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HẢI PHÒNG – 2024

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A STUDY ON APPLICATION OF ROLE PLAY TO IMPROVE SPEAKING SKILLS OF THE FIRST YEAR STUDENTS AT HAIPHONG PRIVATE UNIVERSITY

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Tên đề tài: A study on application of role play to improve speaking skills of the first year students at Haiphong Private University

DECLARATION

I hereby certify that this thesis entitled "**A STUDY ON APPLICATION OF ROLE PLAY TO IMPROVE SPEAKING SKILLS OF THE FIRST YEAR STUDENTS AT HAIPHONG PRIVATE UNIVERSITY**" is my own research work under the guidance of Mrs Nguyen Thi Quynh Hoa M.A. The references used in the project are clearly stated in the REFERENCES section. The data and results presented in the thesis are completely honest and have not been published in any other works.

Signature

Nguyen Ngoc Dieu

Date: 10/01/2024

ACKNOWLEDGEMENT

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CHAPTER 1: INTRODUCTION

1.1. Rationales for the study

Nowadays, English has become a worldwide language used in many countries. "English as a tool of communication has been playing an important part in acquiring cultural, scientific, and technical knowledge, for collecting worldwide information and carrying out international exchange and cooperation. Through language, one can communicate and interact with others" stated by Ayuningtias, Wulandari, and Yana (2019). As the globalization era is getting more and more competitive, it requires us, especially students to have language skills, specifically having the ability to speak English well and fluently.

In Vietnam, English is used as a secondary language, taught and learnt by most of the population. Though English has four main skills, which are Listening, Speaking, Reading and Writing, learners in Vietnam mainly focus on Reading and Writing skills rather than Speaking. Students spend lots of time on learning grammar for weekly tests and final examinations. From primary school to high school, students don't have a chance to practice speaking English in class with friends and this is why students always have difficulties in speaking English. Some students cannot keep up with the grammar lessons and fall behind, they are lack of vocabulary and always feel insecure when communicating in English. To overcome this problem, many methods and techniques have been used in order that actively engage students, providing relevant and contextual learning and learning experiences in life and one method seems to have the most effective result – that is "**role playing**". Role playing is a powerful language teaching methods that involve all the students in the learning process.

In order to further study the uses of the role playing method, the author has conducted the research entitled: *"A study on application of role play to improve speaking skills of the first year student at Haiphong Private University"*

I hope that my study can help the English major students of Haiphong Private University understand the uses of the role playing method and apply it into learning process.

1.2. Research Aims

The expected purpose of this study is to find out the response of students to role playing technique in practicing speaking skills and also to find out whether this technique can improve the speaking ability of the first year student at Haiphong Private University.

1.3. Research Questions

In order to reach the research aims, two or three research questions are formulated as follows.

1. What is the effect of learning speaking skills using the Role-playing method on improving student speaking achievement?

2. How is the student's response after using the Role- playing method to improve students speaking skills?

1.4. Research methods

The study will be conducted on the first-year English major students of Haiphong Private University. They have the same age and both genders, because most students are female, the number of female subjects was much bigger than the male ones.

In order to analyze the effectiveness of using Role playing method in that students make in their conversations, observation should have been used in their lesson in class. However, due to the short of time, we couldn't have the opportunity to observe and record their pronunciation in the long period. Therefore, the observation was kept on in 2 weeks and a survey questionnaire was created to gather data.

To collect the data, the survey questionnaire was created. It was designed carefully with the help of the tutor of the author. It would be brought and delivered to the English major first – year of Haiphong Private University via Facebook and other social media. After collecting the data, based on the result the author will understand and show out the effectiveness of the role playing method from the data.

For the data collected by the survey questionnaire, the author checked the different opinions of students about the information included in the questionnaire, counted the number of students selected each idea then concluded them in statistics.

1.5. Scope of the Study

The study will be conducted on the first year English major students of Haiphong Private University. The result of this paper will be based on the survey questionnaire given to first-year students of Haiphong University's English linguistic major. The writer hopes that this study will be useful and hopeful for every student who wants to speak English well.

1.6. Design of the study

This study consists of five chapters:

Chapter 1: Introduction: presents rationale, aims, research questions, scope and design of the study.

Chapter 2: Literature review: consists of the definitions of speaking and the role play method

Chapter 3: Methodology: provides the methods that the researcher uses in the paper.

Chapter 4: Analysis: Analysis and gives some suggestions for students to improve the effectiveness in applying the role play method

Chapter 5: Conclusion: Summarizes all the key issues as well as the limitations of the study.

CHAPTER 2: THEORETICAL BACKGROUND

This chapter provides the reader with the related theoretical background of speaking skills and the role play method. The background knowledge will help students understand the importance of the speaking skills as well as the effective of the Role play method toward the improvement of the speaking skills.

2.1 Speaking skill
2.1.1 Definition of speaking skills

Speaking is defined as a tool which involves producing, receiving and processing information between human. It can also be defined as the ability using to expressing thought, idea and feeling orally, coherently served both transactional and interactional purposes.

The definition of speaking is proposed in many ways by multiple experts. As Siahaan stated "Speaking is a productive language skill". It means that speaking is to produce or make the sound of an existed language by a person at the meaning and be understood by other people in order to create a good communication. Moreover, speaking is the use of language to communicate with each other (Fulcher, 2003:23). This activity involves two or a group of people in whom the participants are both listeners and speakers having to react to what they are hearing in many topics, concepts and make their contribution so that each participants has intention or a set of intention that he or she wants. According to Bailey (2000:25), speaking is a process of interactions where speakers intend to build meaning conversation via producing, receiving and processing information.

Tarigan (2008) defined "Based on Competence Based Curriculum speaking is one of the four basic competences that the student should gain well. It has an importance role in communication. Speaking can find it in spoken cycle especially in Joint Construction of Text stage"

Department Pendidikan Nasional (2004) stated " When we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the

listener, the message and the feedback. Speaking could not be separated pronunciation as it encourages learners to learn the English sounds".

According to Freeman (2001) stated, "Speaking ability more complex and difficult than people assume, and speaking study like other cases in study of language, naturalize many case to language teachers".

Tarigan (2008) stated, "It means speaking as the way of communication influencers our individual life strongly. So, in this process we can call it an interaction between two sides. When someone speak to other person, there will be a relationship. The relationship itself is communication".

