhance vocabulary understanding and information retention. In addition, fun activities within the classroom should be incorporated to boost student engagement and enthusiasm. When activities are engaging, students are more likely to participate actively.

5. Discussion

Considering the four research objectives, this study addresses the research questions; What effect does the implementation of role-play activities have on the development of speaking skills among students in EFL classes? The results of the study indicate a significant improvement in the speaking abilities of 2nd grade high school students following the implementation of role-playing exercises. The results of this study align to the following researchers; Maulana and Lolita (2023) found that the role-play method can improve students' speaking ability by 11.8%, compared to only 5.2% improvement with traditional methods. In addition, Lestari (2020) and Akmal (2018) both support the effectiveness of role-play in enhancing speaking skills. Lestari noted that students believe role-play helps in practicing pronunciation and speaking, while Akmal observed that role-play allows students to express their opinions more easily and improves classroom management.

5.1 Quantitative Data Findings

In line with the objectives of this study, the findings reveal that the quantitative data analysis shows significant improvements in students' language production levels in an English as a Foreign Language" (EFL) class. The purpose of these tests was to assess the effectiveness of the intervention in addressing the research problem.

5.1.1 Findings of the pre-test conducted in class A and B on speaking.

The results directly address the research question by showing that both Classes (A and B) pre-test results indicated strong language proficiency across grammar, vocabulary, discourse management, interactive communication, and global achievements. Mean scores (2.28 to 2.36) consistently showed satisfactory English understanding, with a minimal standard deviation (0.71) indicating uniform performance. The research showed that the strengths were observed in *grammar and vocabulary* (2.35) and *discourse management* (2.36), implying a quite significant incompetence in language structure. When reflecting on

the research objectives, the data suggested that the *interactive communication* (2.30) maintained and developed verbal engagement towards an outcome with little or no support from the researcher.

The *global achievement* mean score of 2.28 suggests satisfactory language production abilities despite some hesitation, and occasionally, students produce utterances that lack coherence. Standard deviations (0.71 and 0.73) indicate the degree of dispersion around the mean, and the spectrum of scores (1 to 3) aids in identifying areas requiring attention and supports instructional planning for diverse skill levels in EFL classes. The standard deviation underscores cohesive proficiency, providing the foundation for further investigation of the effectiveness of role-play in enhancing language production in the EFL class.

5.1.2 Findings of the post-test conducted in class A and B on speaking.

In order to address the result of the second objective of this study, to determine the effect of role-play implementation on speaking skills, the results highlight that both Classes A and B post-test results focus on role-play implementation in an EFL class and show significant improvement. Specifically, there was progress in grammar and vocabulary use when participants exchanged views on familiar topics, with a mean score of 2.78. Furthermore, the students also demonstrated skills in *discourse management* with a mean score of 2.78, indicating their ability to organize their thoughts during oral communication, indicating sustained extended language production in oral communication. *Interactive communication* demonstrated a positive impact, with a mean score of 2.79, each indicating the student's ability to participate and manage conversations during interactions effectively. *Global achievement* was high, with a mean score of 2.83, reflecting comprehensive language production skills improvements.

5.1.3 Comparison of the pre-test and post-test results with works of literature

The consistently low standard deviation in the pre-test and post-test (0.71 in the pre-test and 0.36 in the post-test) emphasizes a more uniform performance among students. It is important to note that consistent standard deviations were observed before and after the intervention (0.71 and 0.73) for the pre-tests and approximately (0.36 and 0.41) for post-tests, indicating uniform performance among students. In addition, the result of this study aligns with the researcher; Katemba and Grace (2023) conducted a pre-experimental study which revealed a significant improvement in students' speaking skills after using the role-play technique, and the pre-test score was 42.08%, which increased to 62.6% in the post-test.

In the current study, the outcomes of the pre-test and post-test assessments were collected through pair conversations utilizing conversational photo cards and the Cambridge PET B1 speaking rubric. The scores were recorded by the researcher and the class teacher and were compared to analyze the results. It is worth mentioning that other researchers used methodologies that were different from those used in this study. Sayow and Marsevani (2023) conducted a pre-test where students were asked to look at dialogues from a textbook, memorize them, and perform in front of the class. This pre-test helped to assess students' pronunciation, vocabulary, grammar, fluency, and task performance. (Caroline et al., 2023) employed a pre-test and post-test methodology, where the researcher delivered questions concerning various daily life themes. Moreover, Wilson Criollo (2017) conducted a pre-test using a mock KET Part 3 for speaking skills. The pre-test involved answering questions about personal information and interacting based on the given information, with the teacher acting as an interlocutor.

5.2 Qualitative Data Findings

The students' perception after implementing role-play, a post-interview with ten students revealed positive and negative perspectives. The conceptual network analysis illustrated students' views using Atlas.ti software content analysis.

5.2.1 Findings on Students' Perspective Conceptual Network

The findings revealed that students perceive role-play as a valuable tool for improving speaking skills. This is consistent with Dwiyanti and Lolita (2023), who emphasized that role-play helps students overcome their fear of speaking in front of others by providing a structured yet imaginative environment where they can practice real-life communication scenarios.

The research objectives and outcomes indicated that positive perceptions included satisfaction with role-play for improving speaking skills, engaging experiences, collaborative peer interaction, script development responsibility, learning new keywords, and increased confidence in public speaking. Lestari (2020) and Akmal (2018) supported role-play's effectiveness in enhancing speaking skills. Lestari noted that students believe role-play helps practice pronunciation and speaking, while Akmal observed that role-play allows students to express their opinions more efficiently and improves classroom management. Similarly, the results indicate that students have good English proficiency and fluency, which aligns with the research; Rahmat et al., (2019) reported that students improved in areas like fluency, understanding, context, and interactive communication through role-play activities.

