

THE EFFECTIVENESS OF USING ROLE PLAY VIDEOS TO ENHANCE STUDENTS' SPEAKING PERFORMANCE: A CASE STUDY OF UiTM CAWANGAN KELANTAN INTERIM STUDENTS

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Abstract: Speaking competence marks an evident proof of success in the process of second language acquisition. Hence, the syllabus of speaking has become a burgeoning aspect of many English courses. Realizing the importance of speaking fluency and accuracy in the target language, language professionals and instructors have never stopped to find practical ways to enhance the learners' speaking skill. Reflecting upon the many sessions of teaching English to students at UiTM Kelantan Branch, more often than not, the students admitted to having fear in speaking lessons as compared to lessons on other skills. They find it difficult to express their feelings in the target language as their native language stands as a barrier. This has prompted some language instructors to put much effort into providing various communicative activities to help students overcome their fear, among which is through role-play activities. In this study, role-plays are compiled in the form of video recordings and prepared as supplementary material for both teachers and students to be used in and out of classrooms. The research's main objective is to determine the relationship between the effectiveness of role-play videos and students' speaking performance. 127 respondents of the interim semester at UiTM Kelantan Branch were selected as the samples for this research. Simple random sampling was used, and questionnaires were distributed for data collection. The finding shows that the correlation value between the effectiveness of role play videos and students' speaking performance is 0.933 ($p=0.000 < 0.05$). Thus, this means there is a significant, strong positive relationship between the effectiveness of role play videos and students' speaking performance.

Keywords: Communicative Activities, Role Play, Speaking Performance

1. Introduction

Due to the importance of speaking fluency and accuracy which marks a visible element of language competence, the syllabus of speaking in a second language has become a burgeoning aspect in many of the English courses. Despite improvements in the syllabus and availability of various speaking tasks, the skill is still a challenging venture for second language learners. Thus, speaking lessons have always been full of many creative and stimulating activities, and role plays are one of them. Samsibar and Naro (2020) describe role play as a technique which involved imagination to be someone else in a specified situation. The concept of role also acts as a shorthand way of identifying and labeling a set of appearances and behaviours on the assumption that these appearances and behaviours are characteristic of a particular person and predictable within a given situation.

Reflecting upon the many sessions of teaching English to students in UiTM Kelantan Branch, it is frequent occasions that the students fear speaking lessons over other skills. Many students find it difficult to express their feelings in the target language as their native language stands as a barrier. When asked about the reasons of less-interactive speaking lessons, many of them responded that they

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lacked speaking practices and were too conscious of making mistakes in ESL classrooms hence, contributing to less engaging speaking lessons. In UiTM, speaking assessments are administered in the form of role-plays, individual presentations, and group discussions. The researchers decided to focus on role-plays because the activity helps to improve communication and promotes a safe as well as interesting speaking environment (Nguyen, 2017). In this study, sample role-plays were recorded and compiled as video recordings. The recordings were given to teachers and students as a supplementary teaching and learning aid to be used in classrooms and during students' learning time. Employing role-play videos is asserted beneficial as they provide a practical, visual guideline for students to have some ideas on what role-play activities are hence, eventually guide them to better improve their performance in subsequent role-play tasks.

The use of videos to demonstrate how role-plays are performed goes in line with the findings of a few studies. Huang and Hung (2010) for instance, claimed the audios to be useful for monitoring oral proficiency. Moreover, Guo, Kim, and Robin (2014) acknowledged the same thing when they said the incorporation of videos aimed to present conceptual knowledge, whereas the tutorial part of the video served to show the procedures on how to accomplish the task. In other words, role-play videos are visual stimuli meant to guide and improve students' speaking performance and thus, it is hypothesized that there is a significant relationship between the effectiveness of role-play videos and students' speaking performance.

