Impact of role-play on improving tenth-grade students' English-speaking skills and enhancing their personality skills

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Abstract

This research aimed to examine the impact of role-play on improving students' speaking skills and personality skills. To this end, four academic sections comprising 50 male and female students from the tenth grade were selected: two sections for males and another two sections for females from Haley International School in Al-Khobar city in Saudi Arabia. The four sections were distributed into two groups: the experimental group and the control group. Results showed that the experimental group, which received instructions through the role-playing strategy, had significantly higher scores in the post-test of speaking skills and personality skills compared to the control group, which received traditional instruction. This suggests that role-play is effective in improving both speaking and personality skills in language learners. Interestingly, there was no statistically significant difference in students' scores due to gender, indicating that role-play is equally effective for both male and female students. These findings have important implications for language teachers who are looking for innovative and engaging ways to improve their students' language skills. By incorporating role-play activities into their lessons, teachers can help their students develop not only their language proficiency but also their personality skills.

Keywords: Personality skills, Role-playing, Speaking skills, Tenth-grade students.

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1. Introduction

Speaking a second language is essential because it widely opens doors to other peoples' cultures, places, and lifestyles. Learning another language in general and English in particular has many benefits, especially when dealing with technology and all its implications. As shown by Nazara [1], it is the language of computers, science, and modern technology, and it is greatly used in research and scientific journals where most of the work is published in English. Traditional ways of learning

another language overemphasize grammar and memorizing vocabulary rather than practicing the language. On the other hand, students who practice the language authentically and have interactions with native speakers can enjoy learning another language. This idea is supported by Richards and Renandya [2], who asserted that learning to speak a foreign language requires more than knowing its grammar and semantic rules; learners must also acquire knowledge of how native speakers use the language in the context of structured interpersonal exchange. For this reason, teachers of foreign languages should look for engaging and communicative methods such as role-play. In this regard, Goh and Burns [3] criticized textbooks, saying that speaking exercises are brief, pay little attention to speaking, and don't always have documented results. Therefore, action should be taken to efficiently improve students' speaking skills with reliance on role-play methods rather than traditional methods.

Fadilah [4] and Krebt [5] asserted that role-play can enhance students' speaking skills, which can be seen as the way a student behaves in a certain context or situation. It provides information using body language and spoken language in real-life situations. They added that role play is suitable for high- and low-level students, and it gives them the chance to learn more about social, economic, and political issues in society, and then comment on and interact with them. It also increases the sense of creativity and enhances cooperation among learners. This will create a conducive classroom environment where students are motivated to learn.

Role-playing is a great way to practice one's skills in a safe, simulated environment. It's like a gym for working on and improving your soft skills. Participants can practice thinking on their feet and responding to real-life situations through role-playing activities. As the saying goes, "Practice makes perfect," so if you want to improve your communication skills, personality skills, or any other soft skill, you must put them to use in a variety of workplace settings. Because soft skills must be practiced through interactions with others, they cannot be taught solely through theory [5].

One of the most effective methods that the researchers want to highlight is role play, where they aimed to examine the positive impact of implementing this strategy in teaching and learning English to improve communication and enhance speakers' personality skills. The researchers presented both the advantages and disadvantages of the role-play strategy along with discussing its influence on the students' motivation toward proper communication.

1.1. Problem Statement

From the researchers' experiences in teaching English to non-natives, they discovered that Arab students do not have adequate vocabulary and cannot express their ideas through fluent and proper language so that others may understand them. The researchers believe that a lack of linguistic and communicative competencies, as well as some personality skills such as confidence and shyness, are the main reasons that cause ineffective communication among learners. To overcome this problem, the researchers believe that a change must occur in learning and teaching. Agreeing with Alzboun, et al. [6], they adopt role-play and highlight its significance in teaching and learning the four language skills in general and speaking in particular.

1.2. Purpose of the Study

The purpose of this research is to investigate the impact of role-play on promoting Arab students' speaking skills and personality skills, such as critical thinking, problem-solving abilities, communication skills, teamwork, collaboration, and self-confidence.

1.3. Research Questions

The researchers hope that the research will adequately respond to the following questions:

RQ1: What is the impact of role-play on improving Arab students' English-speaking skills? Does this impact vary based on the teaching method and gender?

