DINH THI KIM CHI

THE EFFECT OF USING ROLE PLAY ON SPEAKING SKILL OF SECOND – YEAR STUDENTS OF FACULTY OF TOURISM AT UNIVERSITY OF PHAN THIET

MASTER'S GRADUATION PROJECT

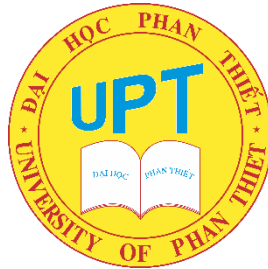# MAJORED IN ENGLISH LANGUAGE

BINH THUAN, 2024

MINISTRY OF EDUCATION & TRAINING

UNIVERSITY OF PHAN THIET

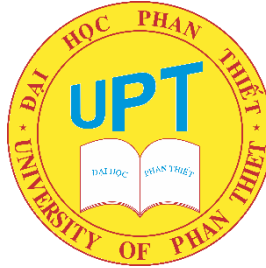**DINH THI KIM CHI**

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MAJOR IN ENGLISH LANGUAGE

CODE: 8220201

MASTER'S GRADUATION PROJECT

SCIENCE INSTRUCTOR'S NAME:

ASSOC.PROF PH.D NGUYEN NGOC VU

BINH THUAN, 2024

STATEMENT OF AUTHORSHIP

I confirm that the work presented in this graduation project entitled **"The Effect of Using Role Play on Speaking Skill of Second – Year Students of Faculty of Tourism at University of Phan Thiet"** has been performed solely by myself.

I confirm that this work is submitted in partial fulfilment for the Master's degree project in English language at Phan Thiet University and has not been submitted elsewhere in other form for the fulfilment of any other article/paper.

Phan Thiet, ...th October 2024

Dinh Thi Kim Chi

ACKNOWLEDGMENTS

I would like to express our sincere gratitude to Assoc.Prof Ph.D. Nguyen Ngoc Vu for his invaluable guidance, support, and expertise throughout the research process. His profound knowledge and insightful feedback have greatly contributed to the development and execution of this study.

My heartfelt appreciation also goes to the faculty members at the Faculty of Tourism, Phan Thiet University, especially the instructors responsible for the specialized English courses. Their dedication to teaching and commitment to academic excellence have created a supportive learning environment and provided invaluable resources for conducting this research. Their willingness to share their expertise and engage in meaningful discussions has been instrumental in shaping my research endeavors and enhancing my understanding of the tourism industry.

Furthermore, I would like to extend our thanks to our fellow students who participated in this study. Their willingness to contribute their time, effort, and insights has been crucial in generating meaningful data and enriching the research findings.

Lastly, we would like to acknowledge the support and encouragement from our classmates who have provided assistance and motivation throughout the research process. Their encouragement, constructive feedback, and unwavering support have been invaluable in overcoming challenges and maintaining our enthusiasm for this study.

I am grateful for the collective efforts and contributions of all individuals mentioned above, as well as those who have supported us behind the scenes. Without their support, this research would not have been possible.

ABSTRACT

This study investigates the impact of using role play as a pedagogical tool to enhance the speaking skills of second-year students at the Faculty of Tourism at the University of Phan Thiet. The research demonstrates that integrating role play into the curriculum leads to significant improvements in students' speaking abilities, as evidenced by substantial gains in test scores. Qualitative feedback gathered from students reveals that these interactive activities not only boost their confidence in using the English language but also enhance their comprehension and communication skills—competencies that are particularly crucial for students preparing for careers in the dynamic tourism and hospitality industry, where effective communication is vital for engaging with international clients and colleagues.

The findings underscore the potential of role play to create a more engaging and immersive learning environment that traditional teaching methods may lack. By simulating real-world scenarios, students are encouraged to practice language in context, reinforcing their learning and improving retention. This active participation fosters a sense of involvement and motivation that significantly enhances the language acquisition process.

To conduct the study titled "The Effect of Using Role Play on Speaking Skill of Second-Year Students of Faculty of Tourism at University of Phan Thiet," the author employed a multi-faceted research methodology. This included a comprehensive review of previous studies related to the topic, interviews with students, pre- and post-tests to measure speaking skill improvements, and surveys using questionnaires to gather quantitative and qualitative data. This research design incorporates both qualitative and quantitative data collection methods, providing a holistic understanding of the research topic and allowing for a thorough analysis of the effectiveness of role play in language education.

The study highlights several areas for improvement, notably the need to foster self-directed learning among students. Empowering them to take initiative can enhance their educational experience and outcomes, as setting personal learning goals and reflecting on progress develop essential skills beyond the classroom. Additionally, mixed perceptions about the effectiveness of role play activities emerged, with some students finding them beneficial while others remained skeptical. This variability underscores the necessity for

tailored strategies in implementing role play, allowing instructors to accommodate diverse learning preferences and enhance engagement. Ultimately, the study advocates for the continued exploration of role play in language education, particularly in fields requiring strong interpersonal communication. Addressing these concerns will create a more inclusive learning environment, better preparing students for future professional challenges.

Keywords: role play, speaking skills, second language acquisition, tourism education.

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INTRODUCTION

Background of the study

English language proficiency, particularly in speaking skills, plays a crucial role in the field of tourism education. However, this skill for Vietnamese students is still weak (Nguyen & Tran, 2015) As the tourism industry continues to grow globally, there is an increasing demand for professionals who can effectively communicate with international tourists. However, many students in the Faculty of Tourism at the University of Phan Thiet face challenges in developing their speaking abilities in English.

Traditional teaching methods often focus on grammar and vocabulary instruction, neglecting the development of students' oral communication skills. Consequently, students may struggle to express themselves fluently, accurately, and confidently in real-life situations. To address this issue, innovative teaching methodologies that prioritize communicative competence and interactive learning activities have been introduced.

One such approach is role play, which provides students with opportunities to engage in simulated real-life situations and practice their speaking skills in a meaningful context. Role play encourages active participation, collaboration, and the application of language in authentic scenarios. By assuming different roles, students can experience firsthand the challenges and demands of interpersonal communication in the tourism industry.

Although several studies have examined the effectiveness of role play in language learning, there is a lack of research specifically focusing on its impact on the speaking skills of second-year students in the Faculty of Tourism at the University of Phan Thiet. Therefore, this study aims to fill this research gap and investigate the effect of using role play as a teaching methodology on the speaking abilities of these students.

By incorporating role play activities into the language curriculum, students can engage in interactive and dynamic language practice, allowing them to develop their fluency, accuracy, and confidence in English oral communication. The study seeks to provide empirical evidence on the effectiveness of role play in enhancing speaking skills, which can inform language educators and curriculum designers in designing more effective

language teaching approaches.

Furthermore, understanding students' experiences and perceptions of role play as a language learning method will contribute to the existing body of knowledge on teaching methodologies in the context of tourism education. This knowledge can guide educators in creating student-centered and engaging learning environments that cater to the specific needs and challenges faced by students in the Faculty of Tourism.

In conclusion, this study addresses the need to improve the speaking skills of second-year students in the Faculty of Tourism at the University of Phan Thiet by investigating the effectiveness of role play as a teaching methodology. The findings of this study can provide valuable insights into the benefits and challenges of using role play and can inform educators and policymakers in enhancing language teaching practices in the field of tourism education.

Research aims and research questions

The primary aim of this study is to investigate the effect of using role play as a teaching methodology on the speaking skills of second-year students in the Faculty of Tourism at the University of Phan Thiet. Specifically, the study aims to:

Examine the impact of role play on the fluency of students' spoken English: The research seeks to determine whether engaging in role play activities improves students' ability to speak English fluently, demonstrating a more natural and coherent flow of speech.

Assess the effect of role play on the accuracy of students' spoken English: The study aims to evaluate whether role play activities contribute to students' accuracy in using grammatical structures, vocabulary, and pronunciation in their spoken English.

Investigate the influence of role play on students' confidence in English oral communication: The research aims to explore whether participating in role play activities enhances students' self-confidence in using English for oral communication, reducing anxiety and promoting a positive attitude towards speaking in English.

Explore students' experiences and perceptions of using role play as a language learning method: The study aims to gather qualitative data through observations and

interviews to gain insights into students' perspectives, attitudes, and overall experiences with role play activities, including their perceived benefits and challenges.

Provide evidence-based recommendations for integrating role play into language teaching practices: Based on the findings, the study aims to offer practical recommendations for language educators, curriculum designers, and policymakers regarding the effective integration of role play activities into the language curriculum for improving students' speaking skills in the context of tourism education.

Two main research questions are based on the aims of the project as follow:

RQ1: To what extent do role play activities improve speaking skill of second - year students of faculty of tourism at University of Phan Thiet?

RQ2: How do second - year students perceive role play in enhancing their speaking skills?

Research design overview

A qualitative approach will be taken in this study to ascertain the truth about the incident under investigation and facilitate the collection of objective data. Sugiyono (2013) stated that researchers studying natural objects employ the qualitative research method.

Research instruments will consist of speaking tests, questionnaire, and the interviews.

➢ Participants

The participants of this study are the 2 lecturers and 70 second - year tourism students at University of Phan Thiet.

➢ Instrument

Analytical data will be collected from April 2024 to July 2024, data will analyzed using SPSS 20 software.

Research Scope

The study was conducted at the University of Phan Thiet, focusing on second-year students in the Faculty of Tourism. The research period spanned from April to October 2024, allowing for a comprehensive examination of the research topic within this specific academic context. By targeting the second-year tourism students, the study aimed to gain

insights into the factors influencing their English speaking skills development and the potential impact of pedagogical interventions, such as role-play activities, on enhancing their communication capabilities. This targeted approach enabled the researchers to gather valuable data and formulate practical recommendations to improve the learning outcomes for this group of students, who are on the cusp of entering the dynamic tourism and hospitality industry, where effective communication skills are crucial for success.

Significance of the research

This research holds significance for various stakeholders involved in the field of language education and tourism. The findings of this study can contribute to both theoretical and practical aspects, providing valuable insights and implications for language educators, curriculum designers, and policymakers.

Language Educators: The research findings can offer language educators evidence-based insights into the effectiveness of using role play as a teaching methodology for improving speaking skills. By understanding the positive impact of role play on fluency, accuracy, and confidence in English oral communication, educators can incorporate role play activities into their teaching practices, enhancing students' language learning experiences.

Students: The study's findings have direct implications for the students themselves. Engaging in role play activities can provide students with a more interactive and engaging learning experience. By improving their fluency, accuracy, and confidence in speaking English, students can feel better prepared to communicate effectively with tourists and visitors in the tourism industry, thereby enhancing their employability prospects.

Research Community: The research adds to the existing body of knowledge on language teaching methodologies, particularly in the context of tourism education. It contributes to the growing literature on the effectiveness of role play as a pedagogical tool for speaking skill development. The findings can inspire further research and exploration of innovative teaching strategies that facilitate language learning and communication in tourism-related fields.

In summary, the significance of this research lies in its potential to enhance language education practices, specifically in the development of speaking skills among

second-year students in the Faculty of Tourism. By shedding light on the benefits and challenges of using role play as a teaching methodology, this study aims to contribute to the improvement of instructional practices in the context of tourism education.

Structure of the project

The project will include three chapters, introduction part, conclusion and discussion part as follow:

Introduction

Background of the sudy

Research aims and research questions

Research design overview

Research scope

Significance of the research

Structure of the project

Chapter 1. Literature Review: Reviewed theories on applying role-play techniques to teaching English in general and speaking skills in particular; reviewed the previous studies related to the project.

Chapter 2: Methodology: Presented the research methodology, including sample selection, data collection, and data analysis.

Chapter 3. Results and Discussion: Presented the results to answer the research questions and discussed the findings in light of the reviewed theories and previous investigations.

Conclusion and Recommendation: Summarized the main content of the project, the achieved and existing points, and offered a number of feasible options for applying role-play to improve the English speaking ability of second-year tourism students at the University of Phan Thiet.

CHAPTER 1. LITERATURE REVIEW

1.1. Role - play

1.1.1. Definition

In the Cambridge International Dictionary of English (1996), role is described as the character that an actor portrays in a play or movie, whereas role playing is a technique for putting on specific behaviors or assuming the persona of others who deal in novel circumstances. It is utilized in language learning and training programs.

According to Ladousse (1995), when students take on a "Role," they perform a part (their own or someone else's) in a particular circumstance. "Play" denotes that is completed in a secure setting where students are content and playful as you can. In addition, Budden (2006) states that role playing is a speaking action in which you put yourself into another person or yourself a hypothetical situation.

Joanna Budden (1999) provides another explanation in her article titled "Role play" for the British Council Teaching English (BBC). She defined role play as any speaking action in which you either put yourself in the shoes of someone else or put yourself in an imaginary circumstance while still wearing your own shoes.

The above concepts of "role-playing" and "role-playing" are defined in the context of language learning and training programs. It cites definitions from the Cambridge International Dictionary of English and writings by Ladousse and Budden. Role is described as the character an actor portrays, while role playing is a technique where students assume a persona or behavior in a secure, playful setting to deal with novel circumstances. Role playing involves either putting oneself in someone else's shoes or in an imaginary situation while maintaining one's own identity. The paragraph highlights how role playing is utilized as a speaking activity in language learning and training.

1.1.2. Types of role play

According to Ladousse (1989), there are various types of role-playing activities. Byrne (1986) divides role play activities into two categories. Forms include both scripted and unscripted role play. In particular, those forms of role-playing activities are characterized as follows.

Scripted role play involves interpreting predefined dialogues or texts, typically drawn from textbooks or literary sources. This method helps learners familiarize themselves with specific language structures and vocabulary in a controlled context. For example, a scripted role play might involve students acting out a conversation between a hotel receptionist and a guest, using a provided script. According to Byrne (1986), this type of role play ensures that "the primary role of writing is to effectively transmit linguistic meaning," allowing learners to focus on accurate language use and pronunciation. The structured nature of scripted role play provides a clear framework, making it particularly useful for beginners who need guidance in language acquisition.

Unstructured role play, on the other hand, allows for more creativity and spontaneity. In this approach, participants are given a scenario but no specific dialogue to follow. They must improvise their responses, which encourages more natural language use and critical thinking. For instance, students might be given a situation where they need to resolve a customer's complaint in a travel agency, without any script to guide them. This form of role play fosters a deeper understanding of language pragmatics and helps learners develop confidence in using language in real-life situations. It also enhances problem-solving skills as learners navigate the unpredictability of spontaneous interactions.

