ROLE PLAY: LET'S ACT IT OUT!

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Abstract: Generally, most university students are reluctant to speak English in public due to lack of Englishproficiency. This situation has led to lost interest in role-play activity among UiTM Cawangan Kelantan students; particularly Integrated Language Skills 1 (ELC121) students. Hence, this project intends to increase students' interest in role-play activity as well as enhance students' proficiency in English language especially in role-play assessment. This project focuses on using Interactive DVD as a tool tohelp in motivating the student's interest and enhancing student's proficiency level. This interactive DVD iscomprised of notes, samples of dialogues and video presentations meant for teaching and learning role- play. Based on the outcomes, the students show positive enthusiasms in joining the class and perform outstandingly in role-play test. The Interactive DVD motivates them to actively participate in role play activity with confidence.

Keywords: Role-Play, Interactive DVD, English Proficiency, Student's Interest

1. Introduction

Role-play is an activity which is not widely practised at the primary and secondary schools. Thus, it is assumed as the most fearful assessment as compared to others such asreading and written tests. The learners do not have enough exposure to the role-play in terms of the process and content. Another common scenario in learning the second language is the instructors do not put equal importance of integrating all the skills in L2 lessons. In Malaysia, the emphasis of the curriculum of English language is more on writing and reading. The students conventionally learn the language by attending classes at school and they also go to extra classes in which the lessons primarily focuses on techniques on answering the examination and do past-year questions. The syllabus of primary and secondary schools mainly concentrates on reading and writing skills. Subramaniam (1985) as cited in Badriyeh, Mohd. Akhtar, Reza and Shankar (2014) includes the factor of education system which aimed at preparing the students to excel in the examination only and it does not make them proficient to use the language.

2. Problem Statement

ESL learners in Malaysia rarely communicate in English especially those who live in the sub-urban areas. Students are found not motivated enough to interact in English because the situations do not facilitate them to use the language. They prefer to communicate daily in their mother tongue and they are reluctant to use English for fear that they will receive unfavourable responses from people surrounding them. Zahra (2015) discusses that the majority of the students do not have much practice and they do not improve their skill of learning the language. Therefore, when the students have to do speaking activities at the tertiary level, they would assume it as a complicated task. The limited hours of instructions also worsens the situation as the students do not have enough time to do speaking practice (Zahra, 2015). The instructors too feel the need of supplementary materials when teaching the students about role-play as they need to discuss on the theoretical and the technical aspects.

3. Objective

Hence, the use of audio and interactive DVDs are hoped to aid the understanding of the students on how to do role-play and help the teachers to deliver the lesson on role-play meaningfully. It is because the use of multimedia and videos in teaching language helps to yield positive feedback (Yeh, 2005). Therefore, the innovation of i-Role-Play is aimed at providing communicative materials and providing communication spaces in the classroom (Zahra, 2015). In the light of self-directed teaching and learning, this innovation helps the learners to independently use the interactive materials at their own convenient learning time. The contents of the simulated role-play also reiterates on the authentic situations which enable the students to engage themselves in using the language on the real situations.

4. Novelty

The novelty presented is the product itself. The idea of compiling all the notes and videos related to "Role-play" in a DVD is to assist both instructors and language learners to get to know more what role-play is and how to conduct the role-play activity in a speaking classroom. In this DVD, the slide presentations comprise of notes on; correct use of language expressions, speaking elements (tone, body gestures & eye contact) and role-play simulations/videos are created meant to interact closely to the language users hence, build confidence among them to perform role-play activity assertively. Apart from that, the best part of this DVD is that the language users will not only learn from the notes and videos, but the users can get a chance to assess themselves by answering quiz at the end of the DVD. As mentioned, the quiz presented is formed by using i-Spring Software (refer images).

5. Usefulness

The DVD offers greater incentives to language users as it seeks the integration of teaching and learning in an interesting way. With the help of role-play simulations include in the DVD, it activates language users' interest and thus, to perform better in role-play activity. The DVD also assists the instructors in providing notes to the language users as the DVD presents various creative slide presentations on the topics covered in teaching speaking mainly to be used in role-play activity.