Wilson (1983) regarded, "Speaking is the development of relationship between the speaker and the listener. In addition to speaking, determine which logical, psychological and physical linguistic rules should be applied in a given communication situation. It means that the main goal of speaking is to communication".

Richard (2008) stated, "Speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the student can speak English fluently that can help them to easy communicate and also explore their idea. Speaking English well also helps students to access up to date information if field including science, technology and health and so on"

Cameron (2001) stated, "There are three important points of speaking skill. First, by productive skills is meant the ability of a person to actively produce the language by coordinate the organ of speech. Second, to express meaning means that the purpose of producing language in verbal communication to deliver ideas so that the speaker can convey meaning to the listener. Third, being able to directly and empirically observed means that the implementation of speaking can be directly heard or seen in the speaking process by looking at the correctness and effectiveness of the speaker".

Rivers (1981) defined, "Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing. Inside the classroom, speaking and listening are the most often used skill".

Brown (1994), "They are recognized as critical for functioning in an English language context, both by teachers and by learner. These skills are also logical

instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non – Roman script or a predominantly oral tradition".

According to Grognet (1997), "With the drive to incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying and problem solving".

Brown stated that "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information".

Burns and Joyce (1997), its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment and the purposes for speaking".

From those theories above, the author can conclude that speaking skill is related to communication. **Speaking is a skill using an appropriate language to express someone's ideas, opinions or feeling to give or get information and knowledge from other people who do communication.**

2.1.2 The aims of speaking

The simple aim or purpose of speaking is to communicate. It is a tool for communication or delivering what people have in their mind about what the speakers will say or be said with their society. Due to this, speaking is essentially important. There are some purposes of speaking that will be listed out:

- To inform:

To inform means that the speakers want to inform or share ideas, information, process feeling or opinion to the listeners and give knowledge as well in particular purpose. For example, the speaker wants to inform a fact related to the topic they're talking about.

- To entertain:

To entertain means that the speakers want to make the listeners to feel comfortable for happy with the materials which are selected primarily based on their entertainment value.

- To persuade:

To persuade means that the speakers want or try to confirm the listeners to do some certain activities.

- To discuss:

To discuss means that the speakers want to debate about something because the purpose of speaking is to make some decisions and planning.

From the statements above, it can be concluded that through speaking a person can inform their feeling and know somebody's feeling from ask a person in their communication and make some decisions.

2.2 The aspect of speaking

In speaking, there are aspects that must be fulfilled by the speakers in order to achieve the good or perfect speaking skill. Those are pronunciation, grammar.

2.2.1 Pronunciation

If learners decide to study something, they need to read and understand the basic concepts before moving to the core materials. Therefore, if English learners want to study the pronunciation, they first need to understand the definition of it. There are many sources of information that learners can use and study and there are also many definitions of pronunciation. This part will provide all the information about the pronunciation definitions.

According to The Oxford Dictionary, pronunciation is "the way in which a word is pronounced".

It's clear that dialect is one among the favored characteristics of pronunciation. The sources state that dialect affects heavily on pronunciation.

For example: "Learners of British English commonly hear RP (Received Pronunciation which is an accent often used on the BBC and other news media and in

some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world" by Cambridge University Press.

Word stress and rhythm are also important parts of pronunciation.

For instance, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. This can be difficult for Vietnamese learner due to the differences of stress use between Vietnamese and English. There are also common patterns of intonation in English which enable us to give special emphasis to words, phrases, and sentences. These patterns can completely change the meaning of a sentence in English:

- Word stress – highlight on certain syllables in a word

- Sentence stress - highlight on certain words in a sentence

- Linking - connect certain words together

- Intonation - the rise and fall of our voice as we speak.

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips and sometimes the air travels through our noses.

Each language has its own common sounds. Speakers of different languages tend to develop different muscles in their mouth for pronunciation because of this reason. Once we speak other languages, it's the underdeveloped muscles that prevent us from speaking other languages nearly as good as the speaker, thus we'll find pronunciation difficult. By practicing the foreigner languages pronunciation, our mouth muscles develop better and improve the pronunciation.

Sounds play an important role in exchanging information between people. Sound transmission is the relationship including the speakers and the listeners. The speaker need to make the listener understand what he or she wants to impart.

Every students, who learn English, need to understand the importance of pronunciation. And the most important purpose of each learner is to be able to pronounce being the same or similar to native speakers. Despite the great grammar foundation, the abundant vocabulary source, students are not highly appreciated or even difficult for native speakers to understand what they are say if they can't pronounce accurately.

It is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people stated by Fangzhi (1998:39). Additionally, Gilbert (cited in Otlowski, 2004:3) stated that if someone cannot hear English well, she or he is cut off from the language. And if someone cannot be understood easily, she or he is cut off from conversation with native speakers.

However, there are some learners who might want to approach a native-like accent as their work requires them to deal on equal terms with native speakers in an English-speaking country or aboard. During this case, we must use criteria which are occupation-related. People that study English and decide to be an English teachers got to be conversant in several English major accents within the world. People that decide to work as a diplomat in some native English countries got to have an easily understood pronunciation. In these situations there's a limited opportunity for repetition and second tries, indeed, these are often dangerous.

In many countries, English features a particular role because the language of communication among people that speak the various indigenous languages. The multilingual nations of India and Africa are good samples of this. These speakers of English as a second language may have a restricted audience, they're going to be using English only with other non-native speakers and thus a pronunciation which is native-like is completely inappropriate. However, it must be accepted that if there's occasion to talk with natives, the divergences in pronunciation may cause communication breakdown.

While native-like pronunciation could also be a goal for particular learners, and while we should always never actively discourage learners from setting themselves high goals, for the bulk of learners a much more reasonable goal is to be comfortably intelligible. It's significant that in English and lots of other languages we will make a distinction between hearing and listening"

Therefore, "pronunciation instruction is of great importance for successful oral communication to take place since it is an important ingredient of the communicative competence" (Hismanoglu, 2006).

2.2.2 Grammar

The grammar of a language includes basic axioms such as verb tenses, articles and adjectives (and their proper order), how questions are phrased and much more. Language cannot function without grammar. It would simply make no sense and people require grammar to communicate effectively.

At a high level, the definition of grammar is a system of rules that allow speaker or writers to structure sentences. It includes several aspects of the language such as:

- Parts of speech (verbs, adjective, adverbs, nouns, prepositions, conjunctions, modifiers, etc.)
- Clauses (independent, dependent, compound)
- Punctuation (commas, semicolons and periods – when applied to usage)
- Mechanics of language (word order, semantics and sentence structure)

2.3 Method to learn or improve speaking

There are several of method to improve the speaking skill, however the **Role playing method** is believed to be the most effective.