1.1.3. Process of role - playing

The role-playing process typically involves several key steps to ensure effective learning and engagement. Firstly, preparation is essential, including setting clear objectives, defining scenarios, and providing necessary materials. This preparation helps to set the stage for meaningful interaction and learning. Secondly, the briefing phase is crucial, where participants receive detailed instructions about their roles and the scenario. This ensures that they understand the context and the specific language or skills they are expected to use. The core of the activity is the role-playing phase, where participants enact their assigned roles within the given scenario, practicing real-time communication and problem-solving. After the role play, a debriefing session is conducted to discuss what happened, what went well, and what could be improved. Feedback during this phase is critical for learning. Finally, evaluating the role play activity helps assess its effectiveness, including participants' language use, problem-solving skills, and overall performance. Reflecting on these steps, Johnson and Johnson (1995) emphasized the importance of

preparation in setting the stage for meaningful interaction and learning.

1.2. Speaking Skill

1.2.1. Definition of Speaking

Speaking, according to Torky (2006), is an interactive activity that involves producing, receiving, and processing information in order to create meanings. Speaking is a speech action that is carried out for verbal communication to communicate and share information, according to Abidova et al. (2020). Speaking skill involves not only the ability to produce grammatically correct and coherent sentences but also the capacity to engage in meaningful conversations, participate in discussions, express emotions, and adapt to various social and cultural contexts. For this reason, integrating intercultural teaching into specialized English courses will help tourism students improve both intercultural communication and speaking skills.

According to Saragih et al (2022), Speaking proficiency and student travel are tightly associated. In the tourist industry, spoken communication is crucial. It helps and ensures the smooth operation of a travel service. A tourism student has to have clear speech so that others may comprehend them.

1.2.2. Component of Speaking

Based on the research conducted by Tuan and Mai (2015), students' speaking abilities are influenced by a variety of interconnected factors that play a crucial role in their language development. These factors include topical knowledge, which refers to the background information and understanding students possess about the subject matter they are discussing. This knowledge not only enriches their contributions during speaking activities but also boosts their confidence in engaging with the topic. Additionally, motivation to speak is a significant determinant; when students are genuinely interested in a subject, they are more likely to participate actively and express their thoughts. Teachers' feedback during speaking activities also plays a pivotal role; constructive feedback can help students identify areas for improvement and reinforce positive aspects of their performance. Furthermore, students often face pressure to perform well, which can either motivate them to excel or inhibit their performance due to anxiety. Lastly, the time allocated for preparation is essential, as adequate preparation allows students to organize their thoughts and practice their delivery, leading to more effective communication.

According to Brown (2004), effective speaking encompasses five critical aspects: vocabulary, grammar, fluency, comprehension, and pronunciation. Each of these elements contributes to the overall ability to communicate clearly and effectively. For instance, a robust vocabulary enables students to express their ideas more precisely, while a solid grasp of grammar ensures that their sentences are structurally sound. Fluency pertains to the ease and smoothness with which students are able to speak, directly impacting their ability to maintain a conversation. Comprehension is vital, as it involves understanding both what is being said and the context in which it is presented, allowing for meaningful exchanges. Pronunciation, on the other hand, affects how well a speaker's words are understood, making it a crucial component of effective communication.

Further supporting this, Ahyak and Indramawan (2013) emphasize that strong speaking skills encompass not only pronunciation but also the structure of sentences, vocabulary use, content relevance, and overall fluency. These elements are essential for successful communication across various contexts, whether academic, professional, or social. In light of these insights, this study aims to analyze the factors affecting students' speaking skills by focusing on six key components: vocabulary, grammar, fluency, pronunciation, comprehension, and confidence. By exploring how these factors interact and influence one another, the research seeks to provide a comprehensive understanding of the dynamics at play in the development of effective speaking abilities among learners. This analysis will contribute to identifying strategies that educators can employ to enhance students' speaking skills, ultimately preparing them for more effective communication in their academic and professional pursuits.

1.2.3. Types of Speaking

Speaking is a productive ability that can be immediately and experimentally examined. Speaking is a vital effective ability in learning a language. According to Brown (2004), the process of developing and sharing meaning via the use of verbal or oral form includes six types of speaking skill areas. The six categories are as follows:

a. Imitative

This category includes the capacity to practice intonation and focus on specific aspects of language form. That is simply imitating a word, phrase, or statement. The main thing here is to concentrate on pronunciation. The instructor employs drilling in the

teaching-learning process. Drilling provides students with the opportunity to listen and audibly repeat certain word.

   b. Intensive

Intensive Speaking is a speaking practice activity that aims to reinforce the phonological and grammatical aspects of language. This activity is usually carried out in pairs or groups, such as: reading aloud a paragraph, reading a dialogue with a partner, taking turns, reading information from a chart or table.

During the process, students focus on practicing accurate pronunciation, using proper grammar, and expressing ideas fluently. This activity helps improve students' spoken communication skills, as well as develop their collaboration and interaction abilities within a group.

The primary purpose of Intensive Speaking is to enable students to apply their knowledge of phonology and grammar in spoken communication with more confidence and fluency. Through activities like reading aloud, dialogues, and information sharing, students' pronunciation, grammar, vocabulary, and idea expression skills are reinforced.

   Responsive

Responsive performance involves engagement and test understanding, but it is restricted to extremely brief conversations, conventional greetings and small talk, simple requests, and remarks. This is a type of quick response to teacher or student-initiated inquiries or remarks that provides instructions and directions. Those responses are typically sufficient and significant.

   Interactive

The distinction between responsive and interactive speaking lies in the duration and complexity of the engagement, which may involve numerous exchanges and/or participants. Interaction can take two forms: transactional language, which has the objective of sharing particular information, or interpersonal interactions, with the goal of preserving social bonds. Oral production in interpersonal interactions can become pragmatically difficult due to the requirement to talk casually and employ colloquial language, ellipsis, slang, comedy, and other sociolinguistic norms.

Interpersonal (dialogue)

This type of speaking performance focuses on maintaining and fostering social relationships, rather than just transmitting information. The forms include:

Interviews: Interviews serve as an effective tool for students to practice back-and-forth conversational exchanges by taking on the roles of both interviewer and interviewee. This format allows learners to develop their speaking skills in a structured yet dynamic environment. As they engage in interviews, students not only practice formulating questions and responses but also refine their listening skills, which are essential for effective communication. By simulating real-life interview scenarios, students gain confidence in their ability to articulate thoughts clearly and respond to inquiries on the spot. This practice also prepares them for future situations where they may need to participate in interviews, whether for academic purposes, job applications, or other professional interactions.

Role Plays: Role plays provide an engaging platform for learners to act out scripted or improvised dialogues, assuming various personas and social roles. This immersive experience encourages students to step outside their comfort zones and explore different perspectives, which is invaluable in language learning. By embodying characters in diverse scenarios, students are challenged to use language in context, fostering creativity and spontaneity in their speech. Role plays not only enhance vocabulary and grammatical structures but also allow learners to navigate social cues and cultural nuances that are crucial for effective communication. As they practice these dialogues, students build confidence in their speaking abilities, making them more adept at handling real-life interactions that require adaptability and quick thinking.

Discussions: Engaging in discussions allows students to participate in group conversations where they express opinions and negotiate meaning on topics of mutual interest. This collaborative format promotes critical thinking and encourages learners to articulate their thoughts clearly and persuasively. Through discussions, students learn to respect differing viewpoints while developing their ability to construct coherent arguments. This interactive process not only bolsters their language skills but also nurtures essential social competencies, such as active listening and empathy. As students negotiate meaning and come to consensus, they enhance their ability to communicate effectively in diverse contexts, preparing them for future academic and professional interactions.

Conversations: Practicing open-ended, free-flowing conversations on everyday topics is another vital component of language learning. These informal exchanges allow learners to develop fluency and spontaneity in their speech, helping them become more comfortable with using English in various situations. By engaging in conversations that mimic real-life interactions, students gain experience in navigating the unpredictability of spoken language, which often involves interruptions, clarifications, and adjustments. This practice not only aids in building vocabulary but also helps learners develop the confidence needed to express themselves in diverse social settings. As they explore a wide range of topics, students enhance their conversational skills, making them more adept at forming connections with others.

Games: Communicative games, such as information gap activities, provide a fun and interactive framework for meaningful exchanges between students. These games encourage learners to collaborate and communicate effectively to achieve a common goal, making language practice enjoyable and motivating. By participating in games, students are often more willing to take risks in their speaking, as the playful environment reduces anxiety associated with making mistakes. Such activities also promote teamwork and problem-solving skills, further enhancing the social aspect of language learning. Through engaging in communicative games, students not only develop their language proficiency but also cultivate important interpersonal skills that are essential for building relationships and working effectively with others.

Overall, these interpersonal speaking tasks are instrumental in developing not only language skills but also crucial social and pragmatic competencies needed for effective communication in various contexts. The emphasis on using language to create and maintain positive relationships is paramount, as effective communication extends beyond mere vocabulary and grammar. By integrating interviews, role plays, discussions, conversations, and games into the curriculum, educators can provide students with a comprehensive framework for language acquisition that prepares them for real-world interactions. This holistic approach ensures that learners are not only proficient in English but also equipped with the interpersonal skills necessary for success in both their academic and professional lives.

Transactional (dialogue)

This type of speaking performance focuses on conveying or exchanging specific information to complete a task, rather than primarily maintaining social relationships.

One common example is a pair work exercise, where students are given complementary information, such as a schedule or set of instructions, that they must share and compile to accomplish a shared goal. As they engage in these back-and-forth exchanges, students practice skills like requesting details, asking for clarification, and confirming understanding.

The language used in transactional dialogues tends to be more functional and task-oriented compared to interpersonal conversations. Through this practice, students develop the linguistic competence and interactional strategies needed for effective collaboration and problem-solving in real-world academic and professional contexts.

1.2.4. Principles for Designing Speaking

Numerous practical studies have been conducted to explore the design principles for effective speaking techniques. S. Sreena and M. Ilankumaran (2019) identified several key principles that should guide the development of these techniques. Firstly, it is essential that language learning methods address the specific needs of learners, focusing on aspects such as accuracy, message comprehension, interaction, and fluency. Additionally, incorporating motivational techniques is crucial to engage learners and enhance their interest in language acquisition.

Moreover, encouraging the use of language in relevant contexts helps learners feel more connected to their learning, making the experience more meaningful. Providing appropriate feedback and correction is also vital, as it helps learners identify areas for improvement and reinforces their progress. Furthermore, there should be an emphasis on the natural connection between speaking and listening, as these skills are interrelated and support one another in the communication process.

Creating opportunities for learners to initiate oral communication is another important principle, as it empowers them to practice their speaking skills actively. Finally, fostering the development of effective speaking strategies can equip learners with the tools they need to communicate more confidently and effectively. Overall, these principles collectively aim to enhance the effectiveness of speaking techniques in language learning.

1.2.5. Problems of Speaking

University students frequently encounter considerable challenges when it comes to mastering English, largely due to a variety of factors that impede their language learning. According to Ur (2000), these speaking difficulties can be categorized into four primary areas: inhibition, a lack of ideas, low involvement, and the tendency to revert to their mother tongue. Inhibition is particularly significant, as it represents a psychological barrier that hinders learners from expressing themselves verbally. Many students experience anxiety about their speaking abilities, fearing judgment from their peers and worrying about making mistakes in front of others. This fear of criticism can lead to a profound sense of embarrassment and a loss of face, which further discourages them from participating in speaking activities. As a result, students may choose to remain silent or limit their verbal contributions, thereby creating a cycle of avoidance that stifles their language development and inhibits their ability to practice speaking in real-time scenarios.

Additionally, research conducted by Cao, Thai, Le, Thach, Chau, and Phu (2021) on English as a English as a Foreign Language (ELF) students sheds light on another critical dimension of speaking proficiency: vocabulary acquisition. Their findings indicate that a significant factor contributing to insufficient fluency in English oral communication is the lack of vocabulary necessary to articulate thoughts and ideas effectively. This deficiency is intrinsically linked to overall linguistic competence, particularly in the realm of lexical knowledge. Without a robust vocabulary, students struggle to express their ideas clearly and convincingly, which can further exacerbate feelings of inadequacy and reluctance to engage in spoken English. In essence, students who grapple with developing their English speaking skills often find themselves hindered by a combination of psychological factors like inhibition, cognitive challenges such as a lack of ideas, low engagement in interactive speaking activities, and a tendency to default to their native language for comfort.

To address these challenges, it is crucial to implement targeted interventions that not only encourage greater student participation but also actively build their vocabulary and reduce anxiety associated with speaking. Educators can create a supportive learning environment that fosters confidence, perhaps through structured group activities, role-playing scenarios, and engaging discussions that invite all students to contribute without

the fear of judgment. By integrating techniques that promote vocabulary expansion and providing opportunities for authentic communication, educators can help students overcome these barriers, enabling them to develop their speaking skills more effectively. Ultimately, addressing the multifaceted nature of these challenges is essential for fostering a more supportive environment for language acquisition, equipping students with the tools they need to succeed in their English-speaking endeavors.

1.2.6. Relationship of English – Speaking Skill and Tourism Students

According to Saragih et al (2022), speaking ability is highly linked to student tourism. Speaking is an extremely vital aspect of the tourist industry. It supports and ensures that a travel service runs smoothly. A tourism student must be able to talk well so that others may grasp the statements. Tourism students should pay attention to pronunciation, fluency, and tone when speaking. These abilities play a significant role in students' tourism success.

The relationship between English-speaking skills and tourism students is a critical one, as proficiency in English is considered a key requirement for success in the tourism industry. For tourism students, strong English communication abilities are essential for a few key reasons.

Firstly, tourism students need to be able to effectively communicate with international visitors in English to provide high-quality customer service, answer questions, and assist with their needs. A large portion of tourists that travel to many destinations, including Phan Thiet, come from English speaking countries. Solid English speaking skills are crucial for interacting with these foreign guests.

Secondly, much of the day-to-day work in tourism-related roles, such as at hotels, travel agencies, or tour companies, involves interacting with international colleagues, partners, and stakeholders. English is often the common language used in these professional settings, so tourism students must be comfortable engaging in English in industry operations.

Lastly, a significant amount of tourism industry knowledge, training materials, and best practices are disseminated in English. Strong English skills allow students to stay up-to-date on trends, technologies, and innovations in the field, which is essential for career development and advancement.

At the University of Phan Thiet, the tourism management program places a strong

emphasis on developing students' English language competencies. In addition to general English courses, tourism students take specialized classes focused on business English, tourism English, and English for hospitality. Many programs also incorporate English-medium instruction to fully immerse students in an English-speaking environment.