6. Commercialization Potential or Impact Towards Economy/Humanity

i-Role-play is aimed at providing a platform to any English users; the learners and theinstructors with fruitful ideas in practicing the English language by communicating in the real situations. The contents of the DVD include the authentic use of the language which can be the guidelines for the language users to converse in English in different discourse. This DVD has been introduced in several institutions in Kelantan including Universiti Malaysia Kelantan, Universiti Malaya Nilam Puri, Kolej Islam Antarabangsa Sultan Ismail Petra and Kolej Kemahiran Mara Pasir Mas. Subsequently, the response from the teachers is asked and they have given fruitful feedback about the DVD. They have used the DVD in the speaking lesson with the students. As teachers, they have used it as the supplement materials when teaching speaking. Role-play simulation is also beneficial in guiding the students on how to conduct role- play activity on their own. The students also can use the DVD as their student's learning time as they can do role-play practice at their convenient time.

7. Images (With Captions/Explanation)

The "i-Role-Play: Let's Act It out" DVD consists of seven (7) interactive slide presentations whichare the front page, learning outcomes, introduction, process flow, Notes, glossary and Quiz.Figure 1 showed the front page of the DVD containing all the details; about the module, Do's & Don'ts in Role play, Glossary as well as sample practices. Apart from that, the front page also includes the other icons that will lead the users to more interactive slide presentations in the DVD.

Figure 1 Figure 1: Front Page of i-Role-play

Figure 2 and 3 showed the Introduction: in which it explains what Role-play is as well as the learning outcomes.

Figure 2: The Introduction

Figure 3: The Learning Outcomes

The first novelty of this DVD can be seen in figure 4, 5 and 6; "The Process Flow" contains all the interactive slide presentations from notes to role-play simulations.
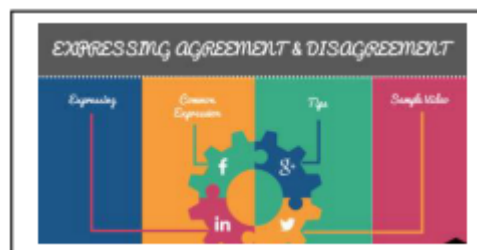

Figure 4: The Process Flow

Figure 5: Expressing Agreement & Disagreement

Figure 6: Ice Breaking

The second novelty of this product is shown in figure 7 and 8 respectively. The quiz is formed using i-Spring Software; the users can assess themselves by trying out all the questions provided to enhance their understanding on role- play. Answers are provided and result will be revealed once the users done with the quiz.

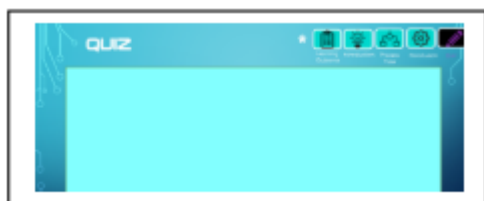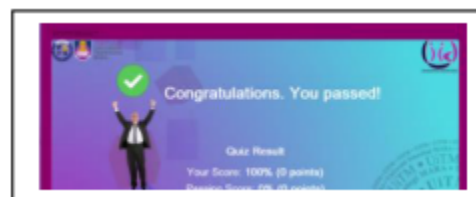Figure 7: The Quiz part

Figure 8: The Result

7. Result And Discussion

The respondents were chosen from two groups of the same programme (Business Management students). They enrolled in Semester June – October 2016 for Part One English subject that is ELC121, and they had to do role-play assessment. One of the groups waschosen to be participants and another was set as control group. The participants were taughtby using i-Role-Play Interactive DVD whereas the other group was using traditional method. Their result was compared in Role-Play Test which was conducted in Week 10 of the semester. The finding is shown in the table below.