2. Literature Review

Speaking is regarded as the most important skill in language learning as it evaluates one's ability in the English Language as a whole. Previous studies have shown that to be fluent in speaking English is by practicing with the support of effective methods (Kaminskiene & Kavaliauskiene, 2014). Besides that, Thornbury (2007) stated that the flow of a conversation also plays a big role in ensuring one's fluency and it is affected by all paralinguistic features namely; eye contact, gestures, facial expressions, tempo, pauses, and variation in pitch and he described speaking as a multi-sensory activity. According to Lai and Ahmadi (2016), the most effective process of communication is when two or more people converse what they thought and transfer the information to achieve goals. This means that in face-to-face oral communication, the listeners can give feedback to what they have heard instead of just receive the information from the speaker. Then this can be considered as an active communication. There are several characteristics of speaking skills as mentioned by the language experts; Fluency and accuracy are among the top characteristics of speaking skills. Hedge (2000) said that fluency refers to the capability of joining phrases and utter words together with the stress and intonation proficiently. Meanwhile, according to Mazouzi (2013), accuracy focuses more on the accurateness of the language in terms of vocabulary, pronunciation, and grammatical structures. Language students require these two elements in speaking the language to create a good and natural way of communication. However, students often avoid the situation where they need to communicate in a natural way in the classroom due to several reasons; based on several research, the students avoid themselves from engaging in any speaking activities because they are afraid of making mistakes and to avoid criticism (Lai & Ahmadi, 2016). Similarly, Bietenbeck (2011) in his study of why students do not speak the language is due to shyness and fear of being wrong. Another factor to be highlighted is that students rarely use the second language because they have been given a topic that they do not favour by the instructors. This is supported by Baker and Westrup (2003), they stated that learners always having difficulty in applying their limited vocabulary and opinion upon the topic given by the teachers. Therefore, the language instructors have made various efforts to come out with different kinds of teaching methods to ensure that they could resolve the problems faced by the students in speaking particularly (Muslem & Abbas, 2017). For this present study, the review of related literature will be discussed on the needs of visual aids; videos in enhancing students' performance in speaking English.

2.1. *The use of visual aids in teaching and learning speaking*

Visual aids are one of the best tools that represent pictures, charts, illustrations, and videos as supplementary materials in teaching and learning speaking. Pamela (2014) stated that the illustration, model, pictures, or other devices that arouse the learning process is the real definition of visual aids. Visual aids in language classrooms have been used a long time ago, consisting of film strips, pictures, and pass-around objects only (Rustan & Asik, 2016). Today, videos and audio visuals are added to the list to stimulate students' interest in learning speaking. Teaching and learning speaking is not an easy task and teachers especially to teach students in a country in which English is not the first speaking language. Pamela (2014), in her studies, mentioned that the process of teaching speaking English in her country (Chile) faced many challenges and teachers need to prove what they said with the visual, images, audio to ensure the students understand and use the language in their conversation. This finding explained why the use of visual aids in the classroom is an effective method as it made the process of teaching and learning stimulating, inspirational, and meaningful (Rustan & Asik, 2016).

2.2. *Videos and speaking activities in language classroom*

Many studies have highlighted that the use of video in the language classroom has a positive impact on speaking. Canning- Wang (2015) defined video as visual stimuli representing settings, pictures, verbal and non-verbal signs as well as an audio visual context which can stimulate students in learning speaking. Similarly, Bravo (2011) stated that when the teachers provide videos that contain the authentic settings and speakers with their paralinguistic features, it arouses students' motivation to speak and use the language like the native. Similarly, Muslim and Abbas (2017) also found that the presence of videos in language classrooms affects students psychologically and linguistically. In addition, the videos that present the authentic situations and native speakers could develop positive attitudes, it motivates the students to speak and use the language like the native as well as developing confidence in the students. Video is a virtual tool and a great example of multimedia learning since it involves the incorporation of different elements that in traditional learning would be separated (Moreno-Guerrero, Rodríguez-Jiménez, Gómez-García & Navas-Parejo, 2020).

This has led to a big impact on the role-play activity as students get an earlier exposure on how to carry the task in role-play activity. Apart from psychology, the use of videos in language class somehow builds up the students' vocabularies and expressions which lead to a more natural way of using the target language. In relation to role-play activity, the students need to build up lots of vocabularies as they have to prepare their own dialogue to complete the task given. Another reason the use of videos in the language classroom is encouraged is that, in terms of cognitive aspects, the students' inquisitiveness is enhanced. The students will not only learn how to use the language accurately but also will absorb the culture and get a chance to know other people's cultures without the need to travel to their country and only through videos presentation (Brewster & Girard, 2004).