RQ2: What is the impact of role-play on enhancing Arab students' personality skills? Does this impact vary based on the teaching method and gender?

1.4. Hypotheses of the Study

The purpose of this research is to examine the following null hypotheses:

H_{01}: There are no statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th-grade students' improvement in English language speaking skills due to teaching method or gender.

H_{02}: There are no statistically significant ($\alpha \leq 0.05$) differences in the mean scores of 10th graders' enhanced personality skills due to teaching method or gender.

1.5. Significance of the Study

The importance of this research is twofold: Theoretical significance can be seen in contributing to improving EFL teachers' and students' abilities in utilizing role-play to promote speaking skills and personality development. Practical significance can be observed in students' attempts to use role-play alongside teachers who will monitor, guide, and evaluate the entire process from A to Z.

1.6. Limitations of the Study

This research was limited to the Ad-Dammam Region's private school tenth graders during the second semester of the 2022-2023 academic year. The research measures only the impact of the role-play technique on students' speaking and personality skills.

2. Literature Review
This section is composed of the theoretical framework and the relevant studies.

2.1. Role Play
Unlike traditional methods of teaching, role play can easily engage students in an authentic and conducive learning environment. For example, Steinert [7] and Van [8] suggested several steps for the application of role play:

1. Setting goals: In this stage, teachers should determine the quality and the expected outcomes of the topics or themes selected for role-playing.
2. Preparing the topic of the educational situation: Once the teacher identifies the subject of the activity, he should ask the following questions [7]: Is the focus on understanding the problem or issue, on attitudes and feelings, on skills, or on combining some of these aspects? What is the degree of autonomy and spontaneity that the student will bring to the activity?
3. Preparing students: Students should be linguistically and psychologically prepared.
4. Creating the classroom environment: The class is arranged so that the scene is in front of the students, and the chairs are positioned in a way that resembles the target realistic situation, if possible. To enhance the realism of the role-playing, it is advisable to bring, if available, some tools and clothing that represent realistic situations, such as a doctor's uniform or a telephone.
5. Assign roles: The teacher, in cooperation with the students, describes the characters of the situation by asking some questions, such as: Who are the main characters in the situation? What are their feelings? What is expected of them? How old are they? What are their personal traits? What do they do? How does each view the problem?
6. The selection of participating students depends on the proportionality of their mental and social abilities to the roles, and the number of students must be consistent with the number of roles in the educational situation. As for the process of selecting participants, it can be done randomly.
7. Preparing the participants requires providing them with written texts, prepared by the teacher, before role-playing to allow students to think about their roles. The text should include necessary information about the problem and ideas for its solution and be written in easy, clear, and understandable language with short sentences. Preparing the participants requires changing their personalities and names due to the inappropriate perceptions that the student viewers may have of them after the completion of the learning activity. Students may use character cards to be remembered by other participants taking turns. Students can also keep their real names in case there are no issues. It should be noted that unjustified laughter from participants or viewers may negatively affect the expected results.
8. Explaining the role of the students watching: It is better to engage the rest of the students in a productive way by instructing them to observe certain parts of the scene and write down what they see on cards created by the teacher that are related to the goals of the activity.
9. Executing the scene: Some teachers feel that role-playing takes a long time, and to reduce this feeling, it is advised that the role-playing be brief so that it presents the main targeted issues. However, the implementation of the scene requires giving the participants enough time to integrate into the situation. Therefore, it is recommended that the role-playing continue for an appropriate period to enable the participants to play their roles and understand the situation. A simple role-play can last from 5 to 10 minutes, and in many cases, a scene can last from 10 to 20 minutes. Scenes that need careful elaboration can last for a period of 20 to 40 minutes, which is a very long duration that affects the student's recollection of the essence of the discussion problem. Thus, it is recommended to divide the scene into several sessions. During the implementation of the scene, the teacher observes the scene, writes a storybook, or fills out a note card.
10. Discussion and evaluation: The discussion session should help the students review the participants' tools, discuss observations, analyze cause-and-effect relationships, and suggest alternatives to behavioral models, especially since participants and observers need to reveal their feelings and impressions and display them on the surface. In this regard, the student participating in the role should present his opinions and feelings and justify his actions. Rather, the discussion stage should start with the main role in the scene, as this provides relief to all students when the main role is allowed to present his opinion at the beginning. These interventions are prompted by the continuation of the discussion.