2.3.1 Definition of Role playing method.

Role playing is defined as a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the 'opposite' point of view.

Role playing is a common thing that humans barely notice. When someone dreams of being a news reporter, they could try to change their point ò view and act to make themselves look like a real news reporter. But it would be different when we discuss improving our English skills in school.

2.3.2 The importance of role playing method in teaching.

The role playing method is important to students' growth in understanding real-life illustrations. This method is related to children's development, especially in the social, emotional, physical and cognitive of children and the best method to guide children learn English as their second language. The applicability of Role play as a teaching and learning method can reinforce learning and enhance knowledge retention among students in the classroom (Jiaotong-liverppol, 2020). According to Obijiofor (2020), Role playing is one of the teaching methods that has already been widely drawn attention to by the educational system and used since the twenty-first century. He furthermore explains that the recent change in the curriculum also adds Role-play into pedagogy to improve students' interest in learning English. Supported by CJ (2018), Role-play is a method that can improve a students' speaking practice by making the student pretends as another person, improvise accordingly and contriving real world in different scenarios. The teacher must create an opportunity for the student to be exposed to new things to explore. Understanding what the student has in common and the trend in the current surrounding would be able to pull their interest in learning more. To create more engagement between students, the teacher can create conflicting perspectives to trigger their thought and opinions and show off their knowledge of their roles. But to ensure that the student is not going too far from the main topic, the teacher must keep track of the flow of the conversation. Let the students have the freedom to express their opinion but also not go overboard and lose themselves in the role they take. This way, successful role-playing would not be a difficult feat to achieve. As a teacher, we should think more about how to make our way of teaching language vary and not dull. Debating is a choice but sometimes a role that puts them to show as individual being could create more opportunities to let them show their creativity and share ideas. The teacher could take it from some actual situation currently happening, whether in the news, in the magazine, or even what was popular on social media. Role-play enables the learner to experience the problems they might face in the real world and actively apply the knowledge in simulated situations (Turzak, 2017). Theoretically, based on history, speaking skill is the second thing to learn in life after listening. To teach speaking also need to choose a specific material.

2.3.3 Benefits of role playing method in teaching

Role-playing in education has several benefits. It allows students to apply their skills and knowledge into practice in real time, simulating real scenarios . Role play also helps to increase students' motivation to learn a foreign language and improves speech, making it closer to real communication . Additionally, role-playing games create a favorable psychological climate, develop listening skills, and establish teamwork and mutual understanding among students . Role play is an effective learning tool that addresses students' concerns and prepares them for their future professions . It enhances students' communication skills, including fluency, understanding, context, and interactive ability . Furthermore, role play increases students' confidence in their ability to communicate in English and their drive to speak English in the classroom . Overall, role-playing in education promotes active learning, improves communication skills, and enhances students' motivation and engagement in the learning process.

2.3.4 Guideline in developing role playing method in teaching.

As an effective method to approach and use for the speaking skills improvement, Role playing method is easy to operate in class of a few student or a large number of student. To perfectly execute the method, Harbour and Connick (2005) has offered the guideline as below:

- If you plan to use role playing as a graded exercise, introduce small, non-graded role plays early in and during the semester to help students prepare for a larger role play which will be assessed.

- Determine how the role play will be assessed: will observers be given an assessment rubric? Will observers' remarks and scores be shared with the role player? Will the observers' scores be included with the instructors' score? Will the role players be given the opportunities to revise and present the role play again? Will the observers be taught ho to properly assess the performance (include meaning feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?

- Instruct students that the purpose of the role play is to communicate a message about the topic and not focus as much on the actual person acting the role.

- Tie role plays to learning objective so students see their relevance to course content.

- Allow time for students to practice the role play, even if it is spontaneous, so they will be able to think deeply about the role and present it in a meaningful way.

- Reduce large chunks of content into smaller sections which can be more effectively presented as a role play.

- When assigning a role play, explain its purpose and answer questions so students are able to properly prepare the exercise. Provide guidelines about content to include: general presentation behavior (eye contact, gestures, voice projection); use of props; and specific language to be used (content – related vocabulary) and language not to be used (profanity, slang).

- Challenge all students equally when assigning role plays so everyone will be assessed on equal ground.

CHAPTER 3: METHODOLOGY

This chapter will introduce the method used in the study.

3.1. Methods of collecting data

There are many ways to collect the data from the first year English major student of Haiphong Private University such as using questionnaire, conducting interviews to directly observe and recording video to find out the mistake in pronunciation and making conversations. However, due to the short of time the researcher could not be able to conduct interview and record video clip. Therefore, survey questionnaire was used to collect the data.

3.2. Design of the survey questionnaire

3.2.1 Design of the survey questionnaire

The survey questionnaire is used to collect the data for this research. This type of survey is believed to be save time and cost effective since it brings a variety of data.

The survey consist 3 questions about general information and 10 questions about students' performances in speaking English.

3.2.2 Progress of the survey questionnaire

The survey questionnaire was conducted from 14th to 16th of November, 2022.

The survey was conducted via Facebook with the participants of 30 English major first year students of Haiphong Private University.

3.2.3 Purpose of the survey questionnaire

The purpose of the survey questionnaire is to find out the effectiveness of the role playing method pre and post-using to improve students' performance in speaking skills and how the students response to the method. From that, we can decide whether the role playing method is an efficient and effective method to improve speaking skills of students or not.

The survey questionnaire is designed to clarify:

- Students' methods to improve speaking skills
- Students' performance toward the role playing technique pre and post using.
- Students' attitude toward the role playing technique.

CHAPTER 4: ANALYSIS

4.1 Preliminary results

Once the survey was finished by all the participants, it can be seen that after applying the role playing method, students' performance has been improve and students' attitude is also better. This part will analyze the data deeply.

