



The Effect of Using Videos Associated with Role Play on Enhancing English Speaking Ability of High School Students

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Abstract

This research aimed: 1) to study students' English speaking ability after learning English videos associated with role play, and 2) to investigate student's satisfaction towards English videos associated with role play. The samples were 16 high school students at Mahidhornwittaya School who enrolled in Listening and Speaking Course (E30201) in the first semester of academic year 2021 at Mahidhornwittaya School under the Secondary Educational Service Area Office Surin, Surin Province, Thailand. The samples were selected by using cluster random sampling method. The research instruments were 1) lesson plans, 2) English speaking performance test, and 3) the satisfaction questionnaire. The statistics used to analyze the collected data were percentage, mean, standard deviation, and dependent samples t-test.

The results were as follows:

1. The overall English speaking ability of high school students was at a good level. When considering each aspect, it was found that students had the highest average score in "comprehension", followed by fluency, vocabulary, grammar, and pronunciation.
2. The students' satisfaction towards videos associated with role play in overall was a more satisfactory level.

Keywords: English speaking ability, Thai high school students, Videos, Role Play

Introduction

English is the foreign language that the Ministry of Education of Thailand prescribed as the basic learning content for the entire basic education core curriculum (Ministry of Education. 2008). English is the world's most widely used as international language and plays as an important role in livelihood. Due to the advancement of technology,

it has made English language more essential, it is considered to be an extremely important tool for driving the process of communication, studying, searching knowledge, occupation, and making good relationships with the world community (Bupphachat. 2018). English is an important and essential international language used in daily life. Especially, using English for communication plays a role

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as an international language. According to the basic education curriculum, teaching and learning English focuses on the development of all four skills: listening, speaking, reading and writing (Tantrakul, 2014).

In all four skills mentioned, the most important skill is speaking. This is a skill that clearly demonstrates knowledge, thoughts, understanding and feelings of the speaker. Similar to Nunan (1991), teaching English emphasizes on communicative approach by focusing on developing four skills: listening, speaking, reading and writing. While Ur (1996) states that speaking seems to be the most crucial skills in terms of communication and interaction.

In Thailand, the English language course is set to provide a foreign language course for studying. Students rarely have the opportunity to speak or use English in their daily life, except when they study English in the classroom. However, Khamkhien (2010) states that English speaking is deemed to be difficult for Thai students since English is not their native language. Similar to Khamkhien, Shumin (1997) points out that speaking English is extremely difficult for learners. They often do not speak English well because they are not surrounded in an environment where English is used for communication. The learners lack of fluency in language structures, expressions and understanding the cultures of the native speakers. Furthermore, Moontadee et al (2016) claim that teachers focus on language structures rather than practicing speaking. The students are not eager to speak. They are unable to apply what they have learned to communicate and they cannot use

spoken language properly according to the occasions and situations.

The researcher, as an English teacher who has been teaching English at Mahidhornwittaya School, Surin, Thailand for 5 years, finds that most students have a variety of learning problems in English. The causes of the problems are concerned with the limitation of background knowledge of the students and some of them lack of awareness of learning language. Especially speaking skills, the students cannot use English in conversation or communicate with others effectively. They cannot speak or express their feeling, thoughts and ideas in English. In addition, they do not have self-confidence for pronouncing English words and most of them feel shy whenever the teacher asks them to speak English. However, the English teachers' ineffective teaching approaches used also cause the problem. Garder (1985) states that the teacher and the teaching methods are the factors that affect good attitude for speaking English and lacking of motivation to speak English. In the English classroom, teachers and teaching methods play an important role in shaping the attitudes of the learners. If the teacher has good language teaching skills, interesting teaching methods, and good personality, these can motivate and encourage the learners to learn and speak English.

