

**The Effect of Role-Play Instructional Package on Upper Basic Students’
Learning outcomes in Oral English in Kwara State, Nigeria.**

Dr. (Mrs.) Helen Olufadeke Obielodan

Department of Arts and Language Education, Faculty of Education,
Ekiti State University, Ado-Ekiti.
olufadekeobielodan@gmail.com

Abstract

This study investigated the effect of the Role-Play Instructional Package (RPIP) on students' learning outcomes in Oral English in Kwara state in comparison to traditional lecture methods. The diverse tribes and languages in Kwara State create interference to effective language skills learning. The study also examined the influence of attitude of students towards oral English learning. Utilizing a quasi-experimental design, the research involved 100 students divided into experimental and control groups. The experimental group received instruction through RPIP, while the control group experienced traditional lectures. Two sets of research instruments were used to collect data for the study. These were questionnaire on student attitude towards Oral English (QOSATOE), English Language Speech Sounds Performance Test (ELSSP). The questionnaire on students' attitude QOSATOE consisted of 15 items. The ELSSP consisted of 40 questions. The 40 items were all derived from NECO question papers. The face and content validity were carried out through experts in the Faculty of Education, Ekiti State University. The reliability of the instruments were ascertained in a pilot testing that was carried out in schools outside the study sample. The data collected for the study were analysed using the descriptive and inferential statistics, t-test was used for the experimental group. Hypothesis was tested at 0.05 level of significance. The findings on attitude of students towards Oral English before treatment, revealed that majority of the students had negative attitude towards Oral English before treatment. Results indicated a significant improvement in the learning outcomes of students taught with RPIP, with the experimental group showing a substantial mean gain in post-test scores, whereas the control group showed no significant change. The study underscored the potential of RPIP as an effective instructional strategy that can be broadly applied across diverse student demographics. It is recommended that RPIP strategy is a student-centered approach and effective learning strategy adequate for teaching oral English and cater to diverse language pronunciation defects in Oral English. Future research should explore the long-term impacts of RPIP and its effectiveness across various subjects and educational level.

Keywords: Role-Play Instructional Package (RPIP), Oral English, Learning Outcomes.

Introduction

Poor verbal foundation could affect proficiency and hinder academic attainment. Defect in communication leads to misunderstanding. Incorrect pronunciation gives different meanings or no meaning in conversations or reading. While correct pronunciation gives speech intelligibility and comprehension. Pronunciation also affects the writing skill of a learner, since an individual writes what he pronounces. Szynalski (2017) asserts that correct pronunciation should be given priority in English teaching and learning. People find it stressful listening to a speaker who requires patience to understand or one with strange, unpleasant accent.

Oral English has two major levels, the segmental level, this is the level of individual sounds or phonemes. Each phoneme is a segment of speech, the vowels and consonant sounds are at this level. The supra segmental level is the level when there is a larger number of segments, i.e. words or phrases. The supra segmental level is the level of stress (word and sentence) and intonation. The vibration of sounds in the vocal cord as a speaker speaks to convey the message is the rhythm. Rhythm may be influenced by the mood of the speaker who may be conveying an interrogative message, (this has a rising tone) or a declarative sentence (this is always accompanied with a falling tone) (Weisser, 2013).

At the segmental level, mispronunciation of the distinct sounds can lead to communication interference. There are sounds or phonemes in the English language that are not in the mother tongue of the second language learner. When learning a second language, some phonemes of the mother tongue close to the individual sounds in the second language that have been internalized by the learner interfere with the second language. The learner tends to utilize the sounds in his mother tongue closest to those in the second language. He therefore, transfers these sounds to the second

language. This affects his pronunciation of the syllables in the words of the second language, distorting the meaning of words and affecting the meaning of the sentences, thereby creating a problem of semantics. (Onwochei *et al* 2024). This research is important because there are so many tribes in Kwara State. All these tribes are represented in the classes of some Public schools in Ilorin being the state capital, and the common language is English.