In the Chilean context, this current study aligns with several studies that have highlighted the usefulness of role-playing to improve the level of speaking English in students: Chamorro and Cifuentes (2024) conducted a study with sixth-grade students in Nariño, Chile, and found that role-playing improved their ability to express themselves in English. The technique helped increase their vocabulary, organize sentences, and represent

characters, thereby enhancing their oral production in a foreign language. Furthermore, Pérez and Alvarez (2024) researched university students and found that role-playing exercises significantly improved conversational English proficiency. The study showed that 80% of students experienced notable enhancements in fluency, vocabulary, and linguistic confidence after participating in role-playing activities.

On the contrary, while many studies highlighted the positive effects of role-play on improving students' speaking skills, some literature presents contrary findings or identifies limitations in its effectiveness. In the present study, many students still struggle with speaking without pausing, shyness and lack sufficient practice time, which supports the findings of the researchers: Lestari (2020) and Akmal (2018) noted that while role-play can improve students' confidence in speaking English, it does not necessarily enhance fluency. Maulana and Lolita (2023) found that although role-play can improve students' speaking ability, many students remain shy to speak English, leading to stuttering and other issues. This study suggests that role-play alone may not overcome all barriers to effective speaking. Sayow and Marsevani (2023) highlighted that the applicability of role-play might vary depending on several factors, including students' English proficiency levels and cultural backgrounds. Role-play activities may require simplification or adaptation in contexts where students have lower proficiency levels, limiting their effectiveness.

5.3 Reflective on Action Research

The study reflects the importance of employing diverse strategies to enhance EFL classrooms' language proficiency and communication skills. The primary objective was to create a supportive learning environment that promotes peer collaboration and active student engagement. Role-play activities were identified as an effective strategy to achieve this goal. However, challenges such as lack of motivation, difficulties in sentence construction, and organizing thoughts were noted.

The study highlights the need for teachers to actively participate in classroom activities, provide instructions, and offer feedback to support students' language-learning process. Teachers' empowerment as agents of change in curriculum development is crucial for identifying and addressing language skill gaps. Students expressed satisfaction with role-play activities, which boosted their confidence and speaking skills. Furthermore, lessons should be carefully organized to maximize classroom time and language-learning opportunities to ensure sufficient time for language practice and communication activities.

Additionally, support for scriptwriting is recommended to enhance students' writing skills. Subsequently, Addressing absenteeism is also vital, as it affects team dynamics and individual progress. Teachers should create a support system for absent students, providing materials and resources to help students catch up on the lessons. Finally, the study emphasizes the need for a dynamic and supportive learning environment to improve EFL students' language proficiency and communication skills.

5.4 Limitations of Study

The limitations in this action research process highlighted the challenges of implementing role-play in high school settings. It is also crucial to address absenteeism in practice, which involves decreasing the number of participants when the findings are generalized. Initially, there were 61 participants due to health issues; at the end of the implementation, the number decreased to 41 participants. This reduction in participants impacted the intervention's applicability since the number of participants was considerably smaller than that of the ideal group. It is important to note that these findings may not accurately represent the population owing to this limitation.

Furthermore, some difficulties were encountered during the implementation of role-play in EFL classes. One issue from these findings is "Time management," which is also crucial to address. Time management has become a recurring issue, as some students need

help to complete role-play tasks within a given timeframe. The limited preparation time for the role-play may have affected the effectiveness of the intervention. This restricted preparation time could have hindered the students' ability to thoroughly rehearse and practice role-playing, affecting the assessment and its impact over time. For this reason, the limitations of this research, particularly in its scope, highlight the need for further longitudinal studies to validate the findings.

5.5 Suggestions for Future Research

These results further support the hypothesis that addressing any gap in language learning is another key recommendation worth considering. Further work is required to establish this by exploring alternative role-play methods by including technology, such as virtual scenarios or online platforms, to evaluate their impact on speaking skills and student engagement. There is a need for innovative methods to integrate technology, virtual worlds, or virtual reality with role-playing exercises, and this would broaden the scope and accessibility of these activities (Pérez & Alvarez, 2024). The study also calls for longitudinal studies to assess the sustained impact of role-playing on English language proficiency and its relevance to real-world communication contexts.

Further research should be conducted to investigate the relevance and adaptability of role-plays. It explored how integrating role-play with project-based or collaborative learning approaches can comprehensively enhance language acquisition. Future research should explore the technique's effectiveness in different samples and educational settings (Katemba & Grace, 2023).

Conclusion

The action research design utilized a mixed-method approach based on collaborative classroom action research conducted to determine the influence of role-play implementation in the Speaking Skills of 2nd-grade High School Students in EFL class. The research aimed to assess students' English production levels, determine the effect of role-play on speaking skills and understand students' perceptions of the role-play method. Data was collected through pre-tests, post-tests, students' interview, and reflective journals over seven sessions of the role-play activities.

The study addresses the problems encountered by students in the EFL class such as the limited opportunities for students to practice speaking, lack of confidence, and difficulties in applying language skills in real-life situations. In order to find a solution to these challenges, the action research's general objective was to determine the influence of role-play implementation on the speaking skills of 2nd-grade high school students in an EFL classroom. In order to address the research question; What effect does the implementation of role-play activities have on the development of speaking skills among students in EFL classes? The study shows the effectiveness of role-play in creating a dynamic learning environment that supports active participation and language practice, aligning with Vygotsky's Socio-Cultural Theory, which emphasizes the importance of social interaction and collaborative learning in language development.