2.2. Personality Skills
As defined by Doyle [9], personality skills can be described as personal and behavioral traits and characteristics that determine how people communicate with each other respectfully and meaningfully through good self-management. These skills include creativity, management, leadership, language, and analytical abilities. They are methods to develop personal skills that distinguish a person from others. One of the most common ways to enhance personal skills is through effective education, including role play. One of the aims of education is to provide individuals with all types of knowledge that help learners develop well-balanced personalities (professionally, culturally, mentally, and socially).

2.3. Pertinent Studies
In the context of the positive impact of role-play on improving university students' speaking skills, there is a wealth of research. For example, Idham, et al. [10] showed that there is a significant difference in speaking achievement between students who are taught using role-playing and those who are not. Additionally, Krebt [5] revealed that students in the experimental group demonstrated significant improvements in speaking in real-life situations. Similar findings were reached at the school level by other researchers. For example, Alzboun, et al. [6] investigated the impact of role-playing strategies on

the speaking skills of tenth graders in Jordanian schools. A total of 86 participants were selected from Lamis Secondary Girls School in Amman, Jordan, using a two-part random sampling technique. The experimental group consisted of 42 students, while the control group comprised 44 individuals. Using the ANCOVA and MANCOVA tests, the collected data from the role-playing tutorial, a speaking test, and a rating scale were analyzed. The results demonstrated that role-playing had a significant impact on the five components of the experimental group's speaking skills.

More research was conducted at the school level and showed positive impacts of role play in improving students' speaking skills. For example, Keezhatta [11] conducted a study in Saudi Arabian schools in the Riyadh region to evaluate the effectiveness of role play as a teaching and formative assessment strategy for undergraduates. The results of the pre- and post-tests revealed a significant difference in the experimental group's level of knowledge. In addition, a structured questionnaire was used to assess the effectiveness of role playing from the teachers' perspectives. This technique for English majors at the undergraduate level facilitates the resolution of interpersonal issues in the classroom, improves interpersonal skills, and boosts language proficiency. Similar research was conducted in different regions. For instance, in Moscow, Martynenko [12] revealed the effectiveness of role-play in developing communicative speaking skills for senior high school students. In another region, in the south of Vietnam [13], the efficacy of using role-play techniques for learning English speaking skills was determined. The findings of the aforementioned research indicated that using role-play techniques as the primary factor influencing learners' speaking proficiency was associated with various reasons and significant effects.

In the Indonesian context, researchers such as Ayuningtias and Yana [14] conducted research on role-play techniques and students' speaking skills. The researchers used classroom action research, where role play can be trusted to improve students' speaking abilities. A sample of 30 students was selected from the study's population, which consisted of 300 students. The data was gathered through testing and observation. After the implementation of role-playing activities in every cycle, the students' speaking scores improved dramatically. This can be seen from the results of the students' average scores: Cycle I was 83.07 and Cycle II was 77.08. It can be concluded that role play can improve students' speaking skills.

Unlike the aforementioned research, Daniastuti [15] found that simulation is a more effective method for improving speaking performance than role play. This research was conducted at Tarciusius Vocational School in Semarang using data collected from 31 students. Other findings of the research indicated that highly motivated students significantly alter their attitudes toward speaking and learning by utilizing simulation techniques and role-playing. Low student motivation, on the other hand, has no significant effect on their speaking skills learning outcomes.

Compared with task-based learning, cooperative learning, and communicative learning, role play was more effective in students' speaking performance [16]. In the research they conducted, they examined the characteristics of role-play, beginning with its roots in psychodrama. The researchers found that role-play was better than other teaching approaches because students engage in conversations in real-world situations, where they converse naturally and meaningfully with their peers about their daily lives and future careers.

In the Malaysian context, research discovered a positive correlation between role play and speaking in a better social atmosphere where students feel at ease and comfortable. For example, Abdul Rahman and Maarof [17] conducted a study to determine the impact of role-playing on the oral communication skills of students learning English as a second language, as well as the students' attitudes toward it. It was found that the role-playing strategy improves the oral communication skills of students who are learning English as a second language and helps them overcome the anxiety associated with speaking the language in public. It was also found that role-playing allows students to enhance their academic performance in the English language subject, makes learning enjoyable, and encourages students to speak the language naturally and fluently.