The role-play method is a basically interactive, activity-based strategy that makes it possible for learners to act different roles, exploring different realistic situations or world scenarios in which students could be involved in. Erturk (2015). It is a cooperative learner centered strategy, an innovation in education, a teaching method that appeals to more sense organs. It appeals not only to auditory and visual but to touch, and feeling. Role play instructional method could make learning concrete and meaningful. Role-play encourages repetition, which is required in the teaching of sounds. Repetition of the sounds could encourage developing of the language skills. (Sundari 2015).

The diverse phonemes we have in Kwara State need clarification which could be achieved with the requisite comprehensive knowledge of the phonemic inventory of the English language presented in role play package. Role -play method of teaching could improve students' pronunciation. Role play teaching strategy can also solve the problem of stress in words and sentences. Idogho (2016) in a research on how drama-in-education as a teaching approach foster students centered learning, observed that education in the 21st century has witnessed a major change, shifting the focus from teacher centeredness to learner's centeredness. As observed by Idogho, the Nigeria's curriculum has tended more to constructivist approach with some progressive philosophy. This approach is activity based in which learning experiences and instructional approach

are tailored to solve distinct needs and problems of learners. Role-play in education is an activity based teaching, role acting, strategy that solve learning problems. The Basic classes 1 – 9 are the foundation on which all other levels of education are built. Success or failure of a student or learner or nation depends largely on how this level is handled. One of the goals of this level of education is to inculcate ability to communicate effectively.

The introductory part of the 9 - year basic curriculum, states its main components as listening and speaking: reading and writing; grammatical accuracy; language appreciation through literary works. It further emphasizes regular practice for communicative competence (NERDC 2010). The role-play strategy encourages regular practices. The researcher's experience in teaching English language over the years reveals that some English language teachers have defects in pronunciation. This is especially so with the teachers that studied other subjects but are made to teach English. Some of these teachers also find the oral aspect of English language difficult to handle. They find it convenient to skip oral English for other aspects of English language. The oral aspect of the language is viewed as an abstract concept difficult to develop. The researcher also observes that English language teachers handle most or all aspects of the subject without exploring other teaching methods. Rintamingium (2021), observes that to develop the knowledge and skill of speaking and writing of English Language learner in the social context, there is need for an appropriate methodology. The classroom should focus on student centered learning where student construct their own learning, the role play method is a teaching strategy that is basically interactive. It is a technique that makes it possible to explore different realistic situations in which students are likely to be involved in life. A

cooperative learning strategy in which students act different roles in the classroom.

As stated by Amaechi (2005), Oral English is integrated into the English language curriculum to teach students correct ' meaningful and effective communication. The main goal in teaching pronunciation is to achieve intelligibility (the level at which the speaker is understood by the listener) and comprehensibility (the level to which individual's pronunciation is understood). Fakeyede (2009) investigates the extent to which Nigerian secondary school students' proficiency in English language predicts their overall academic achievement in Oyo and Osun States. The result shows that English language proficiency of the students has a significant impact on the overall achievement of students. Ozowuba (2018) investigates the relationship between English proficiency and academic achievement of Nigerian Secondary School Students in West African Senior Secondary School Examination (WASSCE). The result shows that the overall achievement of students is grossly affected by students' proficiency in English. Ozowuba attributes the poor performance to limited proficiency in English. The researchers, therefore traced the poor performance of students, to their inability to understand the subjects in the curriculum taught in the second language.

Research Hypotheses

1. There will be no significant difference between male and female students' attitude towards Oral English before treatment.
2. There will be no significant difference in the learning outcome of Upper Basic students exposed to Role-Play Instructional Package (RPIP) and the control group.

Influence of attitude on learning

Research on attitude in different subject areas have established that attitude has influence on behaviour and students' academic achievements. Attitude is affected by concepts like values, beliefs and has influence on behaviour. The way an individual feels about a thing is reflected in his behaviour. Attitude is a mental outlook to what the world is. It puts together concepts like belief, opinions, mood and emotion. (Metsarinne, 2015) Teachers' attitude can affect students' interest, academic achievement and total welfare. A teacher who exhibits indifference to the students or his lessons will affect the emotions of the students negatively. Teacher's attitude can build or hurt or hinder students' interest.