The findings from the pre-test (0.71 and 0.73) and post-test (0.36 and 0.41) result of the standard deviation revealed that the use of role-play has significant improvements in students' speaking skills, which reflected in the results, particularly in grammar, vocabulary, discourse management, interactive communication, and language proficiency. The quantitative analysis confirmed consistent performance improvements, while qualitative data highlighted students' positive experiences and identified areas for improvement. All the

students interviewed after the role-play implementation expressed excitement and provided positive comments, which indicates that role-play makes learning more engaging and compelling, thereby improving speaking skills. The students' perception of role-play indicates improved speaking skills, engaging experiences, collaborative peer interaction, script development responsibility, learning new keywords, fluency in speaking English and increased confidence in public speaking.

The positive outcome of the study suggests that role-play is a valuable pedagogical tool for enhancing speaking skills in EFL classrooms. The study's strengths reflect that the collaborative action research design allowed for continuous feedback and adaptation, ensuring the intervention was responsive to students' needs. Teachers' active involvement in curriculum development and their reflective practices contributed to creating a supportive learning environment, further enhancing the effectiveness of the intervention. It is recommended that teachers should consider integrating role-play into their teaching strategies to foster active participation and language practice.

Reflecting on this study's weaknesses, some students needed help with scriptwriting, which hindered their full participation and engagement in the role-play activities. Additionally, a lack of interest from some students and difficulty constructing sentences and organizing their thoughts discouraged students' participation throughout the sessions. Absenteeism and time management issues further complicated the implementation of the role-play activities, affecting the continuity and consistency of the learning experience. However, several lessons were learned that can inform future practice. One need is additional support in scriptwriting, as some students struggled with this aspect, impacting their full participation. Teachers should consider providing more structured guidance or templates to facilitate this process. Another lesson learnt during the role-play intervention is the

importance of maintaining student interest throughout the sessions. Strategies like varying role-play scenarios and incorporating gamification elements could help sustain engagement.

Addressing absenteeism and time management issues is also crucial. Flexible scheduling and makeup sessions could ensure that all students benefit from the intervention. Integrating technology, such as digital role-play platforms, could enhance the learning experience and provide improved data collection and analysis. Finally, while the action plan was effective, these lessons highlight areas for improvement on the impact of role-play activities in EFL classrooms. Future research should explore these aspects to further refine and enhance the effectiveness of role-play as a teaching strategy.

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Appendix A



UNIVERSIDAD CATÓLICA DE TEMUCO
 FACULTAD DE EDUCACIÓN
 MAGÍSTER EN DIDÁCTICA DEL INGLÉS EN EDUCACIÓN PARVULARIA Y EDUCACIÓN
 GENERAL BÁSICA
 COURSE: Proyecto de Innovación en Enseñanza del Inglés II: diseño de la implementación

Consent Form for Parents/Guardians of 2 Media Students

Formulario de Consentimiento para Padres/Tutores de Estudiantes de Quinto Grado

Escuela/Institución: Weston Academy, Quilicura, Santiago, Chile.

Evento/Actividad: Juego de Roles en Clase

Fecha del Evento/Actividad: [.....]

Estimado Padre/Tutor,

Nos complace informarles sobre una próxima actividad en el aula en la que su hijo/a, quien actualmente está en Quinto Grado en Weston Academy, tiene la oportunidad de participar. Como parte de nuestro plan de estudios, realizaremos una actividad de juego de roles en clase para mejorar el aprendizaje y fomentar la participación de los estudiantes. Requerimos su consentimiento para que su hijo/a participe en esta actividad. Por favor, revise los detalles a continuación y firme el formulario de consentimiento en consecuencia.

Descripción de la Actividad:

La actividad de juego de roles se llevará a cabo en clase e involucrará a los estudiantes asumiendo diferentes roles y actuando en escenarios relacionados con la materia que se está estudiando. Esto puede incluir eventos históricos, experimentos científicos u otros temas relevantes. El propósito de la actividad es fomentar que los estudiantes apliquen sus conocimientos de manera práctica e interactiva, y desarrollen habilidades de comunicación, pensamiento crítico y resolución de problemas.

Información del Participante:

Nombre del niño/a: [.....]

Grado: [.....]

Fecha de Nacimiento: [.....]

Consentimiento:

Yo, [Nombre del Padre/Tutor], otorgo mi consentimiento para que mi hijo/a, [.....], participe en la actividad de juego de roles descrita anteriormente. Entiendo que la actividad será supervisada por el personal escolar y se llevará a cabo de manera segura y apropiada.

También entiendo que mi hijo/a puede necesitar disfrazarse o utilizar accesorios para representar el papel que se le asigne, y me aseguraré de que mi hijo/a esté debidamente vestido y equipado para la actividad.

Autorización de Medios de Comunicación:

También otorgo permiso para que se tome la fotografía o el video de mi hijo/a durante la actividad de juego de roles con fines educativos o promocionales, incluyendo, entre otros, boletines escolares, sitio web, redes sociales u otras publicaciones relacionadas con la escuela. Entiendo que el nombre de mi hijo/a no se utilizará en conjunto con ninguna publicación en medios de comunicación sin un consentimiento adicional.

Información Médica:

Por favor, proporcione cualquier información médica relevante o consideraciones especiales para la participación de su hijo/a en la actividad de juego de roles, incluyendo alergias, medicamentos, condiciones médicas u otros detalles pertinentes.