To contribute the ways to solve the problems of teaching English speaking, there are lots of methods to improve students' speaking ability. It seems like a great challenge for the researcher to focus on using of role play and videos to solve the problem of speaking. The researcher studied the findings of the effects of role play and



videos through improving speaking skills. Below are some of the research studies that support the using of role play and videos.

Krebt (2017), Kusnierek (2015), Neupane (2019), Suryani (2015), and Zidouni (2014) conducted the research by using role plays to improve students' speaking skills. The results showed that role play has significant effect on improving students' speaking skills. It is an effective teaching technique to teach speaking and promote students to communicate in English. Some students had overcome their fear of speaking in front of the people whom they do not have a close relationship. They liked to move in class to practice in role play technique such as group work and peer.

Albahlal (2019), Boonbandol and Soontornwipat (2016), Lestari (2019), Riswandi (2016), Sihem (2013), and Yukselir and Komur (2016) studied various of videos and found that students have good English skills. Videos improved their speaking skills including; fluency, vocabulary, pronunciation, grammar, and content. It helped student guess the meaning of unfamiliar words, reduced the students' anxiety, helped students learn faster and retain the students' attention during class. Furthermore, the videos developed students' communicating abilities and it can increase their performance. Thus, it is no doubt that role play and videos can improve students' speaking skills effectively. Therefore, the role play and English videos have been chosen for this research work with the belief in its efficacy and capability in motivating students' learning.

It seems like a great challenge for the researcher as an English teacher to solve the problem of students' speaking ability, motivate and encourage the students to be active in speaking English. This investigation emphasizes on learning English videos associated with role play to advocate the students' speaking skills for high school students at Mahidhornwittaya School. Especially, the results of this investigation can be used as a guideline for the development of the teaching methods for teachers who emphasize on teaching English speaking skills.

Purposes of the Study

1. To study the students' English speaking ability after learning through videos associated with role play.
2. To compare the students' satisfaction towards before and after learning through the videos associated with role play.

Methodology

1. Population and Samples

The population of this study included 70 high school students who enrolled in Listening and Speaking Course (E30201) in the first semester of academic year 2021. They were from three schools: 16 from Mahidhornwittaya School, 30 from Raewitthaya School and 24 from Sangsupprachawittayacam School under the Secondary Educational Service Area Office Surin, Surin Province, Thailand.

The samples of the study were 16 high school students who enrolled in Listening and Speaking Course (E30201) in the first semester of

academic year 2021 at Mahidhornwittaya School under the Secondary Educational Service Area Office Surin, Surin Province, Thailand. They were selected by using cluster random sampling method.

2. Research Instruments

The research instruments in this study were videos associated with role play lesson plans, English speaking performance test, and the satisfaction questionnaire. The details of each instrument were as follows:

2.1 Lesson plans

The researcher constructed six lesson plans based on the Listening and Speaking Course (E30201) curriculum of Grade 10-12. Each lesson plan included using videos associated with role play activity. The contents were related the CEFR (Common European Framework of Reference for Languages) which consisted of personal identification, travel, education and future career, health and welfare, shopping, and food and drink. The completed lesson plans were submitted to the thesis advisors to check the correctness and appropriateness, and then the three experts checked the face validity. Finally, all six lesson plans were group-trying out for the efficiency.

2.2 English speaking performance test

English speaking performance test was used to evaluate students' speaking ability. The students took the performance test after they finished learning English videos associated with role play lesson plans. There were six items for this test including item 1. Introducing, item 2. Rooms in the house, item 3. Interview for jobs, item 4. Fitness center, item 5. Buying sneakers,

and item 6. Ordering food. The English speaking performance test were submitted to the thesis advisors to check the correctness and appropriateness, and then the three experts checked the face validity. Students worked in pair to role a play as the non-scripted role play. They prepared the role play for five minutes. Each pair did the role play with the topic selected about three to five minutes to the class. In the time of presentation, three raters (two native speakers and the researcher) evaluated their English speaking ability. All role play presentations were recorded in case of the uncertainty of scoring by both pair of students and teachers can be repeated it again.