Herniana *et al* (2021) investigated students' attitude towards English language in Jombang Elementary Schools. Qualitative research methodology was used for the research. Data were gathered using questionnaire. The finding showed that most students exhibit positive attitudes to studying English, but have little ability in learning English. Their positive attitude did not affect their poor capability. Viet (2017) in a study on undergraduate students' attitude towards learning English observed that one of the factors affecting the effective learning of a second language is attitude. A comprehensive knowledge of students' attitude could enable language teachers, to change students' attitude. Language teachers, programmers, school managements and educators could embrace strategies that can help improve learning.

Aktar *et al* (2016) investigated students' attitude towards their learning situation and their achievement in ELT. 175 twelfth grade students were tested on their attitude towards the learning situation to their achievement in EFL. The attitude to their classroom atmosphere EFL teachers and EFL course. The Pearson's Product Moment

Correlations coefficient were used between the subjects scores of the test on the predictor variable and scores in the 1st year final examination on English first paper. The findings revealed that EFL classroom anxiety negatively and significantly correlated with the scores of achievement in EFL. The results also showed that students' attitudes towards their EFL teacher and course had associations with their scores of achievement in EFL. The recommendations based on the findings were: to alleviate the classroom anxiety of the students; strengthen the efficiency and expertise of the teacher to improve the materials used in teaching. This is to boost the academic achievement of the students. The findings revealed that positive attitude helps the learning process.

Ibemeriji *et al* (2021) investigate the effect of attitude on students' academic performance in Biology in the senior secondary schools in Rivers State of Nigeria. Correlational survey design was adopted. The population consisted all senior secondary schools in Port-Harcourt Local Government areas of Rivers State. 420 Biology students were selected for the sample using random sampling technique. The instruments were Students Attitude Scale (BSAS) and Biology Achievement Test. The statistical tools used for the data analysis were mean, standard deviation, t-test, and spearman Rank Order Correlation Coefficient (ρ). The findings showed that Biology students have positive attitude to Biology. There was no significant difference between students' attitude in the area of gender, but there was significant relationship between study habits and academic performance in Biology. The study recommended that Biology teachers should motivate their students to improve their academic performance.

The various reviewed studies showed that one of the factors affecting learning generally and English Language learning specifically, is attitude of the learners. Students' positive attitude can be strengthened

through efficiency and expertise of the teacher in the choice of the right strategy. The right choice of strategy will also help students with positive attitude but poor ability. The right choice of teaching strategy by a resourceful and efficient teacher will positively affect the attitude of students towards learning and achievement of the learning goal. Other educational factors like attractive learning situations (arrangement of the classroom) and environment could be improved upon if the government, the school authority, teachers and the society can help provide items that will make up suitable learning outcomes

Role-play Packages and the Teaching of Oral English

According to Rahayu (2015), language is important in the development of a child. It is the only tool by which the child communicates, defect in communication may affect the thinking ability, emotions, various life situations and activities. In the pursuit of the child's goal in life, apart from the mother tongue, adequate knowledge of the second language is needed. The knowledge of English language enables the child to access the requirements that lead to their goals.

At all levels of growth, speaking exercise helps a second language learner to practice the skill. Rahayu states that students can be engaged in regular practice if teachers provide adequate situation and activities in the classroom. Enough speaking cannot be done with the traditional classroom method of teaching. The traditional classroom can therefore not meet the expectation of the curriculum. Competence in English can only be achieved through practice. Communicating ideas, feelings, and information; accurately, effectively, and meaningfully requires the proper teaching of speaking.

Speaking is a crucial skill in communication. It is a productive skill that produces all activities we are involved in. To master the skill, the role play is a teaching method that can be used by teachers to mimic and

produce almost all activities that the students get involved in and situations that the students might find themselves. In role play, the teachers plan the social context and the dialogue that the students will role play. Students are given opportunity to explore by taking roles of diverse situations using the right dialogue in context of different relevant issues. In the process, they gain self- confidence.