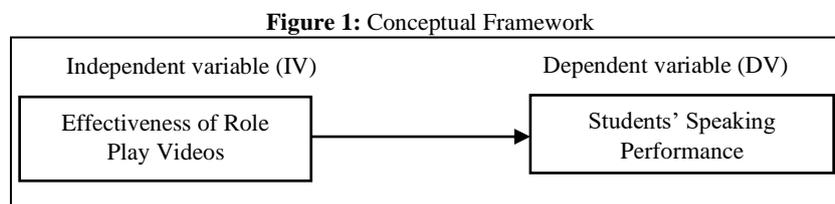
2.3. *The relationship between video and speaking performance*

Many scholars have highlighted that the use of videos has positively motivated students' interest in acquiring the target language; therefore, there is a significant relationship between video and students' speaking performance. In a study conducted by Rakhmanina and Kusumaningrum (2017), the use of video blogging in teaching language has given a positive impact on the students' performance, particularly in communication skills. The students are highly motivated when they were asked to integrate video in their language learning as they can just share their videos for the teachers to evaluate before their real presentation day. Another study led by Gokturk (2016), the findings showed that the integration of digital video recording into speaking classes enhanced overall oral proficiency and content elaboration. According to Gokturk (2016), language learners become highly motivated when they were given chances to re-do their video before their final posting outside of the classroom settings. This has given a positive opportunity to them in enhancing their fluency with confidence. In terms of content elaboration, the use of authentic videos in language classrooms gives a

great impact to improve students' speaking performance as it allows students to freely speak their mind towards what they have watched and not only listen to what they have heard from the teachers.

2.4. Conceptual Framework

From the literature review, the following is a conceptual framework developed for the study. There is one independent variable which is the effectiveness of role play videos; while the dependent variable is the students' speaking performance.



3. Research Methodology

This research is categorized as a non-experimental research. It only focuses on a correlational study which answers questions about the relationship among variables or events (Salkind, 2016). This research seeks to determine the relationship between the effectiveness of role play videos and students' speaking performance.

3.1. Population and sample

The population of this research is all interim students at UiTM Kelantan Branch (Machang Campus) during the 2017/2018 session. Interim students involve students who enrolled in university courses before the actual semester begins. They have only 8 weeks to complete the semester as compared to the normal semester which has 14 weeks. In this short time, they are required to take only elective courses including Integrated Language Skills 1 (ELC121). The utmost reason why they are chosen to be the respondents of this study is due to one of its assessments; that is Role Play Test. The total number of population is 190 students. By using Krejcie and Morgan (1970) table, 127 out of 190 students have been selected as samples of the research.

3.2. Sampling Method and Method of Data Collection

Probability sampling method was chosen as the sampling technique and simple random sampling was used as the sampling method in this research. As for data collection method, questionnaires were constructed and distributed to all interim students in UiTM Kelantan Branch. This set of questionnaire consisted of three sections (Section A: Demographic Information, Section B: Effectiveness of Role Play Videos and Section C: Students' Speaking Performance) which was adapted from Chau and Cheng (2010).

4. Research Findings

4.1. Normality Test

In statistics, a normality test is used to determine whether a data set is normally distributed. This research uses skewness to measure the asymmetry of the probability distribution of a random variable about its mean. The skewness value can be positive or negative, or even undefined. Garson (2012) stated that -1 to 1 is an acceptable range for the data to be normally distributed.

Table 1: Skewness Result

Skewness	
Skewness	0.1

Since the measure of skewness is 0.1 in table 4.1 and this falls within the range of -1.0 and 1.0, the research can conclude that the data distribution is normally distributed.

4.2. Reliability Test

The reliability analysis was conducted by computing the Cronbach's Alpha for each section of independent and dependent variables. The closer Cronbach's alpha coefficient is to 1.0, the higher the internal consistency of items in the scale (Goforth, 2015). Table 4.2 below shows the internal consistency between the independent and dependent variables. For both sections B and C, which represent the effectiveness of role play videos and students' speaking performance, Cronbach's Alpha values are 0.973 and 0.985, respectively. These values indicate an excellent level of Cronbach's alpha, thus, representing good reliability and internal consistency.