2.3 Satisfaction Questionnaire

The questionnaire was used to find the students' satisfaction towards learning English videos associated with role play. The questionnaire was divided into two main parts: the first part consisted of 10 questionnaire items of a five-point with Likert's rating scales. The second part was additional information or other opinions from the students about learning through English videos associated with role play. The questionnaire statements were examined by the thesis advisors for correctness and appropriateness, and validated by the three experts. The questionnaire was tried out with 24 high school students from Sangsuprachawittayacarn School under the Secondary Educational Service Area Office Surin, Surin Province, Thailand to find out the reliability.

3. Data Collection

The samples participated for 21 periods in Listening and Speaking Course (E30201) once a week. The six videos associated with role play lesson plans were designed into three main steps



of role play proposed by Krebt (2017); pre role play step, while role play step and after role play step.

In the pre role play step, the researcher prepared the target language used in the role play from the chosen topics. The students were given the words or phrases used in role play techniques in order to participate effectively. They practiced role play without taking times to know the meaning of unfamiliar words.

The second stage, while role play step, the students read the text and acted in the role as clarified in the model conversation. The students studied the words and idioms needed and be acquainted with the situation. They created and wrote their new own script based from the original model without helping from the teacher. All students did the writing and tried to correct their mistakes without saying it loudly. They were randomly divided into new partner every week to avoid sitting with the same partner. Before they started doing the role play, they had enough time to prepare themselves between two students. They were asked for help from their teacher or any higher level groups while practicing. Then, the students began typing their own text and each student played both roles in the conversation. While doing a role play, recording audio had already been done at the same time as they acted their role play with 3-5 different students.

The last stage, after role play step, the students received feedback from each other and the teacher. They can share their opinions freely about how they want to interact in certain role but they were unable to do it. After they finished learning through videos and performing the role play in each lesson plan, the students were

asked to have performance test which was evaluated their speaking ability. Then, the samples took the performance test at the end of the six lessons. After the test, the students were asked to fill out the satisfaction questionnaire.

4. Data Analysis

4.1 English speaking performance test

The English speaking performance test were evaluated by using the scale adapted from Harris (1986; cited in Prachanant. 2015). These rubrics were classified into 5 categories: pronunciation, grammar, vocabulary, fluency, and comprehension. Each category gave 5 points. The scores from the English speaking of each student evaluated by three raters (two native speakers and the researcher) were calculated by using mean (\bar{x}), and conversed to percent (%). In order to see the level of the students' English speaking ability, the criteria from Harris (1986; cited in Prachanant. 2015) were applied as follows:

Dependent samples t-test was used to compare the difference posttest and retention test mean score to detect a significant difference set at .05. The role play activity, assessment and evaluation in speaking ability were analyzed based on the concepts adapted from Harris (1986. cited in Prachanant. 2015).

4.2 Satisfaction questionnaire

After checking the completion of each questionnaire, the data gathered from the questionnaires were statistically analyzed by using Statistic Package for Social Science (SPSS) mainly focusing on the descriptive statistical analysis i.e., alpha co-efficient of Cronbach was used to calculate the reliability of questionnaire. Percentage

(%) was used to calculate the data of the personal information of the samples. Mean (\bar{x}), standard deviation (S.D.), and dependent sample t-test were used to investigate the students' satisfaction toward learning through videos associated with role play lesson plans.

Findings

4.1 Students' English speaking ability after learning through videos associated with role play

The scores from the English speaking of each student evaluated by three raters (two native speakers and the researcher). After computing the real scores of the students from raters, the researcher calculated the students' scores from each rater to know the percent of the students who got excellent, good, mediocre, poor, and very poor levels in English speaking ability towards using videos associated with role play. The results can be presented in the following table.