Overall, the close relationship between English proficiency and successful careers in tourism is well-recognized at the University of Phan Thiet. By equipping students with strong English speaking and other abilities, the university aims to produce graduates who are well-prepared to thrive in Vietnam's dynamic tourism industry, both domestically and globally.

1.3.   Using role-play to develop students' speaking skills

Role play is a highly effective technique for teaching and practicing speaking skills. It allows students to engage in simulated real-world conversations and scenarios, which can significantly improve their communication abilities. Here are some of the key benefits of using role play in speaking instruction: Authentic Practice: Role play creates an environment where students can practice speaking in realistic situations, such as ordering at a restaurant, booking a hotel, or conducting a job interview. This helps them develop the language skills and conversational strategies needed for these everyday interactions. Confidence Building: By practicing speaking in a low-stress, supportive environment, role play helps students build confidence and overcome any shyness or anxiety they may have about speaking the target language. The repetition and feedback received during role play activities can steadily improve a student's fluency and self- assurance. Contextual Learning: Role play incorporates relevant vocabulary, grammar, and cultural norms into the speaking practice. Students learn how to appropriately use language in specific contexts, rather than just memorizing isolated phrases or sentences. Collaboration and Communication Skills: Role play activities often require students to work together, negotiate, and communicate effectively to complete a task or reach an agreement. This helps develop important soft skills like collaboration, problem-solving, and critical thinking. Personalization and Engagement: Well-designed role play scenarios allow students to inject their own personalities, opinions, and experiences into the conversations. This makes the practice more interesting and engaging for learners. Formative Assessment: Observing students during role play activities provides valuable insights for the teacher.

They can assess strengths, weaknesses, and areas that need further practice or instruction. Overall, role play is a versatile and powerful tool for improving speaking proficiency in the language classroom. When implemented effectively, it can significantly boost students' communicative competence and confidence. viết lại đoạn này thêm 2 trích dẫn

Role play is a highly effective technique for teaching and practicing speaking skills. It allows students to engage in simulated real-world conversations and scenarios, which can significantly improve their communication abilities. Here are some of the key benefits of using role play in speaking instruction:

Authentic Practice: Role play creates an environment where students can practice speaking in realistic situations, such as ordering at a restaurant, booking a hotel, or conducting a job interview. This helps them develop the language skills and conversational strategies needed for these everyday interactions (Livingstone, 1983).

Confidence Building: By practicing speaking in a low-stress, supportive environment, role play helps students build confidence and overcome any shyness or anxiety they may have about speaking the target language. The repetition and feedback received during role play activities can steadily improve a student's fluency and self-assurance (García-Carbonell et al., 2001).

Contextual Learning: Role play incorporates relevant vocabulary, grammar, and cultural norms into the speaking practice. Students learn how to appropriately use language in specific contexts, rather than just memorizing isolated phrases or sentences.

Collaboration and Communication Skills: Role play activities often require students to work together, negotiate, and communicate effectively to complete a task or reach an agreement. This helps develop important soft skills like collaboration, problem-solving, and critical thinking.

Personalization and Engagement: Well-designed role play scenarios allow students to inject their own personalities, opinions, and experiences into the conversations. This makes the practice more interesting and engaging for learners.

Formative Assessment: Observing students during role play activities provides valuable insights for the teacher. They can assess strengths, weaknesses, and areas that

need further practice or instruction.

Overall, role play is a versatile and powerful tool for improving speaking proficiency in the language classroom. When implemented effectively, it can significantly boost students' communicative competence and confidence.

1.4. Review of research

Numerous studies have demonstrated that the use of role-play activities has a positive impact on students' speaking skills. For instance, a study conducted at the University of Sumer revealed that role-playing techniques significantly improved students' speaking skills compared to the grammar-translation method (Idham et al., 2022). In Indonesia, another study confirmed that role-play activities not only enhanced students' speaking abilities but also boosted their confidence (Sari, 2019). Research at Phan Thiet University explores the factors affecting the speaking skills of tourism students and proposed solutions to improve these skills (Pham, 2023). Additionally, another study focusing on first-year students found that role-play activities were well-received and effectively improved their speaking skills (Nguyen, N.H.T, 2023). Finally, a study on second-year students in an English course for restaurant and hotel operations emphasizes the value of role-play in enhancing speaking skills, despite challenges related to confidence and language proficiency (Hoang & Hoang, 2023).

Expanding on these findings, the study at the University of Sumer highlighted that students who engaged in role-playing were more active participants in class discussions and showed greater enthusiasm for speaking activities. This method allows them to practice real-life scenarios, which makes the learning process more engaging and practical (Idham et al., 2022). In Indonesia, the role-play activities were designed to simulate everyday conversations and professional interactions, which helped students to become more fluent and articulate in their speech (Sari, 2019). At Phan Thiet University, the research identified specific barriers such as anxiety and fear of making mistakes, and suggested that role-play could help mitigate these issues by providing a supportive and interactive learning environment (Pham, (2023),). The study on first-year students also noted that role-play activities encouraged peer collaboration and feedback, which further enhanced their speaking skills (Nguyen, N.H.T, 2023). For second-year students in the

hospitality course, role-play was particularly beneficial as it allowed them to practice industry-specific language and scenarios, thus improving their professional communication skills (Hoang & Hoang, 2023).

CHAPTER 2. RESEARCH METHODOLOGY

2.1. Research site

Phan Thiet University was established by the Prime Minister's Decision No. 394/2009/QD-TTg on March 25, 2009, and is now Binh Thuan province's only university. Phan Thiet University was officially recognized as an educational quality institution by the Center for Educational Quality Accreditation - Hanoi National University in 2019, following a decade of progress. Phan Thiet University's broad cooperation partnerships with most local and foreign companies, businesses, and employers ensure that learners have the most favorable circumstances to study, practice, intern, and search for work after graduation. The Prime Minister signed Decision No. 394/2009/ QĐ - TTg on March 25, 2009, establishing PhanThiet University as the first and sole university.

The Faculty of Tourism, Phan Thiet University, is one of the leading training institutions in Vietnam in the field of tourism and hospitality. Established with the goal of providing high-quality human resources for the tourism industry, the faculty has quickly affirmed its position through a modern curriculum that closely combines theory and practice. The faculty offers diverse training programs, with majors such as Hotel Management, Restaurant and Catering Management, and Tourism and Travel Services Management. A team of experienced and highly qualified lecturers are always ready to support students. The faculty also creates conditions for students to intern at famous tourism and hotel establishments, helping them apply their knowledge into practice and develop soft skills. In addition, the faculty regularly organizes seminars and exchange programs with businesses, raising students' awareness of new trends in the industry. With strong investment in facilities, the Faculty of Tourism is committed to providing the best learning environment, actively contributing to the development of Vietnam's tourism industry in the context of globalization and international integration.

2.2. Method of the research

The author conducted the study titled "The Effect of Using Role Play on Speaking Skills of Second-Year Students at the Faculty of Tourism at the University of Phan Thiet" employing a multifaceted research approach. This study was designed to explore the impact of role play as a pedagogical tool on students' speaking abilities, particularly within the context of tourism education. To achieve this, the author combined various methods, including an extensive review of previous studies related to the topic, which provided a

solid theoretical foundation and context for the current research.

In addition to the literature review, the study incorporated qualitative methods such as interviews with students and instructors. These interviews offered valuable insights into the experiences, perceptions, and challenges faced by participants regarding their speaking skills and the role of role play in enhancing these skills. The qualitative data gathered from these interviews helped to contextualize the quantitative findings, adding depth and nuance to the overall analysis.

Furthermore, the research design included pre- and post-tests to quantitatively measure the improvement in speaking skills among students who participated in role play activities. These tests enabled the author to assess changes in students' performance before and after the intervention, providing clear evidence of the effectiveness of role play in enhancing oral communication. Additionally, the study employed survey questionnaires, which were distributed to collect data on students' attitudes, motivations, and self-perceived improvements in their speaking abilities.

By integrating both qualitative and quantitative data collection methods, the research aimed to provide a comprehensive understanding of the impact of role play on students' speaking skills. This mixed-methods approach not only enriched the findings but also allowed for a more holistic examination of how role play can serve as an effective instructional strategy in language education, particularly in a field as interactive and communication-driven as tourism. Through this thorough methodology, the study sought to contribute valuable insights to the field of language teaching and enhance pedagogical practices for future educators.

2.3. Participants

The research subjects of the topic are 70 second-year students of the Faculty of Tourism, Phan Thiet University, from three majors: Hotel Management (K14KSA1), Tourism and Travel Services Management (K14LHA1) and Restaurant and Catering management (K14DVA1).

Table 2.1. Research Questions, Tools and Participant Details

Research questions	Research tools	Participants
RQ1: To what extent do role play activities improve speaking skills of second - year students of faculty of tourism at University of Phan Thiet?	Pre-course test Post-course test	36 36
RQ2: How do second - year students perceive role play in enhancing their speaking skills?	Questionnaires Pre-course interview Post-course interview	70 10 10

During the process of conducting the questionnaire survey, the author consulted with two lecturers who had taught English to students in the classes under study.

2.4. Instrumentation of Data Collection

Expected data collection methods

2.4.1. Speaking Tests

The study "The effect of using role play on speaking skill of second-year students of faculty of tourism at University of Phan Thiet" aims to evaluate the effectiveness of role play method in improving the speaking skills of second-year students. To achieve this goal, we applied the pre-test and post-test research method, a popular method in the education field to measure the knowledge gained from participating in a training course (Padmanabha et al., 2017).

Pre-Test Method

Before implementing the role play method, a speaking test will be conducted (pre-test) to assess the initial speaking skill level of students. This test will include real-life situations related to the tourism industry, helping us collect data on students' comprehension, vocabulary, pronunciation, grammar, fluency and confidence.

Some role-playing situations in the course

Taking Phone Calls

One effective role-playing activity for practicing taking phone calls involves simulating incoming calls where one student acts as the caller and another as the receiver.

This exercise allows students to practice making specific requests, such as asking to reserve a parking space or requesting to speak to a particular person, like Mrs. Bader. The focus is on using polite language and appropriate phrases, such as "Can I…?" or "Could you…?" This activity not only helps students develop their speaking skills but also enhances their ability to handle real-life situations that require clear communication and quick thinking over the phone.

Giving Information

In another role-playing scenario, students can simulate interactions at a hotel or restaurant where they provide information about location and facilities. For example, one student can take on the role of a hotel receptionist, while another student plays a guest seeking information. The guest might inquire about the number of bedrooms or the layout of the hotel, prompting the receptionist to respond with phrases such as, "There are more than 900 bedrooms on eight floors" or "My name's Caroline." This exercise allows students to practice using the present simple tense and enhances their ability to convey information clearly and accurately in a professional setting.

Taking Room Reservations

Role-playing can also be utilized in scenarios where students practice taking room reservations. In this activity, one student plays a guest looking to book a room, while another student acts as the receptionist. The guest might ask, "Do you have a double room?" or "Does the hotel have a restaurant?" This interaction enables students to practice asking for and providing specific information about room availability and hotel amenities. The exercise emphasizes using appropriate structures and vocabulary related to reservations, which is essential for effective communication in the hospitality industry.

Starting Restaurant Bookings

Finally, students can engage in role-playing activities centered around making restaurant bookings. In this scenario, one student plays a customer who wants to make a reservation, while the other student acts as the restaurant staff. The customer might ask, "When do you close?" or "What time do you serve dinner?" This activity encourages students to use dates and time expressions, as well as adverbs of frequency like "always," "never," and "sometimes." By simulating these interactions, students gain confidence in handling

inquiries about restaurant operations, enhancing their speaking skills in a practical context that mirrors real-life dining experiences.

Post-Test Method

After conducting the role-playing sessions for a certain period of time, we will conduct another speaking test (post-test) to assess the students' progress. Comparing the results of the pre-test and post-test will allow us to determine the effectiveness of the role-playing method in improving students' speaking skills.

Using the role-play method, the researcher scores the test using a scoring rubric based on H. Douglas Brown's theoretical framework to determine the students' abilities.

Table 2.2. The Scoring Rubrics

Aspect	Score	Description
Pronunciation	5	Easy to understand and has native speaker's accent
	4	Easy to understand with certain accent
	3	There are some problems in pronunciation made listener should more concentration and sometimes there is misunderstanding
	2	Difficult to understand because there is problem in pronunciation, asked to repeat
	1	The serious pronunciation so it can not be understood
Grammar	5	There is no or litter mistake in grammar
	4	Sometimes makes mistake in grammar, but it does not influence the meaning
	3	Often makes mistake in grammar and it influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should re – arrange sentence
	1	The grammar mistake is so bad so it is difficult to understand
Vocabulary	5	Using vocabulary and expression like native speaker
	4	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	2	Using wrong vocabulary and it is limited so it is difficult to understand
	1	Vocabulary is so limited so conversation impossible to occur
Fluency	5	Speech is smooth as a native speaker's
	4	The fluency is disturbed by language problem
	3	The fluency is disturbed more by language problem
	2	Speech is frequently hesitant and jerky; sentences may be left uncompleted
	1	Speed is so halting and fragmentary that conversation is virtually impossible

In addition, in the process of evaluating the test results, the author added "comprehension" to the evaluation table. This factor is very important in assessing students' speaking skills in specialized situations.

2.4.2. Questionnaire

The survey questionnaire is a very successful tool for gathering data in social research (Nguyen N.H.T, 2023).

The experimental group completed a questionnaire after the role-play activities to provide feedback on their perceptions of the usefulness and enjoyment of the role-play tasks.

Table 2.3. Questionnaire Survey Sample

No	Class	Male	Female	Total
1	K14DVA	3	8	11
2	K14KSA	10	30	40
3	K14LHA	8	11	19

Data was collected from March 2023 to May 2023, and data was analyzed using SPSS 20 software.

Implementation process

First, the author studied the research related to the topic, then drafted the questionnaire. Next, the author consulted with two lecturers (who are teaching tourism major courses at the faculty) to adjust the questionnaire. Then, the author conducted a preliminary survey of 19 students of class K14LHA to ensure that the questionnaire was suitable for the students. After adjustment, the author conducted a formal survey of 70 students in three classes K14DVA, K14KSA and K14LHA to clarify the impact of the role-playing method on English speaking skills.

2.4.3. Pre-Course Interview and Post-Course Interview

In this study, pre-course and post-course interviews were conducted to assess the impact of role play on the speaking skills of second-year students in the Faculty of Tourism at the University of Phan Thiet. A total of 10 students from the K14KSA class participated in these interviews.

Pre-Course Interview:

Role-Play Experience: The students were asked whether they had ever participated in role-play activities while learning English. Those who had shared their feelings about the effectiveness of these activities, discussing how they believed role play could enhance their learning experience.