Lestari *et al* (2020), observe that speaking skills is the most important of the four language skills, but people lack the confidence to speak due to poor pronunciation. Lestari *et al* investigated if role play method can improve students' speaking skills. The study adopted some data collection technique using one questionnaire instrument, classroom observation, interviews, and document analysis as triangulation. Triangulation were interpreted descriptively.

The findings revealed that role-play method gives a vivid opportunity for practicing pronunciation in speaking. It is a funny way of learning which gives room to a lot of conversation from the students who are also in charge of the teaching task. It involves the students in the teaching activity. Taking up role and conversing with one another gives them the opportunity of speaking English in the context of the different social and role situation. This gives opportunity of wide variety of scope and imagination.

Role play is an effective instructional strategy that builds students competence through motivation as a result of playing. (Aura, *et al* 2023) Craig (2014) describes role play as a teaching method that enables students explore in a realistic situation by conversing with people within a duration of time and taking up a role in a scenario that the player is not practically in, to imitate actual experience and help in understanding of the situation being role played. It is a flexible method of teaching with no

requirement on where it is played. The role playing can be in the lecture room, hall, seminar room etc.

Negara (2021) conducted a library research on teaching speaking using role-play method. The study was carried out to give an in-depth reason for the use of role-play method in teaching of English to develop the speaking skills. The finding showed that role play is a good strategy to improve students' speaking skills, self-confidence, cooperation among students and it also makes the learning environment conducive. The students find learning motivating and exciting. Negara observed that speaking is a productive skill and the method of teaching it can only be effective in the regular speaking practice. Lack of motivation in the method of teaching affects the interest of the students. The students lack confidence in speaking because of the fear of making mistakes. Confidence can be gained if students find themselves in an atmosphere where they are free to converse with room for repetition until the learned item is mastered.

Krebt (2017) also shared the opinion that role play helps encourage fluency and active learning by creating opportunity for students that do not participate in the traditional language classroom lessons to speak. Sari *et al* (2021) in a library search project, investigated existing literature on the effect of role-play method of teaching on students' speaking. A library research project was conducted by critically reading eleven journal articles on the use of role play technique for students. The result of the data showed that role play has been proven in the existing literature as a technique that can improve students' speaking ability. The findings showed that the use of role-play helps students construct correct sentences and provides a good opportunity to improve their English-speaking ability. It also helps students explore diverse real-life situation in

communication that enables them to gain their confidence and speak concise and accurate English.

Sari *et al* supports the view of Lestari *et al* (2020), that speaking is rated the most crucial of the four language skills. Communicative efficiency is the knowledge of the language which is exhibited by the speaker's skill. Speaking a language depicts knowledge of the language since speaking is the means of communicating with the native speakers of the language which is termed 'communicative efficiency' (Pg3). The ultimate reason for teaching a language is to achieve communicative competence. To achieve this, activities that can lead to conversation should be planned for English language pronunciation class. This can make students master the speaking skills easily.

Methods

The research design used in this study were, descriptive research of the survey type on attitude of students to Oral English before the experiment and Quasi-experimental design. The quasi-experimental design was appropriate because it helped in administering the experimental group and comparing the performance of the group with that of the control group. The population for the study comprised all students in all co-educational Upper Basic Schools in Kwara State. The sample for the study consisted 100 Upper Basic 2 students in Kwara State. The purposive sampling technique was used in selecting the samples. Equivalent co-educational schools with intact classes of 50 members were chosen from the schools located in the settlement of the civil servants in Ilorin. One school was used for the experimental group while one school was used for the control group. Questionnaires on students' attitude towards Oral English were administered on students before the experiment.

An illustrative representation of the experimental design is presented below:

E₁- Experimental group 1 (Role-Play Instructional Package)

C₃- Control group³

The research design is further explained below:

O₁, O₃ - pre-test

O₂ O₄ - post-test

X = treatment with Role-Play

C = Control group (Conventional teaching).