Table 1: Frequency and percent of the students' English speaking ability according to raters

Score range	Level of Speaking Ability	Frequency(f)	Percent(%)
81-100	Excellent	2	12.50
61-80	Good	9	56.52
41-60	Mediocre	5	31.25
21-40	Poor	0	0.00
0-20	Very Poor	0	0.00
Total		16	100.00

As shown in the table 1, it indicated that most of students (f = 9, 56.52%) were in good level, 5 students (31.25%) were in mediocre, 2 students (12.50%) were in excellent, and none of students was in poor and very poor level of English speaking ability.

It could be concluded that the high school students were in good level of English speaking ability towards using the videos associated with role play.

After getting the students' scores from the raters, the researcher classified the

students' scores based on each component of English speaking as shown in Table 2 below.

Table 2 illustrates the students' average scores for each aspect of English speaking towards using the videos associated with role play according to the three raters (researcher and two English native speakers). The findings show that the average score of the high school students in English speaking towards using the videos associated with role play in overall was 70.76%. The highest average score was comprehension (78.00%), followed by fluency (72.75%). In contrast, the lowest average score was pronunciation (64.03%).

**Table 2:** The students' average scores for each aspect of English speaking according to raters

Aspects of speaking	Rater 1		Rater 2		Rater 3		Average scores (%)
	\bar{x}	%	\bar{x}	%	\bar{x}	%	
Pronunciation	6.15	61.70	6.37	63.70	6.67	66.70	64.03
Grammar	6.68	66.80	6.75	67.50	6.79	67.90	67.40
Vocabulary	7.10	71.10	7.25	72.50	7.19	71.90	71.83
Fluency	7.15	71.15	7.31	73.10	7.40	74.00	72.75
Comprehension	7.65	76.50	7.80	78.00	7.95	79.50	78.00
Total	6.94	69.40	7.09	70.90	7.20	72.00	70.76

4.2 Students' satisfaction towards the videos associated with role play

This section presents results of the analysis of the quantitative data from the

questionnaire used in this research to find the students' satisfaction after being taught through the videos associated with role play. The results were shown in Table 3.

Table 3: The students' satisfaction towards the videos associated with role play

No.	Statements	\bar{x}	S.D.	Interpretation
1	I enjoy the activities provided in the lesson plans of speaking by using the videos associated with role play.	4.63	0.50	The most satisfaction
2	Learning speaking through the videos associated with role play lessons are fun and interesting.	4.38	0.62	More satisfaction
3	Learning speaking through the videos associated with role play lessons could improve my speaking ability.	4.50	0.52	The most satisfaction
4	I am confident to speak English after I have learned through the videos associated with role play lessons.	4.25	0.68	More satisfaction
5	The contents and activities for practicing speaking are suitable to my English level.	4.50	0.52	The most satisfaction
6	Learning through the videos associated with role play helped me understand the contents well.	4.56	0.51	The most satisfaction
7	Learning English speaking through the videos associated with role play lessons are useful for my further study.	4.19	0.66	More satisfaction
8	Learning English speaking through the videos associated with role play enhances my learning.	4.31	0.79	More satisfaction

No.	Statements	\bar{x}	S.D.	Interpretation
9	I feel motivated when learning English speaking by doing and practicing in all lessons.	4.44	0.51	More satisfaction
10	I have positive attitude towards learning English speaking by learning the six lesson plans of the videos associated with role play.	4.50	0.63	The most satisfaction
Grand total		4.42	0.59	More satisfaction

As displayed in Table 3 above, presented the students' satisfaction towards the videos associated with role play. The result showed that 1) they enjoyed the activities provided in the lesson plans of speaking by using the videos associated with role play was at the most satisfaction level with the mean score of 4.63 and the standard deviation of 0.50, 2) learning through the videos associated with role play helped them understand the contents well was at the most satisfaction level with the mean score of 4.56 and the standard deviation of 0.51, 3) they had positive attitude towards learning English speaking by learning the six lesson plans of the videos associated with role play was at the most satisfaction level with the mean score of 4.50 and the standard deviation of 0.63. In contrast, learning English speaking through the videos associated with role play lessons was useful for my further study was at more satisfaction level with the mean score of 4.19 and the standard deviation of 0.66.