Table 2: Cronbach's Alpha Values

Section	Cronbach's Alpha
Section B (Effectiveness of Role Play videos)	0.973
Section C (Speaking Performance)	0.985

4.3. Descriptive Statistics

The descriptive analysis of this research comprises the respondents' gender, age, and faculty. Table 4.3 below shows percentages of distribution of frequency for the item 'gender'. The total number of samples is 127, and 90.7 percent (115) of the respondents are females, while the balance 9.3 percent (12) are males.

Table 3: Gender

Gender	Frequency	Percent
Male	12	9.3
Female	115	90.7
Total	127	100

Table 4.4 below shows percentages of distribution of frequency for the item 'age'. From the collected data, 97.7 percent or 124 respondents aged between 18 and 20 years old, while the rests are respondents aged below 18 years old (2.3% or 3 respondents).

Table 4: Age

Age	Frequency	Percent
<18	3	2.3
18-20	124	97.7
21-23	0	0
>23	0	0
Total	127	100

Table 4.5 below shows percentages of distribution of frequency for the item 'faculty'. From the data, 70.1 percent (89) of respondents are from the Faculty of Information Management, while 20.5 percent (25) are from the Faculty of Business and Management. The rests are from the Faculty of Administrative Science and Policy (4.7%) and the Faculty of Computer and Mathematical Sciences (4.7%).

Table 5: Faculty

Faculty	Frequency	Percent
FSKM	6	4.7
FPP	25	20.5
FSSR	0	0.0
FP	0	0.0
FSPPP	6	4.7
IM	89	70.1
Total	127	100

Table 6: Descriptive analysis for questions in sections B and C

Questions	Mean
Section B (effectiveness of role play videos)	
I prefer to use Role Play videos rather than printed materials included in the textbook.	3.7907
Role Play videos motivate me to learn English language.	3.9302
Role Play videos help me to overcome my weakness to speak English.	3.8140
Role Play videos help me to develop my ability to use the correct expressions when speaking English such as in greetings, expressing opinions and so on.	3.8140
Overall, I think Role Play videos affect my learning in English effectively.	3.7209
Section C (students' speaking performance)	
Role Play videos help me to improve my speaking proficiency.	3.8140
Role Play videos improve my listening skills.	3.7907
Role Play videos increase my familiarity with the use of grammar.	3.7907
Role Play videos increase my knowledge of vocabulary.	3.8140
Overall, I think Role Play videos increase my speaking performance.	3.7674

Table 4.6 above displays the mean for both sections B and C, representing the effectiveness of role play videos and students' speaking performance. In section B, most of the mean is more than 3.7 (close to 4). This means the respondents mostly agree with all questions with regard to the effectiveness of role play videos. Meanwhile, in section C, the overall mean is also more than 3.7 (close to 4). Again, this means all respondents mostly agree with all questions concerning students' speaking performance.

4.4. Correlational Analysis

The correlation coefficient r measures the strength and direction of a linear relationship between variables on a scatterplot. The correlation coefficient can range in value from -1 to +1. The larger the absolute value of the coefficient, the stronger the relationship between the variables (Salkind, 2006).

Table 7: Correlation result

		Mean_B	Mean_C
Mean_B	Pearson Correlation	1	0.933
	Sig. (2-tailed)		0.000
Mean_C	Pearson Correlation	0.933	1
	Sig. (2-tailed)	0.000	

Table 4.7 presents the correlation value between the effectiveness of role play videos and students' speaking performance. The correlation value is 0.933 ($p=0.000$). Since p -value is < 0.05 , the finding is significant. Therefore, the research hypothesis (H1) is accepted. This means there is a significant strong positive relationship between the effectiveness of role play videos and students' speaking performance.

5. Discussion and Conclusion

The primary objective of this study was to examine the relationship between the use of role play videos and students' speaking performance. As the present study focused on a small population, it is recommended to be continued on a larger scale to retrieve more accurate results on the use of role play videos in enhancing students' speaking performance.

In conclusion, the objective of this research is achieved since the analysis of the findings supports the hypothesis. The result proves that there is a significant strong positive relationship between the effectiveness of role play videos and students' performance in speaking. Henceforth, the findings of this study agree with what found by Guo, Kim, and Robin (2014), who propagated the incorporation of videos in speaking performance as aiming at presenting conceptual knowledge and the tutorial part of the video as aiding to show the procedures on how to accomplish the task.

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