Difficulties in Professional Situations: The interview aimed to identify any challenges students faced in understanding English in professional contexts. Participants described specific difficulties they encountered, such as technical vocabulary or complex scenarios.

Expectations from Role Play: Students were encouraged to express their expectations regarding how role-play activities might improve their English comprehension skills. Their responses provided insight into their goals and aspirations for using role play in their language learning.

Post-Course Interview:

Perceived Improvement: After participating in the role-play activities, students reflected on how they felt their English comprehension skills had improved. They discussed specific areas where they noticed growth and how confident they felt in using English in various situations.

Challenges Encountered: Students were asked if they encountered any difficulties during the role-play activities. Those who faced challenges shared their experiences, providing valuable feedback on what aspects were particularly tough for them.

Suggestions for Improvement: Finally, participants were invited to suggest ways to enhance role-play activities to better assist learners in understanding English. Their insights aimed to guide future implementations of role play in the curriculum, ensuring it meets the needs of students effectively.

The data gathered from these interviews offered a comprehensive understanding of the students' experiences and the impact of role play on their speaking skills, highlighting both successes and areas for improvement.

CHAPTER 3. RESULTS AND DISCUSSION

3.1. Research Results

3.1.1. Tests

The table comparing the pre-course and post-course test results for second-year students at the University of Phan Thiet reveals significant insights into the effectiveness of using role play to enhance speaking skills. The data showcases three critical metrics: the lowest, highest, and average scores, reflecting the overall impact of the course on students' speaking abilities.

Table 3.1. The Comparison of the Test Result

Point	Pre – Course Test Results	Post – Course Test Results
Lowest	3.5	4.3
Highest	9.0	9.3
Avarage	6.5	6.9

First, examining the lowest scores, we observe an improvement from 3.5 before the course to 4.3 afterward. This increase indicates that even the students who struggled the most with speaking skills experienced growth. The role play activities likely provided these students with a more engaging and supportive environment, allowing them to practice and gain confidence in their speaking abilities.

Next, the highest scores show a slight increase from 9.0 to 9.3. While this change is minimal, it highlights that students who already had a strong foundation were able to further refine their skills through role play. This suggests that the method not only benefits those who are less confident but also helps stronger students solidify their existing competencies, reinforcing the overall effectiveness of the instructional approach.

Furthermore, the average scores demonstrate a notable rise from 6.5 to 6.9. This increase reflects the overall progress made by the class as a whole. The improvement in the average score indicates that the role play method positively impacted the majority of students, fostering a better understanding and application of speaking skills in a practical context. Such outcomes are essential for language acquisition, particularly in a tourism-focused curriculum.

Next, the author analyzes the distribution of Speaking test scores on a 1-10 point.

Table 3.2. Speaking Test Score Distribution (0-10 Scale)

Score Range	Pre – Course Test Results		Post – Course Test Results	
	Number of Students	Percentage (%)	Number of Students	Percentage (%)
0-3.9	2	5.6	0	0.0
4-7.4	20	55.6	16	44.4
7.5-8.4	9	25.0	13	36.1
8.5-10	5	13.9	7	19.4

The data regarding the score range of 0-3.9 reveals significant changes. Prior to the course, 2 students (5.6%) scored within this low range. After the course, this number dropped to 0 students (0.0%), indicating a complete elimination of low scores among the participants. This improvement reflects a notable enhancement in students' speaking skills as a direct result of the role play activities implemented during the course. The effectiveness of this teaching method is evident, as it not only helped students gain confidence in their communication abilities but also contributed to their overall skill development. The absence of students in the low score range highlights the positive impact of innovative teaching strategies, suggesting that creative approaches can lead to significant advancements in student learning outcomes.

The data for the score range of 4-7.4 reveals significant changes among students. Before the course, 20 students (55.6%) fell within this average score range. After the course, this number decreased to 16 students (44.4%), indicating that some students improved their speaking skills and moved to higher score brackets. This reduction suggests that students not only maintained their scores but also showed progress in their communication abilities, likely due to the role play methods employed in teaching. The use of role play may have enhanced students' confidence and speaking proficiency, leading to better outcomes in their speaking assessments.

The data for the score range of 7.5-8.4 reveals significant improvements among students. Before the course, 9 students (25.0%) scored within this range, while after the course, this number increased to 13 students (36.1%). This rise indicates that more students

achieved higher scores following their participation in the course, demonstrating a clear enhancement in their speaking skills. The effectiveness of the role play method is evident, as it likely contributed to increased confidence and proficiency in communication.

The data for the score range of 8.5-10 shows notable shifts in student performance. Initially, 5 students (13.9%) fell within this high score bracket. After the course, this number increased to 7 students (19.4%). This improvement suggests that the role play method effectively enhanced students' speaking skills, enabling more of them to achieve higher scores. The increase in the number of students scoring in this range indicates a positive development in their communication abilities, likely due to the engaging and interactive nature of the role play activities.

Analysis of the K14KSA students' speaking test results showed a marked improvement after the course. The complete elimination of low scores and the increase in the number of students achieving higher scores underscore the effectiveness of the teaching methods, especially the use of role-playing in the classroom. Further focus on improving speaking skills will greatly benefit students, especially those currently in the average range.

3.1.2. Questionnaire

After conducting an official survey, the author obtained results and conducted analysis.

3.1.2.1. General Information about English Speaking Skills
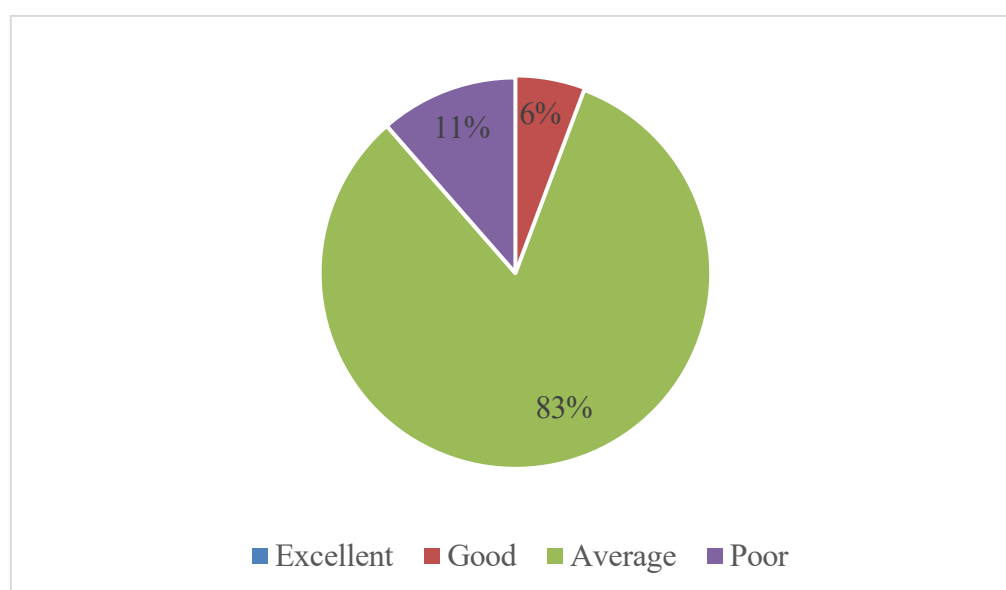
Figure 3.1. Self – Assessment of English Speaking Skills

The figure above presenting responses to the question "How would you rate your overall English speaking skills?" provides valuable insights into participants' self-assessments. Notably, no respondents rated their skills as excellent, indicating a lack of extreme confidence among the group. Only 6% individuals rated their skills as good, suggesting that while a few feel competent, they make up a minimal portion of the total. In contrast, a significant majority of 83% participants rated their speaking skills as average, reflecting a widespread sentiment of meeting basic competency but not excelling. Additionally, 11% respondents rated their skills as poor, highlighting that there are individuals who may struggle with their speaking abilities. Overall, the data suggests that while most students feel adequately skilled, there is a pronounced need for improvement.
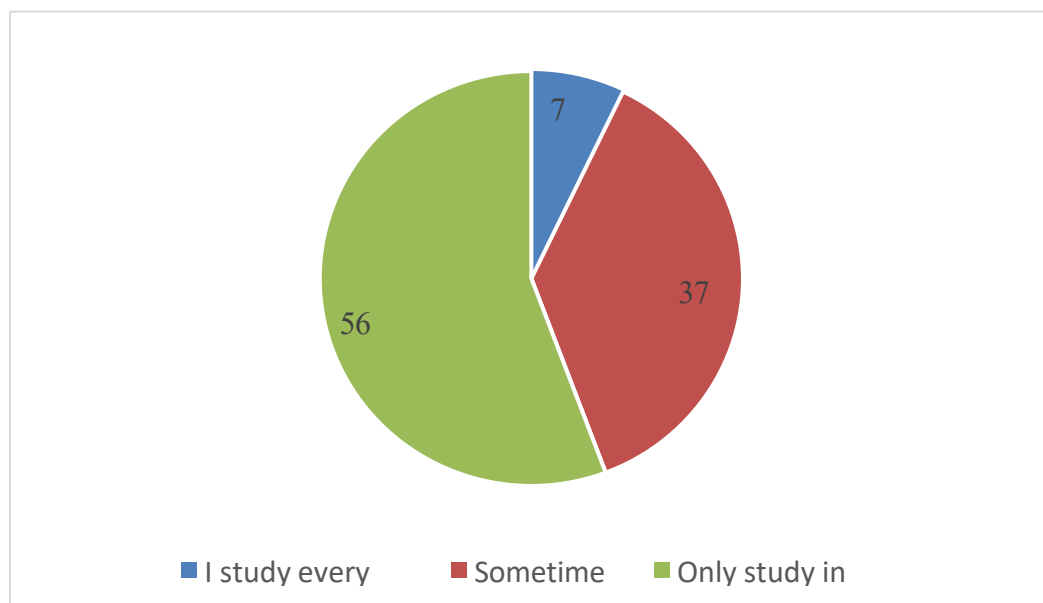
Figure 3.2. Self-Directed Learning Habits in English Speaking Skills

The table summarizing responses to the question "Do you often learn speaking skills by yourself?" reveals important trends in the participants' self-directed learning habits. Only 5 respondents, accounting for 7.1%, indicated that they study speaking skills every day, suggesting that daily self-study is not a common practice among most students. Incontrast, a significant portion, 39 participants (55.7%), reported that they sometimes engage in self-directed learning, indicating that while they do practice independently, it is not consistent and may depend on various factors such as motivation or

available time. Additionally, 26 respondents (37.1%) stated that they only study speaking skills in class, highlighting a reliance on formal instruction rather than independent study. Overall, the data suggests that while the majority of participants occasionally engage in self-directed learning, a notable number depend solely on classroom instruction. The low number of students who study every day points to a potential area for improvement, emphasizing the need to encourage more consistent self-directed learning habits to enhance their speaking skills outside the classroom.

3.1.2.2. Role Play Activities
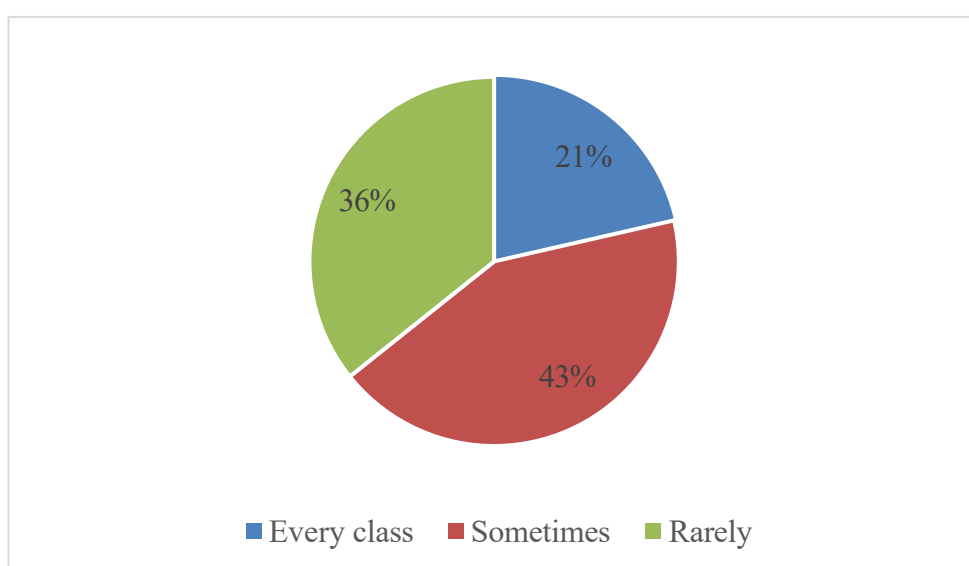
Figure 3.3. Participation in Role Paly Activities in English Classes

The data regarding the question "How often do you participate in role play activities in English classes?" from the study on the effect of using role play on the speaking skills of second-year students at the Faculty of Tourism at the University of Phan Thiet reveals significant trends in student participation. Among the 70 students surveyed, 15 participants (21%) indicated that they engage in role play activities in every class, suggesting that such participation is not a common practice. In contrast, a larger group of 30 students (43%) reported that they participate sometimes, indicating that while some students are involved, their participation is inconsistent and may depend on factors like lesson topics or personal motivation. Additionally, 25 students (36%) stated that theyrarely engage in these activities, highlighting a notable number of students who do not often take part in interactive learning experiences. Overall, the data suggests that while a

majority of students (64%) participate in or occasionally engage in role play activities, a significant portion (36%) does so infrequently. This indicates a need to encourage greater involvement in role play as a teaching method, which could enhance student engagement and improve their speaking skills in English classes.
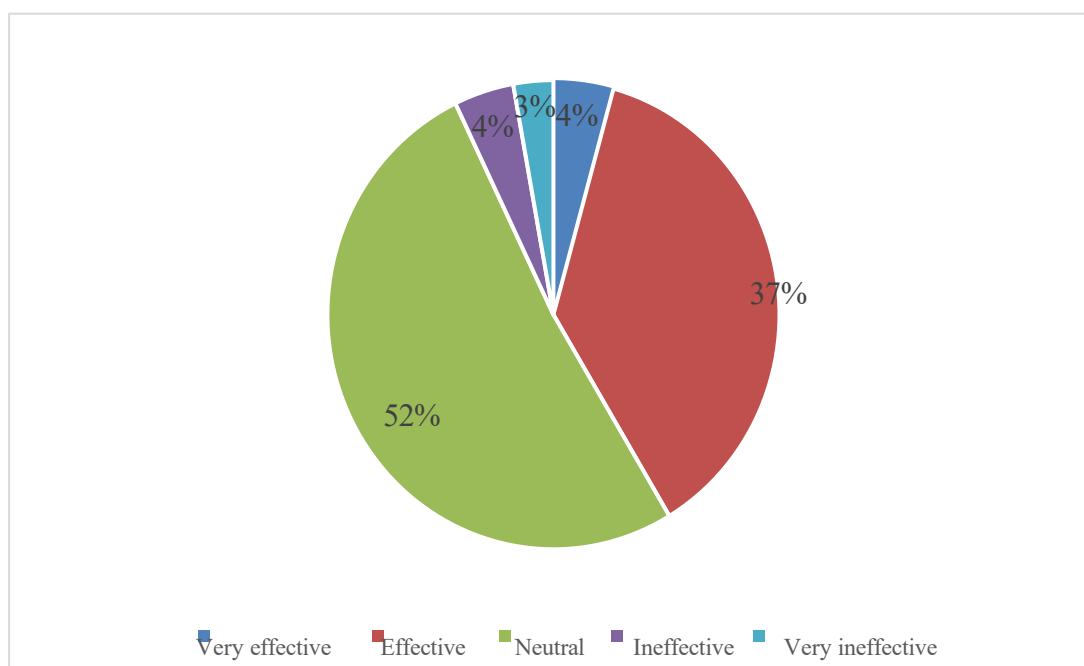
Figure 3.4. Perceptions of Role Play Activities in Enhancing Speaking Skills