3. Methodology
To collect the data necessary for the research, the researchers used qualitative and quantitative research methods, employing three tools: interviews, observations, and pre-post tests.

3.1. Sample of the Study
As seen in Table 1, the participants of this study consisted of 25 male students and 25 female students whose ages ranged from 14 to 15 years. All participants were selected randomly, are non-native speakers of English, shared the same socioeconomic background, and had studied English for ten years. The female sample was divided into two groups, and so was the male sample; each group was further divided into an experimental group and a control group. The distribution of the study sample is shown in the following table:

Table 1.
Distribution of the sample among the groups.

Group	Experimental	Control	Total
Female	12	11	23
Male	13	14	27
Total	25	25	50

3.2. Instruments of the Study
3.2.1. Pre-Posttest
The researchers constructed a pre-post test to gauge students' levels of performance in speaking. Furthermore, a pretest, progress test, and posttest were designed based on role-play activities in accordance with text extracted from British Council learning activities.

3.2.2. Validity and Reliability of the Pre-Posttest

Validity, as defined by Middleton [18], is the extent to which the results truly measure what they are intended to measure. The test was validated by a jury of EFL instructors, English supervisors, and Head Teachers. The specialists in the field provided their comments, notes, and advice, which were taken into consideration by the researchers, who made some alterations, omissions, and additions to the instrument. Middleton [18] states that reliability refers to how consistently a method measures something. To check the reliability of the test, a test-retest method was applied to the experimental study within two weeks. An out-of-sample number of Grade 10 students from Halley International School were used to assess understanding of words and instructions, timeliness, and reliability. Cronbach's alpha was utilized, which is a measure of internal consistency reliability that examines how well the items on a scale or test measure the same construct. On the other hand, the Pearson correlation coefficient was employed to measure the strength and direction of the linear relationship between two variables.

3.2.3. Validity and Reliability of the Questionnaire

The researchers tested the validity of the questionnaire by showing it to a number of supervisors of English and teachers of English as well. The juries were asked to rate the questionnaire on how well it was written, how relevant it was to the purpose of the study, and how clear it was. The feedback from the juries was used to change and improve the questionnaire, ensuring it accurately measured the intended constructs and could be used in the study. The revised questionnaire was then administered to a sample of participants to further assess its validity. The researchers used the Cronbach's Alpha coefficient to measure the reliability of the tool.

3.2.4. Oral Speaking Rubric

The Oral Speaking Rubric Form was designed to identify and record students' speaking skills, which were then transformed into scores. The oral speaking rubric form used in this study is based on the TOEFL Speaking Rubric with a few changes. It is used to measure how well students speak. Similarly, this study also assessed the students' oral performance according to four main criteria: descriptive details, delivery (fluency and pronunciation), language usage, and topic development. The characteristics of each criterion are defined in four short behavioral statements as mentioned in the framework. This helps make the test reliable because it avoids subjectivity and provides clear, accurate, and reciprocal behavioral data for each point on the scale. The researcher and grade ten English teachers will objectively see the characteristics of speaking ability for each student, whether they achieve a score of 5, 4, 3, 2, or 1. After that, the researcher can easily calculate the score. The maximum score earned for the oral speaking test is 20, obtained from the four criteria for speaking as given above. This number of points is described in.

3.3. Teaching Materials

Teaching materials consist of lesson plans, which in turn include learning objectives, role-playing activities, cards, pictures, videos, and PowerPoint presentations, along with teacher's instructions, a table of specifications, an evaluation guide, and speaking rubrics that were used as materials in this study. Each activity has a subject, objectives, method, roles, materials, tools, procedures, and instructions that are used in it, as well as the actions that must be taken during each component of the activity. After completing the activity, there is an evaluation that is divided into two parts. The first part of the evaluation occurs when students use the evaluation guide at the end of the activity to assess their classmates as they perform their assigned tasks. The second part of the evaluation is when the teacher uses the speaking rubrics to evaluate the students' performance. Additionally, the students use a questionnaire to assess the overall teaching process.

