

**TEACHERS' PERCEPTION ON ROLE PLAY
TECHNIQUE IN TEACHING SPEAKING SKILL**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

Submitted by

HARI BAHADUR RAI

Tribhuvan University

Faculty of Education

Janta Multiple Campus, Itahari

Sunsari

2078/2022

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

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APPROVAL FOR THE RESEARCH

The thesis entitled **TEACHERS' PERCEPTION ON ROLE PLAY TECHNIQUE IN TEACHING SPEAKING SKILLS AT SECONDARY LEVEL** Submitted by **Mr. HariBahadurRai** in partial fulfillment for Master of Education in English has been approved by following thesis evaluation committee.

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DEDICATION

*Dedicated
to
My parents,
Who devoted their lives to my education
and
the respected teachers
Whose constant encouragement inspired me
to become
what I am today*

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First of all, I would like to express my sincere gratitude to my honorable thesis supervisor **Mr. Tirtha Raj Acharya**, Lecturer, Department of English Education, Janta Multiple Campus, Sunsari for his continuous guidance, useful comments, inspiration, encouragement and feedback from the very beginning to the completion of this work.

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I would also like to express my sincere gratitude to all the Gurus who taught me and made me able to stand at this position. I also like to thank my friends for their cooperation to work with this thesis. And, finally my parents and friends who helped me at every footstep of my life are heartily thanked.

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HariBahadurRai

ABSTRACT

This thesis entitled **TEACHERS' PERCEPTION ON ROLE PLAY TECHNIQUE IN TEACHING SPEAKING SKILL** attempts to find out teachers' perceptions on role play technique in teaching speaking skills. It also aimed to explore their actual situation on its use in teaching English. This research was based on survey based quantitative research design. In order to achieve these objectives, 20 secondary level English teachers teaching at secondary level of Itahari were selected as the sample of the study through the use of purposive sampling procedure and questionnaire were used as the tool data collection. The data were collected, analyzed and interpreted by using simple statistical tools and description with percentage tables.

The findings of the study showed that, all of the teachers were interested in the use of role play technique while teaching speaking skills, role play technique is effective and they were satisfied in the use of role play technique. Most of the teachers agreed that the use of role play technique in teaching speaking skills develops the students' creativity and helps to reduce the use of mother tongue, helps to avoid the hesitation of the learners, develops the skill-based education of the learners, enhances contextual use of the language by the learners, students get benefit while teaching speaking skills through role play technique, role play enhances learners' autonomy and role play is really applicable and fruitful in teaching speaking skills.

The teachers use role play technique for teaching English language for teaching speaking, teaching dramatization and simulation and their role to be motivator and facilitator to present the lessons through role play. They conducted conversation, interview, miming and communication while using role play technique and viewed that role play presents complex subject in a simple way. On the other hand role play is very difficult to use in mixed ability class in teaching speaking skill, role play requires expert guidance and leadership, role play has lack of social skills and it is a time-consuming process and trained teacher is needed to use role play technique in the classroom in teaching speaking skills for solving the problems in using role play technique.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	i
<i>Recommendation for Acceptance</i>	ii
<i>Recommendation for Evaluation</i>	iii
<i>Approval for the Research</i>	iv
<i>Dedication</i>	v
<i>Acknowledgements</i>	vi
<i>Abstract</i>	vii
<i>Table of Contents</i>	viii
<i>List of Tables</i>	ix
CHAPTER- ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definition of Key Terms	6
CHAPTER- TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-22
2.1 Review of Related Theoretical Literature	7
2.1.1 Brief Introduction of Approach, Method and Techniques	7
2.1.2 ELT in the Context of Nepal	8
2.1.3 Student Centered Technique and Teacher Centered Technique	9
2.1.4 Role Play as a Technique	10
2.1.5 Teacher's Perception	15
2.2 Review of Related Empirical Literature	16
2.3 Implication of the Review for the Study	20
2.4 Conceptual Framework	21
CHAPTER-THREE: METHOD AND PROCEDURE OF THE STUDY	23-25
3.1 Research Design	23
3.2 sources of data	23