The data regarding the question "How do you feel about role play activities in improving your speaking skills?" from the study on the effect of using role play on the speaking skills of second-year students at the Faculty of Tourism at the University of Phan Thiet reveals important insights into student perceptions. Among the 70 students surveyed, only 3 participants (4%) believe that role play activities are "very effective" in enhancing their speaking skills, while a larger group of 26 students (37%) consider them "effective." However, a significant majority, 36 students (52%), responded with a "neutral" stance, indicating uncertainty about the effectiveness of role play for skill improvement. Additionally, 5 students (7%) view these activities as either "ineffective" or "very ineffective," suggesting that some do not find value in this approach. Overall, while 42% of students see role play as beneficial, the high percentage of neutral responses highlights a need for further encouragement and better implementation of these activities. Addressing these perceptions could enhance student engagement and improve their speaking skills in

English classes.

3.1.2.3. *Second-year students' perceptions of role-playing on their speaking skills*

Table 3.3. Assessment of Reliability and Average Scores for Speaking Skills

No	Cronbach's Alpha	N of Items	Item Means
Confidence in Speaking	0.769	4	3.5
Improvement in Vocabulary	0.817	4	3.5
Pronunciation and Fluency	0.725	4	3.5
Grammar Proficiency	0.848	4	3.5
Comprehension	0.714	3	3.6
Overall Speaking Skills	0.841	4	3.6

The table presents the results of a survey assessing the impact of role play activities on various aspects of speaking skills. Each factor group corresponds to a specific dimension of language learning. The "Confidence in Speaking" group shows a Cronbach's Alpha of 0.769, indicating good reliability, with participants feeling moderately confident due to role play activities. The "Improvement in Vocabulary" group has a higher reliability at 0.817, reflecting that participants believe role play significantly enhances their vocabulary learning. Although the "Pronunciation and Fluency" group has a slightly lower Alpha of 0.725, it still indicates acceptable reliability, with respondents generally feeling that their pronunciation and fluency have improved. The "Grammar Proficiency" factor stands out with the highest reliability at 0.848, suggesting that participants feel confident in applying grammatical rules after engaging in role play. The "Comprehension" group also shows acceptable reliability at 0.714, with a slightly higher average indicating that participants find it easier to understand spoken English post-activities. Lastly, the "Overall Speaking Skills" group has a strong reliability of 0.841, suggesting that participants believe their overall speaking skills have improved significantly due to role play. Overall, the data indicates that role play activities positively impact various dimensions of speaking skills, making them an effective method for enhancing English proficiency. All factors ensure the reliability of the research.

➢ **Confidence in Speaking**
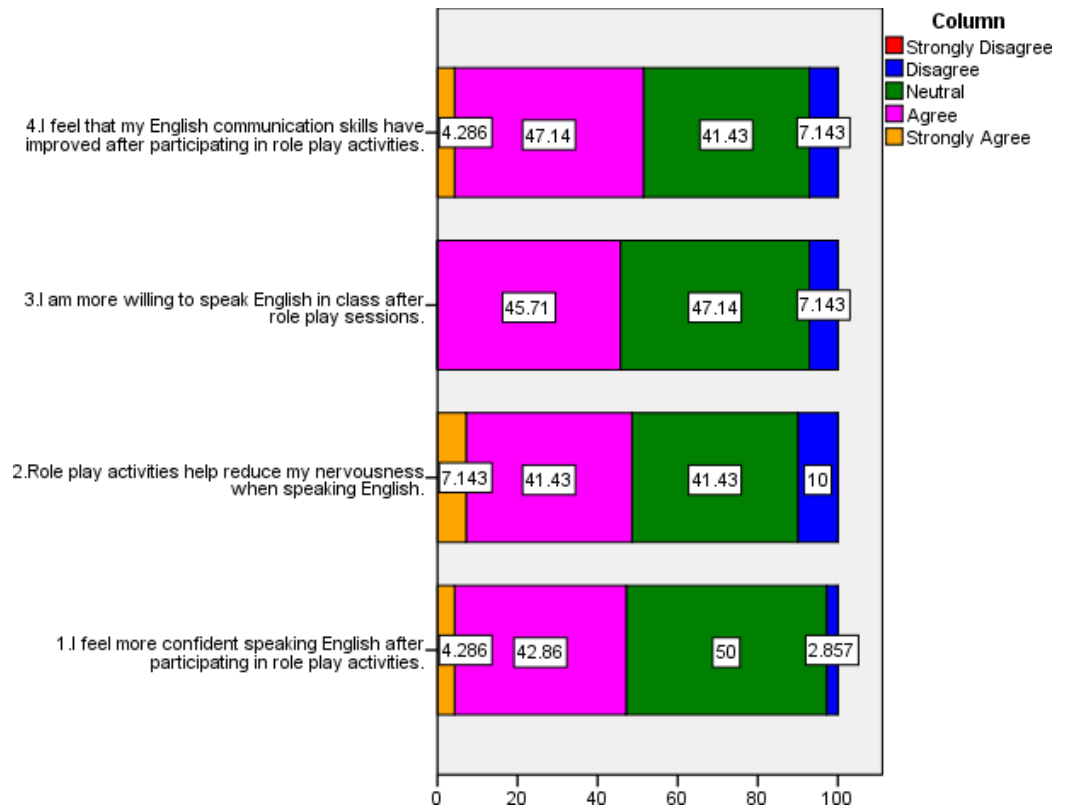
Figure 3.5. Factor: Confident of Speaking

The survey data above provides valuable insights into students' perceptions of role play activities. For the statement "I feel more confident speaking English after participating in role play activities," 42.9% of students agreed, while 50% remained neutral, indicating a mixed response regarding the impact of role play on their confidence. Notably, only 2.9% disagreed, suggesting that most students either found it beneficial or were uncertain. Regarding the second statement, "Role play activities help reduce my nervousness when speaking English," 41.4% of participants agreed, yet 41.4% also chose a neutral response, indicating a divide in opinion about the effectiveness of role play in alleviating anxiety. Finally, when asked if they were "more willing to speak English in class after role play sessions," 47.1% agreed, while 7.1% disagreed. This shows a positive trend toward increased willingness to engage in speaking activities due to role play. The fourth statement, "I feel that my English communication skills have improved after participating

in role play activities," had 47.1% of students agreeing, further emphasizing the perceived value of role play in enhancing their communication abilities. With only a small percentage (7.1%) disagreeing, this suggests a strong belief among students that role play contributes positively to their skill development.

In conclusion, the data reflects a generally favorable attitude toward role play, with a significant proportion of students recognizing its benefits in boosting confidence, reducing nervousness, and improving communication skills. However, the substantial number of neutral responses indicates that there is still room for improvement in the implementation and promotion of these activities. By addressing the concerns of neutral respondents and providing more engaging role play opportunities, lecturers can enhance the effectiveness of this teaching method and better support students' speaking skills in English.

➢ **Improvement in Vocabulary**
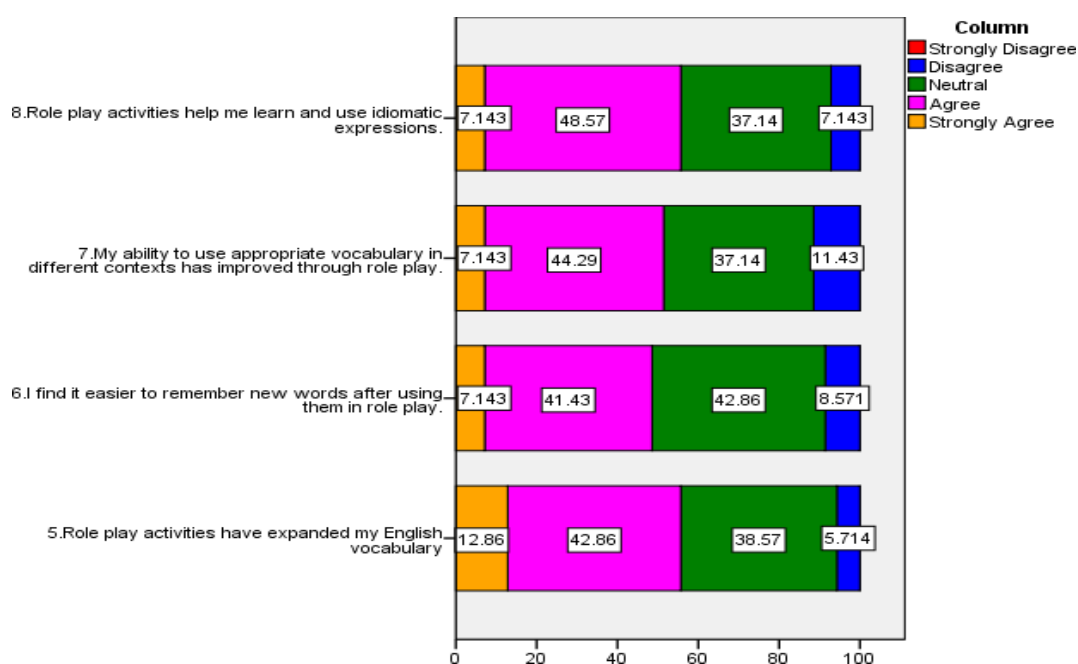
Figure 3.6.Factor: Improvement in Vocabulary

The survey data on "Improvement in Vocabulary" provides insightful reflections on how role play activities influence vocabulary acquisition. For the statement "Role play activities have expanded my English vocabulary," 42.9% of students agreed, indicating a positive perception of role play in enhancing their vocabulary skills. However, a notable 38.6% remained neutral, suggesting that while many see benefits, a significant portion may not have felt a strong impact.

Regarding the statement "I find it easier to remember new words after using them in role play," 41.4% of participants agreed, with only 8.6% expressing disagreement. This suggests that role play may indeed aid memory retention for vocabulary. Similarly, for the statement "My ability to use appropriate vocabulary in different contexts has improved through role play," 44.3% agreed, while 37.1% remained neutral. This indicates that while many students perceive improvements, there is still a considerable number who are uncertain about the effectiveness of role play in this area.

Finally, when asked about the statement "Role play activities help me learn and use idiomatic expressions," 48.6% of students agreed, reflecting a strong belief in the effectiveness of role play for mastering idiomatic language. With only a small percentage disagreeing, this further supports the notion that role play is beneficial in expanding vocabulary and understanding idiomatic expressions.

Overall, the data illustrates a generally favorable view of role play in enhancing vocabulary skills among students, although the presence of neutral responses signifies potential areas for improvement in the implementation of these activities. By addressing the concerns of those who feel neutral, educators can maximize the benefits of role play in vocabulary development.

➢ **Pronunciation and Fluency**
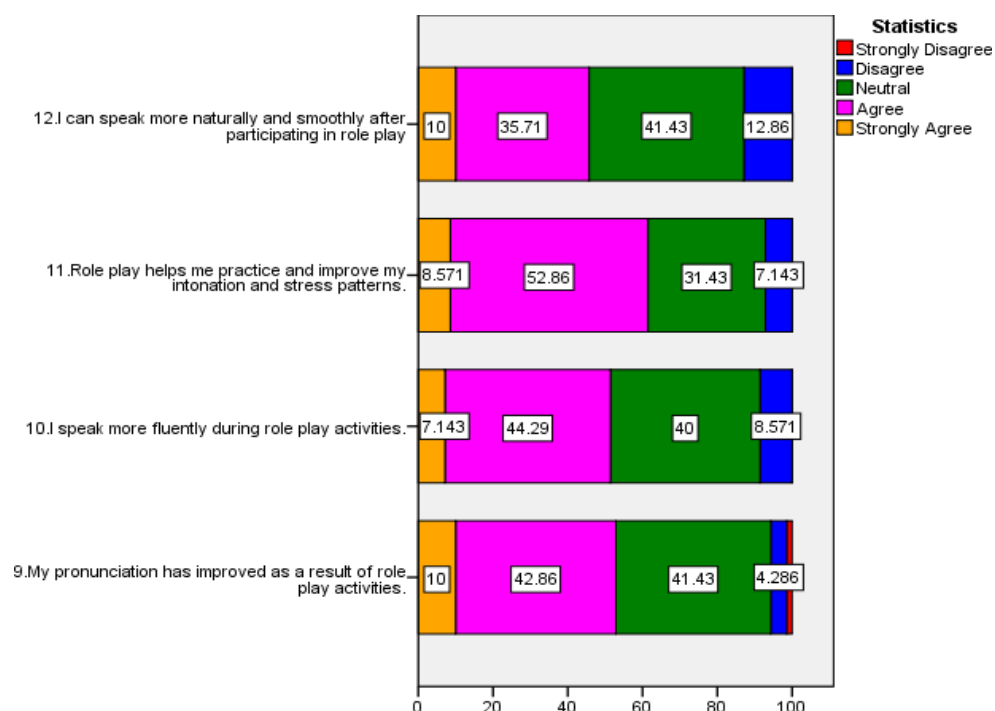
Figure 3.7. Factor: Pronunciation and Fluency

To analyze the data presented in this figure, we can observe the participants' perceptions of how role play activities influence their pronunciation and fluency in speaking.. For the statement "My pronunciation has improved as a result of role play activities," 42.9% of students agreed, indicating that a significant portion believes role play contributes positively to their pronunciation skills. However, a substantial 41.4% remained neutral, suggesting that while many students recognize benefits, others may not have experienced noticeable improvements.