Información de Contacto en Caso de Emergencia:

En caso de una emergencia durante la actividad de juego de roles, haremos todo lo posible por contactarlos. Por favor, proporcione la siguiente información de contacto en caso de emergencia:

Nombre:

Relación con el Niño/a:

Número de Teléfono:

He leído y comprendido la información proporcionada anteriormente y otorgo mi consentimiento para que mi hijo/a, [.....], participe en la actividad de juego de roles.

Firma del Padre/Tutor: _____

Fecha: _____

Gracias por su atención en este asunto.

Por favor, devuel

Appendix B



UNIVERSIDAD CATÓLICA DE TEMUCO
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 COURSE: Proyecto de Innovación en Enseñanza del Inglés II: diseño de la implementación

Agreement Form for Student Participation in Roleplay Activity

Formulario de Acuerdo para la Participación de Estudiantes en Actividad de Juego de Roles

Escuela/Institución: Weston Academy, Quilicura, Santiago.

Evento/Actividad: Actividad de Juego de Roles

Fecha del Evento/Actividad: [.....]

Yo, por la presente acuerdo en participar en la actividad de juego de roles organizada por Weston Academy. Entiendo y reconozco los siguientes términos y condiciones:

Participación Voluntaria: Mi participación en la actividad de juego de roles es voluntaria y no estoy obligado/a a participar si no deseo hacerlo.

Cumplimiento de Reglas y Directrices: Cumpliré con las reglas, directrices e instrucciones proporcionadas por los organizadores de la actividad de juego de roles, incluyendo a los profesores, personal o cualquier otro personal designado.

Conducta Respetuosa: Me comportaré de manera respetuosa y apropiada durante la actividad de juego de roles, mostrando consideración hacia mis compañeros/as de clase, profesores y la propiedad de la escuela. No participaré en ningún comportamiento que sea irrespetuoso, ofensivo o perjudicial para los demás.

Rol Asignado: Entiendo que se me puede asignar un rol específico para representar durante la actividad de juego de roles y me adheriré al rol y las responsabilidades asignadas de la mejor manera posible.

Vestimenta y Accesorios: Me vestiré y usaré accesorios, si es necesario, para representar el rol asignado en la actividad de juego de roles. Me aseguraré de que mi vestimenta y accesorios sean apropiados y no representen ningún riesgo para la seguridad.

Precauciones de Seguridad: Tomaré precauciones y seguiré las instrucciones proporcionadas por los organizadores para garantizar mi propia seguridad y la seguridad de los demás durante la actividad de juego de roles. No participaré en ningún comportamiento que pueda poner en peligro mi seguridad o la de los demás.

Autorización de Medios: Otorgo permiso para que se tomen fotografías o videos de la actividad de juego de roles en la que pueda aparecer, con fines educativos o promocionales, incluyendo, pero no limitándose a, boletines escolares, sitio web, redes sociales u otras publicaciones relacionadas con la escuela. Entiendo que mi nombre no se utilizará en conjunto con ninguna publicación de medios sin consentimiento adicional.

Libre de Responsabilidad: Libero de responsabilidad y mantengo indemne a Weston Academy, su personal y organizadores de cualquier responsabilidad, reclamo, daño o lesión que pueda surgir de mi participación en la actividad de juego de roles.

He leído y comprendido los términos y condiciones descritos anteriormente, y estoy de acuerdo en cumplir con ellos durante mi participación en la actividad de juego de roles.

Firma del Estudiante: _____

Fecha: _____

Firma del Padre/Madre/Tutor: _____

Fecha: _____

Gracias por aceptar participar en la actividad de juego de roles. Esperamos su participación activa y contribución a la actividad.

Atentamente,
Weston Academy,
Quilicura, Santiago,
Chile.

Appendix C



UNIVERSIDAD CATÓLICA DE TEMUCO
 FACULTAD DE EDUCACIÓN
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Reflection Journal Questions

Specific Objectives:

To reflect on the implementation of the roleplay and its development according the learning objective.

1. Objective of the class:

What are the specific aspects of roleplay activities that students perceive as beneficial for improving their speaking skills?

2. Content of the class:

How do the content of the roleplay relate to the purpose of use of English language to improve speaking?

3. Task(s)/ Activities:

How do the activities such as the roles/plots, and characters assigned are appropriate for the class objective and how are they beneficial for the improvement of their speaking skill?

4. Resources:

Are the resources appropriate and helpful to achieve the purpose of each activity and the class objective? Is there any thing that indeed to change or improve?

5. Assessment:

How do students perceive the usefulness of roleplay activities for developing their attitude toward the use of English?

6. Diversity:

To what extent do the activity of roleplay improve diversity in the students, cultural and contextual factors influence the level of English language production in EFL classes?

7. Strength:

What aspects do students expresses most effectively when carrying out the activities as a result to improving speaking ability? In what aspects have I done exceptionally well in the implementation?

8. Weakness / difficult:

What are the challenges that students may encounter in reproducing English Language and pronunciation of the key words/ vocabulary? How will improve the gaps, limitation and challenges that may arise and how can improve on them?

9. Future plans:

What can I change or do differently to improve the implementation process to obtain a better outcome/ results?

Appendix D



UNIVERSIDAD CATÓLICA DE TEMUCO
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Interview Questionnaire

Perspection

1. How did you feel about participating in the role play?
2. Did you feel that the roleplaying exercises were effective in helping you to engage with your classmates and share your own experiences and perspectives?
3. Do you feel comfortable and supported during the roleplaying exercise?
4. Do you feel motivated and inspired to participate in class and speak in English?
5. What are the positive experiences you've had when taking up a role?
6. What aspect during the role playing do you feel disappointed and felt like quitting?