Table 1: Role-Play Test Marks

Group	Role-Play Test Marks (15 marks)
Traditional method	7.50
Using i-Role-Play Interactive DVD	13.00

Table 1 showed the result of the group that using interactive DVD scored positive result (87%) as compared to the control group who scored only 13%. This has shown promising result for improving and promoting teaching andlearning (P&P). The pre-test and post-test were used to evaluate the performance of interactive slide which consist of 5 points in Likert Scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). The questions included in the pre-test and post-test are as follows:

1. The arrangement of slides are slides/notes are clear.
2. The contents of slides/notes are well-organized and comprehensible.
3. The slides/notes are interesting.
4. The role-play simulations activate my interest in subject matter.
5. Overall, I am satisfied with the product.

In the pre-test, most of the students disagree on all aspects in which all questions got more than 70%. It means that students are commonly taught using an old and traditional method as teaching and learning method for role-play. The result is shown in Figure 9 below.
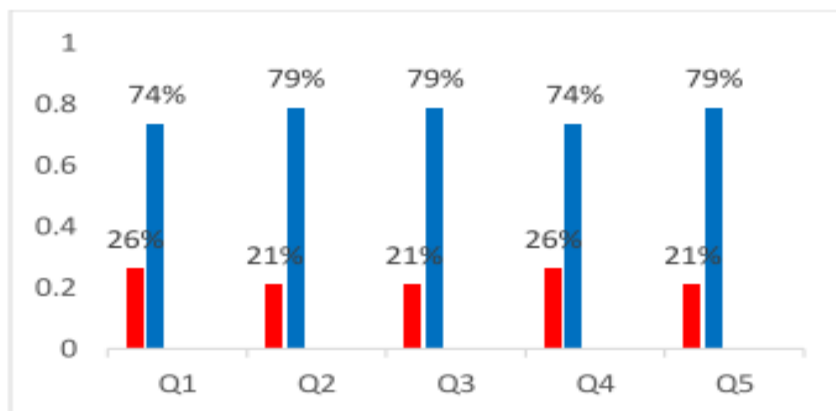

Figure 9: Pre-Test

In contrast to the pre-test, post-test results are more encouraging (shown in figure 10). Overall, the students are mostly agree and strongly agree that the slides arrangements are clear, well-organized and comprehensible due tothe process flow arrangement which can conclude the overall process of subject matter. More than 70% of students agreed on the role- play simulations really help them in terms of enhancing and developing their interest in role-play activity. This is because instead of learning through reading the students are also assisted with self-virtual learning in term of videos and interactive slide presentations. In conclusion, the students were agreed and strongly agreed with the use of interactive DVD in teaching and learning role-play.
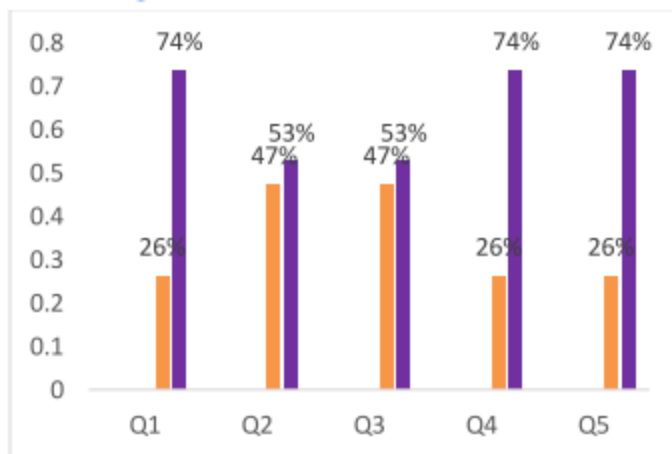

Figure 10: Post-Test

8. Conclusion

In a nutshell, the result has shown that the teaching and learning (P&P) techniques using interactive DVD i-Role-Play: Let's Act it Out as a tool to increase students' performance in role- play assessment is positively good. This interactive DVD enhances teaching and learning (P&P) process by aiding lecturer to fully utilized OBE-SCL concept in teaching and learning (P&P) process.

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