4.1.1 Students' method to improve speaking skills.

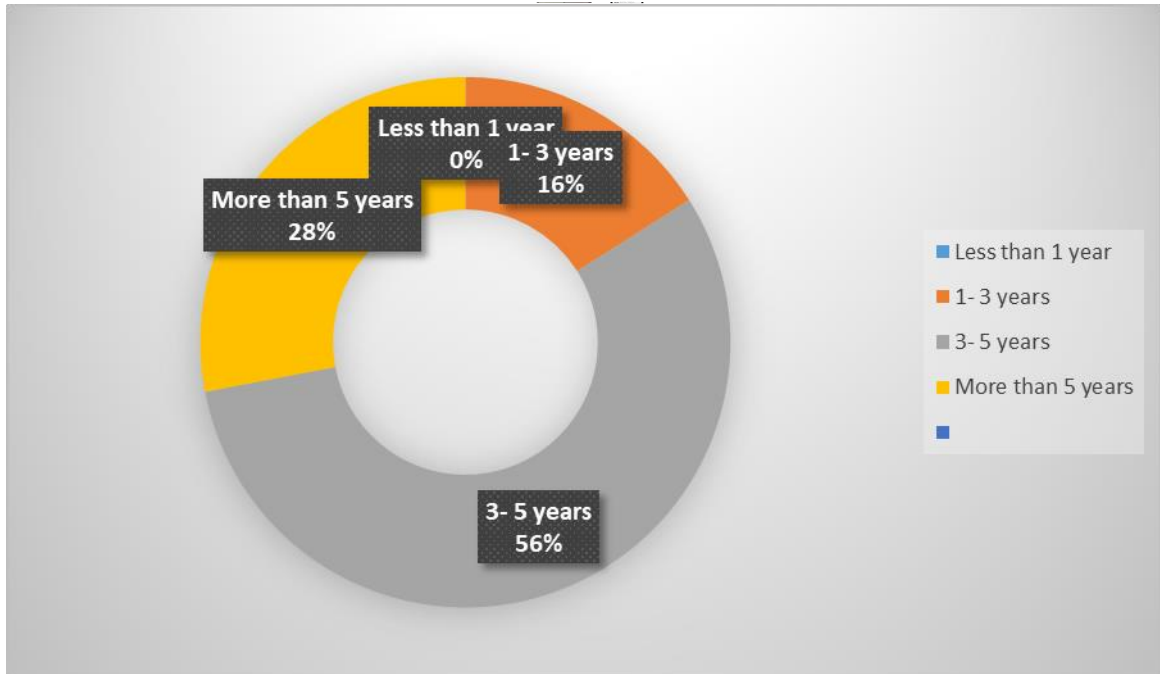### Question 1: How long have you been learning English?

Chart 1.1: The years that students have been studying English

The chart above shows the number of years that student have spent on studying English.

It can be seen that students have been studying English mostly from 3 to 5 years, at 56%. The two other periods that students spent their on studying English are "1 to 3 years" period with 16% and "more than 5 years" period with 28%.

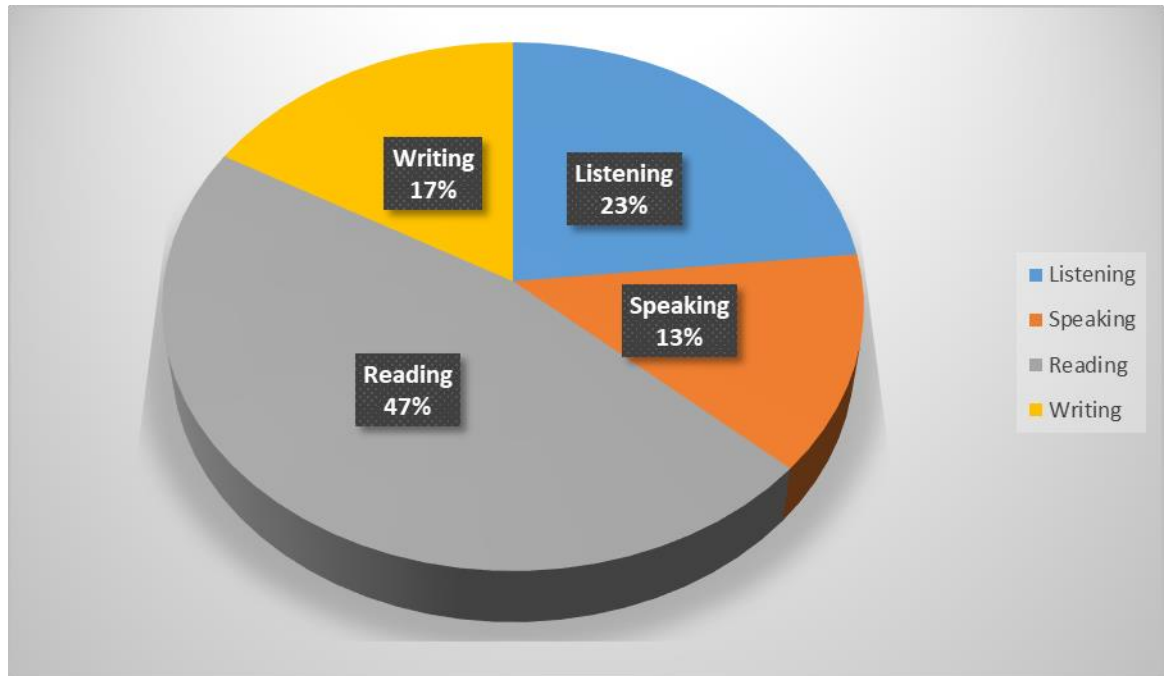**Question 2: Which English skills that you are confident the most?**

Chart 1. 2: The most confident English skills of the 2ⁿᵈ year English major student at Haiphong University

This chart illustrates the percentage of students who are most confident in English reading skill accounted for 47% while only 13% of the students voted for speaking skill as the most confident skill. The proportion of students who're confident in Listening is 23% and Writing is 17%.