Strategies

7. How did the roleplaying exercises compare to other activities in class useful for facilitating discussion and exploration of different ideas?
8. What aspects in the roleplay were very effective in building your confidence and improving your speaking skills?
9. Did the roleplaying exercises help you to uncover any new insights or perspectives on the topic, and if so, what were they?
10. How did your experience of participating in the roleplaying exercises impact your understanding of the topic being explored?

Result

11. What recommendations would you make for future use of roleplaying based on your experience?

Appendix E



UNIVERSIDAD CATÓLICA DE TEMUCO
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Cambridge Rubric PET B1 Speaking

PAPER 3: SPEAKING | ASSESSMENT

Cambridge English: Preliminary for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on page 50.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

B1	Global Achievement
5	Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short - words or phrases - with frequent hesitation and pauses.
0	<i>Performance below Band 1.</i>

Appendix F



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Pre and Post Test

Adapted Cambridge Rubric PET B1 paper 3 Speaking

B1	Grammar and vocabulary	Discourse Management	Interactive Communication	Global Achievement
3	<p>Show a good degree of control of simple grammatical forms, and attempt some complex grammatical forms.</p> <p>Uses a range of vocabulary when talking about familiar topics</p>	<p>Produce extended stretches of language despite some hesitations. Contributions are relevant despite some repetitions. Uses a wide range of cohesive devices.</p>	<p>Initiates and responds appropriately. Maintains and develops the interactions and negotiations towards an outcome with very little support.</p>	<p>Handles communication on familiar topics despite some hesitation. Organizes extended discourse but occasionally produces utterances that lack coherence, and inaccuracies and inappropriate usage occur.</p>
2	<p>Shows a reasonable degree of control of simple grammatical forms.</p> <p>Uses a range of appropriate vocabulary when talking about familiar topics.</p>	<p>Produces responses that are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetitions. Uses basic cohesive devices.</p>	<p>Initiate and responds appropriately. Keeps the interaction going with very little prompting and support</p>	<p>Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances</p>

1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses that are characterized by short phrases and frequent hesitation. Repeat information or digresses from the topic.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.	Conveys basic meaning in very familiar everyday situations. Produces utterances that tend to be very short words or phrases with frequent hesitation and pauses.
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Appendix G



UNIVERSIDAD CATÓLICA DE TEMUCO
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 EDUCACIÓN GENERAL BÁSICA
 COURSE: Proyecto de Innovación en Enseñanza del Inglés II: diseño de la implementación

Letter of Consent to Record the Project

Dear Parents,

My name is Uchechi Obidalo, and I am an English pedagogy teacher in Weston Academy, Quilicura. I am a student of the Magister en didactica del ingles en educación parvularia y Educación General Básica in the UNIVERSIDAD de Catolica Temuco. I am conducting a study entitled "To determine the effect of the use of role play to improve performance and coherence in the speaking ability of 2nd Media students in EFL class.

In this context, I would like to seek your consent to record the students during the Roleplay because this will be an evidence that the project is done and it will aid in the presentation of the project. I promised the videos and pictures will not be for public view but solely for the purpose of the project internally.

I look forward to your response soon because the presentation will be next week Monday.

Thank once again for your understanding

Yours sincerely,

Uchechi

SUCCESSION RECORD OF REFLECTION JOURNAL

WEEK	OBJECTIVE	CONTENT	RESOURCES	TASKS	ASSESSMENT	DIVERSITY	STRATEGY STRENGTH	STRATEGY WEAKNESSES	FUTURE ACTION
9/5/2023 Estimated time: 80 minutes	To assess students' ability to express themselves in order to carry out functions. To simulate situation that are related to picture cards used to initiate conversation.	Pre-Activity: Two similar pictures were displayed and students identify the picture and highlight the difference. While-Activity: Students practice the question prompts and writing	The picture card was used to prompt conversation between two students. A PPT was prepared and projected using the computer on a whiteboard for the students to view the instruction. Markers are used to highlights keywords.	Students worked in pairs. Two picture cards with similar situations was given to identify the objects' similarities and differences between both picture	Students had the conversation identifying, stating the similarities and differences. A Cambridge PET B1 rubric was used to evaluate the students.	Students were allowed to choose their friends during this activity so that they are more comfortable to speak.	The class was interactive and fun because some of the picture cards caught students interest.	Some students were quite uncomfortable and shy to speak in front of the class.	The activity should be used in activating students previous knowledge.

		<p>their responses.</p> <p>Post-Activity: Students had conversation in pairs using the question prompts for identification, similarities and differences from the picture cards.</p>		cards.					
16/5/2023	To identify the plots and characters in a short youtube video and highlight the keywords.	Pre-Activity: Students saw a youtube video on hotel reservation	Pens and papers where distributed to each group. A youtube video on hotel reservation	Students in each group identified the plot and character	Students reconciled the keywords they highlighted to the ones displayed by the researcher.	Each group has a mixture of students with good level of English and poor level	Students showed enthusiasm when search for the keywords and they were excited	Some students find it difficult to understand the video because the actors speak	The videos will be short and concise and the videos

