



EFFECT OF ROLE-PLAY TECHNIQUE OF TEACHING ON ACHIEVEMENT IN ENGLISH AMONG SENIOR SECONDARY STUDENTS

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ABSTRACT

Learning English has become inevitable today. Life without the knowledge of English and computers will be very hard in the forthcoming years. Realizing the importance of English, all the countries have given a special place for English in curriculum. In India also English has been taught in schools from the primary level. There are many methods to teach English. Cooperative learning is an effective method. It includes various techniques. Role-play is one such technique which can be used to teach English - especially plays. The present paper illustrates effect of Role-play Technique of Teaching on Achievement in English among Senior Secondary Students. It is an experimental study. The objective of the study was to find out the effect of Role-play technique on achievement of senior secondary students. The study found that Role-play is an effective technique. There is significant difference between the students taught through Traditional Method and students taught through Role-play. The students of Experimental Group taught through Role-play technique have scored better than the students of Control Group taught through Traditional Method of teaching. The study has also found that there is no significant difference between the boys and girls in their achievement in English. .



KEY WORDS: Cooperative Learning, Role-play, Achievement in English.

INTRODUCTION:

Learning English has become inevitable in the present day world. Because we are living in an age of computers. English is most essential to use computers. A person without the knowledge of English and computers is treated like an illiterate. Either it may be for communication between two individuals or between two institutions, the knowledge of computers and English is most essential.

Most of the researches at higher level are carried out in English. English is used as a medium of documenting those researches. The people who know English will be the first beneficiaries of such studies. The people who lack the English language and computers remain in darkness. They are deprived of the latest information. It is especially true in case of multi lingual country like India. The people whose mother tongue is not English have two choices before them to acquire the latest information. The first choice is to wait till the knowledge is available in regional languages (i.e. in the form of translation) and the second choice would be to learn the English language so that they can directly get an access to the original studies.

The first option seems to be an inadequate one. Because any translation cannot substitute an original text. A translation work would not have the same effectiveness as the original. Some of the words may lose their intensity, some ideas may get distorted. Sometimes certain works take a long time to get published in regional languages. Once a remarkable book is published in English outside India, an Indian author takes some time to understand the book. He takes time to translate and publish. The translation process is not immediate. It takes a lot of time. Another problem in following the translated book is that the

same book is translated by multiple authors. The original book may convey a meaning. But when more than one translator translates it into regional language the perception of each translator may be different. Then the person who seeks knowledge from the original book faces difficulty in understanding the original book.

Therefore, the second option seems to be a more meaningful one. If a person acquires the knowledge of English language, he can read the original text and get the first-hand experience. He can understand the text, analyse and synthesise on his own.

It is not only from the view point of acquiring the knowledge of latest developments, but English is most essential from the view point of acquiring jobs also. India has been a country where job opportunities are more both in public sector as well as private sector. Especially after the introduction of liberalization policy there are many foreign companies which have opened their branches in India and offer jobs to the Indians. But the main requirement to get jobs in private companies is the knowledge of English especially the spoken language, soft skills and knowledge of computers.

These situations have compelled the people of countries like India especially the present generation and the forth coming generation to learn English. As a result of this increasing demand for English language, it is introduced to be taught either as a first language or as a second language in the school system throughout the country. English has been taught right from the primary classes itself. Of course, there is no uniformity in the introduction of English language at the primary education system throughout the country. In some states it is introduced at class 1 and in some states it is taught from class 3 and in some states it is taught from class 5. However, it is important to note that all the states have started teaching English at the primary level itself.

TEACHING OF ENGLISH

In Karnataka English is taught as a second language in primary and secondary education. The three language formula is still followed. The first language is Kannada the second language is English and the third language is Hindi. Kannada is taught from the first standard. English is taught from standard 1. Hindi is taught from standard 5. There is no any particular method to teach English. However it is given in the guidelines of the textbooks that the objective of teaching English is to enable the students to acquire the Listening, Speaking, Reading and Writing (LSRW) skills.

But as far as the evaluation is considered there is no scope for evaluation of either speaking or reading skills. The performance of students are assessed on the basis of written scripts of students. So the teachers whether intentionally or unintentionally evolve certain strategies which help their students to write well in exams and get a pass certificate rather than to make them language proficient.

Therefore there is a need to identify the methods or strategies which really help the students to acquire all the four skills. So that they not only pass out the exams but face the competitive world confidently. When we think of such student centred methods of teaching, Cooperative Learning method appears to be one such method which offers enough freedom to students and establishes a conducive atmosphere for learning a language. Many studies have revealed this.

Under cooperative learning method there are various techniques that are applied in a class room such as: Jigsaw, Students Team Achievement Division, Think-Pair-Share, Group Investigation, Numbered Heads Together, Teams Games Tournament, Team Assisted Individualization, Cooperative Integrated Reading and Composition (CIRC), Role-play etc.