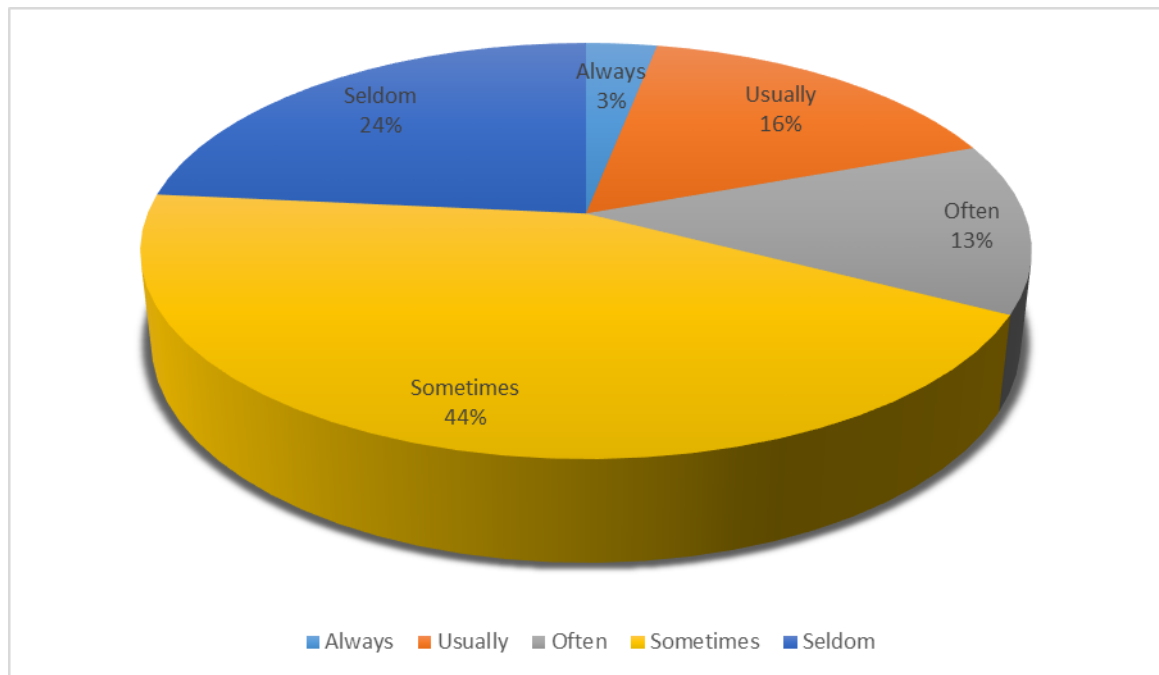**Question 3: How often do you speak English and on what purpose?**

Chart 1.3: The frequency of speaking English made by students

After conducting the survey, it's clear that the percentage of students who sometimes speak English ranks first position with 44%. 24% of the students seldom speak English, the third percentage is 16% of students who usually speak English and followed by the proportion of students that they often speak English. Only 3% of students always speak English.

The majority of students said that they sometimes speak English to answer questions in class. On the other hand, only 3% of the student said they speak English all the time because their job needs them to speak English.

Question 4: Which is the most difficult feature in speaking English in your opinion?
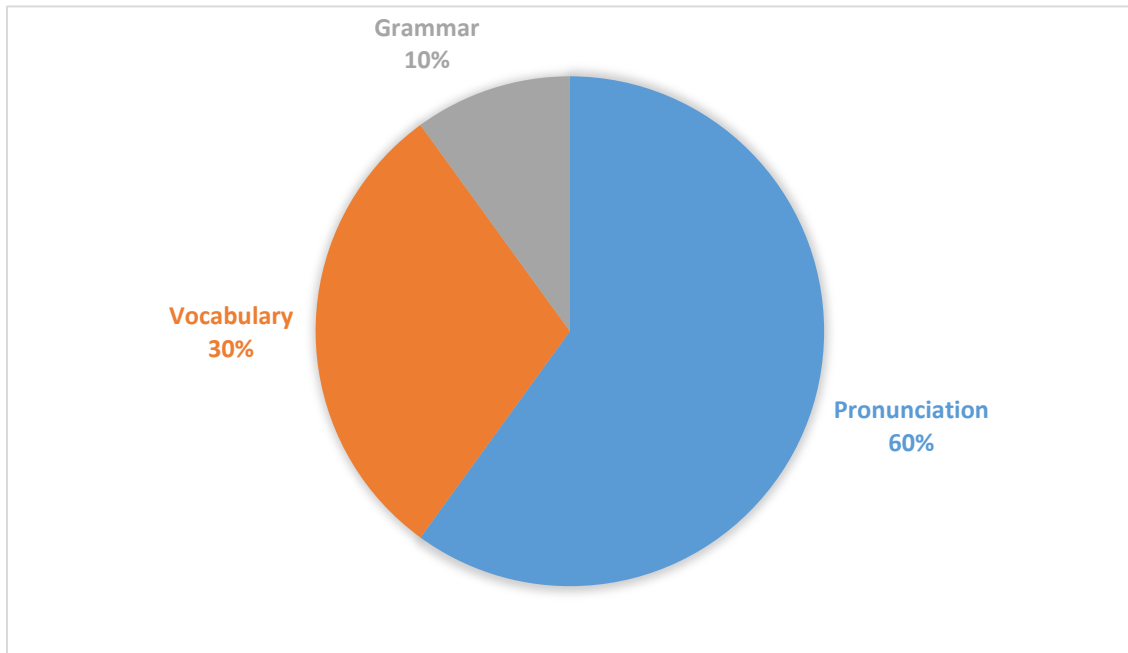

Chart 1.4: The most difficult feature in speaking English according to students' opinions

The chart above is for students to point out the most difficult feature in speaking English based on their opinion. There are 60% of students said that pronunciation is the most difficult factor when they speak English, followed by Vocabulary with 30%. Ranked at the last position with only 10% is Grammar.

Question 5: How important is pronunciation in speaking English?

Very important	Important	Not so important	Not important
50%	22%	14%	4%

Table 8: The importance of pronunciation in English

Table 8 indicates a positive factor about students' thoughts. 50% of the students think that pronunciation has a vital role in speaking English, followed by an important level with 22%. Ranked at the third position and last position with 14% and 4%, the number of students who think pronunciation is not so important and not important when speaking English