3.4. Procedures
3.4.1. Research Cycle

Through this cycle, the researchers followed the ongoing cycle of "plan-act-observe-reflect," considering the aim of the research. The researchers divided the cycle into three actions: planning, acting, observing, and reflecting. The researchers adapted this procedure as described below. After a pretest, the researchers observed the students' performance, collected data on the issues that students faced, and adapted a plan that suited their needs based on what was observed. After meeting with their English teachers and working with them, the researchers produced three lesson plans with teaching tools and research instruments. According to the data collected by the researchers about the students, they designed activities, speaking rubrics, an evaluation guide, and questionnaires.

3.5. Statistical Analysis

This research used the T-test for two independent samples to determine the equivalence of the control and experimental groups before conducting the experiment and to test the differences between the mean scores of the two groups on the test. Pearson correlation analysis and the correlation test between the average scores of the two groups on the test were utilized.

Table 2.
Comparison of the students' mean scores in the pretest, progress test, and posttest.

	Pretest	**Progress Test**	**Posttest**
Mean Score	14.15	15.50	17.50

3.6. Results of the Research

According to the data presented in Table 2, there was an improvement in the total mean score of students' speaking ability from the pretest score of 14.15 to 15.50 in the progress test, and ultimately to 17.50 in the posttest.

3.6.1 Results Related to the First Question

What is the impact of role-play on 10th graders' improvement in their speaking skills in English? Does this effect vary due to the teaching method and gender? Results showed that there are no statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th-grade students' improvement in English language speaking skills based on teaching method or gender. Table 3 shows the results.

Table 3.
Standard deviations and mean scores for each group.

Group	Gender	No.	Pre-test M	Pre-test SD	Post-test M	Post-test SD
Control	Male	14	13.14	1.29	14.50	0.94
	Female	11	14.18	1.16	15.18	1.40
	Total	25	13.60	1.32	14.80	1.19
Experimental	Male	13	13.76	1.01	17.53	0.77
	Female	12	14.25	1.35	18.50	1.38
	Total	25	14.00	1.19	18.00	1.19
Total	Male	27	13.44	1.18	15.96	1.76
	Female	23	14.21	1.24	16.91	2.17
	Total	50	13.80	1.26	16.40	2.00

According to Table 3, the researchers noticed that the mean scores in the pre-test for the male experimental group were 13.76, and the standard deviation was 1.01, while the mean score in the pre-test for the male control group was 13.14, and the standard deviation was 1.29. However, the mean score of the male experimental group in the post-test is 17.53, and the standard deviation is 0.77, while the score of the male control group in the post-test is 14.50, and the standard deviation is 0.94. Moreover, the mean scores in the pre-test for the female experimental group are 14.25, and the standard deviation is 1.35, while the mean score in the pre-test for the female control group is 14.18, and the standard deviation is 1.16. However, the mean score of the female experimental group in the post-test is 18.50, and the standard deviation is 1.38, while the score of the female control group in the post-test is 15.18, and the standard deviation is 1.40. The researchers concluded that the experimental group mean scores in both groups (male and female) increased during the application of the study, indicating that there was an impact from using role-playing techniques on students' improvement that occurred during the application of the study.

Table 4.
The means and standard errors of the post-test scores by methods.

Group	N	Mean	Std. Error
Traditional	25	14.8	0.23
Role-play	25	18	0.23

The first table displays the number of individuals in each group, the mean, the standard deviation, and the standard error of the mean for each of the study groups.

Table 5.
The results of Levene's test for the Independent Samples T-Test regarding the method of students' improvement.

	Levene's test for equality of variances	
	F	Sig.
Equal variances assumed	0.150	0.700
Equal variances not assumed		

The first part shows the results of Levene's test, in which the value of (Sig) is greater than (0.05) and equal to (0.70). This indicates acceptance of the null hypothesis of homogeneity of variance for the two groups, thus achieving the condition of homogeneity for using the "T" test for two independent samples.

Table 6.
The results of independent sample T test due the method on students' improvement.

t-test for equality of means						
T	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
9.505	48	0	3.2	0.33665	3.87688	2.52312
9.505	48	0	3.2	0.33665	3.87688	2.52312

The calculated value of the t-test is 9.50, and the degrees of freedom are 48. The value of Sig is equal to 0.00, which is less than the significance level of 0.05. This means rejecting the null hypothesis and accepting the alternative hypothesis, which states that there are statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th graders' improvement in English language speaking skills due to the teaching method, favoring the higher average for the role-playing method, which is 18.00.

Table 7.
The means and standard errors of the post-test scores by gender.