		<p>n and booking. They identified keywords in the video.</p> <p>While-Activity: Students were divided into 6 groups with 5 or 6 members per group. Each group are assigned to different theme and videos with related theme was shared. (Classroom management,</p>	<p>was displayed on the whiteboard projector and markers were used to highlight keywords.</p>	<p>er by summarizing the video assigned to them.</p>		<p>of the language so that can help to them understand what role they can play in the task.</p>	<p>when their keywords corresponds to the ones displayed on the board.</p>	<p>quite fast. Also, they were able to identify and write some keywords using the subtitled letters displayed below the screen.</p>	<p>will be paused intermittently to get students opinion.</p>
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		<p>Shopping, Customer service, Medical Check-up, Checking in the airport, and Job interview)</p> <p>Post-Activity: Students highlighted the keywords from their respective videos and used it to make simple sentences.</p>							
<p>23/5/2023</p> <p>Estimated time: 80 minutes</p>	<p>To apply the keywords in a grammatical context.</p>	<p>Pre-Activity: A crossword game was used to activate students</p>	<p>An example of a crossword game was projected on the white board, students in turns used the marker to</p>	<p>Each group played the crossword game using the</p>	<p>Each group was given 10 minutes to apply the keywords in making Ten simple sentences as it relate to their</p>	<p>Each group worked as a team whereby all members of each were able to make simple</p>	<p>Students were able to retell the story from each video and they were able to identify keywords.</p>	<p>Students are unable to make simple sentence free from grammatical errors. Also, they have challenges in</p>	<p>To make this exercise fun, sentence structure with some missing words will</p>

		<p>prior knowledge on the keywords obtained in the videos.</p> <p>While Activity: A plot was assigned to each group. Students of each group used the keywords obtained from the videos to make simple sentences.</p> <p>Post-Activity:</p>	<p>complete the crosswords on the board.</p> <p>Pens and papers with square boxes (according to the theme of the group) was given to each group to play the crossword games</p>	<p>keywords obtained from the video they saw in the previous class.</p> <p>Afterwards, they used the keywords to make simple sentences as it related to the plot.</p>	<p>theme.</p>	<p>sentence and pronunciation of some difficult words were reinforced.</p>	<p>spelling and pronunciation of words.</p>	<p>be provided while student fill-in the blanks with the keywords.</p>
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		Students read out all the sentences to check for coherence and cohesion of their ideas as it relates to the keywords and plots.							
30/5/2023 Estimated time: 80 minutes	To develop script for the conversation and practice pronunciation of some keywords.	Pre-Activity: Coloured cards were placed on the table and a representative from each group picked up a coloured	shared to all the members of the group	the script coherent	incorporated all the classes in the script, practiced scenes in the	Some students who are shy to speak were paired with students who are outspoken on a particular scene. This act, made the some students to express	Students applied real life situation and their personal experience in the writing of their script. Writing the script was not so complicated because the script was written	Students are challenged with aligning their thought in an orderly sequence. They have to improve in spelling and the right use of the keywords the learned. Pronunciation of some	The aspect of script writing is one of the most difficult part of the preparation of role play. In future, a demo, or a prepared script that is relate to theme will

	<p>card and characters for the role play were assigned to them.</p> <p>While Activity: Each group according to their theme brainstorm ideas and develop their script as it relates to the role play. Color cards were distributed to each</p>				<p>themselves quiet confidently.</p>	<p>based on collective ideas.</p>	<p>words were challenging for them.</p>	<p>be given to each group. The script would be like a guide for students to adapt it or modify it in a way that suit their ideas.</p>
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		<p>member to write their part of the play.</p> <p>Post-Activity: Each member from a group were assigned a role and they started to practice their script, pronunciation, and when to take turns.</p>							
<p>6/6/2023</p> <p>Estimated time:</p>	<p>To demonstrate ideas by rehearsing</p>	<p>Pre-Activity: Students are</p>	<p>Students reviewed their scripts and the coloured</p>	<p>Students were encouraged to</p>	<p>All the groups were evaluated using the rubric that entails the</p>	<p>All participants have a role to play and</p>	<p>All the students were actively</p>	<p>Students need more time to practice their</p>	<p>Planning and practices require lot</p>

80 minutes	the dialogues on the roles, and characters.	encourage to practice their roles and review dialogue and check key words on the scripts that supports their role. While Activity: A self evaluation rubric was prepared and it was given to each group to evaluate themselves. Each group	cards were used for the rehearsals and pens were used to correct some mistakes or add some missing part in the dialogue.	enhance their roleplay by using body language, intonation, speak audibly and present themselves as the real character in the roleplay.	following criteria (Roleplay organization, Audible, Clear pronunciation, Capture audience interest, body language, Consistent, Expression of ideas)	supported by their pairs and teachers.	involved and they supported themselves during the rehearsals.	part without script. Some students missed some classes and were unable to have a smooth conversation .	of time. Constant practice and good time management is highly recommended. Students that missed one or two classes should be guided and encouraged to practice more.
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worked independently by rehearsing their roles and character through dialogue and pronunciation was reinforced.

Post-Activity:

Each group was given 5-6 minutes for the presentation. While other groups gave comments

		on the roleplay of their colleagues using the rubric, and stating where they did exceptional well in some part and where they need to improve for a better result.							
20/6/2023 Estimated time: 80 minutes	To illustrate and demonstrate ideas by Implementation of role play.	Pre-Activity: In groups, students were given 20 minutes to rehearse	Students did final revision on the script . Afterwards, students practice their part in the role using the coloured	Students did the roleplay representing the character	Students reflect on the part they represent, shared their experience after the implementation of the roleplay and discuss	Some students presented the role without script while some read the script during the	Students assume the character they represent in the roleplay and imagine themselves in the real	Students took up more than one character in the role play due to the absence of some	Students preparation and practice should be extended and they have to take up