Question 6: How often do you make mistakes when you speak English?
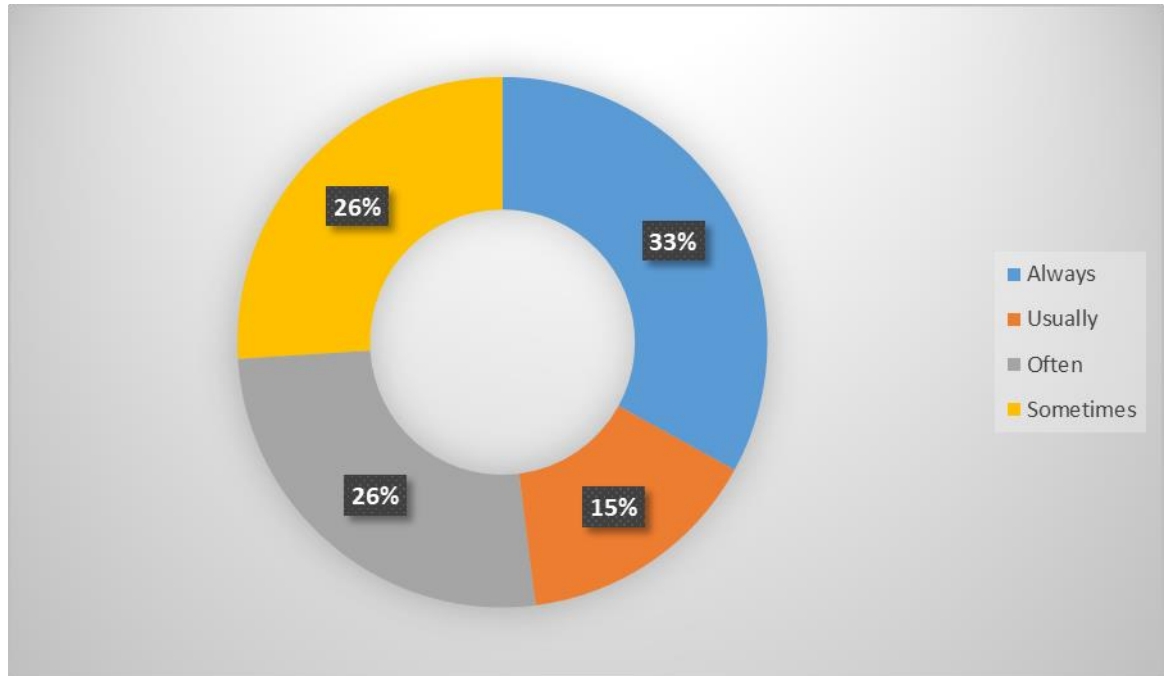

Chart 1.5: The frequency of mistakes made by students

The chart above shows that the percentage of students who always make mistake rank first position with 33%, the proportion of student who often and sometimes make mistakes when speaking English are on par with 26%. Rank at last position is the percentage of students who usually make mistakes when speaking English with only 15%.

Question 7: What kind of method do you usually use to improve your speaking skills and avoid mistake?
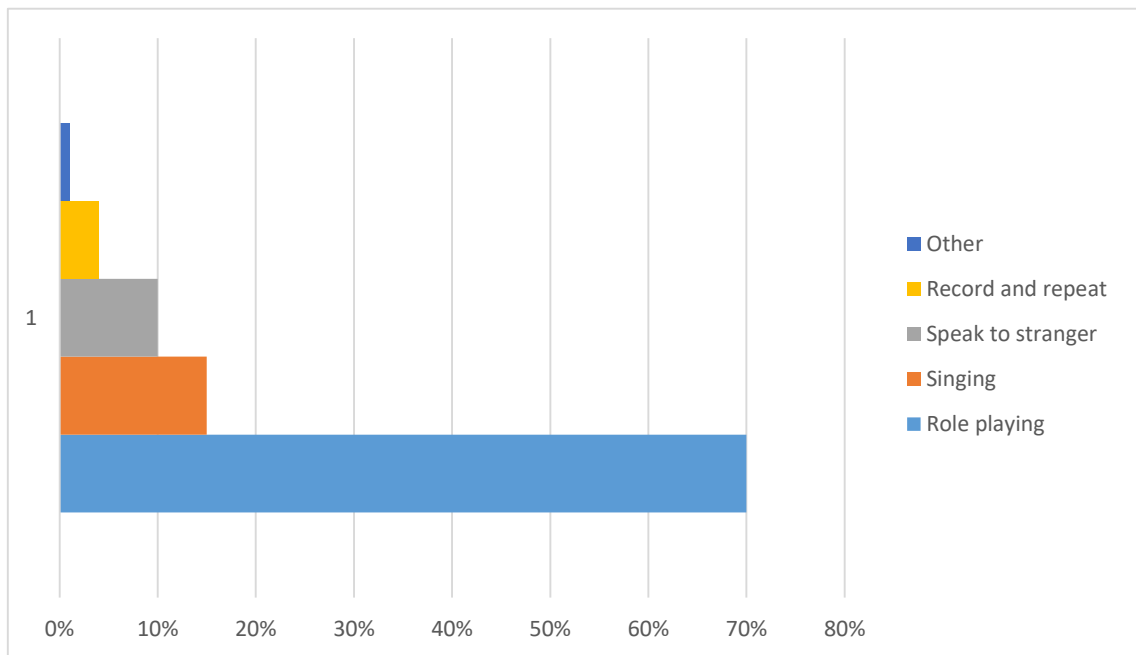
Chart 1.6: Types of method students use to improve speaking skills and avoid mistake.

   The result from chart 6 shows that 70% of students have tried to use the "role playing" method as the mean to improve their speaking skill; the number of students using "singing" is way lower with only 15%. Ranked at the third position is speaking to stranger with 10%. The record and repeat method ranked forth with only 4% and only 1% using other technique

4.1.2 Students' performance toward the role playing technique pre and post using.

Question 8: What is your performance in speaking class before using the role playing technique?

Chart 1.7: The students' performance in speaking class before applying the role playing method

According to the chart, the proportion of students who have their score less than 6 ranks first with 83%, followed by only 10% of students who have the score range from 6 to 8. There are 5% of students have the score from 8 to 9. Ranked at the last position is the percentage of students who have the score above 9.

Most of the students find it hard to achieve the higher score in speaking class. The reason for this could be due to the lack of chance they can practice their speaking skill and some doesn't know how to improve that.