In response to the statement "I speak more fluently during role play activities," 44.3% of participants agreed, reinforcing the idea that role play may enhance fluency. The neutral responses (40.0%) again indicate a mixed perception, highlighting the need for further engagement in these activities to maximize their effectiveness.

Regarding the statement "Role play helps me practice and improve my intonation and stress patterns," a notable 52.9% of students agreed, suggesting strong recognition of role play as a valuable tool for mastering these aspects of speech. However, the presence of disagree responses (7.1%) indicates that some students may still be uncertain about the effectiveness of role play in this regard.

Finally, for the statement "I can speak more naturally and smoothly after participating in role play," 36.7% agreed, with 41.4% remaining neutral. This reflects

generally positive view of role play's impact on natural and smooth speech, although the neutral responses suggest room for improvement in the implementation of role play activities.

Overall, the data indicates a favorable perception of role play in improving pronunciation and fluency among students, yet the significant number of neutral responses highlights the potential for enhancing the effectiveness of these activities to ensure all students experience the benefits.

➢ **Grammar Proficiency**
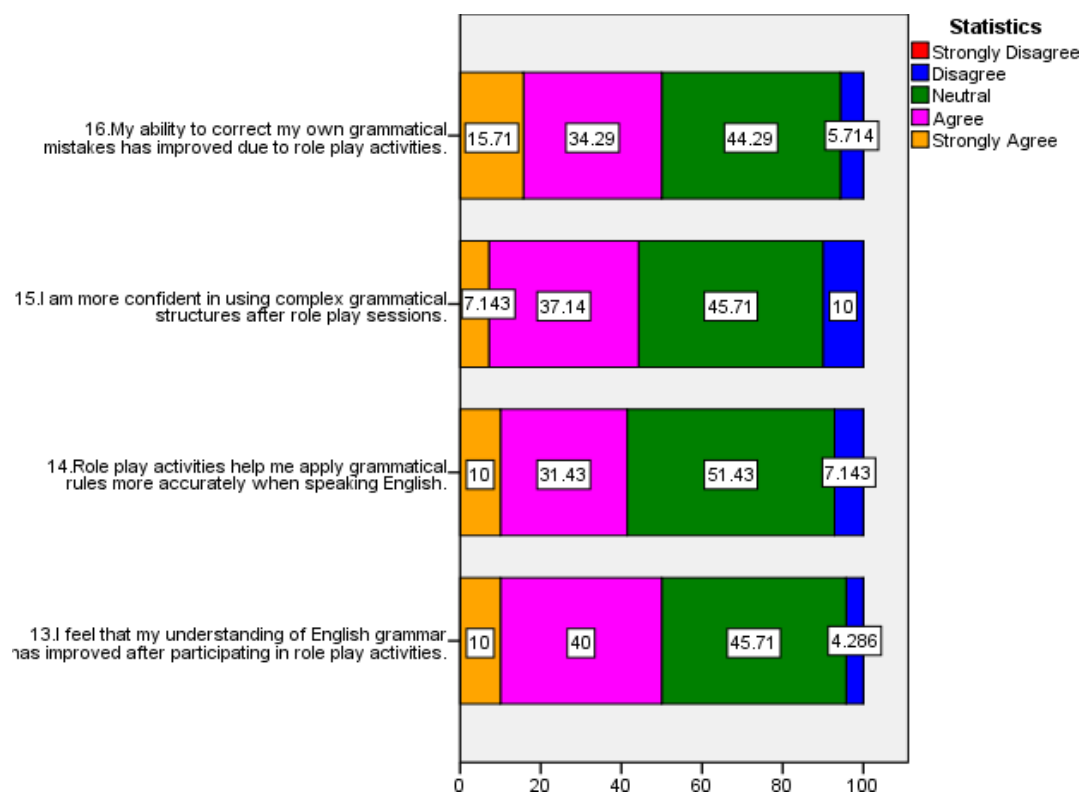
Figure 3.8. Factor: Grammar Proficiency

The survey data on "Grammar Proficiency" provides insights into how role play activities influence students' understanding and application of grammatical rules. For the statement "I feel that my understanding of English grammar has improved after participating in role play activities," 40.0% of students agreed, indicating a positive perception of the role play's impact on grammar comprehension. However, a notable 45.7% remained neutral, suggesting that while some students recognize improvements, many are uncertain about the extent of the benefits.

Regarding the statement "Role play activities help me apply grammatical rules more accurately when speaking English," only 31.4% agreed, with 51.4% being neutral. This indicates that while there is some acknowledgment of the effectiveness of role play in applying grammar, a considerable number of students may not have felt a significant impact.

In response to the statement "I am more confident in using complex grammatical structures after role play sessions," 37.1% agreed, but again, a substantial portion (44.3%) remained neutral and 10% disagree. This highlights a need for further exploration of how role play can foster confidence in using complex grammar.

The statement "My ability to correct my own grammatical mistakes has improved due to role play activities" shows mixed responses. While 44.2% of students agreed that their self-correction skills improved, indicating the value of role play, 34.3% remained neutral, suggesting uncertainty about its effectiveness. Additionally, 15.7% disagreed, possibly due to negative experiences or a lack of relevance, while 5.7% strongly disagreed. Overall, the data reflects a mixed perception of role play's effectiveness in enhancing grammar proficiency among students. While there are positive responses, the significant number of neutral answers and and there are still some negative comments suggest that many students may require more targeted support or different approaches to fully realize the benefits of role play in their grammar skills.

➢ **Comprehension**
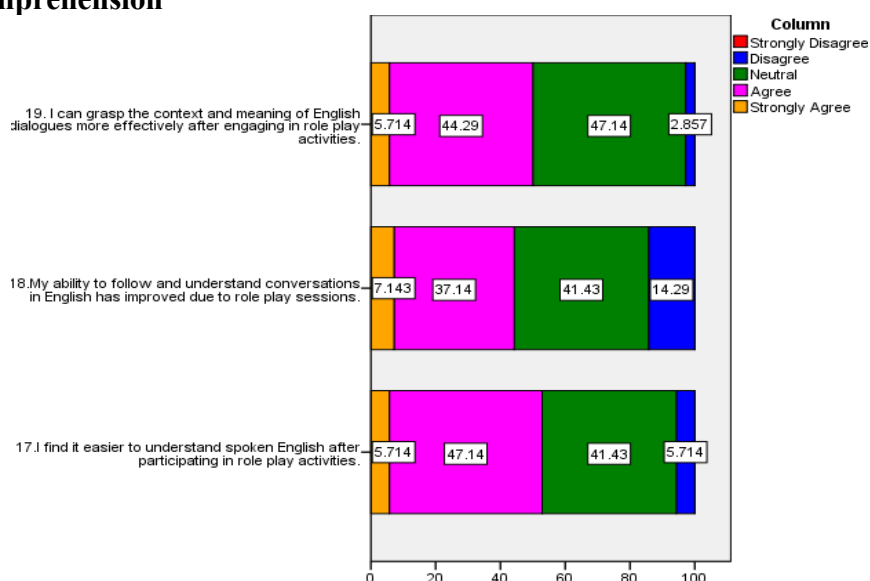
Figure 3.9. Factor: Comprehension

The survey data reveals that 47.1% of students agree that they find it easier to understand spoken English after participating in role play activities. This suggests that many students appreciate the immersive experience role play offers, which likely enhances their listening skills. However, the 41.4% neutral responses indicate uncertainty, suggesting that some students may not fully engage with the activities or perceive their effectiveness. Additionally, 14.3% disagreed, highlighting variability in individual experiences regarding the benefits of role play.

Regarding the statement about improving the ability to follow and understand conversations in English, 37.1% of students agreed, reflecting a positive perception of role play's impact. However, the 41.4% neutral responses indicate a lack of clarity for many students about the connection between role play and conversational comprehension. With only 2.9% strongly disagreeing, it appears that most students support the idea that role play aids in understanding dialogues, but further enhancements in role play scenarios may be needed to strengthen this connection. When it comes to grasping the context and meaning of English dialogues, 44.3% of students agreed that role play helps them understand better. This signifies a substantial recognition of the potential benefits of role play for contextual understanding, which is vital in language learning. However, a significant 47.1% remained neutral, indicating that while many see value, there is still uncertainty among students about the effectiveness of these activities in improving their comprehension.Overall, while a considerable number of students acknowledge the benefits of role play for enhancing their comprehension skills, the notable percentage of neutral responses indicates a need for more engagement and clarity. Tailoring role play activities to specifically target comprehension skills and providing effective facilitation could help bridge this gap and maximize the impact of role play on.

➢ **Overall Speaking Skills**
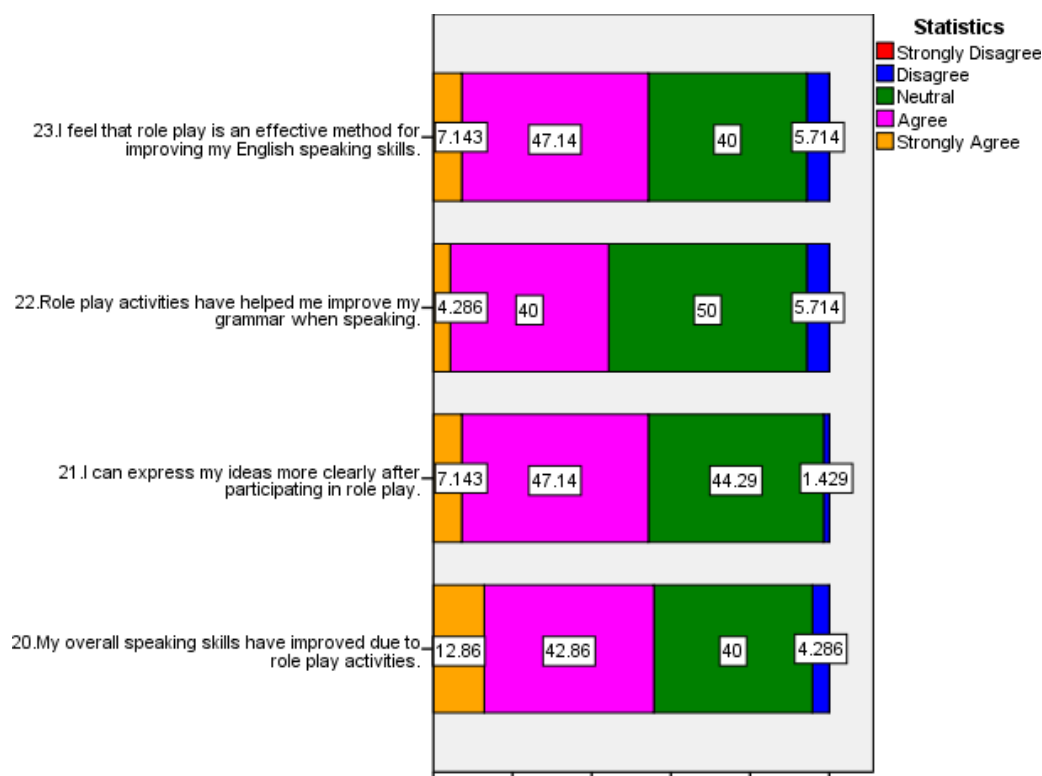
Figure 3.10. Overall Speaking Skills

For the statement "My overall speaking skills have improved due to role play activities," 42.9% of students agreed, indicating a positive perception of role play's impact on their speaking abilities. However, the 40% who remained neutral suggest that many students are uncertain about the effectiveness of role play in enhancing their overall speaking skills. Notably, 12.9% strongly agreed, reflecting a smaller group that feels significantly benefited, while no students strongly disagreed, indicating a general acceptance of role play's role in their speaking development.

Regarding the ability to express ideas more clearly after participating in role play, 47.1% of students agreed, which shows that many students recognize the role play's value in enhancing clarity in communication. However, a substantial 44.3% remained neutral, suggesting that while some students see improvements, others may not fully experience or recognize this benefit. The 1.5% who disagreed indicates that a small minority may not find role play effective for clarity in expression.

In terms of grammar, 40% of students agreed that role play activities helped

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improve their grammar when speaking. This suggests that role play is perceived as a beneficial tool for reinforcing grammatical skills in a practical context. Still, with 50.0% remaining neutral, it indicates that many students may not feel strongly about the connection between role play and grammar improvement. The 5.7% who disagreed also highlight a small group that does not find this aspect effective.

Finally, when asked if they feel that role play is an effective method for improving their English speaking skills, 47.1% of students agreed, showing a favorable view of role play as a teaching strategy. However, a significant 40% remained neutral, revealing uncertainty about its overall effectiveness. The 5.7% who disagreed highlight that some students do not see role play as beneficial, suggesting that individual experiences may vary widely.

In summary, while a considerable portion of students acknowledges the benefits of role play in enhancing their speaking skills, the high levels of neutrality across all statements indicate a need for deeper engagement and clearer communication of role play's benefits. Addressing the concerns of neutral and disagreeing respondents.

Conclusion for the questionnaire survey

The analysis of the survey data reveals several key insights into students' perceptions and practices regarding their English speaking skills. The absence of respondents rating their skills as excellent, coupled with the majority viewing their abilities as average, suggests a general sentiment of adequacy rather than confidence. This highlights a critical need for improvement in speaking proficiency across the participant group.

Furthermore, the data on self-directed learning habits indicates that while some students engage in occasional independent study, a significant portion relies heavily on classroom instruction. The low percentage of daily self-study emphasizes the need for initiatives that encourage more consistent self-directed learning practices, which could significantly enhance students' speaking skills outside the classroom environment.

In terms of participation in role play activities, the findings show that while a majority of students engage occasionally, a significant number do not participate regularly. This inconsistency points to an opportunity for educators to promote greater involvement in interactive learning experiences, which could foster student engagement and improve

speaking skills.

Lastly, students' perceptions of role play as a tool for improving speaking skills reveal a mix of opinions, with many expressing neutrality Although a portion acknowledges the effectiveness of role play, the high number of neutral responses suggests a need for better implementation and encouragement of these activities. By addressing the concerns of neutral respondents and enhancing the role play experience, educators can maximize its potential benefits and better support students in developing their speaking skills. Overall, these findings underscore the importance of targeted strategies to enhance students' confidence, engagement, and proficiency in English speaking.