3.2.1. Primary Sources of Data	23
3.2.2. Secondary Sources of Data	23
3.3 Sample Population and Sampling Strategy of the Study	24
3.4 Area of the study	24
3.5 Data Collection Tools and Techniques	24
3.6 Data Collection Procedure	24
3.7 Ethical Consideration	25
3.8 Data Analysis and Interpretation Procedure	25
CHAPTER- FOUR: RESULTS AND DISCUSSION	26-41
4.1. Results	26
4.2. Discussion	29
4.2.1 Analysis of Closed-ended Questions	29
4.2.1.1 Teachers' interest in the use of role play technique	30
4.2.1.2 Teachers' perception on the effectiveness of role play technique	30
4.2.1.3 Satisfaction on the use of role play technique	31
4.2.1.4 Teachers' perception on the use of role play develops students' creativity	32
4.2.1.5 Teachers' facing problems on the use of role play technique in teaching	33
4.2.1.6 Role play technique in teaching speaking skill reduces the use of mother tongue	34
4.2.1.7 Role play technique in teaching English avoid hesitation of the learners	36
4.2.1.8 Role play technique in teaching speaking skill develops the life skill-based education of the learner	37
4.2.1.9 Role play technique in teaching speaking skill enhances contextual use of the language	38
4.2.1.10 Students get benefit through role play while teaching speaking skill	39
4.2.1.11 Teaching speaking skill through role play enhances learners' autonomy	40
4.2.1.12 Role play is really applicable and fruitful in teaching speaking skill	41
4.2.1.13 Use role play technique teaching speaking	41
4.2.1.14 Role play is best to be used in teaching dramatization and simulation	42
4.2.2 Analysis of Open-ended Questions	43
4.2.2.1 Teachers' role to present the lessons through role play	43
4.2.2.2 Activities conducted by the teachers while using role play technique	44
4.2.2.3 Requirements for a successful role play	45
4.2.2.4 Benefits of role play in teaching speaking skill	46
4.2.2.5 Challenges faced by teachers in teaching speaking skill	48
4.2.2.6 Practice of role play technique in our ELT classroom	49

4.2.2.7 Use of role play technique in our ELT classroom	49
4.2.2.8 Teachers' suggestions for solving the problems in using role play technique	50

CHAPTER- FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary/finding	53
5.2 Conclusion	55
5.3 Recommendations	56
5.3.1 Policy Related	56
5.3.2 Practice Related	56
5.3.3 Further Research Related	56

References

Appendices

LIST OF TABLES

Table No.	Title	Page No.
1	Teachers' interested in the use of role play technique while teaching speaking Skill	30
2	Teachers' perception on the effectiveness of role play technique in teaching speaking skill	31
3	Satisfaction on the use of role play technique in teaching speaking skill	32
4	Teachers' perception on the use of role play develops students' creativity	33
5	Teachers' facing problems on the use of role play technique in teaching	34
6	Teachers' perception on the use of role play technique in teaching speaking skill reduces the use of mother tongue	35
7	Teachers' perception on the use of role play technique in teaching speaking skill avoid hesitation of the learners	36
8	Teachers' perception on the use of role play technique in teaching speaking skill develops the life skill-based education of the learners	37
9	Teachers' perception on the use of role play technique in teaching speaking skill enhances contextual use of the language	38
10	Teachers' perception on students get benefit while teaching speaking skill through role play technique	39
11	Teachers' perception on teaching speaking skill through role play enhances learners' autonomy	40
12	Teachers' perception on role play is really applicable and fruitful in teaching speaking skill	41
13	Use role play technique teaching speaking	42
Table 14:	Teachers' perception on role play is best to be used in teaching dramatization and simulation	43
Table 15:	Teachers' role to present the lessons through role play	44
Table 16:	Teachers' activities conducted while using role play technique	45
Table 17 :	Teachers' perception on requirements for a successful role play	46
Table 18 :	Teachers' perception on benefits of role play in teaching speaking skill	47

Table19 : Teachers' perception on the challenges faced by the teachers while using role play in teaching speaking skill	48
Table 20 : Practice of role play in our ELT classrooms	49
Table 21: use of role play in our ELT classrooms	50
Table22: Suggestions by the teachers for solving the problems in using play technique in teaching speaking skill.	51