Table 1: Research Design Layout

Group	Pre-test	Treatment	Post-test
Experimental group 1	O ¹	X	O ₂
Control group	O ³	C	O ₄

Results

Hypothesis One: There will be no significant difference between male and female students' attitude towards Oral English before treatment.

Table 2: t-test showing the difference between male and female students' attitude towards Oral English before treatment

Gender	N	Mean	S.D	Df	t _{cal}	t _{tab}
Male	82	13.59	3.28	148	0.345	1.984
Female	68	14.09	3.18			

P < 0.05 (Result Not Significant)

Table 2 shows that the t_{cal} (0.345 is less than t_{tab} (1.984) at 0.05 level of significance, the null hypothesis is not rejected, this implies that there is no significance difference male and female students' attitude towards Oral English before treatment

Hypothesis Two: There will be no significant difference in the performance of Upper Basic students exposed to Role play instructional Package and control group.

Table 3: t-test showing the difference in the performance of Upper Basic Students exposed to Role Play instructional package and Control group

Groups	N	Mean	S.D	df	t _{cal}	t _{tab}
Role Play	50	20.520	3.986	98	8.587*	1.984
Control Group	50	13.720	3.933			

P < 0.05 (Significant Result)

Table 9 shows that the t_{cal} (8.587*) is greater than t_{tab} (1.984) at 0.05 level of significance, the null hypothesis is not accepted, this implies that there is a significant difference in the performance of Upper Basic Students exposed to Role Play instructional package and Control Group

Discussion

The findings on attitude of students towards Oral English before treatment reveal that majority of students had negative attitude towards Oral English before treatment. This supports the study of Viet (2017), Aktar *et al* (2016) who found out that some of the factors affecting the effective learning of the second language is attitude. Students' positive attitude can be strengthened through efficiency and expertise of the teacher in the choice of the right strategy.

The finding of this study shows that Role play instructional package is effective in solving the diverse English language pronunciation defects in multiple language dialects of Upper Basic Students of the Public Schools in Kwara State. The finding supports the finding of Sundari (2015), Sari, *et al* (2021) that role play method gives opportunity for practicing pronunciation and improves students' speaking skill. The finding of the study shows that gender did not influence the attitude of the students towards oral English before treatment.

Conclusions

The Role-Play instructional package had the most implication on the students. The study concluded that the use of Role-play in teaching and

learning of Oral English has implication on the students. Based on the findings, it was concluded that because of the relevance of English for communication and for academic achievement, Oral English should be taught effectively. The use of Role-play teaching strategy will break communicative defects of all the tribes and dialects of students and teachers. This would enhance better performance in Oral English, English language and all the subjects in the curriculum. This is because effective communication is basic in any learning. Role Play Instructional Package would help the early arrest of poor communicative skills of the students at the lower level, this will enhance better performance at the school certificate level. The Role Play package will also motivate students to learn and change their negative attitude to learning, to achieve optimal students learning outcomes.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Role Play instructional strategy should be used to teach Oral English, this will cut across mother tongue defects of students.
2. Teachers should be encouraged to use Role-play teaching strategy. Role-play teaching method is a student centered approach, a productive teaching method adequate to clarify communication defects.
3. The Kwara State government should be aware of the impact a teaching strategy like role play has on learning. The Kwara State government can solve the problem of pronunciation by adopting this package or making available relevant packages and equipment to teach pronunciation.

4. This package can be used to teach oral English in mono or multi language States. It will meet the needs of learners irrespective of their mother tongues.