3.1.3. Pre – Post Course Interview

➢ **Pre - Course Interview Results**

In conducting the pre-course interviews with the 10 students from the K14KSA class, we made several assumptions based on the questions posed, and the students provided valuable insights that highlighted their perspectives on role play as a learning tool. (Appendix 2)

Previous Experience with Role Play:

Many students expressed that they had participated in role-play activities in prior English classes, and overall, they viewed these experiences positively. Student 2 noted, "I have participated in role plays in my previous English classes. I found them fun and engaging. It made learning feel more interactive." Student 4 and 5 added, "Role play allows us to practice real-life situations, which is much better than just learning from textbooks." These responses suggest that students recognized the potential benefits of role play in enhancing their language skills and felt that it could make learning more enjoyable and relevant.

Understanding Difficulties in Professional Contexts:

The students shared various challenges they faced when it came to understanding English in professional situations. Several voiced concerns about vocabulary (student 1,3,8), particularly related to tourism and hospitality. Student 7 remarked, "I often struggle with specialized vocabulary that we need in our field. It's daunting to think about using those words in conversation." Student 10 mentioned, "In professional settings, I feel nervous and sometimes don't understand what others are saying, especially when they

speak quickly." This feedback highlights the anxiety and pressure students feel in real-world scenarios, revealing a need for focused practice in these areas.

Expectations from Role Play:

Students expressed high hopes for role-play activities to enhance their English comprehension skills. Many believed that these activities would provide them with practical language skills that they could apply in their future careers. Student 1 stated, "I hope role play will help me speak more fluently and confidently. I want to be able to express myself without hesitating." Another added, "I expect to learn useful phrases that I can use during my internship. It's important for me to sound professional." These expectations reflect a desire for role play to bridge the gap between classroom learning and real-world application, emphasizing the importance of context in language acquisition.

Some Additional Information

The overall attitude towards learning through role play was enthusiastic. Many students expressed a willingness to engage and take risks in their learning process. Student 4 commented, "I think role play can be intimidating at first, but I'm excited to try it. It's a chance to make mistakes in a safe environment." Student 6 echoed this sentiment, saying, "I believe that by practicing through role play, I can overcome my fear of speaking English in front of others." This openness to new experiences suggests that students are ready to embrace innovative methods of learning that may help them improve their speaking skills.

These insights from the students provided a rich understanding of their initial perspectives on role play, laying a solid foundation for evaluating the effectiveness of this approach later in the study.

➢ **Post – Course Interview Results**

After participating in role-play activities, 10 students from the K14KSA class shared their thoughts and experiences related to specific lessons. Below is a summary of the interview results based on the key questions asked.

Improvements in English Comprehension Skills

Most students felt that their English comprehension skills improved significantly after engaging in role-play activities. Student 5 stated, "I feel that I can understand and respond better in conversations, especially during phone calls.". Student 6 added, "Practicing real-life situations, like making reservations, helped me become more

confident.". Student 1 echoed this sentiment, saying, "I noticed that I can follow conversations more easily, particularly when asking for information about facilities." These comments highlight the positive impact of role-play on their comprehension and communication skills.

Difficulties Encountered

While many students reported improvements, they also faced challenges during the role-play activities. Student 2 mentioned, "I struggled to remember the correct sentence structures for making requests, especially under pressure.". Student 10 shared, "Sometimes I didn't know how to respond to unexpected questions about booking rooms, which made me anxious.". These insights indicate that, although beneficial, the role-play environment can create stress for students.

Suggestions for Improvement

Students provided several suggestions to enhance role-play activities for better understanding of English. Student 3 suggested, "We should have more preparation time before the role-play to feel more confident when making phone calls.". Student 8 proposed, "Organizing feedback sessions after each activity would help us identify areas for improvement, especially for asking and giving information.". Student 6 noted, "Incorporating more diverse scenarios, like dealing with different types of requests in a restaurant, would make the practice more relevant to our future careers." These suggestions demonstrate that students are eager for more support and opportunities to develop their skills.

Conclusion

The feedback from the interviews clearly shows students' progress in understanding and using English through role-play activities, particularly in areas like making phone calls, taking reservations, and giving information. The challenges they faced and the suggestions for improvement indicate a desire for enhanced learning experiences in future courses.

3.2. Discussion

The findings derived from the pre- and post-course interviews, tests, and questionnaires offer a thorough and multifaceted understanding of the impact of role play

activities on students' English speaking skills. This research specifically focuses on second-year students at the Faculty of Tourism at the University of Phan Thiet, a group that is particularly relevant given the demands of their future careers in the tourism and hospitality sectors, where effective communication is essential.

The quantitative data collected from the recent study reveals substantial advancements in students' speaking skills following the implementation of role play activities in the classroom. Based on the analysis of two tables, we can draw significant conclusions about the improvement in students' speaking abilities after participating in these activities. Table 3.1 shows that the lowest test score prior to the course was 3.5, whereas it increased to 4.3 afterward. This indicates that not only did high-performing students improve, but even those who initially struggled made notable progress. Furthermore, while the highest score slightly increased from 9.0 to 9.3, the average score rose from 6.5 to 6.9, suggesting an overall enhancement in speaking skills. Table 3.2 provides a detailed view of score distribution. Before the course, 5.6% of students scored between 0-3.9, but this dropped to 0% after the course, indicating a complete elimination of low scores. Conversely, the percentage of students scoring between 7.5 and 10 increased significantly, rising from 13.9% to 19.4%. This shift underscores the effectiveness of role play as an instructional strategy, highlighting its potential to enhance students' overall communication abilities. **(RQ1)**

Qualitative insights gathered from interviews corroborate these quantitative findings. Many students reported a palpable improvement in their comprehension skills and newfound abilities to respond effectively in real-life scenarios. They noted that role play activities provided a safe and supportive environment for practicing speaking, which significantly boosted their confidence. The immersive nature of role playing allowed them to engage more deeply with the content, making it easier to recall vocabulary and phrases when needed.

The positive feedback from students emphasizes the critical role that role play plays in bridging the gap between theoretical knowledge and practical application. Particularly in the context of tourism and hospitality, where effective communication is essential, students shared experiences of feeling more equipped to handle customer interactions and present information clearly. Additionally, the collaborative aspect of role play fostered

camaraderie among students, facilitating peer learning and encouraging constructive feedback, which further enhanced their speaking skills. **(RQ2)**

The questionnaire results revealed a concerning trend regarding students' self-directed learning habits. With only 7.1% of students engaging in independent study on a daily basis, it highlights a significant opportunity for improvement in this critical area. Self-directed learning is essential for students to reinforce the knowledge and skills acquired in the classroom, particularly in developing their speaking abilities outside of a structured environment. This lack of consistent self-study not only limits their language development but may also hinder their overall academic performance. To foster a culture of self-directed learning, educators should integrate structured independent practice into the curriculum. This could take the form of guided assignments, targeted resources, and regular self-assessment opportunities that encourage students to take ownership of their learning. By providing clear expectations and support, institutions can help students cultivate effective study habits that will ultimately enhance their language proficiency and confidence in speaking

While many students acknowledged the benefits of role play, a significant percentage expressed neutral feelings about its effectiveness, indicating that there is still substantial work to be done in terms of both implementation and promotion of these activities. This ambivalence suggests that some students may not fully understand the potential advantages of role play in language acquisition or may not have experienced its full benefits due to poorly designed activities. Educators must address these neutral perceptions by providing clearer communication about the objectives and benefits of role play, ensuring that students are aware of how these activities can enhance their speaking skills and prepare them for real-world interactions. Additionally, incorporating engaging and relevant scenarios that resonate with students' future professional contexts can help to increase their interest and investment in role play. By connecting the role play activities to real-life applications, educators can elevate students' perceptions and experiences, transforming neutral attitudes into enthusiastic support for this effective pedagogical strategy. **(RQ2)**

In conclusion, the findings from the pre- and post-course assessments reveal that role play activities significantly enhance the English speaking skills of second-year

students at the Faculty of Tourism at the University of Phan Thiet. The data shows marked improvements in test scores and a complete elimination of low scores, while qualitative insights indicate increased confidence and better comprehension among students. However, the research also highlights the need for greater emphasis on self-directed learning, as only 7.1% of students study independently on a daily basis. Furthermore, the presence of neutral perceptions about role play suggests that educators must improve communication regarding its objectives and relevance to students' future careers in tourism and hospitality. By addressing these areas and fostering a supportive learning environment, educators can maximize the benefits of role play and better prepare students for effective communication in their professional lives.

Comparatively, similar studies in the field of language education have also emphasized the benefits of role play. For instance, Lee (2015) found that role play activities significantly improved students' speaking skills and confidence in a multicultural classroom setting. However, this study differs in its focus on the tourism and hospitality industry, highlighting the specific communication needs of this sector. Additionally, while Lee (2015) emphasized the importance of self-directed learning, this study further explores how role play can foster a more engaging and interactive learning environment, which traditional teaching methods may lack (Lee, 2015).

CONCLUSION AND RECOMMENDATION

Conclusion

In conclusion, this study highlights the significant impact of role play as an effective pedagogical tool for enhancing English speaking skills among second-year students at the Faculty of Tourism at the University of Phan Thiet. The findings indicate that the integration of role play into the curriculum leads to notable improvements in students' test scores, demonstrating measurable gains in their speaking abilities. Moreover, qualitative feedback collected from students reveals that these activities not only boost their confidence in using the English language but also enhance their comprehension and communication skills, which are particularly crucial for students aspiring to build careers in the dynamic tourism and hospitality industry, where effective communication is vital for interacting with international clients and colleagues. Furthermore, the study highlights the ability of role play to create a more engaging and interactive learning environment. This active participation fosters a sense of immersion that traditional teaching methods may lack, thereby facilitating better language acquisition. By simulating real-world scenarios, students are encouraged to practice language in context, reinforcing their learning and retention. Overall, the positive outcomes associated with role play suggest that incorporating this method into language instruction not only cultivates essential skills but also prepares students more effectively for the challenges they will face in their professional lives. Finally, this study advocates for the continued use and further exploration of role play as a vital component of language education, particularly in fields that demand high levels of interpersonal communication.

However, the research also points out several areas that require attention and improvement. One critical area identified is the need to foster self-directed learning among students. Encouraging students to take more initiative in their learning process can significantly enhance their overall educational experience and lead to better outcomes. When students are empowered to set their own learning goals, seek out resources, and reflect on their progress, they develop essential skills that will serve them well beyond the classroom. This shift towards self-directed learning can cultivate a more proactive mindset, enabling students to become lifelong learners who are equipped to navigate the

complexities of their future careers. Additionally, the study addresses the mixed perceptions regarding the effectiveness of role play activities. While a significant number of students found the role play exercises beneficial for improving their speaking skills and boosting their confidence, some expressed skepticism about the value of this approach. This variability in student perception suggests a critical need for more tailored and differentiated approaches to role play activities. By adapting these exercises to accommodate diverse learning preferences, instructors can ensure that all students are engaged and can maximize their benefits from this method. For instance, incorporating varied scenarios that reflect real-world situations relevant to students' interests and future careers may enhance engagement and effectiveness. Providing options for students to choose from or allowing them to design their own role play scenarios could also encourage greater participation and ownership of the learning process. Ultimately, addressing these areas of concern will not only improve the implementation of role play in language education but also contribute to a more inclusive and effective learning environment that meets the needs of all students.

Recommendation

Based on the findings of this study, several recommendations can be made to further enhance the effectiveness of role play in improving English speaking skills among second-year students at the Faculty of Tourism at the University of Phan Thiet:

Tailor Role Play Activities

Tailoring role play activities to meet diverse learning preferences is crucial, especially given the mixed perceptions of their effectiveness. To maximize the benefits of role play in education, particularly in fields like tourism and hospitality, it is essential to customize these activities to align with students' future career needs and learning styles.

One effective approach is to vary the scenarios used in role plays. This can include simulating different real-life situations that students might encounter in their professional lives, such as handling customer complaints, managing hotel check-ins, or coordinating events. By exposing students to a wide range of scenarios, they can develop a broader skill set and become more adaptable.

Incorporating student feedback is another key strategy. After each role play session,

educators can gather feedback from students to understand what worked well and what could be improved. This feedback can then be used to refine future role play activities, making them more engaging and relevant. For example, if students find certain scenarios too simplistic or unrealistic, adjustments can be made to increase the complexity or authenticity of the role plays.

Ensuring that role plays are relevant to students' future careers is also vital. This relevance can be achieved by designing scenarios that reflect the specific challenges and situations they are likely to face in the tourism and hospitality industry. For instance, role plays can be tailored to include tasks such as dealing with international guests, managing cultural differences, or handling high-pressure situations during peak seasons.

Research supports the effectiveness of tailored role play activities. A study by Lu et al. (2013) highlights the importance of customizing educational tools to fit the specific needs of learners in the tourism and hospitality sector. The study found that when role play activities are closely aligned with real-world scenarios, students are more likely to engage deeply and retain the skills they learn.

In conclusion, by varying scenarios, incorporating student feedback, and ensuring relevance to future careers, educators can enhance the effectiveness of role play activities. This tailored approach not only addresses diverse learning preferences but also prepares students more effectively for their professional lives in tourism and hospitality.

Fostering Engagement and Professional Skills

Enhancing engagement and interaction through role play can significantly enrich the learning environment. Role play activities transform passive learning into an active, participatory experience, which can boost students' confidence and improve their comprehension and communication skills. These skills are particularly crucial for students' professional development, especially in fields like tourism and hospitality where effective communication is key.

To create a more engaging and interactive learning environment, lecturers can design role play scenarios that are realistic and relevant to students' future careers.

For example, scenarios can include handling customer complaints, managing hotel check-ins, or coordinating events. These activities not only make learning more enjoyable

but also help students develop practical skills that they will use in their professional lives.

Providing continuous feedback is another essential component of effective role play activities. Implementing a system where students receive constructive criticism and encouragement can help them understand their strengths and areas for improvement. This feedback loop fosters a supportive learning atmosphere, where students feel valued and motivated to improve. According to a study by Acharya et al. (2018), continuous feedback in role play activities enhances students' learning experiences and knowledge retention.

In conclusion, by continuing to use role play to enhance engagement and interaction, and by providing continuous feedback, educators can create a dynamic and supportive learning environment. This approach not only boosts students' confidence but also equips them with the necessary skills for their professional development.

> ***Integrate Self-Directed Learning***

Integrating self-directed learning into language acquisition can significantly enhance students' engagement and outcomes. Encouraging students to take more initiative in their learning process involves providing them with the necessary resources and guidance to practice speaking skills independently. This approach fosters a sense of ownership and responsibility, which can lead to more proactive and motivated learners.