Question 9: What is your performance in speaking class after using the role playing technique?
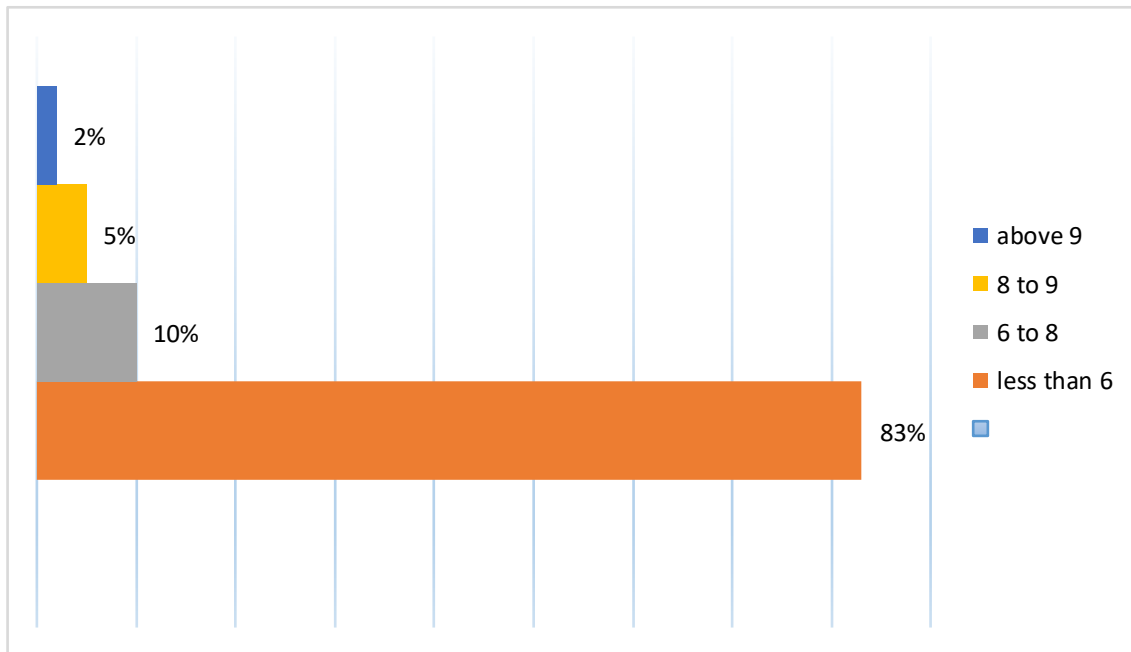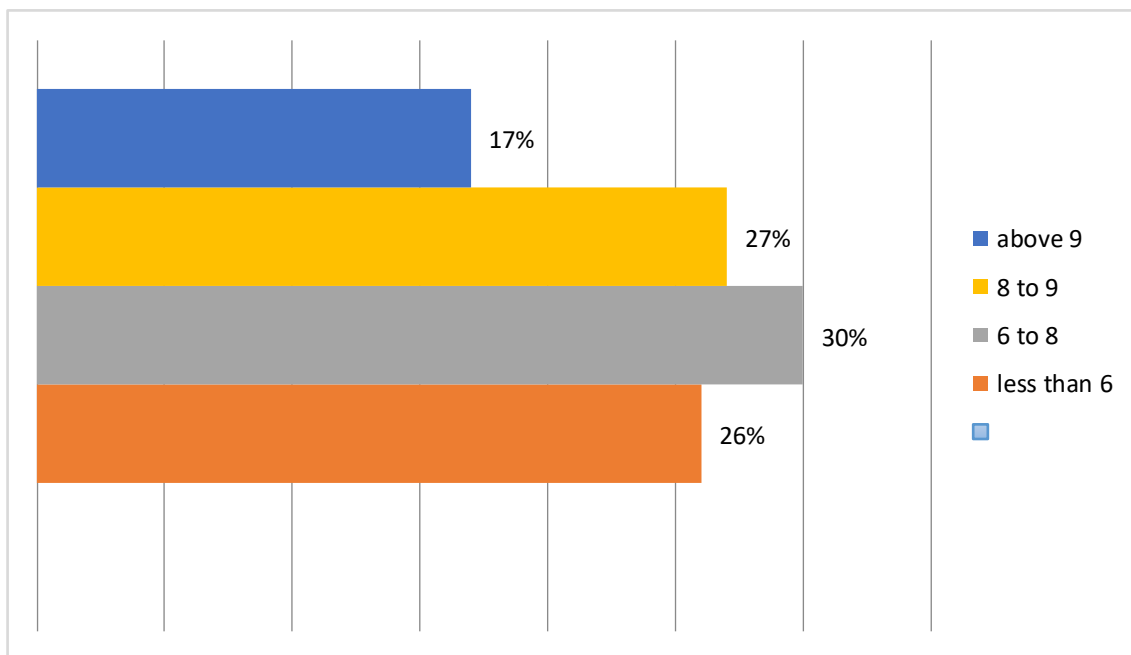

Chart 1.8: The students' performance in speaking class before applying the role playing method.

According to the chart, the proportion of students who have their score from 6 to 8 has increased and ranked first with 30%, followed by 27% of students who have the score range from 8 to 9. There are 26% of students have the score less than 6. Ranked at the last position is the percentage of students who have the score above 9.

As expected from the chart, after using the role playing method in speaking class, the performance of the students has increased a lot and in a positive way

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4.1.3 Students' attitude toward the role playing method.

Question 10:   What are your opinion about the Role playing method after experience it in the class?

This question's purpose is to let the students show and express their thought about the role playing technique. The author can synthesize the opinions of students including:

- The students like to speak English more after practicing Role play
- The students feel motivated after the teacher/ the tutor introduce and guide students to use Role playing in speaking English.
- The students find the material that are difficult to speak English will be easier to understand by discussing after practicing the Role play.
- The students feel more confident after using the Role playing in speaking
- Some students think Role playing helps them to improve their confidence but still need tutor to help them in fluency.

4.2 Discussion

4.2.1 Discussion of the result

- Based on the data collected from question 1 and 2, the researcher found out that despite many years of learning English, students have not achieved the ultimate goal of second language acquisition. This happen could be due to the lack of practicing speaking English in high school.

- The results from question 3 to question 6 pointed out the reasons why students are not good at speaking English:

The first problem is the lack of English – speaking environment. The data shown the majority of students are confident in reading skill thanks to a long time studying grammar and an abundant vocabulary. On the contrary, speaking skill is the one which students are least confidents in. Students admitted that their frequency of speaking English is not much as 44% of the students sometimes use English are not much. Only 3% percent of students said they use English all the time because of their work requirement. Without continuously practicing speaking English, students can't become fluent in speaking English and will always make pronunciation mistakes. Consistent speaking English makes students accustomed to the way words sounds and

the sound system in general. Students may not be willing to acquire knowledge for some reason or they don't know to study thus developing a negative attitude towards learning English and not want to progress.

- Data from question 7,8 and 9 pointed out students methods to improve their speaking skills and the result pre and post applying Role playing to improve the speaking skill in class.

- With question 10, students express their thought about the Role playing technique. Most of the students are motivated and feel excited when the tutor apply the Role playing technique in their class, from that students also gain more and more confidence. However, they also think that this method could only help them to boost confidence and motivation in practicing their speaking skill, the help from the tutor is still in need when it comes to improve the speaking skill

4.2.2. Suggested solution to improve the effectiveness of role play

After collecting and analyzing the data, the author can see that the Role play method helps students to quickly adapt to the lesson and involve more into the lesson which is a good thing. However, teacher still have to observe as the student act out the story, they have some trouble with the pronunciation as well as the intonation so the author would like suggest some solutions for teachers and student in order to carry out the best result.