5. Discussion

5.1 Students' English speaking ability after learning through videos associated with role play

The findings revealed that the English

speaking ability on using the videos associated with role play of high school students at Mahidhornwittaya School as a whole was at good level. This could be explained by the fact that using the videos associated with role play can motivate the students to speak English. They can freely use their language related to the topics learned. The researcher roles as the motivator and facilitator when they do the role play during the classroom. Moreover, the topics for their role play are familiar with them as well as they are the high school students and the videos are interesting; these may affect their English speaking ability as in good level. This finding is consistent with Riswandi (2016) who revealed that videos developed students' speaking skill and found some aspects were improved including fluency, vocabulary, pronunciation, grammar, and content. Also, the finding is similar to Krebt (2017) who indicated that using role-play improved Iraqi EFL students' speaking skill.

When considering at each aspect, it was found that students had the highest average score in "comprehension"; in contrast, they had the lowest average score in "pronunciation" This means that comprehension seems to be the easiest aspect in speaking while pronunciation



tends to be the most problematic in English speaking of the high school students.

In terms of pronunciation, it could be clearly explained that some vocabulary about the topics are not familiar with them and are rarely used in their daily life speaking; therefore, they will have some problems of pronunciation. This problem may make their English speaking is difficult to understand by the listeners (raters). Additionally, they have a problem in pronouncing the long words, such as prime angus beef, tenderloin, coleslaw, etc. so that they have to repeat those words many times. Based on this, it could be concluded that they faced the problem in the aspect of pronunciation of their English speaking ability. This finding is similar to Khalidah, Gultom and Harini (2013) who revealed that the most difficult aspect in speaking is pronunciation.

Regarding to comprehension, it is perhaps explained that the topics presented are familiar with students since the topics are related to their daily life. In addition, they had already seen from the videos provided from the researcher. Importantly, they had gained knowledge about those topics from the familiar characters in the videos and they explained quite clearly about those topics and language use, therefore, they can speak on the selected sentences or phrases to do their role play without trouble.

Based on the reasons above, the raters can understand the content and are easy to follow the English speaking presentation on their role play. This finding supports of Khalidah, Gultom and Harini (2013) who mentioned that the students had the highest score in the aspect of

comprehension when they were evaluated the English speaking ability.

5.2 Students' satisfaction towards the videos associated with role play

The findings show that the students' satisfaction towards videos associated with role play in overall was at more satisfactory level. From the open-ended questions, most students pointed out that they were more enthusiastic and happier and they had more chance to practice and enhance their English speaking skills effectively. By the way, it could be noticed that the students have positive attitudes towards using videos associated with role play to upgrade their speaking abilities. This is consistent with Riswandi (2016) who stated that You Tube based videos developed students' speaking skill and motivation. Also, Rahimy and Safarpour (2012) who insisted that role play enhanced the students' speaking performance and strengthened the students' attitude to speak.

In conclusion, the result of this study indicates that the using of videos associated with role play is effective in improving English speaking ability of high school students. It is hoped that the teacher and relevant persons who are interested in this method to apply in classroom teaching in order to improve students' English speaking ability.

Conclusion

In conclusion, this research focused to study students' English speaking ability through learning videos associated with role play and retention. It also concerned the investigation of student's motivation after using videos associated with role play.

The results from the three objectives confirmed that videos associated with role play are an effective tool for enhancing and retaining the students' speaking ability. These high school students were motivated by the implementation. They enjoyed learning through videos associated with role play. They improved their speaking through interaction with friends through role play situations. The learning retention of these students slightly increased on the account of the two main factors: useful videos and role play method.

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