REVIEW OF RELATED LITERATURE

Role-play is a technique of teaching where learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

Newmann and Thompson (1987) investigated the effects of Cooperative Learning on achievement in secondary schools and established that the Cooperative Learning methods can be very effective in increasing student achievement in many subjects and grade levels, when student groups are rewarded.

Girand (1997) examined the comparative effects of Cooperative versus Lecture methods of instruction in two sections of an undergraduate statistics course. Girand randomly assigned students of various abilities to create opportunities for supportive scaffolding. The study suggested that Cooperative Learning induces higher achievement in statistics course than do

Lecture method of instruction for all students. Most importantly, students who were least prepared for statistics benefited the most from Cooperative Learning.

Lucantoni (2002) pointed out, "Role-play can be very enjoyable for learners and provide excellent opportunities for using language in real life situations".

Yuliana, Y., M. Kristiawan and T. Suhartie. (2014) studied the effect of Role-play towards students' speaking skill. It was an experimental study conducted during the year 2013-14 at the Natural Science High School. The experimental class was taught by Role-play while the control was taught by information gap Of Batang Anai, Padang Pariaman Regency in West Sumatera, Indonesia, The finding showed that the students who were taught through Role-play get better score in English Speaking skill than those who were taught through information gap.

Ashok, Ammu Maria (2015) found that incorporating Role-play into the classroom adds variety, a change of pace and opportunities for a lot of language competence and also a lot of fun which in turn makes the English language learning interesting and effective. Effectiveness of Role-play in Enhancing Communication Skills of English Language Learners motivation help the students to get chance to express their ideas in English, improve vocabulary, learn social skills.

A review of related literature shows that Role-play technique of teaching has been an effective way of teaching students of different levels. It has been an effective way of teaching not just English but also other branches of study as well. The technique has been proved to be effective both in India and abroad.

OBJECTIVES OF THE STUDY

1. To find out the effect of Role-play technique on the achievement level of students in English.
2. To find out the effect of Role-play technique on the achievement level of students of different streams like Arts, Science and Commerce.
3. To find out the effect of Role-play technique on the achievement level of students of different gender.

METHODOLOGY

Design: In the present study the researcher has employed two group experimental design.

Sample: 84 students studying in first year senior secondary class are taken as sample. Two intact classes with a strength of 42 each were assigned into Experimental Group and Control Group. Both the groups consisted of students from all the three streams Arts, Science and Commerce.

Tools used: In the present study the researcher has used the following tools:

Language Proficiency Test in English: It was a test of 100 marks which consisted of two parts: Part A and Part B. In Part A there were questions based on 12 components of English. In Each component there were five questions with four alternatives. Totally there were 60 multiple choice questions each question carrying one mark. Part B consisted questions on Listening Comprehension, Reading comprehension, Essay writing and Speaking Skills. It was for 40 marks.

Unit test question paper: It was a paper of 25 marks based on one unit chosen to be taught. There were 08 very short questions. Each question carried one mark. There were 03 short answer questions each carried 4 marks and there was one long answer question which carried 5 marks.

Best Performance Certificates: These were the certificates prepared by the researcher. They were issued to the best performers in the Role-play activities assigned to the students belonging to the experimental group.

EXPERIMENTATION

The researcher conducted Language Proficiency Test in English for both Experimental Group as well as the Control Group to establish equality. After comparing the mean scores of both the groups it was found

that there is no significant difference between the two groups in terms of English language proficiency. The mean scores of SSLC of the students of both the groups were also compared to confirm that both the groups are equal in their level of achievement.

After establishing equivalency of the two groups the Experimental Group was taught through Role-play technique and the Control Group was taught through Traditional way of teaching. The unit taken was "Watchman of The Lake" a play by R K Narayan. The unit was taught for the Experimental Group through Role-play technique. The roles which appear in the play were assigned to the students of Experiment Group based on the lesson plans. The students enacted the roles within their groups. The best performers were identified and given certificates for the best performance. The unit was taught for seven hours based on the lesson plans prepared. The unit was covered over a period of 12 days.

The same unit was taught to the Control Group of students by using the Traditional way of teaching. In each hour the play was read aloud by the researcher. Then the students were asked to silently read the play. Then the teacher asked some questions related to the play. Some students briefly answered the questions. The teacher elaborated the answers by explaining the relevant details. Sometimes the students were not able to answer the questions posed by the teacher. Even then the teacher answered the question himself in detail. Student's participation was limited in these classes and most of the time was consumed by the teacher to explain the contents of the play in detail. After the completion of the unit the teacher provided notes related to the unit. The unit was taught for seven hours over a period of 12 days.

Analysis and interpretation

H1: There will be a significant difference between the scores of students belonging to Experimental Group and the Control Group

To test this the researcher subjected the data to 't' test and the results are given in table-1

Table – 1: Mean, Standard Deviation and t - value of students belonging to Experimental Group and the Control Group

Sl. No.	Group	N	Mean	SD	df	t- value
1	Experimental	42	14.04	2.80	82	7.46*
2	Control	42	10.02	2.08		

* Significant at 0.05 level

From table - 1 it can be seen that the table value for df 82 to be significant is 1.99. The calculated value i.e. 7.46 is greater than the table value (1.99). There is a significant difference between the scores of Experimental Group and the Control Group. The mean scores of students of Experimental Group is more than the mean scores of students of Control Group. Therefore the Hypothesis H1 - "There will be a significant difference between the scores of students belonging to control group and experimental group" is accepted.