4.2.2.1 Suggestions for teachers

As for the suggestion from teachers who are now teaching at the faculty, all of them shared a view that the best and the only way to help learners improve and use this method at its best.

There are some activities teachers can used to let students adapt to the method faster

Activity 1: Guess the gesture

Lesson type: Practice

This activity could be used as a warm up before we start a lesson. Teacher will divide the class into groups and let them compete with each other.

A short video will be shown to all the student and then after a short period of time, as the character about the say their line. Teacher will stop the video and then

show the line of the character. Students need to act the gesture and say the line – the team who can act out the line at their best and match the theme of the video will get a point.

This activity can used as a warm up game for 5 -10 mins. It helps break the ice and let students feel comfortable and have fun while teacher can check and help with their pronunciation, intonation, grammar and etc. After this activity, teacher can immediately lead to the Role play method.

Activity 2: Re-order the line

Lesson type: Practice

Materials: Paper sheet

This is a common activity many people used. Although it just a simple finding and matching game and need some planning, we can elevate it up and used in the lesson, it is worthwhile to devote some effort to create them. It's helpful to have a few larger ones for general practice and smaller ones for specific classes, either to practice certain pronunciation or to focus on intonation in speaking. The exercise may also be used to lead to the Role play method easily.

The teacher illustrates the exercise by show 10 compound sentences with conjunction and then split the sentences in half - 10 compound sentences equal 20 dependent sentences. Put them onto the board and call for 2 students come up. Students will have to put on earplug to prevent the sound they will hear. In 2 mins, those students need to say the sentences to match each other with the correct pronunciation and intonation.

This activity help students boost up their confidence and teacher can check their effort on their learning.

4.2.2.2 Suggestions for students

Students can follow some suggestions to use the Role play method more efficiently.

a. Record and repeat

As the researcher has mentioned before, students can't improve their speaking skills or using the Role play method if they don't have to proper environment to

practice. To improve this, the author suggest the students to find and watch some movies and clips which they in English and then try their best to act it out as close as the character in the movies do while recording their performance. After that, watch their own acting and compare themselves with the character. With this technique, students can see what they do wrong, what they do right and eventually improve their speaking.

b. Acting club

Learning in class would never be enough, plus student may not find the interest in studying in class with the teacher. So joining an English acting club could help. This place also has teacher or tutor and they will help students to improve the skills better and students can find the interest in it.

CHAPTER 5: CONCLUSION

5.1 Recapitulation

Learning a language is a long process and there are many factors that are involved in that process. Pronunciation is only one aspect of the English language. If the faculty wishes to improve communication competence of students, other features of the language also deserve great attention. Knowledge about a second language's cultural, social or other aspects should be considered to ensure learners' success in communication.

The findings show that most learners acknowledged their difficulties as well as the reason why they have those difficulties in applying the Role play method. The data also found that learner are in lack of motivation in class for learning and applying new method in studying.

Data of the study were collected both from students of the school and teachers who are currently working at the faculty. After analysis, it was drawn from the findings that the Role playing method helps students with their approach to speaking skill and boost up their confidence. Teacher also has more time and can see the problem of each and every students have, form that help to improve the quality of the teaching. Although the role playing method still has some flaws as it only help students find more interest and confidence in speaking English and students and teacher still need to work a lot on there pronunciation and other aspect, this method show that learning and studying language is not difficult as most students have thought.

The study has not only provided insightful information regarding the difficulties of students' speaking skill and how they approach the Role play method but also the steps that the Haiphong Private University can take to overcome the obstacles. The analysis of the difficulties, the causes and suggestions are very useful for both teachers and students at the school. The study provides the teachers with a great number of strategies to help enhance the teaching quality as nowadays, technology has been greatly developed, applying IT in the teaching. Learning English through online tools has helped numerous learners succeed in achieving good pronunciation competence in particular and communication success in general. Teachers should know how these tools work to give the best advice for their learners in the process of acquiring the

English language.

5.2 Limitations

Although the researcher has had a long period of time for preparation of this study, limitations are unavoidable.

In addition, the study did not have the participation of all the first year English major students of the faculty thus apart from the 30 participants; the rest may face their own problems with using the Role playing method incorrectly

Moreover, the data collected from questionnaire papers might not be totally reliable as they depend largely on the attitudes of participants in giving response to the given questions or some participants may refuse to give accurate information.

Future studies within the field would utilize the findings as well as the theoretical background from this study for reference. It is also suggested that further studies be conducted on other areas of difficulties that students at the faculty face

So as to help improve the quality of teaching and learning of teachers and students at Haiphong Private University.

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APPENDIX

QUESTIONNAIRE

The following questions are to gather information about your experiences learning and practicing English pronunciation. Your truthful answers will help me to identify the most common difficulties of second-year major students and suggest ways to help the second-year major students improve their pronunciation. Please be sure to answer all the questions. I assure you that all of your information will not be used for other purposes.

Name (if you wish): ....

Age: ....

Sex: ≤Male ≤ Female

1. How long have you been learning English?

A. Less than 1 year

B. 1 – 3 years

C. 3 – 5 years

D. More than 5 years

2. Which English skill do you feel the most confident in? (Choose 1 option)

A. Listening

B. Speaking

C. Reading

D. Writing

3. How often do you speak English and what are the purpose of it?

- Always

- Usually

- Often

- Sometimes

- Seldom

- Never

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4. Which is the most difficult feature in speaking English in your opinion?

A. Pronunciation

B. Vocabulary

C. Grammar

5. How important is pronunciation in speaking English?

A. Very important

B. Important

C. Not so important

D. Not important

6. How often do you make mistake when you speak English?

- Always

- Usually

- Often

- Sometimes

- Seldom

- Never

7. What kind of method do you usually use to improve your speaking skills and avoid mistake?

- Role playing
- Singing
- Record and repeat
- Speak to stranger

8. What is your performance in speaking class before using the role playing technique?

- Less than 6
- From 6 to 8
- From 8 to 9
- Above 9

9. What is your performance in speaking class after using the role playing technique?

- Less than 6
- From 6 to 8
- From 8 to 9
- Above 9

10. What are your opinion about the Role playing method after experience it in the class?

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