References

- Aktar T. & Maniruzzaman, M., (2016) The impact of the students' Attitudes towards their learning situation on their Achievement in EFLA case study at the HSC level <https://www.researchgate.net>.
- Amaechi, M.I. (2005). *Comprehensive English language for Senior Secondary Schools*. Lagos: A. Johnson
- Aura, I. Jarvela, S. Hassan, L. & Hamari, J. (2023). Role-play experience's effect on Students' 21st Century skills propensity. *The Journal of Education Research*. <https://doi.org/10.1080/00220671/2023.2227596>
- Craig, C., (2014). Role-Play: An approach to teaching and Learning using online Role-Play to develop ICT skills. [blogs.shu](https://blogs.shu.ac.uk)
- Erturk, E. (2015). Role-Play as a teaching strategy. 1-6w w w .academia.edu.
- Fakeyede, D. O. (2009). English Language proficiency as a predictor of Academic Achievement among EFL students in Nigeria. *European Journal of Science Research* 37(3), 490-495
- Herniana, S. & Laili, E., (2021) student's attitude towards English Language learning. <https://www.Researchgat.net>
- Ibemeriji, G. Inibelie, E & Inibelie S. (2021) Effect of Attitude on Students' Academic performance in Biology in Senior Secondary School in River State. <https://www.researchgate.net>
- Idogho, J. A. (2016). *Towards a Student Centered Learning in Nigeria Schools: Drama-ineducation and progressive Pedagogy*. Federal University Oye Ekiti, Ekiti State, Nigeria
- Krebt, D.M.(2017). Effectiveness of role play Techniques in Teaching speaking for EFL College Students. *Journal of language* <https://journals.unizik.edu.ng/jtese>

teaching and research, 8(5), 863-870.

<https://doi.org/10.17507/jltr.0805.04>

Lastari, F., & Sridatun, F. A. (2020). An analysis of student speaking skill using Role-play method. Doi: 10.22460/project.V3i1.p114-119. Project (Professional Journal of English Education) vol. 3(1), <https://www.researchgate.net>3388>

Metsarinne, M. & Kallio M (2015), How are students attitudes related to learning outcomes? Internal Journal of Technology and Design Education 2b(3) <https://www.researchgat.net>2792>

NERDC, (2010). 9 Year Basic Education Curriculum on English Studies for Basic One

Ozowuba, G. U. (2018). Relationship between English Proficiency and Academia Achievement of Nigeria Secondary School Students. Dissertation submitted in partial fulfillment of the requirement for the degree of Doctor of Education Walden University. https://scholarworks_aldenu.edu/dissertations.

Onwochei, M. O., & Bako, A. (2024). Influence of mother tongue on English Pronunciation : A contrastive analysis of Bogghom and English Phonenes. *International Journal of Arts and Humanities*. ISSN : 3005 – 3455 DOI : 10. 61424 / ijah. Journal Homepage : www.bluebookmark.com/publisher.com/index.php/DAH

Rahayu,P. (2015). Role-Play strategy in Teaching Speaking. *Journal Ilmiah Edu Research* 4(1) p61-70. <https://media.neliti.com>mediaPDF>

Rintamigium, R. (2021). Constructivist Theory and a teaching learning cycle in English. <https://www.researchgate.net>3140>

- Sari, I.P., Prawati, A., & Indahsari, A (2021). The effect of role-play on improving students' speaking ability: A library research. Students of English study Program Language and Arts Department. Teachers Training and Education. Faculty Universities Riau. <https://jom.unvi.ac.id>articlePDF>
- Sundari, S. (2015). Using Role-play Technique to improve the students' pronunciation skill at eight grades of SMPNZ Pekalogan East lamping. An undergraduate thesis. www.metroouni.ac.id
- Szynalski, T. (2017). English Pronunciation <https://www.antimoon.com/how/pronuciationgood,htm>
- Viet, V.V. (2017). Undergraduate Students' Attitude Towards learning English: A case study at Nong Lain University VNU Journal of Science Education Research 33(4) 1 – 7 <https://www.researchgate.net>
- Weisser, M. (2013). Teaching Suprasegmental futures of spoken English Through films to Develop listening Achievement of Learners Chapanit Sawaengmongkon, Rajamangala University of Technology Krungthep, Thailand p.570-577. www.litu.ac.th Retrieved 5th Sept. 2016