H2: There will be no significant difference between the scores of students of Arts stream and Commerce stream belonging to Experimental Group

To test this the researcher subjected the data to 't' test and the results are given in table-2

Table - 2: Mean, Standard Deviation and t - value of students of Arts stream and Commerce stream belonging to Experimental Group

Sl No.	Stream	N	Mean	SD	df	t- value
1	Arts	19	12.52	2.01	33	2.11*
2	Commerce	16	13.81	1.60		

* Significant at 0.05 level

In table - 2, it can be seen that the table value for df 33 to be significant is 2.03. The calculated value i.e. 2.11 is greater than the table value (2.03). There is a significant difference between the students of Arts stream and Commerce stream. The mean scores of students of Commerce stream is more than the mean scores of students of Arts stream. Therefore the null hypothesis H₂ - "There will be no significant difference between the scores of students of Arts stream and Commerce stream belonging to Experimental Group" is rejected.

H₃: There will be no significant difference between the scores of students of Arts stream and Science stream belonging to Experimental Group

To test this the researcher subjected the data to 't' test and the results are given in table-3

Table - 3: Mean, Standard Deviation and t - value of students of Arts stream and Science stream belonging to Experiment Group

Sl No.	Stream	N	Mean	SD	Df	t- value
1	Arts	19	12.52	2.01	24	8.50*
2	Science	7	18.71	1.49		

* Significant at 0.05 level

In Table – 3 it can be seen that the Table value for df 24 to be significant is 2.06. The calculated value i.e. 8.50 is greater than the table value (2.06). There is a significant difference between the students of Arts stream and Science stream. The mean scores of students of Science stream is more than the mean scores of students of Arts stream. Therefore the null hypothesis H₃ "There will be no significant difference between the scores of students of Arts stream and Science stream belonging to Experimental Group" is rejected.

H₄: There will be no significant difference between the scores of students of Commerce stream and Science stream belonging to Experimental Group

To test this the researcher subjected the data to 't' test and the results are given in table-4

Table - 4: Mean, Standard Deviation and t - value of students of Commerce stream and Science stream belonging to Experimental Group

Sl No.	Stream	N	Mean	SD	df	t-value
1	Commerce	16	13.81	1.60	21	7.09*
2	Science	7	18.71	1.49		

* Significant at 0.05 level

In Table No. 4 it can be seen that the table value for df 21 to be significant is 2.08. The calculated value i.e. 7.09 is greater than the table value (2.08). There is a significant difference between the students of

Commerce stream and Science stream. The mean score of students of Science stream is more than the mean scores of students of Commerce stream. So the null hypothesis H-4 “There will be no significant difference between the scores of students of Commerce stream and Science stream belonging to Experimental Group” is rejected.

H5: There will be no significant difference between the scores boys of all streams and girls of all streams belonging to Experimental Group.

To test this the researcher subjected the data to ‘t’ test and the results are given in table-5

Table - 5: Mean, standard deviation and t-value of boys of all streams and girls of all streams belonging to Experimental Group.

Sl No.	Gender	N	Mean	SD	Df	t-value
1	Boys	18	13.11	2.67	40	1.95*
2	Girls	24	14.75	2.73		

*Not Significant at 0.05 level

From table – 5 it is inferred that the calculated value of ‘t’ for df 40 is 1.95 and the table value of ‘t’ at 0.05 level of significance is 2.02. The table value of ‘t’ (2.02) is greater than the calculated value (1.95). Therefore the null hypothesis H5 is accepted. It is concluded that there is no significant difference between the scores boys of all streams and girls of all streams belonging to Experimental Group.

FINDINGS OF THE STUDY

The following are the findings of the study:

1. The Role-play technique was found to be an effective technique of teaching play for the students of first year senior secondary schools.
2. The Role-play technique was found to be beneficial for all students in their level of achievement irrespective of their streams. The students of Science stream were found to have scored better than the students of other two streams.
3. Gender has not been an influencing factor in deciding the level of achievement of students.

EDUCATIONAL IMPLICATIONS

- The present study has found that Role-play is an effective way of teaching plays for students at the senior secondary level. This study shows that Students should be encouraged to take different roles and enact them in a classroom.
- It was found that the effect of Role-play technique is not limited for any one stream of students. It has its positive effect on all the three streams of study. So there is no need to treat different streams in different ways. The Role-play technique can be used in case of all the three streams.
- The present study supports the view that positive reinforcements yield better achievement. The certificates given as an appreciation for the students of Experimental Group have functioned as positive reinforcements. Teachers should use such certificates to strengthen learning among the students.

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