		<p>their roles and discuss their strategies to implement the roleplay.</p> <p>While Activity: Each group takes turns to present their roleplay while notes are taken as they progress.</p> <p>Post-Activity: Students reflect on the</p>	<p>cards. They came with their costume, realia, and props to enhance their roleplay.</p>	<p>er that was assigned to them and they took turns to present the roleplay according to their theme.</p>	<p>their observation.</p>	<p>roleplay.</p> <p>Each group worked in synergy and given support to each members of their group</p>	<p>situation. Students actively participated in the role play and each member took turns in an orderly manner.</p>	<p>members of the group, this challenge made the role play took longer time than expected.</p>	<p>different characters in the roleplay so that they can effectively cover-up for their colleague in their absence.</p>
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		experience and discuss their observation.							
20/6/2023 Estimated time: 80 minutes	To assess of students speaking ability after the implementation of roleplay.	Pre-Activity: To review situations whereby some vocabulary words are displayed that are related to pictures used to initiate discussion. While Activity: - Visual stimulus is	The picture card was used to prompt conversation between two students. A PPT was prepared and projected using the computer on a whiteboard for the students to view the instruction. Markers are used to highlight keywords.	Students worked in pairs. Two picture cards with similar situations was given to identify the objects, similarities and	Students had the conversation identifying, stating the similarities and differences. A Cambridge PET B1 rubric was used to evaluate the students.	Students were allowed to choose their friends during this activity so that they are more comfortable to speak.	The class was interactive and fun because some of the picture cards caught students interest.	Some students were quite on comfortable and shy to speak in front of the class.	The activity should be use in activating students previous knowledge.

		<p>given to the students to aid the discussion task between peers.</p> <ul style="list-style-type: none">- Group of 5 students will observe some pictures and share their opinion on what the pictures are about.- Some questions are asked to elicit students understanding. <p>Students express opinion on</p>		<p>differences between both picture cards.</p>					
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		the pictures observed.								
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Report of Students Interview

	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Std 9	Std 10
1. How did you feel about participating in the role play?	She felt good, learnt a lot and had fun with her classmates.	She felt great because she was with her friends, it was fun and relaxed and she learnt new things.	It was fun and she enjoyed the presentation but on the other hand she was uncomfortable she doesn't feel confident being on the stage.	He felt good during the role play because it was quite entertaining doing it with his classmates and friends.	She felt nervous because she is not used to acting in front of people but as time went on she started to enjoy the experience.	She felt good. she knew what the role play was about and she knew what to say.	She felt happy and excited because she was with her friends and other classmates.	He felt normal but he participated more in the role play than in the normal class.	He felt more autonomy and original.	He felt good and the roleplay is very entertaining.
2. Did you feel that the roleplaying exercises were effective in helping you to engage with your classmates and share your own experiences	Roleplay is very effective, especially when they describe images with their friends.	It was effective because the advanced and intermediate classes were	The role play did not make her interact with others because she did the	Yes, The roleplay made him more united with his friends and	Yes, she got paired with a classmate that she didn't really speak to. She felt that she	The roleplay helped her to interact with other classmates and she was with her friends	Yes, she was able to talk to her classmates and engage with them.	It was useful for him. He had already had a good relationship with his classmate. He talked,	Yes, roleplay exercises were effective because they talked and played about	Yes, he loves doing role play with his friends and it was fun for him.

and perspectives?		together and they could help each other.	activity with her close friends so there was no interaction with other classmates.	classmates.	could get along with them but she was surprised because working with a group was not difficult.	and it was not difficult for her to participate.		shared more ideas with his classmates and learnt useful ideas for the situation.	the theme.	
3. Do you feel comfortable and supported during the roleplaying exercise?	She was supported during the roleplay exercise but was uncomfortable when they were asked to present the role play in front of the class.	She felt great with her classmates and her teachers.	She didn't feel comfortable. Besides, she received the teacher's help and after the presentation it was enough to make her confident.	Roleplaying made it easy for him to speak in front of people and it made him confident in speaking in front of people.	Yes, she was always supported by her teacher.	She had time to prepare and she was with the people she knew and she was comfortable.	She felt comfortable because she worked with her classmates and the teacher supported her.	He felt supported by his teacher and it was something out of the ordinary and he was comfortable.	Yes, He felt comfortable and supported by his teachers but his classmates did not participate much.	Yes, the teacher always supported him and he felt comfortable.
4. Do you feel motivated and inspired to	She was motivated and	She felt great because	She feels motivated and	Yes, it motivated him	Yes, she felt motivated	Sometimes, this opportunity	Yes, it was funny, engaging,	He was able to participate more	Yes, he felt motivated and it	Yes, together with teacher

participate in class and speak in English?	participated actively.	she was able to help her classmates learn different things.	inspired to participate during games because they were fun and they speak less. She likes participating in class but in the reading and speaking part she feels confused and blocked.	because he had his friends and he got supported by his teacher.	in speaking in class because it was a new experience and it was fun.	requires her to speak more but she needs more time to participate in class.	fun and motivated.	during the roleplay. He shared more point of view with his classmates.	was normal for him because they talked a lot and participated in class.	and classmates, he was inspired and motivated. he is comfortable speaking in English.
5. What are the positive experiences you've had when taking up a role?	Taking the role of the character changed her a lot. Maybe, she had	She connected more with her friends and the class in general. The role	She felt more relaxed during the role play because she knew the result	The positive experience is talking to his friends during	The positive experience was that she gained more confidence	She was able to do things that she was not used to do.	The positive experience was when they prepared the dialogues for the roleplay because the	He learnt something new because earlier he had no knowledge about the interview when he	The experience he had was to participate, and he learnt new words.	Everything was great, he wasn't under pressure.

