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## The Effectiveness of Role Play Method in technical Learning English among Fifth Grade Pupils in Iraq

### A B S T R U C T

English is one of the most important and basic subjects among the study subjects, The English language is one of the international languages spread in all countries of the world, and it is one of the means of social communication between peoples in different countries, And the aim of this study is to apply a modern method in teaching English language (representative role), which depends on the easy representative roles in the classroom through which the students interact and the topic becomes clear, the researcher used the experimental design with partial control for the research, and the researcher chose one of the primary schools in Wasit Governorate, intentionally, and the research sample consisted of (67) students divided into two divisions (A) and (B), and he was rewarded among the students of the two research groups in the pre-test variable.

The researcher confirmed the validity of the test by presenting it to a group of experts, and according to its statistical stability using the Pearson correlation coefficient, as the reliability coefficient reached (1.035), and the duration of the experiment for the research lasted two months, The result of the experiment ended with the superiority of the experimental group to the controlled group which refers to the significant differences on ( 0.05 ), The results of this research were the commitment of the students to perform the representative roles, which raises the motivation for preparation and creativity in the lesson and increases their attention throughout the lesson.

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اثر أسلوب لعب الأدوار في التعلم التقني للغة الإنجليزية لدى تلاميذ الصف الخامس في العراق  
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### الخلاصة:

تعتبر اللغة الإنجليزية مادة رئيسية بين مواد المنهج الدراسي ، وهي من اللغات العالمية المنتشرة في جميع دول العالم ، و إحدى وسائل التواصل الاجتماعي بين الشعوب في مختلف البلدان وقد هدفت هذه الدراسة الى

تطبيق طريقة حديثة في تدريس اللغة الإنجليزية (دور تمثيلي) والتي تعتمد على تبادل الأدوار التمثيلية السهلة في الفصل والتي من خلالها يتفاعل الطلاب ويتضح الموضوع ، وقد استخدم الباحث التصميم التجريبي ذو الضبط الجزئي للبحث ، واختار إحدى المدارس الابتدائية بمحافظة واسط عمداً ، وتكونت عينة البحث من (67) تلميذا مقسمة إلى قسمين (أ) و (ب) ، وقد وكافأ بين طلاب مجموعتي البحث في متغير الاختبار القبلي، وللتأكد من صدق وثبات الاداة قام الباحث بعرضها على مجموعة من الخبراء، وباستخدام معامل ارتباط بيرسون ، حيث بلغ معامل الارتباط (1.035) ، واستغرقت مدة التجربة للبحث شهرين. انتهت التجربة بتفوق المجموعة التجريبية على المجموعة الضابطة مما يشير إلى وجود فروق ذات دلالة إحصائية على (0.05) ، وكانت نتائج هذا البحث التزام الطلاب بأداء الأدوار التمثيلية مما يثير الدافع. للإعداد والإبداع في الدرس ويزيد من انتباههم طوال الدرس.

الكلمات المفتاحية : الدور التمثيلي ، الفاعلية

## NEED FOR THE STUDY

The objective of this research is that the English language subject is still under the influence of traditional methods, which generates a weakness in remembering the important information and ideas for this subject with difficulty in learning it and acquiring its concepts. It is given to them by heart, and they cannot apply it in new educational situations, and this leads to the learner not practicing his mental and linguistic processes that facilitate the learning process. The researcher felt this problem by looking at previous studies and through direct contact with a number of teachers of the English language, who numbered (12), by asking them questions about the students' low scientific level in English and the extent of their practice of it, and do the teachers have information About the style of the acting role, the answers were as follows:

- 100% of them answered that there is a decrease in the students' scientific level in the language subject. English because of the large number of concepts in this material, which creates difficulty in understanding and assimilation of the learner.
- 80% of them answered that the students depend on memorization and remembrance in this subject, which leads to their failure to practice their mental operations in the required manner.
- 100% of them answered that they do not have any information about the style of the acting role.

## Research problem:

One of the most common problems facing teachers and specialists in teaching English is the low level of pupils' achievement, and this is will increase the riskiness of this problem, and it will develop in primary education, which is mean the first step for subsequent educational stages, which has negative effects, and One of the reasons behind the low level of pupils' achievement in English is not using the strategies and teaching methods that depend on learning that makes the pupil active, effective, and a thinker in the classroom, the research problem can be determined by the following question:

**What is the effect of the role-playing style on the achievement of fifth graders in English subject?**

### **OBJECTIVE OF THE STUDY**

To find The Effectiveness of Role Play Method in Learning English among Fifth Grade Pupils in Iraq

### **HYPOTHESES OF THE STUDY**

The following hypotheses are formulated for the present study:

1. There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who will study the English language subject in the role-playing style and the average scores of the control group students who study the English language subject according to the usual method of acquiring concepts.
2. There is no statistically significant difference at the level of significance (0.05) between the average scores of the experimental group students who will study the English language subject by the role-play method and the average scores of the control group students who study the English language subject according to the usual method of Effectiveness.