Group	N	Mean	Std. Error
Male	27	15.96	0.33
Female	23	16.91	0.45

Data shown in Table 7 indicate that the adjusted mean for the male group is 15.60, which is less than the female group's mean of 16.40.

Table 8.
The results of independent sample T test due the gender on students' improvement.

T	Df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
					Lower	Upper
1.706	48	0.094	0.95008	0.55675	2.06949	0.16933
1.678	42.358	0.101	0.95008	0.56615	2.09232	0.19216

The calculated value of the t-test is 1.70, and the degrees of freedom are 48. The value of Sig is equal to 0.09, which is more than the significance level of 0.05. This means rejecting the alternative hypothesis and accepting the null hypothesis, which states that there are no statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th graders' improvement in English language speaking skills due to teaching gender.

3.6.2. Results Related to the Second Question
What is the impact of role-play on enhancing 10th graders' personality skills? Does this effect vary due to the teaching method and gender?

There are no statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th-grade students' enhanced personality skills due to teaching method or gender.

Table 9.
The mean score before using the role-play method.

Aspects	Self-confidence	Positive attitude	Team player	Time management	Critical thinking and problem-solving
Mean Score	2.52	2.56	3	2.76	2.56
Total Mean Score = 16.4					

The table above shows that the mean score of the personal skill 'self-confidence' before using role play was 2.52. The mean score for the positive attitude before using role play was 2.56, 3 for the team player skill, and 2.76 for time management. The mean score for critical thinking and problem-solving skills was 2.56.

Table 10.
The mean score after using the role-play method.

Aspects	Self-confidence	Positive attitude	Team player	Time management	Critical thinking and problem-solving
Mean Score	3.76	3.56	3.96	3.68	4.04
Total Mean Score = 19					

Table 10 shows that the mean score for the skill 'self-confidence' after using role play was 3.76, while the mean score for positive attitude after using role play was 3.56. The mean score for the team player aspect was 3.96, and 3.68 for time management. The mean score for critical thinking and problem-solving was 4.04.

Table 11.
Comparison of the students' mean scores before and after using the role-play technique.

	Before	After
Mean Score	16.4	19

Based on Table 11 regarding the students' speaking scores, the total mean score improved from 16.4 (before using role-play) to 19 (after using role-play).

Table 12.
The means and standard errors before and after using the role-play method.

Group	N	Mean	Std. Error
Traditional	25	13	0.265
Role-play	25	19	0.208

In Table 12, Data shows that the adjusted mean of the traditional method is 13, which is less than the role-play mean of 16. As a result, the difference between the two groups supports the role-playing technique.

Table 13.
The results of Levene's test for the independent samples t-test regarding the method on students' enhancement.

	Levene's test for equality of variances	
	F	Sig.
Equal variances assumed	2.194	0.145
Equal variances not assumed		

The first part shows the results of Levene's test, in which the value of (Sig) is greater than (0.05) and equal to (0.145). This means accepting the null hypothesis of homogeneity of variance for the two groups, and thus the condition of homogeneity is achieved for using the "T" test for two independent samples.

Table 14.
The results of independent sample T test due the method on students' enhancement.

T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
17.823	48	0.000	0.6000	0.337	6.677	5.323
17.823	45.482	0.000	0.6000	0.337	6.678	5.322

As seen in Table 14, the calculated value of the t-test is 17.82. The value of Sig is equal to 0.00, which is less than the significance level of 0.05. This means rejecting the null hypothesis and accepting the alternative hypothesis, which states that there were statistically significant ($\alpha \leq 0.05$) differences in the mean scores of 10th graders' enhanced personality skills due to the teaching method.

Table 15.
The means and standard errors before and after using the role-play method.

Group	N	Mean	Std. Error
Female	27	16.04	0.639
Male	23	15.96	0.676

Data shown in Table 15 indicates that the adjusted mean for the male group is 15.96, which is less than the female group's mean of 16.04. Therefore, the difference between the two groups favors the female group.

Table 16.
The results of Levene's test results of independent sample T test due the gender on students' enhancement.

	Levene's test for equality of variances	
	F	Sig.
Equal variances assumed	0.000	0.999
Equal variances not assumed		

The first part shows the results of Levene's test, in which the value of (Sig) is greater than (0.05) and equal to (0.99). This means that the null hypothesis of homogeneity of variance for the two groups is accepted, and thus the condition of homogeneity is achieved for using the "T" test for two independent samples.