	an alter ego.	play made her talk more and she saw it in a positive way. It helped her improve her speaking skill	would be good.	the role play.	e talking in public.		story was funny, fast and interesting as a student in the roleplay.	took the role as an employee.		
6. What aspect during the role playing do you feel disappointed and felt like quitting?	She was disappointed when her classmate didn't take the role play too seriously	She felt disappointed because some of her classmates did not take it seriously, they were playing and laughing.	The part she felt like quitting was when she felt her group was very boring, and not interesting because they felt shy. Their acting was poor and their pronunciation	He felt like quitting when some of his team members don't know how to speak in English and it is difficult to get them to speak in English.	She felt like quitting when she was in a group of people. She barely talked with but a couple of classes, her intention of quitting disappeared because she	Speaking in public is not easy for her especially in another language but she tried to do it.	She felt good, happy and she didn't feel disappointed.	He doesn't like memorizing information to say.	He felt like quitting because he doesn't like oral presentations and acting roleplay.	He never felt like quitting. Everything was great but they don't have enough time to practice and memorize everything..

			tion was bad.		started to get used to them.					
7.How did the roleplaying exercises compare to other activities in class useful for facilitating discussion and exploration of different ideas?	The activity is almost the same as the activities in the classroom .	The roleplay is more effective compared to other class activities because in a normal class, it is more frustrating but during the roleplay, she was more relaxed.	They should have more time to learn and practice so that they can understand the topic.	The role play can not be compared with class activities because the role play is more associable than the activities in class	In the activity, they were forced to show the ideas they had in mind when making the script for the roleplay, how they could recognize every scene etc.	Speaking in the roleplay is ore useful for her than the class work activities.	It helped to speak and express herself better because she express herself very well but sometimes complicated when presenting in class but she prefers the roleplay.	The roleplay made him to speak more and share different ideas. The roleplay made them discussed their ideas but other activities in class gives the option to choose correct and incorrect answers. Other class activities has limited ideas but the role play gives an opportunit	The role play exercise is more dynamic to understand and to describe and participate more.	He learn how to speak better, at first he was shy to speak in front of the class but with the role play he was able to talk better.

								y for an open discussion		
8. What aspects in the roleplay were very effective in building your confidence and improving your speaking skills?	Speaking in front of the class improved her confidence.	The roleplay helped the student to speak and provide the answers to whatever the teacher asked.	The role play helped her to practice pronunciation and helped her classmate in the pronunciation of some words.	Speaking in front of the class makes him more confident and less nervous.	The aspect that built her confidence in speaking skill was the time of the presentation of the role play.	She prefer having knowledge of the role play and practice for the presentation makes her more comfortable.	To make the dialogue for the presentation made her felt great, confidence and comfortable when she presented the roleplay with her friends.	Speaking in public helps him to built his confidence especially with people who don't have confidence in themselves.	Taking up a character and acting in the roleplay help to boost your confidence. The ideas of the teacher and classmate helped.	Group work help him to build his confidence because it is better to be with people during presentations.
9. Did the roleplaying exercises help you to uncover any new insights or perspectives on the topic, and if so, what were they?	Taking a role as a receptionist made her feel like a real character.	She learnt how other people worked and how they can do something different from her	She saw a new interpretation in the situation in the topic, such as different ways to present a situation	Sometimes he feels confident speaking in front of people but sometimes he feels sad and don't feel	Yes, in her aspect, she took the role as a doctor and she felt the way doctors work, although it is in a	It made her uncover herself and be firm.	She had done similar activity like the role play but the role play is quite different. She prefers more roleplay and other activities	Yes, it uncover new ideas for him because they were able to share ideas and information among themselves.	Discussion with their classmates is very helpful and the different point of view are useful.	It made him have different perspective in the role play as he took the role as a boss.

		because in her group, they did some things differently.	especially in their role play about the lost child.	like speaking depending on his emotions.	simple way but she has ideas on how doctors work in the medical service.		with dialogue.			
10. How did your experience of participating in the roleplaying exercises impact your understanding of the topic being explored?	It made her understand how people work in the medical profession and what they do at work.	She was able to speak and share different ideas as she took the role of a secretary.	She tries to make the topic more interesting and easy to learn and understand.	He had a personal experience on his role as a client and it is easier for him to relate with it.	The role play made her do some research on how doctors work and how to treat injury patients.	It helped her to see other part of the topics that she did not know.	She understands a lot of things and her classmate participation helped her a lot to memorize the things and get more information.	The roleplay is more effective than other presentations with grades because it more dynamic and helped to understand other topics.	He understands how to speak better, they spoke a lot and took a character on the roleplay.	The roleplay made him learn more about his topic and the topics of his classmates and he learnt a lot on the job interview.
11. What recommendations would you make for future use of roleplaying based on	Adjust the time to practice because it was very short, role play	The activity should be done in a fun way and student	She recommends each group divide the part equally	The groups should be more coordinated during the	She recommends more time for practicing their scripts so	She recommends the use of role play but it must be efficient	She recommends that her classmate should have script very close to them	To rotate the theme among the members of group so that you can have more	He recommends that his classmate participate in	They need more time to practice the roleplay.

your experience ?	wasn't that effective for some students because some people talk only one or two lines.	should pay attention and learn different aspects about their classmates and build team work.	so that everyOne will talk at the same time and act more confidently so that the audience will understand what you are saying and they have to know what what they are talking about.	presentation and build more confidence in the presentation.	that they don't make mistakes when presenting .	and students should be responsible and work more.	because sometimes they don't remember their part in the dialogue and she might not know when to take turn. Also, she needs more time to practice.	opinion or ideas about the topic because you are changing the team mates and everyone is different and to have different ideas and to have more point of views. The presentation was short and there was no time.	class, he prefer role play to oral presentation. he recommend table games related to roleplay.	
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