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SCHOOL OF FOREIGN LANGUAGES**

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**USING ROLE PLAY TO DEVELOP SPEAKING SKILL FOR
STUDENTS IN HUNG SON PRIMARY SCHOOL**

**(Sử dụng hoạt động đóng vai để phát triển kỹ năng nói cho học sinh
của trường tiểu học Hùng Sơn)**

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DECLARATION

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I certify that the minor thesis entitled **“Using role play to develop speaking skill for students in Hung Son primary school”** is my own study in the fulfillment of the requirement for the Degree of Master of Arts at Foreign Language Faculty, Thai Nguyen University.

Signature:

Truong Thi Kim Nhi

Thai Nguyen, 2018.

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Moreover, the shortcomings in this study are unavoidable. Therefore, I hope to receive the sympathy from teachers and friends.

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ABSTRACT

The aim of this research is to enhance students' activity in learning speaking skill, to check whether role play is effective learning technique, to know advantages and disadvantages of role play. The research subject is fifth grade students of Hung Son Primary School which is located in Hung Son town, Dai Tu district, Thai Nguyen province. This research was classroom action research that conducted into two cycles. In each cycle was consisted of plan, action, observation, and reflection. Data collection techniques used are interviews, observations and tests. In this research, the researcher acted as the practitioner. The tests were in the form of pre-test conducted in the pre-research and post-tests conducted at the end of every cycle. These tests were conducted to know how well students speak English by using role play in teaching English.

The results of this research showed that the use of role-play can improve the students' speaking competence, role play is an effective technique of learning, and there are some advantages besides the disadvantages. From the observations, it can be seen that the students could speak well and improve their vocabularies and grammatical structure. Using role play in speaking class could increase the student's scores in learning speaking. It can be proved by the improvement of motivation of students. There were 7 students or 11.67 % of students in the class who achieved the minimal mastery level criterion or KKM (65) in the pre – test. In the result of post – test in cycle 1, there were 22 or 36.67 % of the students who achieved KKM. In the result of post –test in cycle 2, there were 53 or 88.33 % of the students who achieved KKM, and it means this action research is successful.

Based on the research finding above, at the end of this research, the researcher wants to propose some suggestions to English teachers. First, before conducting the instructional process especially in speaking class, choosing the most suitable way of improving the students' motivation in learning speaking is important because this is the key of the success in teaching-learning process. Besides, it is necessary to create an interesting and enjoyable atmosphere in the teaching learning

process in order to make the students easier in improving their speaking competence.

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CHAPTER 1: INTRODUCTION

1.1. Rationale

English is an international language used in order to communicate in the fields of education, technology, trade and politics so that it is learnt as a foreign language in many countries around the world. In Viet Nam, speaking is appreciated as an important skill in teaching English for primary students. Nowadays, the students faced a number of difficulties in learning speaking skill.

The first problem students faced in speaking skill was they did not have sufficient vocabulary, because of this; they found it difficult to express their ideas when the teacher wanted them to speak in English. The second problem was the students felt afraid if they made some mistakes when they conversed in English. Therefore, many students were not confident to speak and take part in classroom interaction. The third problem that the students faced in learning speaking skill was they had very limited time to practice their English because they only practiced their English at school, and after they returned home from school they did not use English anymore. Moreover, the students just have an opportunity in classroom which is a contrived situation that does not always make the opportunity for students to practice natural speaking. Consequently, the students thought that their performance in English was still low.

Because of these problems, in order to activate and motivate students in learning speaking, teachers should use effective techniques for the teaching of speaking. One of the most popular activities used is role play which is a very useful technique in teaching speaking language. Ur (1981) stated that “The use of the play has added a tremendous number of possibilities for communication practice”. Barkley (2004, p. 150) said that “Role Play is a created situation in which students deliberately act out or assume characters or identities they would not normally assume in order to accomplish learning goal”. It means the activity helps create interaction in the language classroom. It is practical, entertaining, and gets students to produce authentic English. Additionally, it can motivate the learners and establish good

relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

Deriving from the above mentioned reasons, “*Using role play to develop speaking skill for students in Hung Son primary school*” is made. The researcher hopes that this study will provide the teachers of primary school a suitable method to teach speaking for primary students.

1.2. Aims of the study

This study had two aims:

- To find out whether role-play improves the speaking competence of students at Hung Son primary school.
- To find out the advantages and disadvantages while applying role-play to students at Hung Son primary school

1.3. Research questions

- How effective are role-playing activities in improving students’ speaking skills at Hung Son primary school?
- What are the advantages and disadvantages of using role-play to teach speaking English skill?

1.4. Scope of the study

The scope of the research focused on developing speaking skill for students in grade 5 in Hung Son Primary School by using role play. Any other related issues should be included in further research.

1.5. Significance of the research

“Using role play to develop speaking skill for students in Hung Son Primary School” is a research which is expected to be able to give some benefits for teachers, learners and readers.

For teachers, this study can give more meaning and deeper understanding for the English teachers for the innovative and creative methods that can be applied in teaching speaking.