### **LIMITS OF RESEARCH**

The current research is limited to:

1. Pupils of the fifth grade of primary school at Al-Ataba Al-Tahra School of the General Directorate of Wasit Education for the academic year 2017-2018.
2. The fifth, sixth and seventh units of the English language book.
3. The second semester of the academic year (2017-2018 AD).

### **TERMS & DEFINITIONS**

First: the style of the Role Play Method:

Theoretical definition of the Role Play Method:

**Atiya, (2008) said** : its method of teaching oriented towards social interaction based on simulations that students perform to play the roles of individuals or things contained in a real situation, which makes the topics closer to reality (Atiya, 2008: 189)

**Procedural definition:** It is the method in which the researcher studied the students of the experimental group, which depends on performing representative roles in the classroom by a group of students automatically, and in the meantime the researcher asks some questions that are answered by highlighting the main points of the topic of the lesson.

### **Second: The Effectiveness**

#### **Theoretical definition:**

**Al-Jalali (2011) said** "The individual's actual level of performance in the academic field resulting from the process of the student's mental and cognitive activity, which is indicated by the student's answers to a set of theoretical or practical achievement tests presented to him at the end of the academic year or in the form of standardized achievement tests". (Al-Jalali, 2011: 52).

**Procedural definition:** It is the amount of cognitive achievement that students get after learning the English language, and it is measured by the total score obtained by each student in the two research groups in the achievement test prepared for research purposes.

## **METHODOLOGY-IN-BRIEF**

### **Sample**

A stratified representative sample of (81) V grade pupils in wasit District constituted with due representation given to the variables, viz. Gender, medium, school locality, The researcher excluded the students who failed in the fifth grade of primary school and their number was **(6)** students in the experimental group and **(8)** students in the control group. The reason for excluding failing students is that they have previous experience in the topics that will be studied during the duration of the experiment, and this experience may affect the achievement, and therefore the accuracy of the results.

The sample number after excluding the students became **(67)**

### **Equivalence:**

Before starting the research experiment, the researcher was keen to ensure that the two research groups (experimental and control) were statistically equal in a number of variables that they think might affect the results of the experiment. the student is required to put a sign (/) in

front of the correct answer and (X) in front of the incorrect answer without correcting the mistake.

The arithmetic mean of the experimental group was (22.515) and the variance of the same group was (33.686), the standard deviation of the experimental group was (5.804), the arithmetic mean of the control group was (22,029) and the variance for the same group was (21.119), while the standard deviation of the control group was (4.595). The degree of freedom was (65), and the calculated T-value was (0.380), less than the tabular value of (2,000) at a significance level (0.05), and this indicates that the two research groups are statistically equivalent in this variable as shown in Table (3) The arithmetic mean, variance, standard deviation, and the second calculated and tabular value for the scores of the two research groups in English in the previous information test for the fifth primary for the year (2017-2018).

**Table (1)Pretest results**

( 0.05 )	T - test		Degree of freedom	Standard deviation	Variance	Arithmetic mean	Sample	groups
(0.05)	2.00	0.380	65	5.804	33.686	22.515	33	experimental
			65	4.595	21.115	22.029	34	control

### **Research Tools:**

The researcher prepared an achievement test in the nature of the content of the subject he taught and in light of the objectives of teaching English for the fifth grade of primary school. Accordingly, the researcher distributed the test items to three questions, according to which the number of test items would be (30) items in a multiple-choice format, To ensure the validity of the test, the researcher performed the following procedures:

#### **1. FACE VALIDITY**

The test was presented to a group of specialists in English language teaching methods, curricula and teaching methods, To find out how these paragraphs fit the level of the students, so

the necessary adjustments were made and some paragraphs were reformulated and with an approval rate of (80%) on the test, he kept all of them and their number was (30) paragraphs.

## **2. The exploratory sample of the test application:**

The researcher applied the exploratory test on an exploratory sample of (100) students within the Jacob Yusef School , For the purpose of verifying the clarity of the test paragraphs and knowing the time required to answer them, the test was performed on (11-11-2018) and after applying the test it was found that all its paragraphs are clear, and it became clear that the lesson time, which is usually (45) minutes, was sufficient to answer the test paragraphs.