Self-directed learning allows students to identify their own learning goals, select appropriate resources, and monitor their progress. This autonomy helps them develop critical thinking and problem-solving skills, as they are required to make decisions about their learning path. For example, students can use online language learning platforms, engage in language exchange programs, or utilize multimedia resources such as podcasts and videos to practice their speaking skills.

Recent research supports the effectiveness of self-directed learning. According to a study by Song and Hill (2007), self-directed learning promotes deeper understanding and retention of knowledge because learners are actively involved in the learning process1. Additionally, a study by Lee and Hannafin (2016) found that self-directed learners are more likely to be motivated and persistent in their studies2. These findings suggest that by encouraging self-directed learning, educators can help students become more engaged and effective in their language acquisition journey.

Furthermore, providing students with tools and strategies for self-directed learning can help them become lifelong learners. This is particularly important in language learning, where continuous practice and exposure are crucial for proficiency. By fostering a self-directed learning environment, educators can support students in developing the skills and habits necessary for ongoing language development.

In conclusion, integrating self-directed learning into language acquisition can lead to more engaged and proactive students. By providing resources and guidance, educators can help students take control of their learning process, ultimately leading to better outcomes and a more fulfilling language learning experience.

➢ Integrating Technology and Resources

Integrating technology and resources in tourism education can significantly enhance learning outcomes. Utilizing online learning platforms can provide additional resources like videos, podcasts, and discussion forums, which reinforce role play concepts and relevant vocabulary. According to a study by Smith, Doe, and Roe (2020), "Online platforms offer a vast array of materials that can support traditional learning methods." This not only provides learners with diverse forms of media to engage with but also allows for more flexible and self-paced learning experiences. Incorporating such interactive tools, like simulations or virtual reality experiences, makes learning more engaging and practical. These tools can recreate real-life scenarios where students can practice and apply their knowledge, which is essential in the tourism industry. Virtual reality, for instance, can simulate customer service situations, giving students a safe space to practice and hone their skills.

These strategies modernize the learning experience and ensure that students are better prepared for real-world scenarios in the tourism industry. Integrating technology not only caters to the diverse learning preferences of students but also equips them with the necessary skills to navigate an increasingly digital world. The combination of traditional teaching methods with digital resources and interactive tools creates a more holistic and effective learning environment.

Limitation

This study on the effect of using role play on the speaking skills of second-year

students at the Faculty of Tourism at the University of Phan Thiet presents several limitations that should be acknowledged.

Firstly, while the integration of role play into the curriculum demonstrated notable improvements in students' test scores and speaking abilities, the research primarily relied on quantitative measures, such as test scores and questionnaires. While these metrics provide valuable insights, they may not capture the full complexity of students' experiences and perceptions regarding role play activities. Qualitative feedback, although included, was limited in scope (only 70 students) and may not reflect the diverse views of all students.

Secondly, the study identified mixed perceptions among students regarding the effectiveness of role play. Some students expressed skepticism about this approach, indicating that not all participants may have fully engaged with or benefited from the activities. This variability highlights the need for a more tailored and differentiated implementation of role play exercises, which was not fully explored within the study's framework.

Additionally, the research emphasized the importance of fostering self-directed learning among students. However, the study did not implement specific interventions aimed at promoting this aspect, limiting the ability to measure its impact on students' overall educational experiences and outcomes.

Furthermore, the context of the study was confined to a specific group of second-year students in the Faculty of Tourism, which may limit the generalizability of the findings to other academic disciplines or institutions. The unique characteristics and motivations of this cohort may not reflect those of students in different fields or educational settings.

Finally, the duration of the study may also be considered a limitation. A longer-term investigation could provide deeper insights into the sustained impact of role play on students' speaking skills and overall language development, as well as the long-term retention of the skills acquired.

In summary, while the study provides valuable findings on the use of role play as a pedagogical tool, these limitations suggest areas for further research and improvement in future studies to enhance the understanding of its effectiveness in language education.

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APPENDICES

APPENDIX 1. SURVEY QUESTIONNAIRE

Dear Participant,

We are conducting a study titled "The Effect of Using Role Play on the Speaking Skill of Second-Year Students of the Faculty of Tourism at the University of Phan Thiet." The aim of this research is to explore how the role play method can enhance the English speaking skills of students.

This questionnaire is designed to gather your opinions and experiences regarding the use of role play in your learning process. The information you provide will help us better understand the effectiveness of this method and offer useful suggestions for improving students' speaking skills.

We assure you that your responses will be kept confidential and will only be used for research purposes. The questions will be answered anonymously, so please feel free to respond honestly and objectively.

Thank you for your participation!

Part 1. Personal information

1. Full Name: ………………………………………………………………………..

2. Class:………………………………………………………………………………...

Part 2. General Information about English Speaking Skills

Put a tick (✓) on your answers

1. How would you rate your overall English speaking skills?

☐ Excellent

☐ Good

☐ Average

☐ Poor

2. Do you often learn speaking skills by yourself?

☐ I study every day

☐ Sometimes

☐ Only study in class

Part 3: Role Play Activities

Put a tick (✓) on your answers

1. How often do you participate in role play activities in English classes?

☐ Every class

☐ Sometimes

☐ Rarely

2. How do you feel about role play activities in improving your speaking skills?

☐ Very effective

☐ Effective

☐ Neutral

☐ Ineffective

☐Very ineffective

Part 4:

We kindly ask you to indicate your level of agreement with each statement using the following scale:

      1 - Strongly Disagree

      2 - Disagree

      3 - Neutral

      4 - Agree

      5 - Strongly Agree

Factor Group 1: Confidence in Speaking

1. I feel more confident speaking English after participating in role play activities.

2. Role play activities help reduce my nervousness when speaking English.

3. I am more willing to speak English in class after role play sessions.

4. I feel that my English communication skills have improved after participating in role play activities.

Factor Group 2: Improvement in Vocabulary

5. Role play activities have expanded my English vocabulary.

6. I find it easier to remember new words after using them in role play.

7. My ability to use appropriate vocabulary in different contexts has improved through role play.

8. Role play activities help me learn and use idiomatic expressions.

Factor Group 3: Pronunciation and Fluency

9. My pronunciation has improved as a result of role play activities.

10. I speak more fluently during role play activities.

11. Role play helps me practice and improve my intonation and stress patterns.

12. I can speak more naturally and smoothly after participating in role play.

Factor Group 4: Grammar Proficiency

13. I feel that my understanding of English grammar has improved after participating in role play activities.

14. Role play activities help me apply grammatical rules more accurately when speaking English.

15. I am more confident in using complex grammatical structures after role play sessions.

16. My ability to correct my own grammatical mistakes has improved due to role play activities.

Factor Group 5: Comprehension

17. I find it easier to understand spoken English after participating in role play activities.

18. My ability to follow and understand conversations in English has improved due to role play sessions.

19. I can grasp the context and meaning of English dialogues more effectively after engaging in role play activities.

Factor Group 6: Overall Speaking Skills

20. My overall speaking skills have improved due to role play activities.

21. I can express my ideas more clearly after participating in role play.

22. Role play activities have helped me improve my grammar when speaking.

23. I feel that role play is an effective method for improving my English speaking skills.

APPENDIX 2. INTERVIEWS

Before the course:

1. Have you ever participated in role-play activities in learning English? If so, how do you feel about their effectiveness?

2. What difficulties do you encounter in understanding English in professional situations?

3. What do you expect from role-play activities in improving your English comprehension skills?

After the course:

1. After participating in role-play activities, how do you feel your English comprehension skills have improved?

2. Did you encounter any difficulties in participating in role-play activities? If so, can you share more details?

3. What suggestions do you have for improving role-play activities to help learners understand English better?

APPENDIX 3. Pre – Course Test and Post – Course Test

1. Pre-Course Test

Objective: To assess the initial speaking skills of students before the role-play intervention.

Instructions: Respond to the following prompts. Each response should be at least 3 - 4 sentences.

Part 1: Introduce Yourself

Part 2: Draw lots to select one of the following four topics

a. Taking Phone Calls:

Describe a situation where you need to make a phone call to a restaurant. What would you say?

b. Giving Information:

Imagine you are at a hotel. How would you introduce yourself and ask about the facilities available?

c. Taking Room Reservations:

If a friend asks you to book a hotel room, what questions would you ask the hotel staff?

d. Taking Restaurant Bookings:

How would you inquire about the opening hours of a restaurant? What additional questions might you ask?

2. Post-Course Test

Objective: To evaluate the improvement in speaking skills after the role-play intervention.

Instructions: Students will participate in similar role-play scenarios as in the pre-course test. Each scenario will be evaluated based on improved pronounciation, vocabulary, grammar and fluency.

Part 1: Introduce Yourself

Situation: Introduce yourself to a new guest at the hotel.

Task: Provide your name, position, and a brief description of your role at the hotel.

Part 2: Draw lots to select one of the following four scenarios

Scenario 1: Taking Phone Calls

Situation: A guest calls to inquire about room availability.

Task: Respond to the guest's inquiry using polite requests and appropriate language structures (e.g., "Can I help you?", "I'd like to…").

Scenario 2: Giving Information

Situation: A guest asks for information about the hotel's facilities.

Task: Provide detailed information about the hotel's location and facilities using present simple structures (e.g., "There are more than 100 bedrooms on eight floors.").

Scenario 3: Taking Room Reservations

Situation: A guest wants to book a double room.

Task: Handle the reservation request using questions and prepositions of time (e.g., "Do you have a double room?", "Does the hotel have a restaurant?").

Scenario 4: Taking Restaurant Bookings

Situation: A guest calls to book a table at the hotel restaurant.

Task: Confirm the booking and provide information about opening and closing times using adverbs of frequency (e.g., "When do you close?", "We always serve dinner from 6 PM to 10 PM.").

APPENDIX 4. Pre – Course Test and Post – Course Test Results

➢ **Pre -Course Test Results**

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	1.0	1.5	1.0	1.5	2.0	7.0
2	0.8	1.0	1.0	1.3	1.5	5.5
3	2.0	1.5	1.5	2.0	1.8	8.8
4	1.0	0.5	1.0	0.8	0.8	4.0
5	1.5	1.5	1.3	1.0	1.5	6.8
6	1.8	1.5	1.5	1.5	1.8	8.0
7	1.0	1.3	0.8	1.0	1.3	5.3
8	1.8	1.5	1.5	1.5	1.5	7.8
9	0.8	0.8	1.0	1.0	1.3	4.8
10	2.0	1.8	1.8	1.8	1.8	9.0
11	1.0	1.3	1.0	1.5	1.5	6.3
12	1.3	1.0	1.0	1.5	1.5	6.3
13	2.0	1.5	1.5	2.0	1.8	8.8
14	1.5	1.0	1.5	0.8	0.8	5.5
15	0.5	0.5	1.0	1.0	0.8	3.8
16	1.8	1.5	1.5	1.5	1.8	8.0
17	1.3	1.3	0.8	1.0	1.5	5.8
18	1.8	1.5	2.0	1.8	1.5	8.5
19	0.8	0.8	1.0	1.0	1.3	4.8
20	1.8	1.8	1.8	1.8	1.5	8.5
21	1.0	1.3	1.5	1.3	1.5	6.5
22	1.3	1.0	0.8	1.0	1.3	5.3
23	1.8	1.5	1.5	1.5	1.5	7.8
24	0.8	0.8	1.0	1.0	1.3	4.8
25	1.5	1.8	1.8	1.8	1.5	8.3
26	1.0	1.3	1.0	1.5	1.5	6.3
27	1.3	1.0	1.0	1.5	1.5	6.3

28	1.5	1.5	1.5	1.8	1.8	8.0
29	1.5	1.0	1.5	0.8	0.8	5.5
30	0.5	0.8	0.8	0.8	0.8	3.5
31	0.8	1.3	1.0	1.5	1.3	5.8
32	1.3	1.0	1.0	1.5	1.5	6.3
33	1.3	1.5	1.5	1.0	1.8	7.0
34	1.5	1.0	1.5	1.0	1.0	6.0
35	1.3	1.3	1.8	1.8	1.8	7.8
36	1.0	1.3	1.3	1.5	1.5	6.5

➢ Post -Course Test Results

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	1.3	1.5	1.0	1.5	2.0	7.3
2	0.8	1.0	1.5	1.3	1.5	6.0
3	2.0	1.5	1.5	2.0	1.8	8.8
4	1.0	0.5	1.0	1.0	0.8	4.3
5	1.5	1.5	1.5	1.5	1.5	7.5
6	1.8	1.8	1.5	2.0	1.8	8.8
7	1.0	1.0	0.8	1.0	1.3	5.0
8	1.5	2.0	1.5	1.8	1.5	8.3
9	1.0	1.3	1.0	1.0	1.0	5.3
10	1.8	1.8	2.0	1.8	2.0	9.3
11	1.0	1.0	1.3	1.3	1.5	6.0
12	1.5	1.5	1.5	1.5	1.5	7.5
13	1.5	1.8	1.8	1.5	2.0	8.5
14	1.5	1.3	1.5	1.0	1.0	6.3
15	0.5	1.8	1.0	0.8	0.8	4.8
16	2.0	1.5	1.5	1.8	2.0	8.8
17	1.3	1.0	1.0	1.0	1.3	5.5
18	1.8	1.5	1.5	1.8	1.8	8.3
19	1.0	1.0	1.3	1.0	1.0	5.3
20	1.5	1.8	1.8	2.0	1.5	8.5
21	1.0	1.3	1.5	1.3	1.5	6.5
22	1.5	1.5	1.3	1.5	1.5	7.3
23	1.8	1.5	1.5	1.8	1.5	8.0
24	1.0	1.0	1.0	0.8	1.0	4.8
25	1.0	1.5	2.0	1.5	1.8	7.8
26	1.5	1.3	1.5	1.5	1.3	7.0
27	1.0	1.3	1.0	1.3	1.5	6.0
28	1.5	1.8	1.5	2.0	1.8	8.5

29	1.8	1.5	1.8	1.5	1.5	8.0
30	1.0	1.0	1.3	1.3	1.3	5.8
31	1.0	1.0	1.0	1.3	1.0	5.3
32	1.5	1.5	1.0	1.5	1.5	7.0
33	1.0	1.5	1.5	1.0	1.0	6.0
34	1.3	1.5	1.5	1.8	1.3	7.3
35	1.5	1.0	1.5	1.0	1.5	6.5
36	1.5	1.5	1.0	1.5	1.8	7.3

APPENDIX 5. Course Books

OXFORD

STUDENT'S BOOK

Highly Recommended

English for the hotel and catering industry

Trish Stott & Rod Revell

New Edition