Table 17.
The results of independent sample T test due the gender on students' improvement.

T	Df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
					Lower	Upper
0.86	48	0.932	0.81	0.932	1.794	1.955
0.87	47.091	0.931	0.81	0.930	1.791	1.952

Data show in Table 17 that the calculated value of the t-test is 0.86, and the degrees of freedom are 48. The value of Sig is equal to 0.93, which is more than the significance level of 0.05. This means rejecting the alternative hypothesis and accepting the null hypothesis, which states that there are no statistically significant ($\alpha \leq 0.05$) differences in the mean scores of 10th graders' enhanced personality skills due to gender.

3.7. Summary

1. The findings are summarized as follows: There were statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th graders' improvement in English language speaking skills due to the teaching method, in favor of role play.
2. There were no statistically significant differences ($\alpha \leq 0.05$) in the mean scores of 10th graders' improvement in English language speaking skills due to gender.
3. There were statistically significant ($\alpha \leq 0.05$) differences in the mean scores of 10th graders' enhanced personality skills due to the teaching method, in favor of role play.
4. There were no statistically significant ($\alpha \leq 0.05$) differences in the mean scores of 10th graders' enhanced personality skills due to gender.

4. Conclusion

This research was conducted on the tenth-grade students of Haley International School in March 2023 during the third trimester of the academic year 2022-2023. The aim of this research is to improve the participants' English-speaking skills as well as their personality skills. The My Perspective program was selected for this study. The actions of this research were executed in two cycles.

The results of the first cycle proved to have both successful and unsuccessful actions. Consequently, some actions were added and modified in the second cycle to address the actions that failed. For instance, students struggled to pronounce multiple words, so an action was taken to improve their pronunciation through a variety of pronunciation games.

The results of the research showed evident improvement in the students' speaking and personality skills in the post-test. Adding role-play activities to the plan resulted in a comfortable learning environment and increased students' motivation to practice speaking, which demonstrates their enthusiasm for role-play activities. Students seemed to enjoy role-playing as it revolves around given situations. Role play is also an effective way to boost students' confidence, which significantly impacts their personality skills. The results also indicated gradual improvements in the confidence of the students. Cycle 1 showed that very few students were confident in their roles. However, in Cycle 2, most students played their roles confidently, indicating that role play could enhance the students' self-esteem.

In addition to the aforementioned results, there was statistical evidence that students' speaking skills had improved. This was evident from the students' mean scores regarding speaking ability, which increased from the pre-test to the progress test or post-test. The mean score of the students' speaking skill in the progress test increased from 14.15 to 15.50. Then, in the post-test, the mean score of the students' speaking skill was 17.50. The rising mean scores suggest that the implementation of role play was an effective technique in enhancing the speaking proficiency of students.

Furthermore, the convergence of the characteristics of males with those of females and the conditions between male and female schools, as well as the convergence of teachers' characteristics between male and female divisions, created a balance between the male and female divisions. As for the role-playing strategy, its activities and procedures affected both levels of the gender variable equally. The role-playing strategy, with its procedures and activities, cannot be said to be suitable for male students without female students or suitable for female students without male students, as it is appropriate for both male and female students together. Therefore, there is no effect of the interaction of the role-playing strategy and gender on self-confidence. The female teachers who cooperated in applying the strategy indicated that the students' interaction with the strategy in terms of enthusiasm, desire, participation in activities, and performance was very similar to the students' interaction with the strategy regarding enthusiasm and desire to participate. The theoretical literature on role-playing strategies does not indicate that the strategy works positively with students, is specific to them, or works better with female students than with male students.

In conclusion, implementing role play is believed to improve the students' speaking ability in the teaching and learning process. Evident changes were noticed in the students' descriptive details, delivery (fluency and pronunciation), language usage (style and complexity), and topic development. Moreover, the researcher and the collaborator were able to observe some noticeable changes in the teaching and learning process, as well as in the educators, researchers, and their students, as mentioned above.