## **3. Analysis of test items:**

The process of analyzing test items means examining the answers of individuals for each item of the test.

### **The assessment of ease or difficulty:**

#### **1. Difficulty level:**

The researcher found that it ranges between (0.759 - 0.33) and it is inferred from this that the test items are acceptable and Bloom mentions that all test items are good, and valid for application if their difficulty coefficient ranges between (20% - 80%). (Bloom, 1971:122)

#### **2. discriminatory power:**

After correcting the answers of the exploratory sample members, the questionnaires were arranged in descending order from the highest degree to the lowest degree, and using an equation to distinguish the paragraphs, the result ranged between (0.3 - 0.77) and it is within the result within the range, meaning that its discriminatory power is (30%).

### **Test Reliability:**

The test was re-applied two weeks after the first application on a sample drawn at random from the discrimination and difficulty sample for calculating stability and its number was (50) , On the date (25/11/2018), and according to the reliability by using the Pearson correlation coefficient of (1.035), between the scores of the first and second applications, and the test is considered good if its stability coefficient is (0.67).

### **Test application:**

A week before the end of the experiment, the researcher told the students that there was a test in the subject they studied so that the two research groups would be equal in preparing for it. The test was applied on the date (1/12/2018) to the two groups (experimental and control).

### **the way how to correct the test:**

The test or the students' answers were corrected on the basis of giving one point for the correct answer for each of the test paragraphs and zero for the incorrect answer. This basis was the test's highest score (30) and the lowest score (zero).

### **Statistical Treatments:**

1. Two-ended T-Test for two independent samples
2. Pearson correlation coefficient
3. Paragraph discrimination coefficient equation
4. Percentage for each level
5. Average time per subject

### **CONCLUSIONS:**

After collecting data on the individuals of the researcher's sample, the researcher will present the information and results related to the dependent variable according to the research hypotheses, and then discuss them as follows:

1. It was clear from the results of the achievement test shown in Table (1) that the average achievement of the experimental group students was (19.484) and the variance was (13.256), The standard deviation was (3.641), and the average achievement scores of the control group students were (12.352) and the variance was (28.901) and the standard deviation was (5.376), and using the T-test for two independent samples to balance these two averages, The calculated t-value was (6.338) at the significance level (0.05) and with a degree of freedom (65), which is greater than the tabular t-value of (2,000), This means that there was a statistically significant difference indicating the superiority of the students of the experimental group who studied by the role-play method over the students of the control group who studied in the traditional way without using the role-play method.

Through the above, the null hypothesis is rejected, which states that "there was no statistically significant difference between the average achievement of students who study in the role-playing style and the average achievement of students who study in the traditional way." As shown in Table No. (2)

**Table No. (2) Pupils' scores in the achievement test**

(0.05)	T - test		Degree of freedom	Standard deviation	Variance	Arithmetic mean	Sample	groups
(0.05)	2.000	6.338	65	3.643	13.256	19.484	33	experimental
			65	5.376	28.901	12.352	34	control

**Interpretation of the result:-**

The result of the current study showed that the use of the representative role method led to the superiority of the experimental group over the control group in achievement, and this may be attributed to one or more of the following reasons:-

- 1- The effectiveness of the representative role in teaching the English language, because of its great role in preparing the students with eagerness for the lesson, as well as drawing their attention and urging them to follow up and continue to prepare
- 2- The skits that the students performed, and the roles they included were familiar to him, and this was confirmed by the English language teachers for the fifth primary school who were offered these skits and their application.
- 3- Drafting the skits in a simplified manner consistent with the nature of the sample members, using words that are easy to understand and pronounce, which increased the effectiveness of the acting role.

The result of the current research agrees with the results of all previous studies, Arab and English if the results of the previous studies all resulted in the superiority of the experimental groups that were studied using the representative role method over the groups that were studied using traditional methods.



### **Conclusions:-**

- 1- The role-play method is an effective method in teaching English for the fifth grade of primary school.
- 2- It is considered an effective method in strengthening social relations between students, spreading the spirit of cooperation and improving their attitudes towards each other and towards the educational institution to which they belong.
- 3- This method helps the students' commitment to the time and reduces their absenteeism rates.

### **Recommendations:-**

Through the results of the research, he can recommend the following:

- 1- Attention to training students of the College of Education / Teachers College / Department of English on how to use the role-play method in teaching.
- 2- Introducing the role-playing style of learning within the prescribed curricula in teacher colleges and institutes and the College of Education/English Language Department.

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