4.1. The Evolution of the English Teaching and Learning Process

Prior to any of those actions, English classes for both students and teachers were dull and repetitious. Additionally, sessions barely engaged students in speaking activities or role-playing activities. Through those actions, students had an excellent opportunity to improve their communication skills, which is a focus in the teaching and learning process. Activities in those actions allowed students to practice and become more active in using the target language for communication. The focus in the learning process was not only on grammatical rules but also on the usage of vocabulary as well as expressions when communicating. After the implementation, it was claimed that English classes were exciting and engaging, as there was a variety of useful and alluring activities. Moreover, there was a great focus on communication and personality skills that were evident in every implemented activity.

4.2. The Student's Changing Personality

Before the implementation of the actions, students tended to stay silent, which led to a student-centered classroom. Additionally, when speaking in English, students were less confident and passive. Furthermore, students were uninterested and unengaged with such monotonous activities. Most students either slept during the session or left early. As role play was used effectively in each class, students were able to boost their confidence and improve their pronunciation. In addition,

students mastered using new vocabulary words that they learned in class in their daily dialogues. As they were given new activities, students enthusiastically participated in all implemented tasks.

Some aspects were used as indicators, namely descriptive details, delivery (fluency and pronunciation), language usage (style and complexity), and topic development. Based on the results of the tests, the students' speaking skills significantly improved from the pre-test to the progress test to the post-test. The data indicates that there was an improvement in students' speaking skills, as evidenced by the increase in mean scores from the pre-test to the progress test and post-test.

4.3. The Teacher's Changes

Throughout this study, the students' English teacher acted as an assistant to the observer. This study added significantly to the experience of the English teacher in effectively implementing role play in the planning and teaching process. Therefore, the teacher admired and valued the efforts to improve the students' speaking skills. The teacher barely attended teaching and learning activities, yet the researcher's efforts were evident and appreciated. The English teacher can take this as a good opportunity to teach other teachers and inform them about how to implement such interesting yet useful activities. What the teacher most importantly noticed was her students' eagerness to learn and speak English well.

4.4. Implications

Apparently, the application of role play proved to be helpful in improving students' speaking skills. Students actively engaged and enthusiastically participated in the teaching and learning process. This suggests that applying role play is very beneficial in the teaching and learning process for both teachers and students. Students' speaking abilities improved as role play was implemented in every activity. This was demonstrated by the improvement of the students' levels in several aspects, such as descriptive details, delivery (fluency and pronunciation), language usage (style and complexity), and topic development. Moreover, in teaching and learning activities, role-playing activities proved that students' motivation and participation gradually increased.

These strongly suggest that role-playing activities can be used to improve students' speaking skills through fun, motivating, and interesting speaking activities. Therefore, English teachers are encouraged to use them in the course of language teaching.

The role-playing strategy has important implications for language teachers who want to improve their students' language skills. By incorporating this technique into their lessons, teachers can help students develop not only their language proficiency but also their interpersonal skills. This is especially important for tenth-grade students who are still developing their personalities and social skills. Role-playing activities allow students to practice real-life scenarios in a safe and controlled environment, which helps them build confidence and improve their communication skills. Moreover, these activities can be tailored to different learning styles and interests, making them engaging and fun for students. By using role-playing activities, language teachers can create a dynamic classroom environment that fosters creativity, critical thinking, and collaboration among students. Overall, the role-playing strategy is an effective tool that can help language teachers create innovative and engaging lessons that promote both linguistic and personal growth in their students.

4.5. Recommendations

After conducting this study, the researcher offers some advice to students, English teachers, and other researchers. Below are some recommendations to English Teachers: It is recommended that teachers of different stages and academic subjects hold training courses and hands-on workshops where teaching strategies like the role-playing strategy and the cooperative learning strategy are examined because they are based on activating the role of the learner in classroom situations. This will help determine how effectively role-playing games can be implemented in speaking education to improve students' speaking abilities.

Incorporate the role-playing strategy in a systematic and planned manner into curricula, school curricula, and the teacher's teaching manual so that the teacher can use it and benefit from it.

EFL Learners: Role-playing should be used as a speaking activity because it improves students' communication abilities. Additionally, students are using English more frequently. This suggests that role-playing should be a part of the educational process for students.

Researchers: The researcher is aware that the purpose of this study is to improve students' speaking abilities through role-playing. Results from studies can be consulted by other researchers working on related projects. More research should be done to show how the role-playing strategy affects the growth of other psychological and social traits in students in order to achieve the integrated development of personality.

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